



SENATE AGENDA
Tuesday, April 9, 2024

Room 1M101 Richard Fagan Lecture Room, Faculty of Medicine
4:00 p.m., NL Time via WebEx.

1.0		<u>Land Acknowledgement.</u> 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.	
2.0		<u>Approval of the Agenda.</u>	For Approval
	2.1	<u>Regular Senate Meeting – April 9, 2024.</u>	
3.0		<u>Approval of the Minutes</u>	
	3.1	<u>Minutes of the Special Meeting of Senate held on March 12, 2024.</u>	For Approval
	3.2	<u>Minutes of the Regular Meeting of Senate held on March 12, 2024.</u>	For Approval
<u>CONSENT AGENDA</u>			
4.0		<u>Report of the Senate Committee on Undergraduate Studies:</u>	
	4.1	Proposed Calendar Changes – Registrar’s Office Proposed: <ul style="list-style-type: none"> • General Academic Regulations (Undergraduate) – Several housekeeping items identified by SCUgS and the Registrar’s Office. 	For Approval
5.0		<u>Report of The Academic Council, School of Graduate Studies</u>	
	5.1	<u>Faculty Education:</u> <ul style="list-style-type: none"> • New course ED 6464 (Equity, Diversity, Inclusion and De/Colonization in Education Contexts), and the associated revisions to Section 17.9 of the Calendar. 	For Approval
	5.2	<u>School of Graduate Studies:</u> <ul style="list-style-type: none"> • Revisions to Section 4.1.5 of the Calendar, recognizing 	For Approval

		that the English proficiency tests MUNTEL and CanTEST are discontinued.	
	5.3	<u>The Marine Institute:</u> <ul style="list-style-type: none"> Addition of an accelerated format for MSTM 6074 (Aquaculture Site & Operational Assessment), and the associated revisions to Section 26.3.5 of the Calendar. 	For Approval
6.0		<u>Recommendations of the Senate Committee on Elections, Committees and By-Laws (SCECB)</u>	
	6.1	<u>Graduate Students' Union - Nomination to Senate</u>	For Information
	6.2	<u>Memorial University of Newfoundland Students' Union (MUNSU) Student Senators (effective May 1, 2024 to April 30, 2025)</u>	For Information
	6.3	<u>Call for Nomination for Search Committee for Vice-President (Grenfell Campus)</u> <ul style="list-style-type: none"> Correspondence from President Bose dated March 11, 2024 regarding composition of the committee for the search of the Vice-President (Grenfell Campus) - <i>one ASM from St. John's; elected.</i> 	For Information
	6.4	<u>Election of Member: Collegial Governance Committee</u> <ul style="list-style-type: none"> Recruitment of Academic Administrator to Replace Resigned Member. 	For Information
<u>REGULAR AGENDA</u>			
7.0		<u>Report of Senate Committee on Undergraduate Studies</u>	
	7.1	<u>Proposed Calendar Changes – SCUgS</u> Proposed: <ul style="list-style-type: none"> Addition of calendar language to address issues surrounding the use of Generative Artificial Intelligence, including. secondary calendar change to revise Section 4.12.4 of the Calendar in relation to academic misconduct and the use of Generative Artificial Intelligence. 	For Approval
8.0		<u>Recommendations of the Senate Committee on Elections, Committees and By-Laws (SCECB)</u>	
	8.1	<u>Nominations re: Speaker of Senate -- Update</u>	For Information
9.0		<u>Motion – Senate Standing Committees – Election of Chair</u>	

9.1	<u>Notice of Motion Received from Dr. E. Kendall, Senate meeting of March 12, 2024.</u>	For Approval
10.0	<u>Recommendation of the ad hoc Committee Concerning the Ode to Newfoundland during the University’s Convocation Ceremonies</u>	
10.1	<u>Interim Report</u>	For Approval
11.0	<u>Motion – Recommendation that the Pause on the Provincial Anthem of Newfoundland and Labrador (Ode to Newfoundland) is temporarily lifted for the next cycle of convocation ceremonies (May 2024)</u>	
11.1	<u>Notice of Motion Received from Dr. C. Purchase, dated March 27, 2024.</u>	For Approval
12.0	<u>Communication to Senate</u>	For Consideration
12.1	<u>Communication received from Dr. D. Gill in accordance with Senate By-Law IV.B.1.</u> <ul style="list-style-type: none"> • <i>Senate as the supreme academic body of the university reserves the right to initiate discussion and debate on any matter falling within its constitutional purview, and to receive for consideration in the first instance representations from any source, internal or external to the University.</i> 	
13.0	<u>Remarks from the Chair of Senate.</u>	For Information
14.0	<u>Remarks from the Deputy Chair of Senate.</u>	For Information
15.0	<u>Any Other Business.</u>	

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 special meeting of Senate was held on March 12, 2024 at 3:00 p.m. NDT via Webex.

186. PRESENT

Dr. N. Bose – Chair	Dr. E. Haven	Dr. A. Pike
Dr. J. Lokash – Deputy Chair	Dr. K. Hodgkinson	Dr. J. Pridham
Mr. M. Alam	Dr. N. Hurley	Dr. C. Purchase
Dr. T. Allen	Dr. P. Issahaku	Mr. S. Shah
Dr. K. Anderson	Dr. K. Jacobsen	Dr. K. Shannahan
Dr. E. Bezzina	Dr. D. Keeping	Dr. S. Shetranjiwalla
Ms. M. Broders	Dr. D. Kelly	Ms. B. Simmons
Dr. T. Brown	Dr. E. Kendall	Dr. K. Simonsen
Dr. S. Bugden	Ms. C. Korchoski	Dr. J. Sinclair
Dr. K. Bulmer	Dr. K. Laing	Ms. B. Smith
Dr. R. Burry	Dr. A. Loucks-Atkinson	Dr. M. Stordy
Dr. P. Button	Dr. D. McKeen	Dr. A.M. Sullivan
Mr. J. Chowdhury	Dr. L.A. McKivor	Mr. P. Sullivan
Mr. C. Couturier	Dr. S. Moore	Dr. I. Sutherland
Dr. J. Gerard Curtis	Dr. L. Moores	Dr. L. Twells
Dr. P. Dold	Dr. D. Mullings	Ms. C. Walsh
Dr. T. Fridgen	Dr. K. Myrick	Dr. A. Warren
Dr. E. Durnford	Ms. T. Noseworthy	Dr. J. Westcott
Dr. D. Hancock	Dr. P. Osmond-Johnson	Dr. M. Woods
Mr. J. Harris	Dr. D. Peters	Mr. S. Yadav

PRESENT BY INVITATION

Dr. S. Sullivan, Chair, SCUgS

187. OTHERS PRESENT

Dr. P. Banahene	Ms. M. Doyle	Ms. J. Porter
Ms. P. Beh	Ms. P. Dyke	Ms. J. Rosales
Ms. C. Best	Ms. M. MacLean	Mr. P. Stewart
Dr. A. Clarke	Mr. K. Matthews	Mr. R. Murphy
Ms. V. Collins	Mr. C. Pelley	Ms. V. Hutchings

188. APOLOGIES FOR ABSENCE

Mr. S. Abyaz	Mr. N Gillingham	Dr. L. Moore
Dr. J. Anderson	Dr. S. Giwa	Dr. P. Morrill
Dr. F. Bambico	Dr. M. Haghiri	Dr. S. Neilsen
Ms. H. Bello	Dr. D. Hardy-Cox	Ms. H. Pretty
Dr. A. Bittner	Dr. J. Hawboldt	Dr. P. Ride
Dr. P. Brett	Dr. R. Haynes	Dr. S. Rowe
Dr. T. Chapman	Dr. T. Hennessey	Mr. S. Sayeedi
Dr. A. Cunsolo	Mr. N. Keough	Dr. K. Szego
Dr. O. Dobre	Dr. C. Kozak	Mr. R. Waye
Dr. E. Fraser	Mr. E. Ludlow – Chancellor	Dr. B. White
Dr. G. George	Dr. M. Marshall	

189. WELCOME:

The Chair welcomed all senators and observers to the one-hour special Senate meeting and read the land acknowledgement statement.

He advised that Section IV.A.4 of the Senate By-Laws assign responsibility to the Senate Planning and Budget Committee (PBC) to make recommendations for special meetings of Senate. The last special Senate meeting was held on November 14, 2023. PBC received several suggestions from members of Senate on possible topics for this special meeting and recommended that this special Senate meeting topic be Impact of Artificial Intelligence “AI” on Academia.

He then asked Dr. M. Woods, Chair of the Senate Planning Budget Committee, to take the floor.

Dr. Woods introduced himself as the moderator for the special Senate meeting and introduced Dr. Kim Myrick and Ms. Bonnie Simmons, Co-Directors, Centre for Innovation in Teaching and Learning (CITL).

The Co-Directors noted that, for the most part, the Centre for Innovation in Teaching and Learning (CITL) has been known as the online and technology shop of the University. More than that, however, the Centre supports Memorial’s academic units and instructors with curriculum and course design, and has already done much work regarding the issue of Generative Artificial Intelligence (GAI) and its impact on learning environments. The Centre has also offered professional development sessions for faculty and staff.

Dr. Myrick then introduced Melanie Doyle, Educational Developer and a per-course instructor in the Faculty of Humanities and Social Sciences’ Department of English, and Ms. Carolyn Best, Manager of the Writing Centre. Dr. Myrick noted that they both have an interest in academic writing; Ms. Doyle from the instructive perspective and Ms. Best from the student perspective, and have been conducting research specifically around GAI.

Ms. Best and Ms. Doyle then delivered a presentation on GAI and its impact on academia (copy of the PowerPoint presentation is attached).

What is GAI?

- GAI is a broad label that describes technologies that generate text, images, video, audio, simulations, computer code or synthetic data (Michel-Villarreal et al. 2023).

Some examples of what GAI can do are as follows:

- Generate or create something new for the user
- Respond to questions and prompts
- Analyze or summarize text
- Translate text from one language to another

How GAI works:

- Text generators (like ChatGPT) are large language models (LLMs) that use large statistical models to generate natural-sounding text.

- They work by copying patterns and predicting the most likely next words based on statistical analysis of huge volumes of text.
- Essentially, they predict what a human would write next based on their training data.

1. Policies and Supports:

- Faculty, staff and students want to know more about permissible and appropriate uses of GAI
- They are looking for clear direction about how we should or should not use GAI.
- Many universities across Canada have decided to not create new policies but instead are opting to edit existing policies – whether that be around AI or disability or creating more flexible position statements, more dynamic.
- Without explicit language, students will not know what is expected of them. Students and Faculty require, and are requesting, clarity.
- We cannot presume students know what they can or cannot do with GAI.
- Expectations around use varies from departments and courses.
- It is a good practice to include statements on GAI use on all syllabi and assignment instructions.

2. Academic Integrity:

- Staff and instructors are concerned.
- How will we be able to detect if a student misused GAI?
- Students are quite fearful that they may falsely be accused of using GAI.
- There should be clear guidance on the proper academic and ethical use of GAI.
- Many GAI detection applications exist, but it does not appear that they are accurate enough to be the sole basis of an allegation of academic misconduct.

3. AI Literacy:

- Develop both general and discipline-specific critical AI literacy skills to use and evaluate GAI.
- Support development of AI literacy as it relates to academic and professional standards.
- Consider best practices in ethical AI use.
- Productive use should support thinking, processing and writing skills.

CITL resources regarding GAI have garnered much interest from the University Community, and include:

- AI Coffee breaks (fall 2023 – with 57 participants)
- AI Community of Practice (to date 25 participants – who will meet monthly to discuss topics of interest).
- Last Fall – Using AI to Enhance Student Writing – with a guest speaker from Engineering (74 participants attended).
- Generative AI and Teaching Assistance Training (with Melanie host) for the teaching Assistance training program (TATP) (89 teaching assistants registered for that session).
- Members of Senate were thanked for joining the special Senate meeting and the presentation concluded with the following considerations regarding Teaching and Learning in higher educational settings
 - Course and Assessment Design.
 - Accessibility.

- Technological Advancements.
- Ethics, Bias and Data Privacy.
- Second Language Learners.
- Employment Skills.
- Preserving Writing, Research and Creativity.
- Labour Practices.
- Environmental Impact.

Dr. Woods thanked the presenters from CITL and asked if there were questions from senators.

Comments from Senators:

- Legally, can an instructor require students to use AI for tests or assignments? It was noted that a Nova Scotian court ruled it is a contravention of privacy guarantees to require such use. This ruling is similar to the rationale for Memorial University's decision to not require the use of Turnitin.com, as it may be felt that turning in one's academic work is essentially giving up ownership and copywrite of the academic work, or at a very minimum allowing it to become part of a searchable data base owned by an external entity.

Ms. Doyle noted that this question has been raised numerous times regarding usage of GAI production and detection tools. There are similar concerns when we ask students to use these tools; when we put student work into these detectors are we breaking these same sort of privacy regulations? However, as GAI is already a part of society, are we doing our students a disservice if we do not introduce them properly to GAI?

The following points were raised by members of Senate:

- There is an equity piece that cannot be ignored: most GAI applications have free and paid subscriptions, and those who can afford to pay will have an improved version that can produce better work.
- What about ethics and faculty in research?
- AI and impacts on government policies and ethics guidelines.
- Will there be an environmental scan of other institutions to see how they are supporting instructors and students in the new AI assisted learning environment?
- Privacy issues — it is also possible to run and use local LLMs that have none of the data-harvesting privacy concerns, but it requires some technical savvy. It is nonetheless pretty likely that we'll see easy-to-use local models that do not collect data in a few years, so the privacy concern will probably somewhat disappear.
- One professor noted that they do not encourage to the use of GAI because they want their students to learn the skills (to write and to research) – students will eventually be in a situation where they don't have access to these tools and will have to write clear sentences and do better research.
- A senator asked if there are statistics on the use of GAI from those committees that handle allegations of academic misconduct:

According to J. Porter, Deputy Registrar and Secretary to the Senate Committee on Undergraduate Studies, there have been 17 allegations of academic misconduct submitted to SCUgS in the current academic year: of those, 13 were related to GAI, and in 12 out of the 13 cases the outcome was to find the student guilty. At Grenfell Campus there were 3 cases (one of

which is still on-going). It is felt that these numbers do not reflect the actual amount of unauthorized GAI usage at the institution because the vast majority of cases are considered and dealt with at the academic unit level. It may be beneficial to conduct a survey to ascertain more reliable data from academic units.

Dr. Warren noted that there are 2 cases in the School of Graduate Studies and that most academic integrity cases are resolved at unit level.

Comments from Senators (cont'd):

- Do units still report cases resolved at the unit level to SCUgS?

Ms. Porter noted that there is a regulation that indicates academic units are to provide a brief description of the resolution to SCUgS; however, in practice, this happened infrequently and inconsistently.

- A senator noted that their unit had 3 cases: 2 cases involved graduate papers and the other involved a discussion forum.
- A senator advised that SGS is working to find a way to better report these unit-level resolutions.
- There is a joint sub-committee of SCUgS and Teaching and Learning which is looking at GAI. The sub-committee has developed two calendar change proposals which were approved by SCUgS and have gone for broad consultation. One proposal regulates clearer statements on the course syllabi to indicate acceptable usage of GAI, while the other specifies in the undergraduate section of the calendar that unauthorized use of GAI is an act of academic misconduct. A similar statement would exist in the graduate level, and the proposals have been sent to SGS for review and approval.

Dr. Woods asked if more information was available regarding the works and findings of the joint sub-committee of SCUgS and Teaching and Learning.

- It was noted that the joint sub-committee of SCUgS and Teaching and Learning are not just SCUgS members. The idea of having references in the calendar is the most tangible piece, and the sub-committee has also reviewed what was already existing on campus (CITL).
- It was noted that it is important, when considering the impact of AI, to look through the lens of equity, diversity, inclusion and anti-racism, and to consider academic bias against students with learning needs.
- The weaponization of AI and how racialized and Indigenous students become recipients of undue scrutiny.
- A senator noted that GAI can be an important tool to assist students with completing writing assignments to improve their own writing assignments. University instructors need to advise and teach students how to use these new tools as ethically as possible.
- Some instructors are seeing a lot of AI generated work, but the work has not been done very well. The AI tool has not been used very effectively. As such, if the instructor were to just assess the assignments according to their established grading rubric, the work would not score very well.
- Since instructors are seeing a lot of AI generative work it is prompting many of them to reflect more deeply on themselves and on why they do what they do in the classroom, how they do it, and how to really engage students in a very broad learning process that includes the use of AI tools.

- It was noted that some students assume it is okay to use AI tools because they are required to do so in their workplace, which reinforces the idea that we do need to be teaching how to use these tools as ethically and productively as possible.

Dr. Woods referred senators to the policy link provided by Dr. Myrick (which may be of interest). Here is a valuable resource about the implication of AI in higher ed, that address issues that relate to the Senate level of policy and decision making: <https://unesdoc.unesco.org/ark:/48223/pf0000386670>

- Academic integrity – focus on modeling ethical behavior and supporting equitable practices.
- Understanding how students are using and expecting to use AI will allow us to support students and not just be an extension of a policing function. This is why it is important to track what's happening more effectively and to understand the broader range of uses of AI.
- Many students are stressed (having to work all the time just to feed themselves and to pay rent); students who are in a desperate situation may resort to GAI to complete an assignment because it is fast. They know there is a chance they might get caught, but students do not seem to fully understand the ramifications of this action. They believe penalties for academic misconduct like this will be a slap on the wrist. They do not understand the scale of the consequences.
- It has been noticed that current GAI technologies are heavily biased in favour of information pertaining to the US. Educating students about the type of information these tools provide can enlighten them about the internal bias of these machines. In other words, GAI machines have been trained on a certain type of information that may not account for the broader world population and include inherent bias and other problems.
- Beyond calendar language, what other "levers" do members of Senate have access to in order to respond to the proliferation of GAI? There are a number of resources out there that recommend what universities can do at a policy level.
- A senator noted that if we consider using these tools, we have to consider the ethical side of the tools themselves. Many people have pointed out that these tools are trained on copyright material or partial copyright materials.
-
- Faculty should be aware of upcoming Retrieval-Augmented Generation tools, which may be trained on collections of personal data. It might be possible to generate text based on a specific subset of papers. With these tools it might be possible to train them on one's own personal notes and writing in order to match tone and style matches.
- There is a huge energy footprint involved with operating these AI. The servers required consume vast amounts of energy and have a significant environmental impact.
- More research and consultation is needed. We really need a clear policy on AI use. It may have implications for scholarly production going through peer reviewed journals.

Dr. Woods concluded the meeting by thanking those who assisted from CITL and for the discussions amongst senators. He noted that questions and notes shared in the webex chat would be compiled. Dr. Woods suggested a task force or some type of standing committee should be developed to continue the work surrounding GAI.

Dr. McKivior noted that she will need to investigate what other sub-committees exist, including the joint sub-committee of SCUgS and Teaching and Learning.

The Chair of Senate thanked everyone for joining and participating in the special Senate meeting. He reminded senators of the upcoming Regular meeting of Senate and that they would need to log out of this meeting and into the next Webex portal for the Regular meeting.

190. **Meeting Resolved:**

The special Senate meeting finished at 3:58 pm.

CHAIR

SECRETARY

Special Meeting of Senate, Re: Impact of AI on Academia (3:00 p.m., March 12, 2024)

from Patricia Dold to everyone: 3:21 PM

I have a question

from Amy Warren (she/her) to everyone: 3:27 PM

SGS has two cases

from Amy Warren (she/her) to everyone: 3:27 PM

most Academic INtegrity cases resolved at unit level

from Anne-Marie Sullivan to everyone: 3:29 PM

do units still report cases resolved at the unit level to SCUgS?

from April Pike to everyone: 3:30 PM

We have had three cases two with gradute papers and with discussion forum postings in online courses

from Ryan Murphy to everyone: 3:30 PM

Re: privacy issues — it is also possible to run and use local LLMs that have none of the data-harvesting privacy concerns, but it requires some technical savvy. It is nonetheless pretty likely that we'll see easy-to-use local models that do not collect data in a few years, so the privacy concern will probably somewhat disappear

from Jennifer Porter to everyone: 3:30 PM

I can

from Amy Warren (she/her) to everyone: 3:30 PM

Under the regs units should report grad student cases to SGS if resolved at the unit

from Amy Warren (she/her) to everyone: 3:31 PM

For SGS we are also trying to work on getting units to get back into reporting as we usually aren't getting the information either.

from Pam Osmond-Johnson she/her to everyone: 3:32 PM

For detection tools, my understanding is that insitutions can purchase agreements where the detection tool is internal to the unit and does not contribute to the repository. Turnitin, which I'm not sure if we use here or not, has a built in detector, for instance.

from Janna Rosales (she/her) to everyone: 3:32 PM

to Carolyn Best (privately): 3:32 PM

Here is a valuable resource about the implication of AI in higher ed, that address issues that relate to the Sentate level of policy and decision making: <https://unesdoc.unesco.org/ark:/48223/pf0000386670>

from Dr. Delores V. Mullings to everyone: 3:33 PM

comment

from Kim Myrick to everyone: 3:36 PM

Here is a valuable resource about the implication of AI in higher ed, that address issues that relate to the Senate level of policy and decision making: <https://unesdoc.unesco.org/ark:/48223/pf0000386670>

from Paul Issahaku to everyone: 3:37 PM

A question

from Pam Osmond-Johnson she/her to everyone: 3:39 PM

international students are heavily scrutinized as well.

from Paul Banahene to everyone: 3:43 PM

Thanks Delores, the weaponization of AI and how racialized and Indigenous students become recipient of undue scrutiny. Most importantly how anti-Black and anti-Indigenous racism mask as academic integrity

from Natasha Hurley to everyone: 3:46 PM

Understanding how students are using and expecting to use AI will allow us to support students and not just be an extension of a policing function. But this is why it is important to track what's happening more effectively and to understand the broader range of uses of AI.

from Paul Banahene to everyone: 3:48 PM

comment

from cyr to everyone: 3:50 PM

Three hands are up for commentary :)

from Jawad chowdhury he/him to everyone: 3:51 PM

Additionally, I have noticed that current GAI technologies are heavily biased towards information pertaining to the US. Educating students about the type of information these tools provide can offer them an overview of content that instructors may not necessarily be seeking.

from Janna Rosales (she/her) to everyone: 3:51 PM

Beyond calendar language, what other "levers" do members of Senate have access to in order to respond to the proliferation of generative AI? There are a number of resources out there that recommend what universities can do at a policy level.

from Natasha Hurley to everyone: 3:54 PM

Great point, Dennis.

from MUNSU Advocacy to everyone: 3:56 PM

Students also often do not feel comfortable reaching out to their professors to express that they are struggling with a course, require an extension, etc., especially early program students.

from Janna Rosales (she/her) to everyone: 3:56 PM

As an instructor I'm glad the calendar language is coming, but I don't think the university can afford to stop there and consider it sufficient to leave decisions about the use of AI with individual instructors.

from Ryan Murphy to everyone: 3:56 PM

Faculty should also be aware of upcoming Retrieval-Augmented Generation tools, which may be able to be trained on collections of personal data.

It might be possible to e.g., generate text based on a specific subset of papers. It might also be possible to train them on e.g., your personal notes and writing, such that their tone and style matches your own.

from cyr to everyone: 3:56 PM

Not just water but energy footprints are quite big with AI algorithms ;)

from cyr to everyone: 3:56 PM

Not just water but energy footprints are quite big with AI algorithms ;)

from Dianne Keeping to everyone: 3:57 PM

Copyright and licensing are important issues to keep in mind.

More research and consultation on this is needed. We really need a clear policy on AI use. It may have implications for scholarly production going through peer reviewed journals

from Amy Warren (she/her) to everyone: 3:58 PM

Our regulations that allow for units to resolve these issues is our biggest advantage. Being able to resolve proactively for students without huge penalties allows for learning and also given the whole nature of the process has built in racism and biases we can simply commit to better more restorative solutions at the unit level if a student is accused.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

SENATE

The regular meeting of Senate was held on March 12, 2024 at 4:00 p.m. NDT via Webex.

191. PRESENT

Dr. N. Bose – Chair	Dr. J. Hawboldt	Dr. A. Pike
Dr. J. Lokash – Deputy Chair	Dr. E. Haven	Dr. J. Pridham
Mr. M. Alam	Dr. K. Hodgkinson	Dr. C. Purchase
Dr. T. Allen	Dr. N. Hurley	Dr. P. Ride
Dr. J. Anderson	Dr. P. Issahaku	Mr. S. Shah
Dr. K. Anderson	Dr. K. Jacobsen	Dr. K. Shannahan
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Dr. K. Bulmer	Dr. A. Loucks-Atkinson	Dr. M. Stordy
Dr. R. Burry	Dr. M. Marshall	Dr. A.M. Sullivan
Dr. P. Button	Dr. D. McKeen	Mr. P. Sullivan
Mr. J. Chowdhury	Dr. L.A. McKivor	Dr. I. Sutherland
Mr. C. Couturier	Dr. L. Moore	Dr. K. Szego
Dr. J. Gerard Curtis	Dr. S. Moore	Dr. L. Twells
Dr. P. Dold	Dr. D. Mullings	Ms. C. Walsh
Dr. E. Fraser	Dr. K. Myrick	Dr. A. Warren
Dr. T. Fridgen	Ms. T. Noseworthy	Dr. J. Westcott
Dr. E. Durnford	Dr. P. Osmond-Johnson	Dr. B. White
Dr. D. Hancock	Dr. D. Peters	Dr. M. Woods
Mr. J. Harris		Mr. S. Yadav

PRESENT BY INVITATION

Dr. S. Sullivan, Chair, SCUgS

192. OTHERS PRESENT

Dr. P. Banahene	Ms. M. Doyle	Ms. J. Porter
Ms. P. Beh	Ms. P. Dyke	Ms. J. Rosales
Ms. C. Best	Ms. M. MacLean	Mr. P. Stewart
Dr. A. Clarke	Mr. K. Matthews	Mr. R. Murphy
Ms. V. Collins	Mr. C. Pelley	Ms. V. Hutchings

193. APOLOGIES FOR ABSENCE

Mr. S. Abyaz	Mr. N Gillingham	Dr. L. Moores
Ms. H. Bello	Dr. S. Giwa	Dr. P. Morrill
Dr. A. Bittner	Dr. M. Haghiri	Dr. S. Neilsen
Dr. P. Brett	Dr. D. Hardy-Cox	Ms. H. Pretty

Dr. T. Chapman
Dr. A. Cunsolo
Dr. O. Dobre
Dr. G. George

Dr. R. Haynes
Dr. T. Hennessey
Mr. N. Keough
Dr. C. Kozak
Mr. E. Ludlow–
Chancellor

Dr. S. Rowe
Mr. S. Sayeedi
Mr. R. Waye

194. WELCOME:

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

195. MOTION TO ADOPT THE AGENDA

RESOLVED: That Senate approve the Agenda for the Regular Senate Meeting of March 12, 2024 meeting of Senate to be adopted as presented.

The motion was moved by Dr. M. Woods and seconded by Dr. E. Bezzina, and carried to adopt the agenda as presented, with no oppositions and no abstentions.

196. MINUTES

RESOLVED: That the minutes of the regular Senate meeting held on February 13, 2024, be approved as circulated.

The motion was moved by Mr. C. Couturier and seconded by Ms. M. Broders and carried that the minutes from the regular Senate meeting on February 13, 2024, be taken and read as confirmed, with two members abstained and no members opposed.

CONSENT AGENDA

RESOLVED: That Senate approve the consent agenda as circulated.

The motion was moved by Dr. A. Warren seconded by Ms. C. Walsh and carried that the consent agenda be approved as presented. The motion carried with one member abstained and no members opposed.

197. 4.0 **Report of the Committee on Undergraduate Studies:**

4.1 **Proposed Calendar Changes – Faculty of Engineering and Applied Science**

The Faculty Proposed:

- Amending the prerequisites of ONAE 6002 and ONAE 8074

198. 5.0 **Report of The Academic Council, School of Graduate Studies**

5.1 The Faculty of 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.
- 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.

REGULAR AGENDA

The Chair invited Dr. McKivior to speak further on Item #6.0.

199. 6.0 **Recommendation of the Senate Committee on Elections, Committees and ByLaws (SCECB)**

6.1 **Ad hoc Committee Concerning the Ode to Newfoundland during the University's Convocation Ceremonies**

- Terms of Reference - Amendment.

Dr. McKivior advised that the the Ad-hoc Committee concerning the Ode to Newfoundland during the University's convocation ceremonies agreed at the meeting held on January 25, 2024, to request the following amendments to the Terms of Reference:

4.0 – Term – starting January 19, 2024 (the first full meeting).

5.0 – Meetings – add will meet “weekly” and remove “send a delegate to the meeting”.

8.0 – Report – in (a) remove “final” and add sentence This report is intended to include an interim recommendation for the spring 2024 convocation ceremonies. Also, add (b) A final report will be presented to Senate at the conclusion of the committee's work.

Discussion/Questions: None.

RESOLVED: That Senate approve the amendments to the Terms of Reference for the Ad-hoc Committee Concerning the Ode to Newfoundland during the University's Convocation Ceremonies as outlined in Item #6.1 as present in the attached Senate package of materials.

The motion was moved by Mr. C. Couturier and seconded by Dr. P. Dold; carried with no members opposed and one member abstained.

6.2 **Names for Membership on Senate Standing Committee**

- Senate Committee on Academic Appeals – Professor Lisa Moore.

Discussion/Questions: None.

RESOLVED: That Senate approve the new Senate Standing Committee Appointment (Professor Lisa Moore) to the Senate Committee on Academic Appeals as recommended

from the Senate Committee on Elections, Committees, and ByLaws as presented in the attached Senate package of materials.

The motion was moved by Dr. S. Budgen, and seconded by Mr. J. Harris; carried with no members opposed or abstained.

Discussion/Questions: None.

The Chair invited Dr. E. Kendall, Chair of the Senate Committee on Academic Unit Planning Committee, to speak further on Item #7.0.

200. **7.0 Request from the Senate Committee on Academic Unit Planning Committee**

7.1 Report on Space.

Dr. Kendall, provided a brief explanation of the Report on Space from the Senate Committee on Academic Unit Planning Committee as presented for information in the attached Senate package of materials.

Discussion/Questions -- Comments from Senators:

- A recurring theme of the report appears to be that students are spread over multiple physical locations with no single meeting space available.
- It is evident that deferred maintenance within the University impacts all academic units: heating, ventilation, and rodent control are issues faced by many departments. Resources are required to fix and maintain spaces.
- Though no solutions are offered in the report, it shines light on issues that every department is facing. Faculties feel the pressure of lack of resources to address these space issues. The student experience is impacted by the lack of communal gathering places where ideas can be shared and friendships forged.
- It was also noted that Grenfell Campus and the Marine Institute are not represented well enough in the report.
- There were concerns raised about the cost recovery model through Facilities Management.
- It was noted that the information in the report was recovered from other reports that were, in some instances, decades old.
 - The Academic Unit Planning Committee is now an ongoing committee that will continue to add to the information previously collected.

201. **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:

- There is a Harlow Campus Review forthcoming regarding possible new business opportunities.
- Board of Regents items included (i) review of the University's financial situation; and (ii) approval of the appointment of Alison Randell as Chief Information Officer.

- There are multiple Town Halls to provide input into the Provost and VP (Academic) search.
- The next Senate meeting on April 9, 2024, will have an in-person option on the St. John's campus – the details will be shared with all Senators prior to the meeting.
- Memorial and Lecturers' Union of Memorial University of Newfoundland (LUMUN) reached a tentative agreement on March 10, 2024.

Discussion/Questions: None.

202. 12.0 **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:

- Academic Leadership search updates: (i) Dean of the Faculty of Business Administration – two shortlisted candidates to give a public presentation to the university community between March 20 to April 3; (ii) Dean of Engineering and Applied Science and the Dean of Nursing – the job advertisements for the positions have been posted; (iii) Dean of Music and the Dean of Science – the job descriptions and advertisements are in the final stages of preparation and will be posted soon; (iv) Dean of Social Work still underway still considering candidates; and (vii) Dean of Medicine is now formed and will soon meet. Senators were encouraged to refer to the Provost's website for current updates
- The Presidential Search Committee membership has been established, and the Chair of the Board of Regents, Mr. Glenn Barnes, will provide another update to Senate during an upcoming Senate meeting.

Discussion/Questions:

- The Provincial Government would be presenting the 2024 budget next Wednesday, March 20, 2024.
- The Memorial University Students' Union (MUNSU) elections for April 1, 2024 to May 30, 2025, are currently underway.

Notice of Motion

Through the online chat, Dr. E. Kendall submitted a Notice of Motion to the Senate, which read as follows:

"Notice of Motion for consideration at the next meeting of Senate.

Background: It is noted that certain Standing Committees have appointed or default Chairs. These appointments are contrary to democratic principles and may limit the engagement of other members of Senate. It is proposed that Standing Committee Chairs

be elected annually.

Whereas Senate approves the structure and composition of its standing committees;
And whereas the structure of some Standing Committees is at variance with sound democratic actions;

Therefore, be it resolved that each Standing Committees of Senate annually shall elect a Chair and other necessary officers at a time convenient for the business of that committee.”

- The Chair acknowledged the Notice and advised that it will be handled in the appropriate way.

The Chair acknowledged that Dr. I. Sutherland, Vice-President (Grenfell Campus), has accepted a position as President and Vice-Chancellor at Mount Allison, and thanked Dr. Sutherland for their contributions to Senate and the University.

203. **Report of the Senate Committee on Honorary Degrees and Ceremonial**

Senate moved into a closed session for this item of business in accordance with *Section IV.E.2 Senate meetings and Procedures of the Handbook of Senate ByLaws and Procedures* which reads:

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

The name of 1 candidate recommended by the Senate Committee on Honorary Degrees and Ceremonial was presented to the Senate for award of title of Professor Emeritus for eventual consideration by the Board of Regents. Members were given the opportunity to discuss the merits of the candidate before voting. Upon voting by a show of hands, the 1 candidate was approved by at least a two-thirds majority vote.

204. **Adjournment:**

It was moved by Dr. M. Marshall and seconded by Dr. A. Warren and carried that the meeting of Senate be adjourned. The meeting adjourned at 4:48 pm.

CHAIR

SECRETARY



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

March 22, 2024

TO: Secretary, Executive Committee of Senate

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Calendar Changes 2023-2024 – Changes to Regulations to incorporate Generative AI references and Housekeeping items for General Undergraduate Regulations

At a meeting held on March 21 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 – Housekeeping Items for General Academic Regulations (Undergraduate)

Senate Committee on Undergraduate Studies and the Office of the Registrar proposed to:

- Eliminate an ambiguous reference to “formal notification” of the Registrar when dropping a course
- Clarify how regulations for dropping a course are applied to sessions, accelerated courses and courses offered outside the normal time frame of a semester or session.
- Amend language governing retroactive drops and withdrawals.
- Amend list of SCUGS members who can serve as investigators into allegations of academic misconduct.
- Clarify how a suspension levied against a student as a penalty for an act of academic misconduct interacts with a required withdrawal due to a student’s inability to meet the University’s continuance regulations and with a student’s eligibility to graduate.
- Correct an oversight arising from past amendments to the School of Social Work’s section of the Calendar, which has resulted in an obsolete reference remaining in the regulations governing academic appeals.

REGULAR AGENDA

Senate Committee on Undergraduate Studies and Academic Council for the School of Graduate Studies propose to:

- Add a specific reference to the academic offences regulations which speak to the use of generative artificial intelligence.
- Add a statement to clarify the permissible use of assistive tools in the regulations governing the course syllabus.

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



Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JMP
Attachment

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

SECTION OF CALENDAR

Indicate the section of the Calendar impacted by the proposed change(s):

- Glossary of Terms Used in the Calendar
- Admission/Readmission to the University (Undergraduate)
- General Academic Regulations (Undergraduate)
- Faculty of:
- School of:
- Department of:
- Other:

RATIONALE

This document consists of several housekeeping items identified by the Senate Committee on Undergraduate Studies (SCUGS) and the Registrar's Office.

The first two revisions eliminate an ambiguous reference to "formal notification" of the Registrar when dropping a course, amending it to instead indicate that students should drop courses via either the online registration system or a course change form.

The third revision clarifies how the regulations for dropping a course are applied to sessions, accelerated courses and courses offered outside the normal time frame of a semester or session. This is consistent with the wording already used in relation to withdrawals from the University.

The next four revisions amend the language governing retroactive drops and withdrawals. It is currently focussed exclusively on regular semesters, so the amendments address the possibility of a retroactive drop or withdrawal in the context of courses offered during a session, in an accelerated format, or outside the normal time frame of a semester or session.

The eighth revision amends the list of SCUGS members who can serve as investigators into allegations of academic misconduct. Given the increased number of these allegations being forwarded to SCUGS, it is now necessary for *ex officio* members of the Committee to be eligible as investigators.

The ninth revision clarifies how a suspension levied against a student as a penalty for an act of academic misconduct interacts with a required withdrawal due to a student's inability to meet the University's continuance regulations and with a student's eligibility to graduate. This change is consistent with past practice.

The final revision corrects an oversight arising from past amendments to the School of Social Work's section of the Calendar, which has resulted in an obsolete reference remaining in the regulations governing academic appeals.

CALENDAR CHANGES

- ▶ Under University Regulations, 6.5 Registration, amend **6.5.7.2 Dropping Courses Without Academic Prejudice**, first bullet, as follows:

“Until the end of the second week following the first day of lectures in any semester, a student may, ~~upon formal notification to the Registrar,~~ drop a course without academic prejudice through the University's online registration system or a course change form. A course dropped under these circumstances will not be entered on the student's record.”

- ▶ Under University Regulations, 6.5 Registration, amend **6.5.7.2 Dropping Courses Without Academic Prejudice**, second bullet, as follows:

“From the beginning of the third week to the end of the eighth week following the first day of lectures in any semester, a student may, ~~upon formal notification to the Registrar,~~ drop a course without academic prejudice through the University's online registration system or a course change form. A grade of DR will be assigned in these circumstances and will be entered on the student's record.”

- ▶ Under University Regulations, 6.5 Registration, amend **6.5.7.2 Dropping Courses Without Academic Prejudice**, add a fourth bullet as follows:

“In the case of sessions, accelerated courses, and courses offered outside the normal time frame of a semester or session, deadlines for dropping courses will be prorated accordingly.”

- ▶ Under University Regulations, 6.5 Registration, amend **6.5.7.3 Dropping Courses Retroactively**, fourth sentence, as follows:

“On rare occasions, a student may request to drop a course retroactively (i.e. beyond the time frame described under Dropping Courses Without Academic Prejudice ~~last day to add courses in the semester following the one in which the course was taken~~).”

- ▶ Under University Regulations, 6.5 Registration, amend **6.5.7.3 Dropping Courses Retroactively**, seventh sentence, as follows:

“Requests shall be submitted to the Office of the Registrar by e-mail to appeals.retrodrops@mun.ca no later than five years following the last day of examinations for the semester or session in which the course was taken.”

► Under University Regulations, 6.5 Registration, amend **6.5.8.3 Withdrawing from the University Retroactively**, fourth sentence, as follows:

“On rare occasions, a student may request to withdraw from the University retroactively (i.e. beyond the time frame described under Dropping Courses Without Academic Prejudice~~last day to add courses in the semester following the one in which the courses were taken~~).

► Under University Regulations, 6.5 Registration, amend **6.5.8.3 Withdrawing from the University Retroactively**, seventh sentence, as follows:

“Requests shall be submitted to the Office of the Registrar no later than five years following the last day of examinations for the semester or session in which the courses were taken.”

► Under University Regulations, 6.12 Academic Misconduct, amend **6.12.6.2 Explanation of Procedures**, item 1, as follows:

“1. If the head of the academic or administrative unit (in the case of departmentalized faculties, the head in consultation with the dean) is satisfied that the student has a serious allegation to answer, that person shall inform the student in writing or at the official University email address of the student, normally within one week, of the nature of the allegation against the student. In addition, the head of the academic or administrative unit shall report to the Secretary, Senate Committee on Undergraduate Studies, c/o Office of the Registrar, who will, normally within one week appoint as an investigator a member of the Senate Committee on Undergraduate Studies other than Committee members affiliated with that academic or administrative unit ~~from that Faculty or School, and student representatives, and ex-officio members of the Senate Committee on Undergraduate Studies~~. The investigator will interview separately the accuser, the accused and relevant witnesses. At these interviews the investigator, the accuser, the accused and relevant witnesses all have the right to be accompanied by a registered student or a member of the faculty or staff of the University.”

► Under University Regulations, 6.12 Academic Misconduct, amend **6.12.6.5 Penalties in the Case of Resolution by the Senate Committee on Undergraduate Studies or the Senate Committee on Academic Appeals**, item 5, as follows:

“5. **Suspension**: will apply to a course, department, faculty, school, or the University. The period of suspension will be determined by the Senate Committee on Undergraduate Studies or the Senate Committee on Academic Appeals and shall not exceed six consecutive semesters. A student who is suspended as a result of an act of academic misconduct, and who is also ineligible for readmission to the University as described under **Continuance and Readmission**, will normally be required to serve the associated penalties consecutively. A student who is suspended as a result of an act of academic misconduct is ineligible to graduate until the end of the period of suspension.”

- ▶ Under University Regulations, 6.16 Appeal of Decisions, amend **6.16.2 Routes of Appeal of Academic Regulations**, item 3, seventh bullet, as follows:

“Decisions of a Faculty/School under Regulations for **Readmission and Advancement**, 7. of the Faculty of Education; **Promotion Regulations, Other Information**, bullet four of the School of Human Kinetics and Recreation; **Regulations for the Degree of Doctor of Medicine, Promotion**, 6. of the Faculty of Medicine; **Promotion Regulations**, 12. of the Faculty of Nursing; **Promotion Regulations, Other Information** of the School of Pharmacy; or **Academic Requirements and Promotion Regulations, Promotion Status, Other Information**, ~~1.~~, bullet three **Promotion Denied, bullet seven**, of the School of Social Work: to the Senate Committee on Academic Appeals, c/o The Office of the Registrar.”

CALENDAR ENTRY AFTER CHANGES

- ▶ Under University Regulations, 6.5 Registration, amend **6.5.7.2 Dropping Courses Without Academic Prejudice**, first bullet, as follows:

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Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Appendix Page

CONSULTATIONS SOUGHT

- Faculty of Business Administration
- Faculty of Education
- Faculty of Engineering and Applied Science
- Fisheries and Marine Institute
- Grenfell Campus, School of Arts and Social Science
- Grenfell Campus, School of Fine Arts
- Grenfell Campus, School of Science and the Environment
- School of Human Kinetics and Recreation
- Faculty of Humanities and Social Sciences
- Labrador Campus, School of Arctic and Subarctic Studies
- Faculty of Medicine
- School of Music
- Faculty of Nursing
- School of Pharmacy
- Faculty of Science
- Memorial University Libraries

RESOURCE IMPLICATIONS

None. These changes are editorial in nature.

Hammond, Brian J.

From: Dold, Patricia
Sent: Saturday, December 9, 2023 9:52 AM
To: Hammond, Brian J.
Subject: FW: Consultation request
Attachments: GAR Housekeeping - Appendix Page.docx; GAR Housekeeping - Senate Summary Page.docx; GAR Housekeeping - Cover Page.docx

I have reviewed the proposed changes to General Regulations and see no issues for HSS.

P Dold

Patricia Dold (she/her)
Associate Professor, Religious Studies
Associate Dean, Curriculum and Programs
Humanities and Social Sciences

From: Hammond, Brian J. <bhammond@mun.ca>
Sent: Thursday, November 30, 2023 11:36 AM
To: Faculty of Humanities and Social Sciences <hss@mun.ca>; Oldford, Erin <eoldford@mun.ca>; Dean of Education <educdean@mun.ca>; 'engrconsult@mun.ca' <engrconsult@mun.ca>; HKR Dean <hkrdean@mun.ca>; Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>; Karen Bulmer <kbulmer@mun.ca>; DeanNurse <DeanNurse@mun.ca>; 'pharminfo@mun.ca' <pharminfo@mun.ca>; Dean of Science <deansci@mun.ca>; adeanugradswk <adeanugradswk@mun.ca>; Library Correspondence <univlib@mun.ca>; 'Jacobsen, Ken' <kjacobse@grenfell.mun.ca>; 'ssedean@grenfell.mun.ca' <ssedean@grenfell.mun.ca>; 'Ride, Peter E.' <pride@grenfell.mun.ca>; 'miugconsultations@mi.mun.ca' <miugconsultations@mi.mun.ca>; Ashlee Cunsolo <ashlee.cunsolo@mun.ca>
Subject: Consultation request

Good day,

Please open the attached calendar changes to General University Regulations. Feedback should be provided no later than January 8, 2024.

Thank you,
Brian

Brian Hammond
Office of the Registrar
Recording Secretary SCUgS

Office of the Registrar
Memorial University of Newfoundland
Arts & Administration Building,
St. John's, NL A1C 5S7
Tel: 709.864.4421

[MUNup](#) is a new online tools and resources hub to help students succeed while learning remotely. With transition and orientation programs, services, virtual events and community engagement opportunities, the sky's the limit.

Hammond, Brian J.

From: Mary Pippy <Mary.Pippy@mi.mun.ca>
Sent: Thursday, November 30, 2023 11:42 AM
To: Hammond, Brian J.
Cc: Victor March
Subject: RE: Consultation request

Hi Brian,
The Marine Institute supports these calendar changes.

Regards,
Mary

**FISHERIES AND
MARINE INSTITUTE**
OF MEMORIAL UNIVERSITY

P.O Box 4920
St. John's, NL Canada
A1C 5R3

ISO 9001 Registered
www.mi.mun.ca

Mary Pippy
Faculty, School of Fisheries, Marine Institute
Mary.Pippy@mi.mun.ca
709 778 0396

This email is governed by the Terms and Conditions found in our
[Disclaimer](#).

From: MIUG Consultations <MIUGconsultations@mi.mun.ca>
Sent: Thursday, November 30, 2023 11:37 AM
To: Mary Pippy <Mary.Pippy@mi.mun.ca>
Subject: FW: Consultation request

From: Hammond, Brian J.
Sent: Thursday, November 30, 2023 11:35:30 AM (UTC-03:30) Newfoundland
To: Faculty of Humanities and Social Sciences; Oldford, Erin; Dean of Education; 'engrconsult@mun.ca'; HKR Dean; Dean of Medicine : McKeen, Dr. Dolores; Karen Bulmer; DeanNurse; 'pharminfo@mun.ca'; Dean of Science; adeanugradswk; Library Correspondence; 'Jacobsen, Ken'; 'ssedean@grenfell.mun.ca'; 'Ride, Peter E.'; MIUG Consultations; Ashlee Cunsolo
Subject: Consultation request

Good day,

Please open the attached calendar changes to General University Regulations. Feedback should be provided no later than January 8, 2024.

Thank you,
Brian

Hammond, Brian J.

From: McGrath, Gerona
Sent: Thursday, November 30, 2023 3:11 PM
To: Hammond, Brian J.
Cc: Davis, Erin
Subject: RE: Consultation request

Thank you for the opportunity to review the documents. The School of Pharmacy sees no issues with the updated language.

Gerona

Gerona McGrath MBA, M.Ed.
Manager of Academic Programs
School of Pharmacy

Memorial University of Newfoundland
3435 Health Sciences Centre
St. John's, NL A1B 3V6 Canada

709-864-2013

From: Hammond, Brian J. <bhammond@mun.ca>
Sent: Thursday, November 30, 2023 11:36 AM
To: Faculty of Humanities and Social Sciences <hss@mun.ca>; Oldford, Erin <eoldford@mun.ca>; Dean of Education <educdean@mun.ca>; 'engrconsult@mun.ca' <engrconsult@mun.ca>; HKR Dean <hkrdean@mun.ca>; Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>; Karen Bulmer <kbulmer@mun.ca>; DeanNurse <DeanNurse@mun.ca>; 'pharminfo@mun.ca' <pharminfo@mun.ca>; Dean of Science <deansci@mun.ca>; adeanugradswk <adeanugradswk@mun.ca>; Library Correspondence <univlib@mun.ca>; 'Jacobsen, Ken' <kjacobse@grenfell.mun.ca>; 'ssedean@grenfell.mun.ca' <ssedean@grenfell.mun.ca>; 'Ride, Peter E.' <pride@grenfell.mun.ca>; 'miugconsultations@mi.mun.ca' <miugconsultations@mi.mun.ca>; Ashlee Cunsolo <ashlee.cunsolo@mun.ca>
Subject: Consultation request

Good day,

Please open the attached calendar changes to General University Regulations. Feedback should be provided no later than January 8, 2024.

Thank you,
Brian

Brian Hammond
Office of the Registrar
Recording Secretary SCUgS

Office of the Registrar



**SCHOOL OF
GRADUATE STUDIES**

Office of the Associate Vice-President (Academic) and Dean
St. John's, NL Canada A1C 5S7
Tel: 709-864-2445 Fax: 709-864-4702
sgs@mun.ca www.mun.ca/sgs

March 22, 2024

TO: Executive Committee of Senate

FROM: Dr. Amy Warren
Chair of Academic Council
Associate Vice-President (Academic) and Dean of Graduate Studies

SUBJECT: Items of Business

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

The following items of business have been approved by Academic Council via e-mail between March 20 and March 22, 2024, and they are now being transmitted to Senate for information/approval.

CONSENT AGENDA

1. Academic Council recommends approval of the proposed Faculty of Education new course ED 6464 (Equity, Diversity, Inclusion and De/Colonization in Education Contexts), and the associated revisions to Section 17.9 of the Calendar.
2. Academic Council recommends approval of the proposed School of Graduate Studies revisions to Section 4.1.5 of the Calendar, recognizing that the English proficiency tests MUNTEL and CanTEST are discontinued.
3. Academic Council recommends approval of the proposed Marine Institute addition of an accelerated format for MSTM 6074 (Aquaculture Site & Operational Assessment), and the associated revisions to Section 26.3.5 of the Calendar.

Warm regards,
Amy



**SCHOOL OF
GRADUATE STUDIES**

Office of the Associate Vice-President (Academic) and Dean
St. John's, NL Canada A1C 5S7
Tel: 709-864-2445 Fax: 709-864-4702
sgs@mun.ca www.mun.ca/sgs

Coversheet

The School of Nursing is requesting approval of the new course ED 6464 (Equity, Diversity, Inclusion and De/Colonization in Education Contexts), and the associated revisions to Section 17.9 of the Calendar.



Faculty of Education
St. John's, NL Canada A1B 3X8
Tel: 709 864 3402 Fax: 709 864 4379
www.mun.ca/educ

February 7, 2024

TO: Secretary, Academic Council, School of Graduate Studies
FROM: Secretary, Faculty Council, Faculty of Education
SUBJECT: **M. Ed Calendar Change – New Proposed Course ED 6464**

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

1. Proposed new course – Open elective ED 6464 (Equity, Diversity, Inclusion and De/Colonization in Education Contexts)

Kindly,

A handwritten signature in black ink, appearing to read "Lavinia Sutton", with a long horizontal flourish extending to the right.

Lavinia Sutton
Secretary, Faculty Council
Faculty of Education

/sk

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
- 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
- 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

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
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- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (*credit may be obtained for only one of 6463 or 6936*)
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- 6466 Qualitative Research Methods
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- 6644 Drama in Education
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- 6646 Literature in the Secondary School
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- 6806 Interprofessional Education in the Health Professions
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- 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

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

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

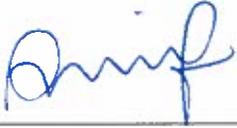
Instructor's initials

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

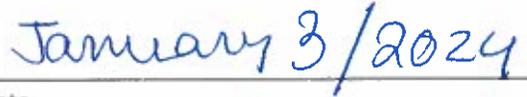
Recommended for offering in the Fall Winter Spring 20__

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



Course instructor



Date



Approval of the head of the academic unit

January 29, 2024

Date

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



Secretary, Faculty/School/Council

January 29, 2024

Date

Updated March 2021

ED 6464

Equity, Diversity, Inclusion and De/Colonization in Education Contexts

Prepared by

Abu Arif

Doctoral Candidate

Faculty of Education

Memorial University

Submitted to

Dr. Tim Seifert

Acting Associate Dean

Faculty of Education

Memorial University

ED 6464
Equity, Diversity, Inclusion and De/Colonization in Education Contexts
Faculty of Education

The rationale for adding this course to the Post-Secondary Education programs:

Equity, diversity, inclusion, de/colonization, and racial justice have become a priority in Canada's higher education system. All students need to be equipped to participate in this diverse world whether they are teaching, employed in this sector or participating as students. Those who are building their careers to serve various post-secondary education communities, in particular, will need to engage in the ethos, scholarship, and debates around equity, diversity, inclusion, and de/colonization (EDID). Currently, the Post-Secondary graduate programs do not offer a course focused on social oppression and how systemic injustices affect inclusiveness and equity in the post-secondary education ecosystem. Many of our graduate students work in colleges and universities where they may be required to implement EDID measures. This course is designed to introduce graduate students to key ideas, concepts, and debates in the context of EDID. It will be a synchronous online course. Although situated in the Post-Secondary programs, this course will be open to any graduate student registered at MUN. The course will be offered synchronously online and students are expected to attend all classes.

Course description:

In ED 6464, Equity, Diversity, Inclusion and De/Colonization in Post-Secondary Education Contexts, graduate students will deepen their understanding of equity, diversity, inclusion, and de/colonization. The course explores the fundamental values of human interconnectedness, and privilege, as well as concepts of race and racialization and the process of marginalization. Concepts covered in the course may include, but are not limited to, white privilege, structural racism, ableism, anti-queer/trans rhetoric, de/colonization, intersectionality, and how these social constructions are connected to the post-secondary education experience. Students will have the opportunity to discuss and debate various social justice movements. Using the talking circle as a pedagogical tool, students will strategize how to transform post-secondary education sectors and systems using an EDID lens.

Course rationale:

This course seeks to provide learners with a variety of ways of thinking about social and racial justice for equity deserving people in post-secondary education contexts. There is no denying that systemic racism exists in Canada. It becomes more complex and multilayered when we include intersectionality of ableism, anti-queer rhetoric, and the colonization of Indigenous land, people, and knowledges. Post-secondary institutions in settler colonies like Canada, historically and contemporarily, have done harm and continue to harm minority populations. This course will bring together graduate students across disciplines in talking circles so that they can deeply listen to each other, recognize the harm that has been done (and the harm that continues to perpetuate), and look for justice for all. A talking circle is a pedagogical tool that is used to bring people together in expressing their thoughts and listening to others' ideas on an emotionally difficult topic in a non-hierarchical way. In this course, participants will have opportunities to think critically and work towards constructing post-secondary institutions that address current injustices.

Course objectives:

This course will provide participants with opportunities to:

- Critically engage in a range of concepts related to equity, diversity, inclusion and de/colonization;
- Critically examine the norms in which power and privilege continue to establish and uphold white experiences at a cost of racialized people in and through traditional western education systems;
- Identify how traditional Western pedagogies undermine collaborative community development (or relationship)
- Develop skills for listening, communicating, and strategizing on how to transform diverse knowledge communities into more equitable, safe, and inclusive learning communities; and
- Engage students in collective learning on how to move away from optics and performative allyship to effective and transformative action.

Course topics:

- Deepening connections:
 - Two-eared listening
- Defining equity, diversity, and inclusion
 - equity
 - diversity
 - inclusion
- Social location:
 - privilege
 - process of marginalization
 - racialization, white privilege and fragility, and black experience
 - race and intersectionality
- Systemic oppression
 - systemic injustice
 - colonization
- Anti-oppression movements
- Voice of equity-deserving people
- Decolonization to De/colonization
- Reimagining post-secondary education using decolonial and/or EDI lens

While the focus of the course will be on the Canadian context, models, strategies and debates from other countries are included to ensure students are exposed to the global context. Activities will focus on relating theory to both practice and policy and procedures in post-secondary education contexts.

Online Classroom

Brightspace will be used to deliver the course. Modules and resources will be available on the course shell. Three hours long synchronous classes will be held weekly.

Course activities:

Course activities will include among others:

- *Deepening connection:* In this course, participants will be discussing some challenging social issues. Students will be talking about race, gender, sexuality, disability and as well as colonization. These difficult conversations cannot take place in a space that is not inclusive and interconnected. In the first phase, students will be encouraged to think about how to speak with full heart while respecting and valuing the power of words. Students will also be encouraged to think about two-eared listening so that they can listen to understand instead of only responding.
- *Broadening critical thinking:* Students will be invited to engage with the academic readings and to discuss injustices in post-secondary education and how justice can be achieved for all. Students are expected to think about complexity and multilayered challenges and privileges - particularly white privilege and how power can be shared.
- *Employing collective learning:* Students will be assigned a group project. As a group, students will employ their learning from the course materials and online discussions and strategize about ways to transform the post-secondary education experiences of equity-deserving people using an EDID lens.

Weekly Schedule at a Glance (Draft)		
Week	Module – Read the modules each week	Activities/Assignments due @ the end of the week
Week 1	Course Orientation and Introduction	<ul style="list-style-type: none"> - Circle check in and out - Introductions - Review the Canadian Association of Colleges and Universities Student Services (CACUSS) Competency model on EDI - post your analysis and/or positioning in the discussion forum

<p>Week 2</p>	<p>Module 1: Deepening Connections</p> <ul style="list-style-type: none"> ● We all are worthy and interconnected ● Two-eared listening <p>Watch this: Two-Eared Listening for Deeper Understanding: Restorative Justice in NL - Highlights - YouTube</p>	<p>Discussion forum activity 2</p>
<p>Week 3</p>	<p>Module 2: Defining Equity, Diversity, and Inclusion</p> <p>Dewidar, O., Elmestekawy, N., & Welch, V. (2022). Improving equity, diversity, and inclusion in academia. <i>Research Integrity and Peer Review</i>, 7(1), 1–4. https://doi.org/10.1186/s41073-022-00123-z</p> <p>Garcia, C. E., Walker, W., Morgan, D., & Shi, Y. (2021). Aligning student affairs practice with espoused commitments to equity, diversity, and inclusion. <i>Journal of College Student Development</i>, 62(2), 137–153. https://doi.org/10.1353/csd.2021.0013</p> <p>University of British Columbia. (n/d). Equity & Inclusion Glossary of Terms - UBC Equity & Inclusion Office</p> <p>Watch this video: Pursuing Education Equity: From St. Louis to St. John. Jessica Samuel TEDxSaintThomas - YouTube</p>	<p>Discussion forum activity 3</p>
<p>Week 4</p>	<p>Module 3: Social Location</p> <p>Eichler, M. A., & Bernarte, R. P. (2017). Queering transformative learning: The unfolding of lesbian, gay, bisexual, transgender, queer, intersex, and ally lives. In <i>The Palgrave International Handbook on Adult and Lifelong Education and Learning</i> (pp. 899–916). Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-55783-4_46</p> <p>Ramlackhan, K., Cranston-Gingras, A., Catania, N., Brobbey, G., & Rivera-Singletary, G. (2022).</p>	<p>Discussion forum activity 4</p>

	<p>Re(framing) identity: teacher educators’ experiences with marginalization. <i>Higher Education Research and Development</i>, 41(3), 852–866. https://doi.org/10.1080/07294360.2021.1877632</p> <p>Watch this: <u>The urgency of intersectionality Kimberlé Crenshaw - YouTube</u></p>	
<p>Week 5</p>	<p>Module 3 : Social Location (continue)</p> <p>Carver, P. P. (2020). Mission statements - adopting intersectionality as a framework in higher education. <i>Journal of Business Diversity</i>, 20(1), 17–27. https://doi.org/10.33423/jbd.v20i1.2704</p> <p>Mirza, H. S. (2014). Decolonizing higher education: black feminism and the intersectionality of race and gender. <i>Journal of Feminist Scholarship</i>, 7(7), 1–12.</p> <p>Persky, J. (2022). “I quit!”: White privilege, white fragility, and white-hot rage: A poetic response in five acts. <i>Qualitative Inquiry</i>, 28(1), 108–115. https://doi.org/10.1177/10778004211006694</p> <p>Watch this: Robin DiAngelo on "White Fragility" - EXTENDED CONVERSATION Amanpour and Company https://youtu.be/Qx-gUfQx4-Q</p>	<p>Assignment 1 is due.</p>
<p>Week 6</p>	<p>Module 4: Systems of oppression</p> <p>Doharty, N., Madriaga, M., & Joseph-Salisbury, R. (2021). The university went to ‘decolonise’ and all they brought back was lousy diversity double-speak! Critical race counter-stories from faculty of colour in ‘decolonial’ times. <i>Educational Philosophy and</i></p>	<p>Discussion forum activity 6</p>

	<p><i>Theory</i>, 53(3), 233-244. https://doi.org/10.1080/00131857.2020.1769601</p> <p>Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for Indigenizing the Canadian academy. <i>AlterNative : an International Journal of Indigenous Peoples</i>, 14(3), 218–227. https://doi.org/10.3316/informit.298710867056791</p> <p><u>Listen to this:</u> Jay Pitter: The Future of Culture is ... https://www.cbc.ca/listen/live-radio/1-23/clip/15988825</p>	
Week 7	<p>Module 5: Voice of the equity deserving people</p> <p>Battiste, M., Bell, L., & Findlay, L. M. (2002). Decolonizing education in Canadian universities: an interdisciplinary, international, indigenous research project. <i>Canadian Journal of Native Education</i>, 26(2), 82–95.</p> <p>Howard, P. S. S. (2023). Fugitive learning: Countering postracialism and making black life at university. In <i>Performing Postracialism: Reflections on Antiblackness, Nation, and Education through Contemporary Blackface in Canada</i> (pp. 201–224). University of Toronto Press. http://www.jstor.org/stable/10.3138/jj.196959.13</p> <p>Tate, S. A., & Page, D. (2018). Whiteness and institutional racism: hiding behind (un)conscious bias. <i>Ethics and Education</i>, 13(1), 141–155. https://doi.org/10.1080/17449642.2018.1428718</p> <p>Watch this: <u>An Open Letter to My Oppressors in Academia Elisse Howard TEDxBinghamtonUniversity - YouTube</u></p>	Discussion forum activity 7
Week 8	<p>Module 6: Anti-Oppressive Movements</p>	Discussion forum activity 8

	<p>Bhambra, G. K. (2014). Postcolonial and decolonial dialogues. <i>Postcolonial Studies</i>, 17(2), 115-121. https://doi.org/10.1080/13688790.2014.966414</p> <p>Dei, G. J. S. (2016). Decolonizing the university: the challenges and possibilities of inclusive education. <i>Journal of the Society for Socialist Studies</i>, 11(1), 23–61.</p> <p>Mamdani, M. (2018). Decolonising universities. In J.D. Jansen (Ed.), <i>Decolonisation in universities: The politics of knowledge</i> (pp. 15- 28). WITS University Press.</p> <p>Watch this: <u>An interview with the founders of Black Lives Matter Alicia Garza, Patrisse Cullors, Opal Tometi - YouTube</u></p>	
<p>Week 9</p>	<p>Module 7: Decolonization to De/Colonization</p> <p>Bhattacharya, K. (2015b). The vulnerable academic: personal narratives and strategic de/colonizing of academic structures. <i>Qualitative Inquiry</i> doi:10.1177/1077800415615619</p> <p>Mbembe, A. J. (2016). Decolonizing the university: New directions. <i>Arts & Humanities in Higher Education</i>, 15(1), 29–45. http://dx.doi.org/10.1177/1474022215618513</p> <p>Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1), 1–40.</p> <p>Watch this: <u>Dr. Kakali Bhattacharya - Using de/colonial methodologies for international education research - YouTube</u></p>	<p>Discussion forum activity 9</p>
<p>Week 10</p>	<p>Module 8: Reimagining Higher Education</p> <p>Shahjahan, R. A., Estera, A. L., Surla, K. L., & Edwards, K. T. (2022). “Decolonizing” curriculum and pedagogy: A comparative review across disciplines</p>	<p>Discussion Forum Activity 10</p>

	<p>and global higher education contexts. <i>Review of Educational Research</i>, 92(1), 73–113. https://doi.org/10.3102/00346543211042423</p> <p>Stein, S., Andreotti, V., Suša, R., Amsler, S., Hunt, D., Ahenakew, C., Jimmy, E., Cajkova, T., Valley, W., Cardoso, C., Siwek, D., Pitaguary, B., D’Emilia, D., Pataxó, U., Calhoun, B., & Okano, H. (2020). Gesturing towards decolonial futures: Reflections on our learnings thus far. <i>Nordic Journal of Comparative and International Education (NJCIE)</i>, 4(1), 43–65. https://doi.org/10.7577/njcie.3518</p> <p>Tamtik, M., & Guenter, M. (2019). Policy analysis of equity, diversity and inclusion strategies in Canadian universities – how far have we come? <i>Canadian Journal of Higher Education (1975)</i>, 49(3), 41–56. https://doi.org/10.47678/cjhe.v49i3.188529</p>	
<p>Week 11</p>	<p>Module 8: Reimagining Higher Education</p> <p>Bhattacharya, K. (2015). Diving deep into oppositional beliefs: Healing the wounded transnational, de/Colonizing warrior within. <i>Cultural Studies, Critical Methodologies</i>, 15(6), 492–500. https://doi.org/10.1177/1532708615614019</p> <p>Danelle E. Lorenz. (2018). Pedagogies of resistance: living resistance by writing. <i>Canadian Journal for New Scholars in Education</i>, 9(1), 6-14.</p> <p>Lorde, A. (1984). The master’s tools will never dismantle the master’s house. In <i>Sister Outsider: Essays & speeches</i> by Audre Lorde (pp. 110–113). Freedom, CA: The Crossing Press.</p>	<p>Assignment 2 due</p>

Week 12	Employing collective learnings - Assigned groups will give their presentation. Final group paper is due within two weeks of the presentation.	Assignment 3 due
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Course evaluation:

Participation: Student participation in weekly Discussion Forum activities - 20%.

Students will participate in a Discussion Forum to engage with the weekly topics. Activities include reading and discussing, supplemental readings, applying theory to practice, discussing videos, popular texts and other media platforms and outlets.

Assignment 1: Critical thinking – 20 %

In this assignment, you have three options. These options can be complex for some students and will undoubtedly evoke emotions. I want you to know that I am holding space for you as you go through your journey of learning/unlearning.

- First Option: Think about your relationship with a form of privilege and create art – it can take any form – a poem, a song, a painting, or even a dance recording. You will not be assessed on the quality of your art but on how you have captured your understanding of social location, power, and privilege.
- Second Option: Write an essay (1500- 2000 words, including reference) describing your understanding of social location, power, and privilege – how they intersect and play a role in academia. You must use at least five peer-reviewed articles if you choose this path.
- Third Option: You will write a book review (1500-2000 words, including references). You can choose the book you want to review; however, you must select the text and take my approval. You have my pre-approval if you are going to choose one of the following books:

DiAngelo, R. (2018). *White fragility : Why it’s so hard for white people to talk about racism.* Beacon Press.

Ahmed, S. (2012). *On being included : Racism and diversity in institutional life.* Duke University Press.

Jeffers, H.F. (2021). *The love songs of W.E.B. Du Bois.* HarperCollins.

Kendi, I. X. (2019). *How to be an antiracist (First Edition).* One World.

Sellars, B. (2013). *They called me number one : Secrets and survival at an Indian residential school.* Talonbooks.

Sniderman, A. S.& Sanderson, D. (2022). *Valley of the Birdtail: An Indian reserve, a white town and the road to reconciliation.* HarperCollins Publishers.

Assignment 2: Application – 30%

In the second assignment, students will reflect on their learning from class materials, and discussions and apply their learning to their own post-secondary education contexts. In this research assignment students will either draft an EDID strategy for an educational institution or provide a critique of an EDID strategy of an academic institution.

Assignment 3: Collective Learning – 30%

The third assignment requires students to respond to calls to action and develop immediate steps they can take to make post-secondary education more inclusive. This group assignment involves a class presentation and written paper submission.

Additional Reading List (other sources may be added):

- Adu-Gyamfi, M., Demoiny, S., King, L., & Simmons, G. (2022). Exposing white fragility and white emotionalities in hello privilege. It's me, Chelsea. *International Journal of Multicultural Education*, 24(1), 68–87. <https://doi.org/10.18251/ijme.v24i1.2433>
- Ahmed, S. (2006). The nonperformativity of antiracism. *Meridians (Middletown, Conn.)*, 7(1), 104–126. <https://doi.org/10.2979/MER.2006.7.1.104>
- Ahmed, S. (2007). The language of diversity. *Ethnic and Racial Studies*, 30(2), 235–256. <https://doi.org/10.1080/01419870601143927>
- Ahmed, S. (2010). Killing joy: Feminism and the history of happiness. *Signs: Journal of Women in Culture and Society*, 35(3), 571–594. <https://doi.org/10.1086/648513>
- Buckner, E., Lumb, P., Jafarova, Z., Kang, P., Marroquin, A., & Zhang, Y. (2021). Diversity without race: How university internationalization strategies discuss international students. *Journal of International Students*, 11(1), 32–49. <https://doi.org/10.32674/JIS.V11IS1.3842>
- Burrell, S. L., Donovan, S. K., & Williams, T. P. (2020). *Breaking down silos for equity, diversity, and inclusion (EDI): teaching and collaboration across disciplines*. Rowman & Littlefield.
- Grosfoguel, R. (2013). The structure of knowledge in westernized universities: Epistemic racism/sexism and the four genocides/epistemicides of the long 16th century. *Human Architecture: Journal of the Sociology of Self-Knowledge*, 11(1), 73–90.
- Main, P. (2020). Books: White fragility. Why it's so hard for white people to talk about racism natives. Race & class in the ruins of empire: Learning following the toppling of Colston's statue. *British Journal of General Practice*, 70(701), 604–604. <https://doi.org/10.3399/bjgp20X713789>

- Marquis, E., & Santinele Martino, A. (2021). Enacting and/or contesting the “normal TA body”: social location and the experiences of teaching assistants. *Teaching in Higher Education*, ahead-of-print(ahead-of-print), 1–17. <https://doi.org/10.1080/13562517.2021.1989584>
- Mwangi, C.A.G., Yao, C. W., & Perna, L. W. (2021). US higher education internationalization through an equity-driven lens: An analysis of concepts, history, and research. In L.W. Perna (Eds.), *Higher Education: Handbook of Theory and Research* (pp. 549–609). Springer International Publishing. https://doi.org/10.1007/978-3-030-44007-7_11
- Patton, L. D. (2016). Disrupting Postsecondary Prose: Toward a critical race theory of higher education. *Urban Education*, 51(3), 315–342. <https://doi.org/10.1177/0042085915602542>
- Stein, S. (2018). Beyond higher education as we know it: Gesturing towards decolonial horizons of possibility. *Studies in Philosophy and Education*, 38(2), 143–161. <https://doi.org/10.1007/s11217-018-9622-7>
- Suspitsyna, T. (2021). Internationalization, whiteness, and biopolitics of higher education. *Journal of International Students*, 11(S1), 50–67. <https://doi.org/10.32674/jis.v11iS1.3843>
- Zembylas, M. (2012). Pedagogies of strategic empathy: Navigating through the emotional complexities of anti-racism in higher education. *Teaching in Higher Education*, 17(2), 113–125. <https://doi.org/10.1080/13562517.2011.611869>



**SCHOOL OF
GRADUATE STUDIES**

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Coversheet

The School of Graduate Studies is requesting revisions to Section 4.1.5 of the Calendar, recognizing that the English proficiency tests MUNTEL and CanTEST are discontinued.



**SCHOOL OF
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March 7, 2024

FROM: School of Graduate Studies
TO: Academic Council – School of Graduate Studies
Re: Calendar changes to 4.1.5 English Proficiency Requirements

The School of Graduate Studies is proposing to remove the MUNTEL and CanTEST from 4.1.5 English Proficiency Requirements - School of Graduate Studies Regulations: <https://www.mun.ca/university-calendar/school-of-graduate-studies/school-of-graduate-studies/4/1/#4.1.5>.

RATIONALE

MUNTEL and CanTEST are discontinued and no longer being offered.

ANTICIPATED EFFECTIVE DATE

Fall 2024

CALENDAR CHANGES

4.1.5 English Proficiency Requirements

Since English is the primary language of instruction at this University, all applicants seeking admission to the School of Graduate Studies must possess an adequate knowledge of written and spoken English as a prerequisite to admission. Regardless of country of origin or of citizenship status, applicants will be required to demonstrate proficiency in the English language. This demonstration may take one of the following forms:

1. Successful completion of the equivalent of three years of full-time instruction in an English language secondary institution as recognized by Memorial University of Newfoundland including successful completion of at least two courses in English at the Grade XII (or equivalent) level. Please note that these courses must be other than English as a Second Language (E.S.L.) courses.
2. Successful completion of a baccalaureate degree from a recognized University where English is the language of instruction and from which transfer of credit may be allowed by Memorial University of Newfoundland.
3. Successful completion of a post-graduate degree program at a recognized University where English is the language of instruction and from which transfer of credit may be allowed by Memorial University of Newfoundland.
4. Submission of official results of the Test of English as a Foreign Language (TOEFL) with a paper-based score of 550 (or higher)/computer-based score of 213 (or higher) or Internet-based with a score of 80 (or higher) and the Test of Written English (TWE) with a score of 4 (or higher).
5. Submission of the official results of the Michigan English Test (MET) with a score of 59% (or higher).
6. Submission of the official results of the English Language Testing Service (ELTS) Test with an average band score of 6.5 or higher.
7. Submission of official results of the Canadian Academic English Language (CAEL) Assessment with a minimum score of between 50 and 60 in each of four bands, with at least 2 band scores of 60.
- ~~8. Submission of official results of the Canadian Test of English for Scholars and Trainees (CanTEST) with a Band Level 4.5 in the listening~~

~~comprehension and reading comprehension sub-tests and a score of 4 in writing.~~

9. Submission of official results of the Pearson Test of English Academic (PTE Academic) with minimum scores of 58 in each of reading, writing, listening, and speaking.

~~10. Submission of official results of the Memorial University Test of English Language (MUNTEL) with minimum scores of 60 in reading and listening, writing, and speaking.~~

11. Only in exceptional circumstances and only upon the recommendation of the Department/Faculty/School concerned, will the Dean consider applicants who do not meet one of the requirements listed in 1.-~~10~~8. above.

CALENDAR ENTRY AFTER CHANGES

4.1.5 English Proficiency Requirements

Since English is the primary language of instruction at this University, all applicants seeking admission to the School of Graduate Studies must possess an adequate knowledge of written and spoken English as a prerequisite to admission. Regardless of country of origin or of citizenship status, applicants will be required to demonstrate proficiency in the English language. This demonstration may take one of the following forms:

1. Successful completion of the equivalent of three years of full-time instruction in an English language secondary institution as recognized by Memorial University of Newfoundland including successful completion of at least two courses in English at the Grade XII (or equivalent) level. Please note that these courses must be other than English as a Second Language (E.S.L.) courses.

2. Successful completion of a baccalaureate degree from a recognized University where English is the language of instruction and from which transfer of credit may be allowed by Memorial University of Newfoundland.
3. Successful completion of a post-graduate degree program at a recognized University where English is the language of instruction and from which transfer of credit may be allowed by Memorial University of Newfoundland.
4. Submission of official results of the Test of English as a Foreign Language (TOEFL) with a paper-based score of 550 (or higher)/computer-based score of 213 (or higher) or Internet-based with a score of 80 (or higher) and the Test of Written English (TWE) with a score of 4 (or higher).
5. Submission of the official results of the Michigan English Test (MET) with a score of 59% (or higher).
6. Submission of the official results of the English Language Testing Service (ELTS) Test with an average band score of 6.5 or higher.
7. Submission of official results of the Canadian Academic English Language (CAEL) Assessment with a minimum score of between 50 and 60 in each of four bands, with at least 2 band scores of 60.
8. Submission of official results of the Pearson Test of English Academic (PTE Academic) with minimum scores of 58 in each of reading, writing, listening, and speaking.
9. Only in exceptional circumstances and only upon the recommendation of the Department/Faculty/School concerned, will the Dean consider applicants who do not meet one of the requirements listed in 1.-8. above.

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Coversheet

The Fisheries and Marine Institute is requesting the addition of an accelerated format for MSTM 6074 (Aquaculture Site & Operational Assessment), and the associated revisions to Section 26.3.5 of the Calendar.

Proposed Calendar Changes - Master of Marine Studies (Aquaculture)

Feb 27, 2024

Digitally signed by MI Graduate
Studies Committee
Date: 2024.02.27 14:46:33 -03'30'

Introduction

Please accept this submission for changes to the Master of Marine Studies (Aquaculture) program.

Below is a summary of the proposed change and accompanying rationale statement. Also included are (1) **Section 26.3.5 Courses** (<https://www.mun.ca/university-calendar/school-of-graduate-studies/school-of-graduate-studies/26/3/#26.3.5>) of the calendar regulations showing the modification, (2) **Section 26.3.5 Courses** of calendar regulations without markups (clean copy), and (3) a course approval form for an *existing course* (MSTM 6074) that now includes the statement “*may be offered in accelerated format*” in the course description section.

Changes are indicated as

Additions: <u style="color: red;"> </u> Deletions: <del style="color: red;">

Summary of Changes, Rationale Statements

Course Delivery/Scheduling Change	
	<p>MSTM 6074 – Aquaculture Site and Operational Assessment.</p> <p>When the MMS (Aquaculture) program was proposed, it was also proposed that the existing course, MSTM 6074 (Aquaculture Site and Operational Assessment), would be offered in a compressed semester, namely Intersession. Unfortunately, the notation was not included in the Calendar Regulations submitted and subsequently approved.</p> <p>The attached course approval form shows the addition of that notation in the Course Descriptions section.</p>
Section 26.3.5 Courses	
	<p>The phrase (<u style="color: red;">may be offered in accelerated format</u>) is added to the MSTM 6074 Aquaculture Site and Operational Assessment course listing</p>

APPROVALS: Changes to the course delivery format (accelerated) has been approved by the Academic Director and the Head of the School of Fisheries. See the course approval form for signatures.

PROPOSED CALENDAR REGULATION CHANGES

Section 26.3.5 Courses

<https://www.mun.ca/university-calendar/school-of-graduate-studies/school-of-graduate-studies/26/3/#26.3.5>

26.3.5 Courses

AQRS 6060 Current Topics in Aquaculture

AQRS 6061 Finfish Aquaculture

AQRS 6062 Shellfish Aquaculture

AQRS 6063 Aquatic Animal Health

AQRS 6064 Fish Nutrition and Feeding Practice

AQRS 6065 Aquaculture Engineering Technology and Systems Operation

AQRS 6101 Internship

MSTM 6072 Animal Husbandry Management

MSTM 6073 Aquaculture Environmental Management

MSTM 6074 Aquaculture Site and Operational Assessment (may be offered in accelerated format)

MSTM 6075 Aquaculture Engineering Technology Management

TECH 6022 Communication and Conflict Resolution in a Technical Environment

REVISED CALENDAR REGULATIONS

Section 26.3.5 Courses

<https://www.mun.ca/university-calendar/school-of-graduate-studies/school-of-graduate-studies/26/3/#26.3.5>

26.3.5 Courses

AQRS 6060 Current Topics in Aquaculture

AQRS 6061 Finfish Aquaculture

AQRS 6062 Shellfish Aquaculture

AQRS 6063 Aquatic Animal Health

AQRS 6064 Fish Nutrition and Feeding Practice

AQRS 6065 Aquaculture Engineering Technology and Systems Operation

AQRS 6101 Internship

MSTM 6072 Animal Husbandry Management

MSTM 6073 Aquaculture Environmental Management

MSTM 6074 Aquaculture Site and Operational Assessment (may be offered in accelerated format)

MSTM 6075 Aquaculture Engineering Technology Management

TECH 6022 Communication and Conflict Resolution in a Technical Environment

Appendix A – Course Approval Form

See below for MSTM 6074 course approval form.



SCHOOL OF GRADUATE STUDIES Request for Approval of a Graduate Course

TO: The Dean, School of Graduate Studies
 FROM: Faculty/School/Institute School of Fisheries
 SUBJECT: Regular Course Special/Selected Topics Course
 Course Number and Title: MSTM 6074 // Existing
Aquaculture Site and Operational Assessment // Course

I. TO BE COMPLETED FOR ALL REQUESTS

A. COURSE TYPE: Lecture Course Lecture Course with Laboratory
 Laboratory Course Undergraduate course (must specify the additional work at the graduate level)
 Directed Readings Other (Please Specify) Online course

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

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

D. Credit Hours for this Course: 3

E. Estimated Number of Contact Hours Per Semester: 39

F. Course Description: (Reading list is required.)

This course is designed to provide an overview of the criteria for selecting a suitable aquaculture site and for assessing existing operations. Operational assessments will assess production efficiencies, management practice, environmental impacts and remediation, user conflict, economic considerations and the application of innovative technology. The course will focus on land-based and open-water sites, and systems for economically important cultured finfish and shellfish species. May be offered in accelerated format.

G. Method of Evaluation	Percentage	
	Written	Oral
Discussion Forums	<u>25%</u>	<u> </u>
Assignment	<u>35%</u>	<u> </u>
Case Study	<u>40%</u>	<u> </u>
TOTAL:	<u>100</u>	<u> </u>

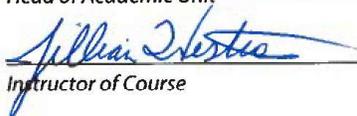
II. TO BE COMPLETED FOR SPECIAL/SELECTED TOPICS COURSE REQUESTS ONLY

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 project; | _____ |
| 4. overlap with existing courses. | _____ |

Recommended for offering in _____ Semester, 200____.
Length of session if it is less than a semester. _____

III. This Course Proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies and was approved by:

 _____	<u>Feb 27, 2024</u>
Head of Academic Unit	Date
 _____	<u>Feb. 27, 2024</u>
Instructor of Course	Date

IV. This Course was Approved by the Faculty/School/Institute Council

Jennifer Howell	<small>Digitally signed by Jennifer Howell Date: 2024.02.27 15:38:35 -03'30'</small>	_____
Secretary, Faculty/School/Institute Council		Date

(Revised April, 2008)

MSTM 6074 – AQUACULTURE SITE & OPERATIONAL ASSESSMENT

COURSE OUTLINE

COURSE DESCRIPTION

The course aims to provide participants with a broad knowledge base related to the processes and technologies used to evaluate potential aquaculture sites, and to assess the operational performance of existing operations. Participants will study and evaluate processes, strategies and technologies for site evaluation and operational assessment.

LEARNING OBJECTIVES

At the conclusion of the course, participants will be able to:

- Recognize and develop criteria for the evaluation of prospective aquaculture sites;
- Assess available and emerging technologies for site assessment data collection;
- Integrate and analyze site evaluation data from a variety of sources;
- Prepare and present site evaluation reports;
- Recognize indicators used to measure site operational performance;
- Prepare and plan operational performance studies and assessments;
- Assess operational performance based on collected data;
- Design action plans for improvement of site performance;
- Recognize and evaluate environmental management issues; and
- Propose management strategies for site remediation.

MODULE 1: Overview of Aquaculture Site Selection

At the end of this module, participants will be able to:

- Appraise the impact of site characteristics on aquaculture operations

MODULE 2: Aquaculture Site Selection Criteria

At the end of this module, participants will be able to:

- Select and rank site selection criteria related to biological considerations
- Examine the physical environment characteristics of prospective sites
- Compare and contrast the geographical and economic considerations for site selection

MODULE 3: Site Selection Methodology, Data Analysis and Decision Making

At the end of this module, participants will be able to:

- Plan and organize site evaluation projects
- Evaluate and select technologies for collection of site data
- Develop a comprehensive site evaluation data logging matrix
- Assess and select methods used to analyze site data
- Integrate and analyze site data from numerous sources
- Develop a decision making matrix
- Produce a site evaluation report for management teams, regulatory agencies and investors

MODULE 4: Overview of Aquaculture Site Operational Assessment

At the end of this module, participants will be able to:

- Describe the importance of operational assessments

- Relate physical and environmental considerations to operational performance
- Evaluate biological considerations with respect to operational performance
- Appraise operational and economic considerations

MODULE 5: Assessment of Environmental Performance and Site Remediation

At the end of this module, participants will be able to:

- Assess impacts of aquaculture operations on surrounding water quality
- Examine impacts of aquaculture on the physical environment
- Evaluate techniques and technologies used to measure and assess environmental performance
- Examine and judge site performance data
- Propose performance improvement and site remediation methodologies

MODULE 6: Assessment of Biological, Operational and Economic Performance

At the end of this module, participants will be able to:

- Compare and contrast indicators of biological performance
- Formulate plans and processes to evaluate biological performance
- Choose and examine indicators of operational and economic performance
- Formulate processes to evaluate economic performance

EVALUATION

CATEGORY	VALUE	DUE DATE
Weekly Discussion Forums	25% <i>(5 @ 5% each)</i>	End of weeks 2, 3, 4, 5, 6
Assignment: Aquaculture Site Assessment Plan <i>OR</i> Aquaculture Site Environmental Monitoring Program	35%	End of week 4
Case Study: To be developed	40%	End of week 6

MODULES

MODULE 1: Overview of Aquaculture Site Selection

- Introduction to the course, participants, evaluation scheme and expectations
- Overview of Site Selection – definition of “site” – types of sites
- Overview of the impact of site characteristics on aquaculture operations
- Overview of site selection processes and considerations

MODULE 2: Aquaculture Site Selection Criteria

- Biological considerations: finfish, shellfish, marine plants
- Physical environment considerations: climate, oceanography, water quality, seabed types

- Geographical considerations: Proximity to other sites, services, personnel, infrastructure, market and other users
- Economic considerations: cost of site infrastructure, materials, supplies and operations

MODULE 3: Site Selection Methodology, Data Analysis and Decision Making

- Site Selection Planning:
 - Site selection project planning and management
 - Data / information logging matrix
- Data Collection Methods:
 - Historical records and environmental data
 - Oceanographic measurement equipment
 - Emerging technologies (satellite, multi-beam sonar, GIS)
- Data organization and presentation
- Site data analysis
- Decision making matrix
- Decision support systems

MODULE 4: Overview of Aquaculture Site Operational Assessments

- Introduction to the second half of the course - Aquaculture Site Operational Assessments
- Biological performance considerations
- Environmental performance and site remediation considerations
- Operational and economic performance considerations

MODULE 5: Assessment of Environmental Performance and Site Remediation

- Carrying capacity
- Water quality monitoring and analysis
- Environmental impact monitoring and analysis
- Techniques and technologies used to monitor physical and environmental performance (impact)
- Site remediation techniques

MODULE 6: Assessment of Biological, Operational and Economic Performance

- Growth and food conversion rates
- Survival rates
- Health evaluation
- Quality: flesh / meat
- Site operation and maintenance costs - personnel requirements – site operational costs
- Overall economic performance

READING LIST

There is no textbook for this course. A variety of online media will be employed for the each of the course modules, including, but not restricted to, e-journals and e-books, trade publications, public media outlets, and government sources.

e-Journals:

- Aquacultural Engineering
- Aquaculture
- Aquaculture and Aquatic Resources Management
- Aquaculture and Fisheries Management

- Aquaculture Economics and Management
- Aquaculture International
- Aquaculture Research
- Aquatic Living Resources
- Canadian Journal of Fisheries and Aquatic Sciences
- Canadian Journal of Zoology
- Journal of Applied Aquaculture
- Journal of Fisheries and Aquatic Science
- Journal of Shellfish Research
- Marine Ecology - Progress Series
- Nature
- North American Journal of Aquaculture
- PLoS One (open access journal) <http://www.plosone.org>
- Proceedings of the National Academy of Sciences of the United States
- Reviews in Aquaculture
- Science

Reference e-books:

Aquaculture in the Ecosystem -

www.springerlink.com.qe2aproxy.mun.ca/content/x89m46/#section=196763&page=1

Aquaculture, Innovation, & Social Transformation - www.springerlink.com.qe2aproxy.mun.ca/content/u42202/#section=221707&page=1

Responsible Marine Aquaculture - <http://site.ebrary.com.qe2aproxy.mun.ca/lib/memorial/docDetail.action?docID=10173522>

<http://site.ebrary.com.qe2aproxy.mun.ca/lib/memorial/docDetail.action?docID=10173522>

<http://site.ebrary.com.qe2aproxy.mun.ca/lib/memorial/docDetail.action?docID=10173522>

Socio-economic Impact of Aquaculture in Canada - [http://mun.worldcat.org/title/socio-economic-impact-of-aquaculture-in-](http://mun.worldcat.org/title/socio-economic-impact-of-aquaculture-in-canada/oclc/654781460?title=&detail=%3Anoframes&page=frame&url=http%3A%2F%2Fdsp-psd.pwgsc.gc.ca%2Fcollections%2Fcollection_2010%2Fmpo-dfo%2FFs23-551-2010-eng.pdf%26checksum%3Df9a8ceac06bb063138360ffa3bce5293&linktype=opacFtLinkDR)

[canada/oclc/654781460?title=&detail=%3Anoframes&page=frame&url=http%3A%2F%2Fdsp-psd.pwgsc.gc.ca%2Fcollections%2Fcollection_2010%2Fmpo-dfo%2FFs23-551-2010-eng.pdf%26checksum%3Df9a8ceac06bb063138360ffa3bce5293&linktype=opacFtLinkDR](http://mun.worldcat.org/title/socio-economic-impact-of-aquaculture-in-canada/oclc/654781460?title=&detail=%3Anoframes&page=frame&url=http%3A%2F%2Fdsp-psd.pwgsc.gc.ca%2Fcollections%2Fcollection_2010%2Fmpo-dfo%2FFs23-551-2010-eng.pdf%26checksum%3Df9a8ceac06bb063138360ffa3bce5293&linktype=opacFtLinkDR)

Websites:

Aquaculture Association of Canada - www.aquacultureassociation.ca

Aquaculture Association of Nova Scotia - www.aansonline.ca

Atlantic Canada Fish Farmers Association - www.atlanticfishfarmers.com

BC Salmon Farmers Association - www.salmonfarmers.org

BC Salmon Facts - www.bcsalmonfacts.ca

Canadian Aquaculture Industry Alliance - www.aquaculture.ca

Cohen Commission - www.cohencommission.ca

Fisheries and Oceans Canada (aquaculture) - <http://www.dfo-mpo.gc.ca/aquaculture/aquaculture-eng.htm>

Food and Agriculture Organization of the United Nations - <http://www.fao.org/fishery/aquaculture/en>

GLOBEFISH (United Nations Fisheries Department market information) - www.globefish.org

Global Aquaculture Alliance - www.gaalliance.org

Newfoundland Aquaculture Industry Association - www.naia.ca

Society for Positive Awareness for Salmon - www.farmfreshsalmon.org

World Aquaculture Society - www.was.org



Office of the Secretary of Senate

March 22, 2024

TO: The Chair and Members of Senate

FROM: Dr. Lee Ann McKivior, Interim Secretary of Senate, and, Chair, Senate Committee on Elections, Committees and Bylaws

SUBJECT: Nomination of Student Representatives to Senate

The Committee on Elections, Committees and Bylaws has approved the following membership for Graduate and Undergraduate representation on Senate:

Graduate Students' Union:

- Amalgeeth Poliyath (Graduate Disability Representative) - to commence immediately

Memorial University of Newfoundland Students' Union:

The term appointment of MUNSU representatives on Senate is to commence on May1, 2024.

- Devon Budden, Executive Director of Advocacy
- Alida Zedel, Executive Director of Campaigns
- Nicolas Keough, Executive Director of External Affairs, Communications, and Research
- Brittney Meaney, Executive Director of Student Life
- Mahbub Alam, Executive Director of Finance and Services

A handwritten signature in black ink, appearing to be "L.A. McKivior".

Dr. Lee Ann McKivior
Interim Secretary of Senate and
Chair, Senate Committee on Elections,
Committees, and Bylaws

LAM/bjh

March 26, 2024

TO: All Eligible Members of the Academic Staff in the Constituencies of Business Administration, Education, Engineering and Applied Science, Marine Institute, Humanities and Social Sciences, Human Kinetics and Recreation, Labrador Campus, Library, Medicine, Music, Nursing, Pharmacy, Science, Social Work, and Student Wellness and Counselling Centre

FROM: Dr. Lee Ann McKivor, University Registrar, Interim Secretary of Senate and Chair of the Senate Committee on Elections, Committees and Bylaws

SUBJECT: **Search Committee for Vice-President (Grenfell Campus)**

In accordance, with the *Policies and Procedures Governing the Appointment, Review, Promotion and Tenure of Academic Administrators*, Dr. Bose, President and Vice-Chancellor, is requesting nomination for the composition of the Vice-President (Grenfell Campus) Search Committee to include “one ASM from St. John’s; elected”, as outlined in the attached correspondence dated March 11, 2024.

In view of this, the Senate Committee on Elections, Committees and Bylaws has agreed to seek nominations for the Vice-President (Grenfell Campus) search committee. The Committee will accept nominations for one academic staff member from St. John’s, as follows:

- A. That one academic staff member be elected following the regulations for [Senate Elections](#). Nominations open on March 26, 2024.
- B. Nominations for membership on the Search Committee are invited from eligible members of the academic staff by completing the nomination form attached. Members must be nominated by two qualified electors from the same constituency with the consent of the nominee.

Those entitled to vote are:

- (i) All full-time members of the academic staff of the constituencies who are either tenured or beyond their first year in the University.

Those eligible for election are:

- (i) All full-time members of the academic staff of the constituencies who are tenured or permanent (exclusive of any person who is an ex officio member).

Attached is a nomination form which must be returned to senate@mun.ca no later than **noon on Friday, April 19, 2024.**

Attachment
(Nomination Form)



Senate | Secretary of Senate

St. John's, NL A1C 5S7
Tel: 709 864 8867
www.mun.ca/senate

**NOMINATION FOR ELECTION TO THE SEARCH COMMITTEE FOR
VICE-PRESIDENT (GRENFELL CAMPUS)**

Part 1

NOMINEE _____ EMAIL _____
RANK _____ PROPOSER _____
ACADEMIC UNIT _____ SECONDER _____

I _____ consent to being nominated for the above noted senate election.

DATE _____

If self-nominating, consent is considered to be provided if this form is sent from your own @mun.ca email address.

RETURN to senate@mun.ca BY NOON, **April 19, 2024.**
The deadline for receipt of nominations will be strictly enforced.

Office of the President and Vice-Chancellor

To: Dr. Lee Ann McKivor, Secretary to Senate

From: Dr. Neil Bose, President and Vice-Chancellor *pro tempore*

Date: March 11, 2024

Subject: **Search Committee for the Vice-President (Grenfell Campus)**

The search for the next Vice-President (Grenfell Campus) will commence in the coming months. The [Policies and Procedures Governing the Appointment, Review, Promotion and Tenure of Academic Administrators](#) (April 2, 2014) vests authority for the search for the Vice-President (Grenfell Campus) with the President and articulates the composition of the Search Committee.

Therefore, the composition of the committee for the search of the Vice-President (Grenfell Campus) shall be:

- President (Committee Chair);
- Five ASMs from Grenfell Campus; three elected and two appointed by the President;
- One ASM from St. John's; elected;
- One administrator/staff member from Grenfell Campus;
- Two students from Grenfell Campus;
- One academic administrator at the level of Division Head or higher (i.e. AVP);
- One senior administrator at the level of Associate Vice-President or higher.

Accordingly, I am asking you to begin the nomination and election process for one representative from each of the Grenfell Campus' three Schools as well as the nomination and election process for the name of the academic staff member from St. John's. I look forward to receiving the results and on receipt; I will appoint the other two academic staff members from Grenfell Campus. Thank you for your assistance.

Ref: O/NB/MCKI0311.DOC (2024)

COLLEGIAL GOVERNANCE COMMITTEE

Terms of Reference

- Chair:** Michelle Baikie, Regent
- Members:** Cyr Courturier, Marine Institute
John Harris, Executive Director External Affairs, MUNSU
Lee Ann McKivor, University Registrar
Lourdes Peña-Castillo, Computer Science/Biology
Vicky Quao, Vice President External, GCSU
Ian Sutherland, Vice President Grenfell campus
Eleanor Swanson, Regent
Robin Whitaker, Anthropology
- Advisor:** Victoria Collins, Interim Executive Director, University Governance Secretariat
- Secretary:** Nicole Constantine, Administrative Secretary, University Governance Secretariat

A. COMPOSITION

Within sixty (60) days of signing of the MUNFA Collective Agreement, a committee (the committee) shall be formed to review collegial governance within the university. The committee shall be comprised of:

1. Two (2) representatives from the Board of Regents
Michelle Baikie
Eleanor Swanson
2. One (1) ASM – appointed from Senate
Dr. Cyr Couturier
3. Two (2) academic administrators – appointed from Senate
Dr. Lee Ann McKivor
Dr. Ian Sutherland
4. Two (2) student representatives – appointed in consultation with MUNSU, GSU, GCSU, and MISU
Vicky Quao
John Harris
5. Two (2) ASMs – appointed by MUNFA
Dr. Lourdes Peña-Castillo
Dr. Robin Whitaker

The appointed members shall serve for at least twenty-four (24) months from date of appointment (June 9, 2023).

Additional individuals may be invited by the committee to attend meetings in a non-voting capacity as necessary.

B. QUORUM

Quorum shall be a majority of voting members.

C. OBJECTIVE

To undertake a broad review of collegial governance at Memorial University, including but not limited to, Memorial's bicameral system, the MUNFA collective agreement, and university policies and procedures directly related to university governance.

D. GUIDING PRINCIPLES

The Committee agrees that the following principles shall serve as measures of sound governance:

- a. Transparency
- b. Openness
- c. Representativeness
- d. Equity
- e. Accountability
- f. Collegiality
- g. Allowance of diverse perspectives
- h. Democracy
- i. Respect for academic freedom rights

E. RESPONSIBILITIES

1. The committee shall appoint its own Chair and vice chair.
2. The committee shall develop its workplan early in its mandate, and modify as needed.
3. The committee shall conduct broad consultations.
4. The committee shall produce a public report delivered to the Board of Regents and Senate within twenty-four (24) months of its appointment date. This report shall include recommendations for enhancing collegial governance at Memorial University.

F MEETINGS

1. The Committee shall meet virtually for one hour. The committee should plan to meet in-person a few times during their mandate.
2. Roberts Rules of Order shall be followed.

G. RESOURCES

1. The committee's work will be supported by the University Governance Secretariat.



University Governance Secretariat
St. John's, NL, Canada, A1C 5S7
Ph: (709) 864-2176
www.mun.ca/senate
www.mun.ca

May 25, 2023

TO: Members of Senate
FROM: Michelle H. Snow, Interim Secretary of Senate
SUBJECT: Collegial Governance Committee

The University Governance Secretariat has been advised that a committee shall be formed to review collegial governance within the University as outlined in a Letter of Understanding-Collegial Governance appended to the MUNFA Collective Agreement 2023-2026.

The letter outlines the composition of the committee as follows:

- Two (2) representatives from the Board of Regents
- Two (2) academic staff members chosen by MUNFA
- Two (2) student representatives chosen by the Office of the Provost and Vice-President (Academic)
- **One (1) Academic Staff Member appointed from Senate**
- **Two (2) Academic Administrators appointed from Senate**

The Secretariat has been asked to facilitate the selection of the three members to be appointed from Senate.

Nominations for these three positions are invited from Senators who have been an active member of Senate during the 2022-2023 academic year in either of the following categories:

- **Academic Staff Member** holding a constituency representative seat on Senate as defined in Section II A, subsection (c) of the [Handbook of Senate By-laws and Procedures](#); or
- **Academic Administrator** holding an ex-officio seat on Senate as defined in Section II A, subsection (b) of the [Handbook of Senate By-laws and Procedures](#).

Nominations for these positions supported by two Senators and with the consent of the nominee must be submitted to the University Governance Secretariat, no later than noon Friday June 2, 2023 to senate@mun.ca.

Following the close of nominations, should an election be required, the University Governance Secretariat will distribute the names of the eligible candidates to all Senators following which an electronic vote will be held. The results of the election will be announced via email on June 9, 2023.

For additional information please contact the Secretariat by contacting Rosemary Hopkins senate@mun.ca or by calling 864-2176

A handwritten signature in black ink, appearing to read 'M. Snow', enclosed within a large, thin, hand-drawn oval.

Michelle H. Snow
Executive Director, University
Governance Secretariat and
Interim Secretary of Senate

MHS/rh

Attachment: Letter of Understanding-Collegial Governance



University Governance Secretariat
St. John's, NL, Canada, A1C 5S7
Ph: (709) 864-2176
www.mun.ca/senate
www.mun.ca

May 25, 2023

NOMINATION FOR ELECTION TO THE
COLLEGIAL GOVERNANCE COMMITTEE

NOMINEE _____

FACULTY/ DEPARTMENT _____

EMAIL _____

For the position of: Academic Staff Member

Academic Administrator

NOMINATOR _____

SECONDER _____

I _____ consent to being nominated for the Collegial
Governance Committee

DATE _____

**RETURN TO ROSEMARY HOPKINS, UNIVERSITY GOVERNANCE SECRETARIAT no later
than noon June 2, 2023 via email to senate@mun.ca.**

The deadline for receipt of nominations will be strictly enforced.



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

March 22, 2024

TO: Secretary, Executive Committee of Senate

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Calendar Changes 2023-2024 – Changes to Regulations to incorporate Generative AI references and Housekeeping items for General Undergraduate Regulations

At a meeting held on March 21 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 – Housekeeping Items for General Academic Regulations (Undergraduate)

Senate Committee on Undergraduate Studies and the Office of the Registrar proposed to:

- Eliminate an ambiguous reference to “formal notification” of the Registrar when dropping a course
- Clarify how regulations for dropping a course are applied to sessions, accelerated courses and courses offered outside the normal time frame of a semester or session.
- Amend language governing retroactive drops and withdrawals.
- Amend list of SCUGS members who can serve as investigators into allegations of academic misconduct.
- Clarify how a suspension levied against a student as a penalty for an act of academic misconduct interacts with a required withdrawal due to a student’s inability to meet the University’s continuance regulations and with a student’s eligibility to graduate.
- Correct an oversight arising from past amendments to the School of Social Work’s section of the Calendar, which has resulted in an obsolete reference remaining in the regulations governing academic appeals.

REGULAR AGENDA

Senate Committee on Undergraduate Studies and Academic Council for the School of Graduate Studies propose to:

- Add a specific reference to the academic offences regulations which speak to the use of generative artificial intelligence.
- Add a statement to clarify the permissible use of assistive tools in the regulations governing the course syllabus.

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



Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JMP
Attachment

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

SECTION OF CALENDAR

Indicate the section of the Calendar impacted by the proposed change(s):

- Glossary of Terms Used in the Calendar
- Admission/Readmission to the University (Undergraduate)
- General Academic Regulations (Undergraduate)
- Faculty of:
- School of:
- Department of:
- XOther:

RATIONALE

In Winter 2023, the Senate Committee on Undergraduate Studies (SCUGS) approved a motion to create a joint sub-committee, with members from both the Teaching and Learning Committee and SCUGS, to delve into how artificial intelligence tools such as ChatGPT can impact teaching practices and how best to mitigate any negative effect these tools may have. This proposal is the first of several proposals on this matter and is looking to add language into the University Calendar around assistive tools. The next step for the subcommittee will be to develop definitions for the Calendar Glossary as well as a position statement on the use of detection software.

ANTICIPATED EFFECTIVE DATE

2024-2025 Academic Year (beginning Fall 2024)

CALENDAR CHANGES

To be placed as a new bullet following “Plagiarism” within the regulations pertaining to academic offences:

6.12.4 Academic Offences

- The submission of work that has been created through the unauthorized use of generative artificial intelligence (GAI) tools and presented as a student’s original work. This may include but is not limited to quizzes, tests, examinations, essays, research papers, computer code and solutions to mathematical problems.

To be placed as an additional bullet at end of list within the regulations pertaining to course syllabi:

6.7.2 Course Syllabus

A statement to clarify the permissible use of assistive tools, such as generative artificial intelligence, in the course.

CALENDAR ENTRY AFTER CHANGES

6.12.4 Academic Offenses

1. In the following section the plural shall be deemed to include the singular.
2. Academic offences shall be deemed to include, but shall not be limited to, the following:
 - **Cheating on examinations or any other tests, theses, assignments, work term reports, projects, laboratory assignments, laboratory reports or internship reports:** This includes copying from another student's work or allowing another student to copy from one's own work; consulting with any unauthorized person during an examination or test; possessing unauthorized aids; using unauthorized aids; or knowingly recording or reporting false empirical or statistical data. The work referred to includes examinations, theses, assignments, work term reports, projects, laboratory assignments, laboratory reports, internship reports, or any other tests which are to be used in judging the student's performance in a course or program of study, or on any special tests which the University may offer.
 - **Impersonating another student or allowing oneself to be impersonated:** This includes the imitation of a student or the entrance into an arrangement with another person to be impersonated for the purposes of taking examinations or tests or carrying out laboratory or other assignments.

- **Plagiarism:** Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as essays, laboratory assignments, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs, research results and theses. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment is contrary to accepted norms of academic behaviour. Information regarding acceptable writing practices is available through the Writing Centre at www.mun.ca/writingcentre.
- **Use of generative artificial intelligence (AI):** The submission of work that has been created through the unauthorized use of generative artificial intelligence (GAI) tools and presented as a student's original work. This may include but is not limited to quizzes, tests, examinations, essays, research papers, computer code and solutions to mathematical problems.
- **Theft of examination papers or other material:** This includes obtaining by any improper means examination papers, tests, or any other such material.
- **Use and/or distribution of stolen material:** This includes the use of material which the student knows to have been improperly obtained and/or the distribution of such material.
- **Submitting false information:** This includes falsifying academic forms or records, submitting false credentials, medical or other certificates, or making a false, misleading or incomplete declaration to the University.
- **Submitting work for one course or work term which has been or is being submitted for another course or work term at this or any other institution without express permission to do so:** This includes the presentation of an essay, report or assignment to satisfy some or all of the requirements of a course when that

essay, report, or assignment has been previously submitted or is concurrently being submitted for another course without the express permission of the professor(s) involved.

- **Prevention or obstruction of access to works or materials provided by the University needed by others for academic purposes.**
- **Attempt of bribery, and/or threat of blackmail to influence the award of any credit, grade, honour or academic decisions.**
- **Failure to follow relevant University/Faculty/School guidelines on ethics.**
- **Failure to follow the [Memorial University of Newfoundland Code](#).**

6.7.2_Course Syllabus

1. Before the end of the first week of lectures in any semester or session, the course syllabus shall be made known to students. The course syllabus shall include:

- the method of evaluation,
- any required prerequisites or co-requisites,
- any required textbooks or other resources which must be purchased,
- information about the availability of the instructor for consultation (in-person and, where appropriate, by other means of communication) outside of class,

- a statement of Memorial University of Newfoundland's commitment to accommodation of students with disabilities, and
- a statement regarding academic integrity, including a reference to the entry on [Academic Misconduct](#) in this Calendar.
- A statement to clarify the permissible use of assistive tools, such as generative artificial intelligence, in the course.

SECONDARY CALENDAR CHANGES

School of Graduate Studies section 4.12.4, add a new #4 to the Academic Offenses section:

The submission of work that has been created through the unauthorized use of generative artificial intelligence (GAI) tools and presented as a student's original work. This may include but is not limited to quizzes, tests, examinations, essays, research papers, computer code and solutions to mathematical problems.



Senate | Secretary of Senate

PO Box 4200
St. John's, NL A1C 5S7
Tel: 709 864 8867
www.mun.ca/senate

DATE: April 1, 2024
TO: The Chair and Members of Senate
FROM: Dr. Lee Ann McKivior, University Registrar and Interim Secretary of Senate
SUBJECT: Nominations re: Speaker of Senate

As a result of recommendations included within a recent Senate Governance Review Report, at the Regular meeting of Senate held on February 13, 2024, it was resolved that Senate approve amendments to the Senate By-Laws to introduce the roles of Speaker of Senate and Deputy Speaker of Senate.

The first request for nominations or volunteers for Speaker of Senate went out on Newsline-Newspost on March 27, 2024 and the deadline for nominations is Thursday, April 25, 2024.

The Newsline-Newspost message reads:

Seeking nominations or volunteers for speaker of Senate

The Senate Committee on Elections, Committees and By-Laws is seeking nominations or volunteers for the role of speaker of Senate as well as the role of deputy speaker. The speaker will be responsible to ensure the decorum and procedural order of Senate. Given that these are new positions, the successful candidates will initially work with the interim secretary of Senate to receive training and support. To be eligible to serve as speaker, a candidate must be an academic staff member who is currently, or was previously, an elected member of Senate and who is not currently an ex officio member of Senate. The deputy speaker will conduct meetings of Senate in the absence of the speaker. Duties of the speaker of Senate include maintaining a neutral position during the Senate proceedings; preserving order and decorum at all meetings of Senate and preserves the general flow of items within the Senate agenda by calling for motions and inviting appropriate speakers/presenters; ensuring that senators are given time to respond to the questions; occasionally invite non-senators to respond to the questions or contribute to the debate; and become an ex officio member of the Executive Committee of Senate. Any person who, in the opinion of the speaker, engages in conduct unbecoming a member of the Senate shall be noted by the speaker and a request will be made for them to follow the guidance provided by the speaker for further action. The speaker may declare a short recess or adjournment. Find the speaker/deputy speaker of Senate nomination form [here](#).



Senate | Secretary of Senate

PO Box 4200
St. John's, NL A1C 5S7
Tel: 709 864 8867
www.mun.ca/senate

DATE: April 1, 2024

TO: The Chair and Members of Senate

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

SUBJECT: Notice of Motion received from Dr. E. Kendall to Senate

Dr. E. Kendall submitted a Notice of Motion to the Senate meeting on March 12, 2024 (through the webex online chat option and followed up by emailing senate@mun.ca), which read as follows:

Notice of Motion for consideration at the next meeting of Senate.

Background: It is noted that certain Standing Committees have appointed or default Chairs. These appointments are contrary to democratic principles and may limit the engagement of other members of Senate. It is proposed that Standing Committee Chairs be elected annually.

Whereas Senate approves the structure and composition of its standing committees;
And whereas the structure of some Standing Committees is at variance with sound democratic actions;

Therefore, be it resolved that each Standing Committees of Senate annually shall elect a Chair and other necessary officers at a time convenient for the business of that committee.”

Dr. Bose, Chair of Senate and President and Vice-Chancellor, pro tempore, acknowledged the Notice and advised that it will be handled in the appropriate way.

Thank you.

Notice of Motion for consideration at the next meeting of Senate.

Background: It is noted that certain Standing Committees¹ have appointed or default Chairs. These appointments are contrary to democratic principles and may limit the engagement of other members of Senate. It is proposed that Standing Committee Chairs be elected annually.

Whereas Senate approves the structure and composition of its standing committees;

And whereas the structure of some Standing Committees is at variance with sound democratic actions;

Therefore be it resolved that each Standing Committees of Senate annually shall elect a Chair and other necessary officers at a time convenient for the business of that committee.

Notes:

¹Including: Executive Committee; Honorary Degrees and Ceremonial; Elections, Committees and Bylaws; Grenfell Campus Special Admissions ?; University Committee on Admissions ?.

Prof. Edward Kendall, PhD.
Faculty of Medicine
Memorial University



Senate | Secretary of Senate

PO Box 4200
St. John's, NL A1C 5S7
Tel: 709 864 8867
www.mun.ca/senate

DATE: March 27, 2024

TO: Chair and Members of Senate

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

SUBJECT: Preliminary Report from Senate Ad-Hoc Committee

The ad-hoc committee of senate concerning the Ode to Newfoundland during the University's convocation ceremonies has prepared a Preliminary Report per its Terms of Reference (updates approved March 12, 2024). Contained in the report is the committee's interim recommendation.

Motion for Senate's Consideration:

Resolved: Given that the ad-hoc committee concerning the Ode to Newfoundland at Memorial's convocation ceremonies has not completed consultation in order to make a more informed proposal, it is recommended that the pause on the Provincial Anthem of Newfoundland & Labrador (Ode to Newfoundland) be continued for the next cycle of convocation ceremonies (May 2024), while Senate awaits the final committee report.

For details, please refer to the attached Preliminary Report from the ad-hoc committee.

Thank you.

Preliminary Report from the Senate Ad Hoc Committee to Consider the Inclusion of the Ode to Newfoundland at Memorial's Convocation Ceremonies

March 27, 2024

Issue: This is a report of preliminary work of the ad hoc 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.

Background:

In October 2022, Memorial University paused the singing of the 'Ode to Newfoundland' (Ode) during its convocation ceremonies. The decision was made by the President's Advisory Team, following concerns that the Ode was misaligned with the University's commitment to Indigenization and was not inclusive of Labrador. The decision was made without prior consultation with the Senate committee on Honorary Degrees and Ceremonial (HDC). The decision stirred debate within the University community and publicly, including in the media and the provincial government House of Assembly. The University's Senate discussed the issue, deferred it to HDC to investigate, and a report from HDC was accepted by Senate in May 2023 (Appendix A). That report recommended the creation of an ad hoc committee to engage in broad consultations and present findings to Senate to make an informed decision about the Ode's inclusion in convocation ceremonies.

Arrangements to form the ad hoc committee were made and a presentation of draft formation materials was presented to the Senate committee on Elections, Committees, and Bylaws (SCECB) and after debate, were approved for recommendation to Senate on October 25, 2023. These materials were ratified by Senate at its regular meeting on November 14, 2023, with no votes opposed or abstentions. The ad hoc committee's convener is Dr. Lee Ann McKivior, Interim Secretary of Senate and University Registrar (non-voting).

Members for the ad hoc committee were solicited to fill the following seats:

- Director, Internationalization Office or delegate;
- Vice-Provost EDI-AR or delegate;
- 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 appointed through consultation with student unions.

SCECB put forward membership for the ad hoc committee and where recommendations were available, its membership was approved by Senate at its regular meeting on December 12, 2023. The outstanding membership, the student representatives, were coordinated through the student unions and those members were subsequently approved by Senate at its regular meeting on January 9, 2024.

Initial Committee Work:

The ad hoc committee members were invited to several optional, informal meet-and-greet sessions in early January 2024. The first official meeting of the full committee took place January 19, 2024, and the group agreed to meet weekly at a staggered schedule to accommodate as many members' schedules as possible.

The ad hoc committee was presented with some introductory research on the Ode issue for their review, including a brief media scan from Oct. 2022 to June 2024; consultation considerations; and report copies

from previous requests for records via ATIPP. The committee also heard a member's summary of the issue.

Initial committee discussions determined several work directions and administrative needs. Changes to the Terms of Reference were proposed to produce a preliminary report to Senate before spring convocation and a final report upon conclusion of the committee's work. These changes were approved for recommendation to Senate by SCECB on February 23, 2024, and ratified by Senate at its regular meeting March 12, 2024. No opposition or abstentions were recorded.

Dr. McKivor notified members at the February 21 meeting that a student representative had withdrawn from the committee. Members agreed to seek a new representative through a broad search via student unions and other student groups (e.g. Labrador Campus). That search continues, led by student member Mackenzie Broders with assistance offered from other members.

Considering the diversity of member opinions and backgrounds, as well as significant tensions related to issues being discussed, members concluded skills development would be beneficial prior to proceeding with finalizing a work plan. Training was arranged and the committee heard a presentation on implicit bias during its regular meeting on February 21, 2024. Another session was presented by a member entitled "Historical Background, Context, and Considerations" at the March 1, 2024, meeting. This presentation included in-camera material.

Members expressed a desire to make publicly available the approved meeting agendas and minutes. An additional category of "Ad hoc Committees of Senate" was created at the bottom of the Standing Committees of Senate webpage for this purpose. These documents are available for review:

<https://www.mun.ca/senate/standing-committees-of-senate/ad-hoc-committee-ode-to-newfoundland/>

Work Plan Development:

Meaningful discussion has transpired regarding engagement options and consultation methods. Members agree it is necessary to consult widely, uphold respectful engagement practices, and follow University guidance regarding data collection. Discussions continue to determine whom to engage and the best methods for contact. Some individuals and broad groups were identified from a brief media scan and in the HDC report recommendations (e.g. Indigenous Peoples, members of the university community from Labrador, and leaders from Labrador, and other University community members such as students, faculty, staff, alumni, etc.). It was also noted the importance of seeking groups such as but not limited to, underrepresented and unheard voices, international students, out-of-province students, as well as offering the opportunity to receive various types of feedback, such as text, art, audio, and video.

Of the many engagement methods deliberated, committee members are further exploring: 1) a widely-available site or form to collect feedback (via written submission and/or uploaded file); 2) small-scale feedback sessions and interviews. Considerations include institutional regulations, privacy protections, software, digital security and other IT needs, population data needed for data analysis, barriers to participating, etc. As the work plan develops, specific tasks will be identified for committee members and a timeline will be determined for the work.

Rationale for recommendation:

Given the importance of the issues at hand, conflicting time references in the initial Terms of Reference, delay in convening the committee, and the limited timeframe until the next convocation season, members concluded they need more time to conduct the necessary work. Equally, the committee recognized they have not had the opportunity to collect additional information through the proposed consultation

processes that would provide further context for considerations on the issue. Therefore, it was determined that the most recent recommendation to continue to pause the Ode at convocation ceremonies be sustained (ratified by Senate May 9, 2023).

Recommendation:

The ad-hoc committee concerning the Ode to Newfoundland during the University's convocation ceremonies recommends to Senate that the Provincial Anthem (Ode to Newfoundland) continues to be paused for the next cycle of convocation ceremonies (May 2024). The committee has not completed consultation to make an informed recommendation.



Senate | Secretary of Senate

PO Box 4200
St. John's, NL A1C 5S7
Tel: 709 864 8867
www.mun.ca/senate

DATE: April 1, 2024
TO: The Chair and Members of Senate
FROM: Dr. Lee Ann McKivior, University Registrar and Interim Secretary of Senate
SUBJECT: Notice of Motion from Dr. C. Purchase

The recommendation of the ad-hoc committee of senate concerning the Ode to Newfoundland during the University's convocation ceremonies, has prepared a Preliminary Report per its Terms of Reference (updates approved March 12, 2024). Contained in the report is the committee's interim recommendation.

Motion for Senate's Consideration:

Resolved: Given that the ad-hoc committee concerning the Ode to Newfoundland at Memorial's convocation ceremonies has not completed consultation in order to make a more informed proposal, it is recommended that the pause on the Provincial Anthem of Newfoundland & Labrador (Ode to Newfoundland) be continued for the next cycle of convocation ceremonies (May 2024), while Senate awaits the final committee report.

As a result, Dr. Purchase is proposing the below motion:

Motion for Senate's Consideration:

Resolved that the Senate of Memorial University recommends that the pause on the Provincial Anthem of Newfoundland & Labrador (Ode to Newfoundland) is temporarily lifted for the next cycle of convocation ceremonies (May 2024), while it awaits the final report from the Ad Hoc committee.

For details, please refer to the attached rationale from Dr. Purchase.

Thank you.

MOTION

Resolved that the Senate of Memorial University recommends that the pause on the Provincial Anthem of Newfoundland & Labrador (Ode to Newfoundland) is temporarily lifted for the next cycle of convocation ceremonies (May 2024), while it awaits the final report from the Ad Hoc committee.

Craig Purchase

- Senator, Faculty of Science
- Member, Senate Ad Hoc Committee on the Ode of Newfoundland
- Member, Senate Committee on Honorary Degrees & Ceremonial

Craig Purchase's Rationale

- Removal of the Provincial Anthem due to the argument it is of “colonial nature” is inconsistent with other traditional elements of convocation, such as the Vice-Regal Salute (National Anthem of the United Kingdom – God Save the King) and the National Anthem of Canada.
 - Whether intended or not, this comes across as targeted action specifically against the people of Newfoundland & Labrador
- Removal of the Provincial Anthem due to the argument that it does not represent students from Labrador is historically inaccurate as at the time of the writing and use of the Ode, Labrador was within the jurisdiction of the colony and dominion of Newfoundland.
- The Removal of the Provincial Anthem is out of line with the University's stated mission of Equity, Diversity, Inclusion, Anti-Racism, and Indigenization as it is a divisive action focused on tearing down rather than building relationships on the ideals of mutual respect and trust. This has had a cooling effect and will continue to hamper reconciliation efforts at the University, as the trust of a large group of stakeholders required for this process has now been broken. Trust that has been broken is a hard thing to regain.
- Removal of the Provincial Anthem did not follow proper procedure and as such is in contravention of the principles of natural and restorative justice.
- Removal of the Provincial Anthem was a unilateral authoritarian act that was not based on evidence.
 - There was no significant complaint about the Provincial Anthem and no student group requested its removal.
- Removal of the Provincial Anthem damages the functioning of the University.
 - This is a public institution that operates predominately through public desire for a university and through public funds.
 - Removal of the Provincial Anthem has caused a predicable:
 - Very negative response from a large portion of the tax paying public.
 - Very negative responses from Faculty, Staff, and Students.
 - Very negative response from every member of the House of Assembly

- From the governing party.
 - From both opposition parties.
 - The University is in a financial crisis as evidenced by:
 - Operating budgets being continually cut.
 - Infrastructure being in desperate need of repair and replacement.
 - Long term viability is dependent on public support.
 - Public support has been negatively affected by removal of the Provincial Anthem.
- Removal of the Provincial Anthem will likely negatively affect students in the future.
 - Long term viability is dependent on public support.
 - Much of the public has lost appreciation of the University for several reasons.
 - Removal of Provincial Anthem unnecessarily decreased the appreciation of the University in the general public.
 - This will have a negative influence on future:
 - Student tuition.
 - Student programs.
 - Student experiences.
 - Student recruitment and thus immigration to the province.
 - These issues will likely include negative consequences to Indigenous students as the financial implications trickle down to all programs.
 - The potential for programs, scholarships, supports, etc. has been negatively influenced by disregarding the culture and heritage of a large portion of the University.
- Overall, the removal of the Provincial Anthem has divided the university community and has created a very negative impression with our primary funding body - the general public of Newfoundland and Labrador. There is always room for bringing people together by celebrating unique cultural symbols, but the disregard for the Provincial Anthem in this matter has been an exercise in exclusion rather than inclusion.



Senate | Secretary of Senate

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DATE: April 2, 2024
TO: The Chair and Members of Senate
FROM: Dr. Lee Ann McKivor, University Registrar and Interim Secretary of Senate
SUBJECT: Open Letter to Senate

Senate approved the formation of an ad hoc committee regarding the “Ode to Newfoundland” during the University’s convocation ceremonies. The Terms of Reference were finalized and approved at a meeting of Senate held on November 14, 2023, and the membership of the ad hoc committee was confirmed at a meeting of Senate held on December 12, 2023.

The ad hoc committee has met 10 times since its first meeting, held in January 2024. The committee has been charged with the responsibility to investigate, consult, discuss, consider, and prepare a report with recommendations to Senate. A preliminary report of the committee’s work is included on the April Senate agenda package.

The removal of the “Ode” from the convocation ceremony has been an issue under debate at many levels of the University, media, and province, and thus has required considerable effort on the part of the ad hoc committee members to include the voices of all the various stakeholders.

The attached material from Dr. Gill has been submitted pursuant to Senate bylaw IV.B.1, which states that “Senate... reserves the right to initiate discussion and debate on any matter falling within its constitutional purview, and to receive for consideration in the first instance representations from any source....”.

Thank you.

Dr. David Gill
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April 1, 2024

Dr. Lee Ann McKivior
Interim Secretary of Senate
P.O. Box 4200
St. John's, NL A1C 5S7
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senate@mun.ca

To the Senators of Memorial University of Newfoundland:

I am writing this personal open letter to express my dissatisfaction with the handling of the non-collegial and unwarranted removal of the Ode to Newfoundland from our convocation ceremonies and the subsequent process of its review. As an alumnus and Associate Professor with direct family ties to the purpose of the establishment of Memorial I have been closely following this issue from the beginning through publicly available documents and media/social media coverage and I would like to share my insights on the process to date. While I believe the removal was unwarranted and appears to have been unilaterally in nature, I will focus on the work of the Senate ad-hoc committee on the Ode to Newfoundland. Specifically, I will comment on the length of the process, the apparent lack of transparency concerning the formation of the committee, potential misrepresentation of the terms of reference, the semi-transparent nature of the meeting minutes, the lack of student engagement, and the continued damage to reconciliation efforts at Memorial.

The Ode was removed from convocation ceremonies in October of 2022. Since that time little to no progress has been made in resolving the issue. It took Senate until May of 2023 to commission a review committee and until November of 2023 to approve membership of the committee. As we approach two years without a resolution this committee's first request of Senate was to increase the length of their mandate, thereby certainly guaranteeing that there will be no resolution for the Spring 2024 convocation ceremonies. At this pace I will not be surprised if the committee hasn't concluded its work in time for the October 2024 convocation season. This extended and prolonged process is further eroding the trust of many in the University community that already feel that this decision should have already been reversed. This trust has also been eroded by the perceived secretive nature of the establishment of the committee representation.

There appears to be no record of how the represented groups were selected as there seems to be no meeting minutes from the Elections, Committees and By-Laws (SCECB) committee concerning the discussion and decision on this matter. As the Ode and its removal are much larger than a simple

internal University issue there are many stakeholders that should be represented on any review committee. Therefore, it would only seem natural that any committee to look at this issue would have a broad representation so a balanced and fair assessment could be reached. Unfortunately, that is not the case as the committee's make-up is skewed heavily in favour of the groups that initiated the complaint and removal of the Ode and consequently there is a strong perception that the committee is biased, and the likelihood of a fair outcome is small. In any dispute resolution/arbitration that I know about or have been a part of the parties involved get equal representation, but for some reason this wasn't considered in this case and as there appears to be no record for the justification for the skewed representation in the standing and student committee members the legitimacy of the committee to deal with this issue is in question. From a review of the ad-hoc committee's meeting minutes, it appears that some members feel that this is fine.

In the January 25, 2024, meeting minutes under section 5 there is a summary of a discussion on the consultation process. While some members felt that a broad reach was necessary, one member reminded everyone that the terms of reference for the committee constricted the scope of consultations to indigenous and international groups, Labrador representatives and the University community only. Unfortunately, this appears to be a misrepresentation of the terms of reference as there is no mention of explicit consultation groups. Rather, the terms of reference are quite open ended and only mention consultation once in section 1(a) where they state that the committee is to "...investigate, consult, discuss, consider, and prepare a report with recommendations..." This type of apparent misrepresentation of the terms of reference and the potential restriction of the scope of consultation adds to the perceived bias of the committee and again erodes trust in the process. These issues of perceived bias and misrepresentation are only compounded by the lack of full transparency in the committee's meeting minutes.

Unlike standard committees of the University the ad-hoc committee on the Ode to Newfoundland has not provided whole agenda packages or meeting minutes, thereby decreasing the transparency of their work on this important issue. Section 7(a) of the terms of reference indicate that meeting minutes will be kept but is silent on the method or even if they will be public. Fortunately, the minutes have been posted publicly and the January 25th minutes shed some light on the committee's consensus on how to handle this process. Section 3.2 of these minutes explicitly state that minutes will be brief, but any presentation or documentation presented at meetings will be included in the minutes. This has not happened and as a result the meeting minutes are incomplete and add to the erosion of trust in the process. Below are a selection of examples of missing presentations and documentation:

1. January 19, 2024: The minutes allude to a discussion of the context around the Senate Committee on Honorary Degrees and Ceremonial decision to remove the Ode, but no record/details of this discussion are available in the minutes.
2. February 21, 2024: Section 3 mentions a training session on implicit bias, but no slides were included with the agenda or minutes.
3. March 1, 2024: Section 4.2 mentions an updated terms of reference, but again these are not posted with the agenda or minutes. Section 5 mentions a presentation on historical background, etc., but again no slides were attached to the agenda or minutes.
4. March 15, 2024: Section 5.1 mentions that a member presented a motion with a rationale and while the motion was recorded in the minutes the rationale was not reported in the agenda or minutes.

These and other examples demonstrate that there is a disparity between the stated and agreed upon procedure for recording and posting meeting minutes and what is happening. If the Senate truly believes this should be a transparent and fair process what could be the reason for apparently hiding so much information from the University community and public on this important issue? While this issue is important for many people with connections to the University there also appears to be a lack of interest in the student groups that were invoked in the removal process as reported in the media and elsewhere.

The ad-hoc committee’s own meeting minutes have reported that engagement of the student members has been very low. Not only has engagement been low, but the committee lost one student member as reported in the February 21, 2024, minutes and as of the March 21, 2024, minutes have been unable to replace that member. If the Ode to Newfoundland was as troublesome to various students as reported in the media and other sources in 2022 the question must be asked why are their representatives so disengaged in the process? As you can see from the table below, two of the students have never attended a committee meeting and the attendance of the others is sparse at best.

<i>Students Representation</i>	19-Jan-24	25-Jan-24	02-Feb-24	21-Feb-24	01-Mar-24	07-Mar-24	15-Mar-24	21-Mar-24	26-Mar-24
<i>Student 01</i>	xxxxxxx	a	a	a	a	a	a	a	a
<i>Student 02</i>	xxxxxxx	p	a	a	a	p	p	p	p
<i>Student 03</i>	xxxxxxx	a	p	p	p	a	a	a	a
<i>Student 04</i>	xxxxxxx	a	a	a	a	a	a	a	a

Table 01: Ad-hoc committee on the Ode to Newfoundland student attendance (a-absent p-present)

While I recognize that students have many commitments, if the issue of the Ode was as worrisome as the media reported, causing some students to feel unsafe, than wouldn’t an opportunity to be a part of this process be a high priority? From this data one could conclude that the Ode wasn’t and is not as troublesome as first reported. As with the other issues outlined above this continues the trend of eroding trust, not only of the review process, but the intentions of removing the Ode in the first place. This raises the question of how this whole matter relates to another issue -reconciliation.

The removal of the Ode has been framed by some as an act of reconciliation. However, true reconciliation does not demand the demonization of either party. It requires finding ways to coexist and move forward with mutual respect. Blindly dismantling culture and heritage only leads to division and disrespect. Reconciliation should foster unity, not further division. Instead of succumbing to a path of erasure, embracing a nuanced approach that allows us to preserve our history while fostering an environment of unity, appreciation, and progress is important. We should recognize that our history is complex, with both positive and negative aspects, and it is through dialogue, education, and respect for diverse perspectives and cultures that we can create a more harmonious society. By acknowledging our past, learning from it, and moving forward together, we can build a future that promotes inclusivity,

understanding, and reconciliation. Unfortunately, I believe the removal of the Ode and the issues outlined above with the review process have only stoked division and distrust among our community and that any type of true reconciliation has been damaged for the foreseeable future.

Sincerely,

A handwritten signature in black ink that reads "David Gill". The signature is written in a cursive style with a large, looped "D" and "G".

David Gill