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SENATE MEETING MINUTES May 10, 2019

The 602nd meeting of the Senate of Saint Mary's University was held on Friday, May 10, 2019, at 2:00 PM, in the Secunda Marine Boardroom. Dr VanderPlaat, Chairperson, presided.

PRESENT: Dr Summerby-Murray, Dr Butler, Dr Smith (tele), Dr Sarty, Dr Francis, Dr Doucet (tele), Dr Grandy, Dr Grek-Martin, Dr Hall, Dr Power, Dr Twohig, Dr VanderPlaat, Dr Warner, Mr Brophy, Ms van den Hoogen, Ms Navas, Mr De Chastelain, Ms Klajman, Ms Witter, Ms Harroun, Dr Morales (for Bhabra), Dr Bunjun, Ms Brothers-Scott, Ms Sargeant Greenwood, Mr Sewell, and Ms Bell, Secretary of Senate.

REGRETS: Dr Bhabra, Dr MacDonald, Dr Khokar, Dr Loughlin, Dr McCallum, Dr Rahaman, Dr Stinson, Dr Takseva, Dr Kehoe, and Ms Nankani

Meeting commenced at 2:02 P.M.

18085

REPORT OF THE AGENDA COMMITTEE

- Members were advised that the in-coming Senate Chairperson for the 2019-2020 academic year was Dr Tatjana Takseva, Department of English, and the in-coming Senate Vice-Chairperson was Dr Rohini Bannerjee, Department of Modern Languages and Classics.
- The new student Senators were welcomed to Senate and introduced (Ms Navas, Mr De Chastelain, Ms Klajman, Ms Witter).
- A member expressed deep concern relating to the number of Senators that were absent from this meeting. Special concern was expressed relative to members that are repetitively missing from Senate meetings.
- Members were also advised that the Presentation from co-chairs, Ad Hoc Committee on Racism would be addressed first:
- The report of the Agenda Committee was accepted as revised.

18086

SPRING GRADUATES

Documentation presented at the meeting and designated as *Appendix A* (Hard copies to Deans and Senate file only).

Key Discussion Points:

- a) There will be 886 designations awarded to 842 graduates. There are 44 graduate receiving more than one designation. The first group of Arts graduates from BNUZ are going to be graduating. The Dean of Arts conveys thanks for having all of the BNUZ students graduating together at this graduation.

- b) There are 208 distinctions also recognized. This is an increase over previous ceremonies.
- c) Honorary Degree recipients for Spring Convocation are as follows:
 - o Wednesday, May 15, 2:00pm: Mr. Al MacPhee, Doctor of Commerce, Honoris Causa
 - o Thursday, May 16, 2:00pm: Senator Daniel Christmas, Doctor of Civil Law, Honoris Causa
 - o Friday, May 17, 10:00am: Lady Sandra Williams, Doctor of Civil Law, Honoris Causa
 - o Friday, May 17, 2:00pm: Mr. Pdraig O’Malley, Doctor of Civil Law, Honoris Causa

Moved by Smith, and seconded, **“to confer degrees and distinctions on those represented on the list (circulated as Appendix A) at the Spring Convocation”**. Motion carried.

Moved by Harroun, and seconded, **“to enable the Registrar to add such graduates as may be identified subsequent to this meeting.”** Motion carried.

18087

PRESIDENT’S REPORT - posted as Appendix B (10 min)

Key Discussion Points:

- The full report is posted on SMUport.
- The two town halls this week were well attended.
- The MOU continues to await finalization. Universities have the funds for the current year and the Presidents feel no immediate need to sign on to a multiple year agreement.

Discovery and Innovation in a Learning-centred environment

- Attended a collaborative student discussion between Saint Mary’s and Yale Universities via Skype. In recognition of the leadership role that Saint Mary’s has earned for our experiential programming tied to conflict resolution in Northern Ireland, an undergraduate political science class, under the tutelage of Dr. Bonnie Weir, expressed interest in better understanding our program with a view to replicating it.
- Accepted an invitation to deliver welcome remarks at the Minister’s Entrepreneurship Award of Excellence event, held here on campus, reinforcing the importance of our work in fostering creative and entrepreneurial mindsets.
- Canadian Forces Brigadier General, Jay Janzen sought a meeting to discuss communications and opportunities for partnership.

Intercultural Learning

- Welcomed a delegation from Guangzhou College of South China University of Technology. Signed a Transfer Credit Agreement.
- Hosted a visiting delegation from Ningbo University – signed an Agreement.

External Relations and Communications

- Accepted an invitation from the Mexican Embassy - one of only 2 Haligonians to attend a luncheon in honor of The Ambassador of the United Mexican States – His Excellency Juan José Gómez Camacho. Subsequent to the luncheon, His Excellency requested a meeting with the President here on campus.

- Halifax CAO, Jacques Dubé extended an invitation to meet. Mr. Dubé spoke to the difference we are making in HRM, and beyond, and expressed a keen interest in being kept apprised of further Saint Mary's initiatives.
- There is a real growing momentum for SMU

18088

VICE-PRESIDENT ACADEMIC AND RESEARCH REPORT – *Appendix C* (15 min) (update on Academic Plan Process)

Key Discussion Points:

- Overall message:
 - Communication and coordination were common issues heard across multiple communities and on most issues.
 - Accessibility matters in the broadest sense of the word.
 - There was a tremendous willingness to be involved from all parties.
- Key issues raised:
 - Coordinating advising between offices across the university.
 - Experiential learning – processes need to be streamlined to support both faculty and students (and external partners).
 - Need diverse types of, and varied entry/exit points for, experiential learning (e.g. WIL beyond traditional co-op).
 - Aspirational statement – how do we ensure experiential learning opportunities are available to all students?
- Student persistence and success:
 - Students aware of the multiplicity of services in upper years but not in early years.
 - Need simple way to find access to services, or at least learn about them.
 - How can we engage with and support upper-year students?
 - How do we provide opportunities for leadership development for students?
 - How do we better support graduate students (a particular concern in the research-based programs)?
- Academic Programs:
 - Students do not understand why programs are structured as they are – why this specific set of courses and elective requirements?
 - Students need help to articulate their academic and professional skills development.
 - How can we support collaborative teaching?
 - How do we make sure resources to support teaching and learning are known, available and relevant?
 - Lots of ideas and opportunities for program creation and/or renewal.
 - Need means to assure resourcing, and supports, for developing and evolving programs.
 - How to support continuous improvement?
- Scholarship and Research:
 - Faculty have difficulty understanding and finding supports available to secure grants and maximum benefit.
 - How do we minimize obstacles to scholarship and research?
 - What role do the line Faculties have in supporting research?
 - Recognition a concern (not just about money, reputational stories, acknowledgement of good work).
- Interdisciplinary in both scholarship and the classroom

- Interdisciplinary collaboration seen as a strength.
- Worry about the support for and commitment to interdisciplinarity where our structures are focused on discipline-based departments.
- How to connect and build new interdisciplinary collaborations?
- Intercultural Learning:
 - Seeking more advanced workshop and PD opportunities for faculty and staff.
 - How do we give voice to the various cultural communities represented on campus and in the community?
 - Student engagement is key – support for student activities.
 - How to connect meaningfully to pedagogy.
 - Must be valued outside of the classroom.
 - Ensure that external partnerships are meaningful and supported.
- Working with Indigenous communities:
 - Need to develop a longer-term vision of what this means at Saint Mary's.
 - Need meaningful and trusted collaboration.
 - Connecting Indigenous ways of knowing to curriculum, pedagogy, and scholarship.
 - How do we stay engaged with our Indigenous students?
 - **Action Item: Butler** to email presentation to Bell.

18089

SMUSA PRESIDENT'S REPORT posted as *Appendix D* (Academic focus only – Ms. Navas - 5 min)

Key Discussion Points:

- SMUSA is committee to pursuing Open Educational Resources with the goal of reducing textbook costs.
- Defining and enhancing Supervisory Excellence is a priority for SMUSA.
- SMUSA supports clarifying aspects of Course Outlines to reduce confusion about grades for students.
- Academic Initiatives for 2019-2020:
 - Interact with students and receive input on the Co-op Education program to determine effectiveness from a student's perspective.
 - Expanding communication and social media presence relating to Experiential Learning Opportunities to promote its value to the student body.
- Academic Integrity:
 - Scheduled Academic Integrity Workshops for Welcome Week and planning to increase their frequency throughout the year.
 - Implementing Academic Integrity Campaign for Midterm and Exam periods.
 - Update the SMU website to reflect the new Academic Integrity Policy to ensure access to students.
- Advising:
 - Voice student concerns related to academic advising (meeting availability and student advising for inter-disciplinary programs or inter-faculty degrees)
 - Discuss hiring of a commerce Advising Manager and two Academic Advisors by September 2019. Butler advised that the interviewing process is currently underway on this.

18090

QUESTION PERIOD (length at the discretion of chair based on business volume)

Key Discussion Points:

- Question: Would the new Dauphinee Centre be suitable for use for Convocation? Answer: Historically Convocation was held in the Arena. We looked at the extra costs to put a floor in that space but the costs would be significant.
- Question: Are there any plans to circulate the results of the report of the Ad Hoc Committee on Racism to the community? Answer: We are looking to distribute it to Senate for feedback on the implementation plan prior to publishing the final report.
- Question Is the EMG considering allocating FCEs or course releases to the initiative? Answer: We are looking at that approach.

18091

MINUTES OF THE PREVIOUS MEETING

Minutes of the meeting of April 12, 2019, were *circulated* as **Appendix D**.

Thanks was expressed to Bell and the Library Archive for resolving the issue of accessibility of Senate Minutes. 15 years of documents are posted and searchable.

Moved by Grek-Martin, and seconded, **“that the minutes of the meeting of April 12, 2019 are approved as circulated.” Motion carried.**

18092

BUSINESS ARISING FROM PREVIOUS AGENDAS

.01 Presentation from co-chairs, Ad Hoc Committee on Racism (Brophy and Brothers-Scott 20-30 min)

Key Discussion Points:

- Work of committee started in Feb 2018 and continued through April 2019. This work started with establishing this committee, and continued through planning meetings, an internal scan, submissions, external scan, analysis, recommendations and final report. Then the President asked the co-chairs to create an implementation plan.
- Committee members were Tom Brophy, Deborah Brothers-Scott, Benita Bunjun, Gugu Hlongwane, Raymond Sewell, and Mahmudur Rahman Shovon.
- We conducted a survey to obtain feedback. The committee discovered the incidents that occurred were highly impactful to those involved. We were concerned that pursuing further inquiry would only create more impact that was negative.
- An incident form was developed for use in identifying issues around campus. There were 74 incidents of racism reported. Some patterns were recognized: racial profiling (10) - 8/10 related to black individuals, racial harassment (31), systemic racism (21), and racial exclusion (12).
- Racial profiling (10) is defined as an action that rely on stereotypes about race, colour, ethnicity, ancestry, religion or place of origin, or a combination of these, rather than on a reasonable suspicion to single out a person for greater scrutiny or different treatment.
- Racial Harassment (31) is defined as engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome.

It can involve words or actions that are known or should be known to be offensive embarrassing, humiliating, demeaning or unwelcome.

- Systemic Racism (21) is defined as patterns of behavior, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for groups identified under the Human Rights Code.
- Racial exclusion (12) is defined as denying access to a place, group, privilege, etc.
- A Thematic Analysis was done and the following themes were identified:
 - Training and Knowledge – Acknowledges the need to build awareness and capacity within the university regarding relevant training and knowledge.
 - Representation – Recommends the need to increase the representation of racialized faculty and staff to create and support equity, diversity, and inclusion of individuals and knowledge.
 - Retention – Identifies the importance of taking the necessary steps to better engage and retain faculty, staff, and students from diverse backgrounds, particularly racialized individuals (Indigenous peoples / visible minorities).
 - Safety – Recognizes that there are steps that can be taken to make the campus a safer and more inclusive environment for Indigenous and racialized faculty, staff, and students.
- A visual schematic was created to represent the analytical framework for understanding racism at SMU.
- There were 28 recommendations in total which were divided into timelines for potential implementation:
 - Timelines: within 6 months, 6-12 months, 12-18 months, 18-24 months, and TBD (to be defined).
 - Assigned an Office of primary responsibility (OPR)
 - Racism Committee – Advisory Role.
- Timeframe: Within 6 months
 - Establish a President’s Standing Committee on Racism
 - Re-envision our equity statement to be more reflective of our commitment to equity hiring.
 - Strengthen the equity, diversity and inclusion infrastructure by revising the existing employment equity framework, develop and implement an employment equity and diversity policy.
 - In an effort to better recruit and support Black students, create a full-time staff position dedicated to develop programming and outreach to Black Nova Scotia students.
 - SMU should look at physical representations of various races and cultures and presence of art from various world views throughout campus.
 - Commit to events and programming to raise awareness and knowledge of the multiplicity of overt and covert racism and exclusion by delivering a diversity of workshops, keynotes, webinars, seminars, awareness weeks, and other relevant activities. Such an approach should reflect a collaborative effort between the university and key internal stakeholders.
 - Foster equitable and ethical partnerships with a diversity of institutions and community-based organizations including

Indigenous Black Nova Scotian organizations, as well as other cultural and ethnic organizations and communities.

- Timeframe: 6 – 12 months
 - Develop and distribute an accessible anti-racism fact sheet/FAQ document.
 - Revise Student Discipline Code of Conduct with clearer language defining racism / discrimination and consequences.
 - Use adequate and relevant statistics to develop an equity and diversity plan.
- Timeframe: 12 – 18 months
 - Develop a retention strategy for Indigenous and racialized students.
 - Develop clear and responsible policies, procedures to identify, report, investigate and respond (IRIR) to incidents of racism on campus.
- Timeframe 18 – 24 months
 - Targeted recruitment of Indigenous, racialized faculty (tenured / untenured) across intersections of gender, disability, sexuality / 2SLGBTQ+, and disciplines in order to reflect the university's commitment, and should be imbedded within a broader institutional policy on equity and diversity.
 - Targeted recruitment of Indigenous and racialized staff across intersections of gender, disability, and sexuality / 2SLGBTQ+, needs to be a university commitment in both academic and administrative departments and be embedded within a broader institutional policy on equity and diversity.
 - Hire an Indigenous senior scholar and create a senior level Indigenous administrative position.
 - Develop a retention strategy for ensuring Indigenous and racialized faculty are supported and mentored so that they may thrive in their scholarly and work environment.
- Timeframe: TBD
 - Develop training opportunities for students, faculty and staff to promote anti-racism and inclusion. This could include actions to examine curricula, teaching pedagogy, academic regulations pertaining to classroom behaviors, inclusive and respectful service delivery, and fostering an environment of mutual respect.
 - Acknowledge and reward the emotional and physical labour and risks taken by Indigenous and racialized faculty by formal career recognition.
 - Promote consistency, equity, and fairness in the rank or “steps” for newly hired Indigenous and racialized faculty.
 - Increase the safety of Black students, faculty, and staff by creating opportunities for reviewing and challenging anti-Black stereotypes and discrimination.
 - Ensure that curricula offered to our diversity of students produce safe, accessible, and affordable learning environments.
 - Develop Indigenous student assistance and support programs to address the systemic barriers these students face in meeting admission requirements and course registrations.
 - Each Faculty, led by the Deans, to engage in curriculum evaluation in an effort to address the lack of non-Eurocentric knowledge, methodologies, research and scholarship. Specifically, the evaluation

- should consider the inclusion of Indigenous knowledge systems that are not tokenistic by integrating the necessary scholarly expertise.
 - Commit to improving the availability on campus of diverse and affordable food that represents non-western options.
 - Update the existing SMU Declaration of Respect document and make it more prominent on the university's website and during the Welcome Weeks process. Consider requiring faculty (through academic regulations) to include the document in their course outlines as a way of fostering the cultures of respect valued by the university.
 - Create a larger and more appropriate space for Indigenous students.
 - Create safe spaces and programming for racialized students.
 - Develop and implement a strategic plan to increase organizational capacity for stronger leadership at Senior Administrative levels to challenge and shift the current culture of whiteness and create a more responsible and respectful university culture.
- Concern was expressed regarding systemic racism issues at SMU. Questions: What is the primary source of these issues? Answer: Most are related to current policy and practices for staffing and the lack of policy related to equity hiring.
 - Question: What are the next steps? Answer: The President advised that he requested an implementation plan to identify those items we could move forward on quickly. Some items within the 6-month category are already moving forward. As we work through the implementation plan some items in the TBD section will become more difficult to work on. Various players will need to be brought to the table in order to find a way forward on those items.
 - Question: As we have more units engaged in QA activities, in the situations where we are securing information from individuals, the risk of harm is predictable. There should be some level of oversight. If this project had been presented to the REB for an opinion, strategies may have been identified to manage that risk. Answer: The VPAR responded that consideration would be given to a potential model where the REB is consulted on some of these initiatives.
 - The Dean, FGSR advised that this outcome coincides with a project that is currently active with the Canada Research Chair Program. The representation of that group is being reviewed and the process to hire those individuals is also being considered.
 - The President advised there is a national and international lens on this issue as well. This is one way for the Government to work on these issues through Universities. There is alignment particularly around hiring processes.
 - Brothers-Scott advised that the 2018 equity report showed increases in the numbers but improvement is needed.
 - The student representatives supported the recommendation that SMU establish a permanent committee to continue to work on the recommendations.

- .02 Presentation – annual report to Senate to list all gifts over \$5,000 in compliance with the Gift Acceptance Policy (Ms Sergeant-Greenwood), **Appendix R**.
Key Discussion Points:

- The Advancement report was circulated to all members of the Senate. This is the first such report.
- The value of impact is easy in some cases and more difficult in others.
- This report is up to last year. Payments on agreements that were secured in previous years are not included in this report.
- The report next year will obviously not look as optimistic. We do not get 18 million dollar gifts every year.
- Feedback is welcomed on the content and format of the circulated report.
- Question: What are the Friends of SMU? Answer: This is our US Foundation. It is a charitable organization in Philadelphia. Alumni in the US can use this method to get charitable benefit from donations.
- Question: Faculty were involved in development of the original process related to unfunded A and B Projects. Is there any plan to advise faculty of the final outcome of that process? Answer: Yes. This is a very overdue report. Workload predicated what projects could be addressed. We will be doing this in the near future. We will be reporting on which A and B projects will be funded. It is still a live process. Erin will consult with the Deans on when the next call for proposals will be done before the end of this calendar year.

18093

.01

REPORTS OF STANDING COMMITTEES

Academic Planning

i. MSc Applied Science Program Review

Appendix F – APC Notice of Motion, **Appendix G** -

Recommendation-Comparison summary, **Appendix H**- Self Study

Report, **Appendix I**- Self Study appendices (a-h), **Appendix J** –

Dean’s Response to Self Study, **Appendix K** - External Review

Committee’s (ERC) Final Report, **Appendix L** - Department Response

to ERC Report, **Appendix M** - Dean’s Response to ERC report.

Key Discussion Points:

- Sarty will respond to any questions.
- **Recommendation 1:** Senate concurs with the Deans’ and the Program’s response to this Recommendation, and support their plan to incorporate the Reviewers’ comments on this issue via a review by a to-be-established Curriculum Committee.
- **Recommendation 2:** Senate recognizes the importance of the issue raised and looks forward to the outcome of the investigation that the Deans’ Office has committed to do to identify mechanisms to recognize and highlight the important role of graduate course teaching.
- **Recommendation 3:** Senate supports the program’s response and looks forward to outcomes from the Curriculum Committee’s review.
- **Recommendation 4:** Senate supports the decision of the program to continue the use of the January start as an option in occasional/exceptional circumstances only with an appropriate orientation session.
- **Recommendation 5:** Senate commends the program for their positive response to this recommendation and their plan for establishing a formal Curriculum Committee.
- **Recommendation 6:** Senate supports the Deans and program’s response to this recommendation.

- **Recommendation 7:** Senate encourages the program to consider how best to implement this recommendation.
- **Recommendation 8:** Senate supports the Deans' response and encourages the program to work with the Deans' to discuss the viewpoints raised in this recommendation.
- **Recommendation 9:** Senate supports the reviewers' recommendation to maintain the Existing expected 2-year minimum requirement for the APCS program.
- **Recommendation 10:** Senate looks forward to the results of the discussion between the program and the Deans.
- **Recommendation 11:** Senate encourages the Program Coordinator to work with the Dean of Science Office to address these concerns.
- **Recommendation 12:** Senate concurs with the Deans' response and asks the program to investigate ways to improve their provision of public explanations of the processes for students
- **Recommendation 13:** Senate concurs with the Deans' response.
- **Recommendation 14:** Senate acknowledges the issue of space constraints at SMU and encourages continuing communication to identify opportunities as they may arise.
- **Recommendation 15:** Senate concurs with the responses of the program and Deans.

Moved by Butler and seconded, **“that due to the time of year, the MSc Applied Science Program submit an action plan to Academic Planning Committee in September 2019 based on the responses above.” Motion carried.**

and

Moved by Butler and seconded, **“that in May, 2020, the MSc Applied Science Program submit a one-year report to the Academic Planning Committee on the progress made on the Action Plan according to Section 5 of the Senate Policy on the Review of Programs at Saint Mary’s University.” Motion carried.**

- ii. ENTR Program One-Year Follow-up Report, APC Notice of Motion - Appendix N1, ENTR One-Year Follow-up Report – Appendix N2.

Key Discussion Points:

- Question: Has there been any progress related to the submission of the proposal for a Minor in Entrepreneurship? Answer: The VPAR advised that there were some communication issues between the proponent of the minor and the faculties related to the structure of the Minor. A deadline of the end of the summer was set for a solution to the issue.

Moved by Butler and seconded, **“that Senate accepts the one-year follow-up report of the Entrepreneurship Program as meeting the requirements of Section 5 of the Senate Policy on the Review of Undergraduate Programs at Saint Mary’s.” Motion carried.**

.02 Senate Committee on Literacy Strategy, *Appendix O* (Ms van den Hoogen)

Key Discussion Points:

- No discussion.

Moved by the Senate Committee on Literacy Strategy and seconded, **“that the changes submitted in Appendix O, to the committee name and terms of reference are approved for inclusion in the Senate Bylaws document.”**
Motion carried.

.02 By-laws Committee, *Appendix P1 and P2* (Dr Grek-Martin)

iii. Appendix N1, ENTR One-Year Follow-up Report – Appendix N2.

Key Discussion Points:

- Senate tasked the By-laws committee to review the document.
- 1.10 – election procedures – It is recognized that these terms of reference are not entirely up to date. Most elections run by the Senate Office are handled electronically. Senate tasks the Elections Committee to look at the process and recommend revisions.
- 1.10.14, 1.10.16 and 1.10.17 – These sub-sections are procedurally problematic.
- 1.10.19 should be revised to read 1.10.18. Revision accepted.
- 2.4 Agenda - 1.8 and 1.9 do not reflect the current process followed by the Agenda Committee. Senate tasks the Agenda Committee to review these issues.
- 2.5 – item 11 – reports of committees – Faculty Councils (Q). Question: The Faculty Councils do not report to Senate. What is the value of retaining this item? A Faculty Council is NOT a Standing Committee of the Senate. The recommendation of the committee is to remove them from 5.2 Standing Committees and remove them from the list of Standing Committees on the Agenda in 2.5.1.11. Discussion established that Faculty Councils had to have a Constitution. Nowhere else were they required to have one. The Constitution of a Faculty Council has to come to Senate for approval. It was decided that Faculty Councils (Who shall be governed by their constitution.) will become item 12 on the Agenda and subsequent items were be renumbered. Revision accepted.
- 2.7.2 – Minutes of Senates meetings are now available through the Library Repository. This correction has been made.
- 4.2.5 and 4.2.6 – The degree lists change on a regular basis. The By-laws should stand the test of time. We should retain both sections and in each, refer to those degrees or certificates and diplomas listed in the Academic Calendar along with their designations and any others as may from time to time be designated by Senate. Revision accepted.
- 5.1.6 and 5.1.9 – General Terms of Reference of Senate – There is a contradiction in how they relate to each other. 5.1.6 “shall, where possible, be selected from those who have been members the previous year.” and 5.1.9 “Senate shall insofar as possible, appoint a member of Senate to serve as Chairperson of each committee.” The decision was to leave these sections unchanged.
- 5.2.1.5.3 Composition on Academic Appeals – We added (for graduate appeals only) after “A representation from Graduate Studies.” Revision accepted.
- 5.2.3.2.2 – Academic Discipline Appeal Board – The composition of this committee states Two (2) representatives of the student body appointed

- by the Student Association. Revise this by adding, “In cases involving a graduate student, one of these will be a graduate student representative.
- 5.2.3.1 Six (6) representatives of the Faculty elected by Senate. Add, “For cases involving a graduate student, one of these will be appointed by the Dean of Graduate Studies”. Delete number 3. Revision accepted.
 - 5.3.4.6 Composition of APC – item 7 – The student representatives advised that there is a discrepancy related to how student representatives are appointed to committees. The composition lists state, students in senior year, a Senator, a full-time student, etc. SMUSA would like the wording to be consistent, to allow the appropriate students to serve. Feedback from Senate has consistently been concern that the VP Academic was serving on too many committees. With this in mind, the students would like all committees to reflect “A student representative appointed by the Student Association.” Two exceptions are the Agenda and Executive Committees where the student must be a Senator. Revision accepted.
 - 5.2.13.2.5 – Library committee – Revise “One students appointed by FGSR” to “One graduate student appointed by the Students’ Association.” Revision accepted.
 - 5.2.6 – Accessibility – Revised “university committee” to “the relevant university committees”. Revise twice more where it appears in later sections. Revision accepted. Revision accepted.
 - 5.2.6.6. Composition of the committee – Delete 3 and revise 4 to read – Two students appointed by the Students’ Association. Revision accepted.
 - 5.2.7 Agenda Committee – added a student representative. This student has to be a Senator. Revision accepted.
 - 5.2.8.2.2 – Add the word ‘faculty’ before member. Revision accepted. Members were advised that by changing this it highlights the distinction between those members that are elected and those who are not. Our bylaws do not recognize the distinction between ex-officio and elected faculty members. Section 1.6.2 states that an elected member of Senate who for whatever reason fails to attend four consecutive regular meetings of Senate, may by resolution have their seat declared vacant and a call for a by-election is called to fill the vacancy. There is no such authority to remove ex-officio members. If we were to differentiate the two types of members in the By-laws, we would have to change the Act. That is risky.
 - 5.2.7.3 – In the section number, the number 2 had been deleted in error.
 - 5.2.14 Question: Why are two reps from Studio? Answer: Covers on-line learning and the Writing Centre. Insert two reps from the Studio and delete 4. Revision was accepted.
 - 5.4.2 Joint committee between AST/SMU – Should it be deleted? Senators were told that the committee meets informally and should remain.
 - The Committee added a Section 6 for amendment and suspension at the end of the document. Delete the last sentence. Change the first sentence to read “a 2/3 vote or majority of the entire membership”. This is the exact wording from RROONR. Revision accepted.
 - 5.2.5.2 Page 18 – Academic Regulations Committee – There are two Deans on the committee. All three Deans or their designates should be on this committee. The Associate Deans are often responsible for

enacting the regulations. If this change is accepted, a revision to 3 will be necessary. Revision accepted.

- Page 23 5.2.15 – Director of Admissions is the new title. Assistant Registrar, Admissions and Scholarship appears both in the 5.2.5.2 AND 5.2.15 and should be changed to Director of Admissions in both.
- Dr Grek-Martin withdrew the motion. A special meeting of Senate will be called to deal with this item. Members will be encouraged to make every effort to connect with the meeting by whatever means so that a vote can be taken. This will be scheduled ASAP.

18094 **REPORTS OF JOINT COMMITTEES**
.01 **Honorary Degrees Committee, *Appendix Q***

Moved by Summerby Murray and seconded, **“that the first recommendation for a Doctor of Civil Laws, honoris causa, is approved for forwarding to the Board of Governors for approval.” Motion carried.**

Moved by Summerby Murray and seconded, **“that the second recommendation for a Doctor of Civil Laws, honoris causa, is approved for forwarding to the Board of Governors for approval.” Motion carried.**

Moved by Summerby Murray and seconded, **“that the third recommendation for a Doctor of Letters, honoris causa, is approved for forwarding to the Board of Governors for approval.” Motion carried.**

Moved by Summerby Murray and seconded, **“that the fourth recommendation for a Doctor of Commerce, honoris causa, is approved for forwarding to the Board of Governors for approval.” Motion carried.**

18095 **NEW BUSINESS FROM**
None.

18096 **ADJOURNMENT**
The meeting adjourned at 4:30 P.M.

Barb Bell,
Secretary to the Office of Senate