

## SENATE MEETING MINUTES August 21, 2020

The 615<sup>th</sup> Meeting of the Senate of Saint Mary's University was held on Friday, August 21, 2020, at 2:00 PM, via Zoom. Dr Takseva, Chairperson presided.

**PRESENT:** Dr Summerby-Murray, Dr Butler, Dr Bhabra, Dr Francis, Dr Sarty, Dr VanderPlaat, Dr Bannerjee, Dr Brosseau, Dr Collins, Dr De Fuentes, Dr Doucet, Dr Grandy, Dr Grek-Martin, Dr Khokhar, Dr McKee, Dr Panasian, Dr Stinson, Dr Power, Dr Takseva, Mr Brophy, Ms Killam, Ms van den Hoogen, Mr de Chastelain, Ms Winters, Ms Nankani, Mr Tumusiime, Dr Smith, Ms Sergeant-Greenwood, Dr Krishnamurti, Ms Jennifer Green (FSC), and Ms Bell, Secretary to the Office of Senate.

**REGRETS:** Dr Hanley, Dr Twohig and Mr Zokari.

Meeting commenced at 2:00 P.M with the territorial acknowledgement. The Chairperson acknowledged the work that has been done to keep the campus community updated through the SMU Community Bulletin. In addition, she also acknowledged the work of the Library, Studio, Student Services and SMUSA to meet the issues challenging the university and students in the coming terms.

### **20123**      **REPORT OF AGENDA COMMITTEE**

The Senate Agenda was approved with one revision. An item was added under Business without notice of motion to cover a discussion on the mode of distribution of course outlines.

Members were advised that Drs Khokar, Doucet and McKee are retiring from Senate as of this meeting. They were thanked for their service.

### **20124**      **PRESIDENT'S REPORT Appendix A (10 min)**

#### **Key Discussion Points:**

This report is focused on government relations, international student recruitment and the national context.

- Preparation for the Fall term has included planned phases of return to campus in various areas, when possible, and continued significant efforts working with provincial and federal governments.
- **Institutional Sustainability**
  - Continued modeling is being done of the significant impacts of the pandemic on the university finances and long-term financial sustainability. Concerning this situation, the domestic registrations

are encouraging, however international registrations remain of significant concern.

- Senate was reminded of the appointment of Michelle Benoit as Vice-President Finance and Administration. She took up her duties as of July 1, 2020.
- **Discovery and Innovation**
  - Over the summer, the President's Standing Committee on the Prevention of Racism hosted two powerful 'listening circles' and has further initiatives underway for the Fall term, including reporting back to President on implementation of recommendations from the earlier ad hoc committee's report.
  - The President was asked to join the advisory committee for the National Dialogues for Action on Inclusive Higher Education and Communities conference, operating out of the University of Toronto in early October.
  - Significant work is underway through SMUSA and Student Services and Affairs in ensuring the building of community for new students, joining us virtually. The Jump Start 2020 program has been very successful (indeed oversubscribed) and students report it is setting them up for success as online learners; Welcome Weeks began in July; and the university has been very active in managing information around public health requirements and communicating this to students.
  - The Studio for Teaching and Learning is very active. Additional investments were made in educational developers, in information technologies, in 'virtual laboratories' and in various 'train the trainer' sessions, including hiring 'digital TAs'.
  - The Library continues to provide innovative support for research and teaching. Library materials (physical and electronic) are being made accessible in many different ways. This couples with the approach of the Bookstore to move to electronic text resources and with broader approaches to online educational resources, as students have lobbied.
  - Work continues on plans for the Winter session. There will be further communication in the weeks ahead.
  - The President acknowledged the significant academic expertise and professional commitment of professors, staff, technicians and students, all of whom have 'leaned in' to ensure a high-quality experience for the Fall.
- **External Relations and Communications**
  - Thanks to those who attend the virtual Town Halls. The virtual university website is updated to incorporate all of the information that is gathered during the Town Halls. A further town hall will be hosted next Wednesday (August 26), focusing primarily on the Fall term and the university's registration and financial position.
  - The Brand Refinement project is being led by the VP Advancement, Erin Sergeant-Greenwood. The project is advancing very well and there will be future presentations about

the project in the coming weeks as we seek input and feedback from the university community.

- We are on the cusp of transformation, for our research endeavours, our discovery and learning, and our community engagement. Many of you are looking across the higher education landscape, in Canada, in the United States, the United Kingdom, France, Australia and beyond. In a time of turbulence (and despite our considerable financial challenge), Saint Mary's has a significant advantage: we are already engaging in transformation, and we have the resilience and the people to be successful.

20125

## **VICE-PRESIDENT ACADEMIC AND RESEARCH REPORT**

### ***Appendix B*** (10 min)

#### **Key Discussion Points:**

- Commitments on indigenizing the institution were deferred while the institution deal with the impact of COVID. Work will begin again in September. There is some interesting work being done in this area by colleagues.
- The Peer Coaching program is also underway. The importance of a person-to-person contact has proven to be extremely important and is being addressed well through this program.
- In a normal year, well over 90% of Fall registrations would have occurred by now.
- A presentation was given on the FCE Registrations as of August 16 (for fall 2020):
- While it is very early to be looking at Winter registrations, this year, the situation warrants an early look. By now, registrations would normally sit at around 50-60% of the final numbers for January. This year, however, there seems to be even greater reluctance to register, likely as students wait to see what Winter 2021 will look like.
- A presentation was given on the FCE Registrations as of August 16 (for Winter 2021):
  - It is clear that the university will see a significant decline in registrations for this academic year, driven largely by the impact of the obstacles to international student enrolment. This decline will bewith us for at least the next four years, and work is underway on a revised and aggressive recruitment and retention strategy to both offset this decline and return us to the path we had hoped to be on prior to COVID-19 striking. Most students actually take five years to go thorough so the effect will actually be five-years in some situations.
  - There is growing attention from Public Health around students returning to campuses and communities in Nova Scotia and signs that such attention will likely continue into the Winter term. Much will still have to be online, but we need to find more ways to engage on campus and provide more in-person learning opportunities. We hope to be able to announce soon what that will look like -

- certainly no later than the start of Fall classes.
- There is the potential for a hybrid of course delivery in the Winter term.
- Academic Software - CRM Recruit is close to “going live” and this will drastically alter our recruitment, application, and admissions process for both undergraduate and graduate students. Courseleaf, the tool to manage curriculum changes and the Academic Calendar also continues to be developed. We are now reviewing packages that could support advising and student success and retention across the university.
- It has become clear that there is no functional process for evaluating requests for, and implementation of, new software supporting teaching and research. This is being addressed for September, with Dr Sarty leading that project group.
- Access to Campus – The current access schedule does not always align with teaching schedules. This is being assessed. As renewed outbreaks of COVID are being experienced in the province and around the world, we are confident that we will be able to sustain our plans through any future situation.
- There is an academic regulation addressing the distribution of course outlines. This needs to be enhanced. Senate may consider the placing of all outlines on Brightspace so that there is one site for students to access these online.
- It was noted that the importance of communication is significant as we head into the Fall term.

20126

**SMUSA PRESIDENT’S REPORT Appendix C (5 min)**

**Key Discussion Points:**

- Appreciation was expressed for the work that is going on in relation to the issues below.
- **Expectations.**
  - Online learning is new to many students and faculty. Having clear expectations on office hours, how to contact professors, how to make complaints, and fair test/exam processes is essential to making sure online learning is at the highest quality.
  - Students are still looking for information on structure going into the Fall.
- **Student Communications.**
  - While the SMU Community Bulletin has been effective in sharing information with students, many have felt overwhelmed by the amount of information and are concerned with missing important information about online learning. Students want more clear and concise communications along with consultations and town halls when it comes to online learning.
  - The difference in the approaches from the various universities across Nova Scotia is causing confusion. Additionally, the volume of information is causing confusion.
- **Mental Health Services**

- Many international students are studying from their home countries this semester, making accessing mental health resources difficult or impossible. SMUSA urges the University to explore additional programs that students can access at no additional cost from their home country.
- **Return to Campus**
  - As the University begins planning for the Winter 2021 term students need to be consulted. Students want consistent communications with the University about return to campus.
  - If the University does decide to return to campus for the Winter 2021 term, all courses should be available online for students who cannot make it to campus.
  - SMUSA is strongly opposed to any legal waiver for return to campus. Legal waivers put students at risk when wanting to continue their studies. Instead, a SMU-SMUSA memorandum of understanding (MOU) is suggested.
- **Campus Study Space**
  - Study Space is needed for those students on campus. SMUSA urges the University to open spaces for students to study where possible based on Public Health Guidelines.
- **Affordability**
  - Tuition Model – Predictable models have been used to inform the University budget. SMUSA encourages the development of a long-term predictable tuition model that will allow students to efficiently plan their degree and payments.
- **Emergency Bursary**
  - With classes resuming and CERB ending shortly, students will be facing new financial pressures. SMUSA applauds the University's work with the SMU COVID-19 Emergency Bursary and wishes this program to continue. Expansion of this program to help international students who were not eligible for other funding and the creation of a bursary to help students cover the cost of purchasing technology needed to continue their studies is recommend.
- **Fees**
  - Students are concerned about how certain fees (Arts, Commerce, or Science Resource Fees) are being used in the online environment. SMUSA encourages the University to communicate how these fees will be used to students.
  - Students have been allowed to opt out of the transit pass until mid-September. They can also opt out of the provincial health plan if the international student is not going to be in the province. International students that are continuing their studies but cannot come back to the country will be able to keep their health coverage.
  - SMUSA was applauded for the negotiations with Blue Cross.
- **GRE Requirements**

- Removal of the GRE or other graduate testing for the 2021-2022 acceptance year should be considered for SMU graduate programs. Many concerns about the integrity of these tests, the financial burden and test delivery have been exacerbated by COVID-19.
- **Extension of the Add/Drop Date**
  - Many students are worried about what their classes will consist of and are concerned about making tuition payments on time. SMUSA would strongly support an extension of the Add/Drop Date by 1-2 weeks to alleviate student stress.

**Questions:**

- Question: Is there any update on subsidies for the Universities?  
Answer: There is one potential program that may have application. This would be relatively little support if it even applies. The Premier has been clear that they see no justification for support / investment. We are not depending on this potential. There is no provincial government in Canada that is providing help to post-secondary institutions.
- Question: There appears to be an asymmetric change between the June and August enrolment reports. Is this typical? Answer: The remarkable thing is that the percentages have not moved year over year. We are assessing this data.
- Question: There has been some positive predictions related to the potential for a significant increase in enrolment next year. Will we recoup it next year? Answer: The challenge is knowing whether students are taking a gap year or registering at home. They may decide to transfer for year two, but we have no way of knowing if that will occur. We have not had a lot of requests to defer studies, but we may when the fall term commences. We need to be mindful of the nature of our current enrolment. We will not have final figures until after the add drop date. Elsewhere there has been chaos in terms of starting classes on campus and then having to shut down again. SMU is a very safe environment. We need to watch admissions very closely for the winter term and adjust our approach accordingly.

20127

**MINUTES OF THE PREVIOUS MEETING**

.01

Minutes of previous meeting of June 19, 2020, *Appendix D*.

**In the absence of any objections or corrections, the minutes of the meeting of June 19, 2020 are approved as posted.**

20128

**OUTSTANDING ITEMS FROM PREVIOUS AGENDAS**

.01

Senate Executive / Bylaws Committees – revisions to section 5.2.11 Executive Committee *Appendix E1* (Executive TOR), *Appendix E2* (Bylaws – Comparison Data).

**Key Discussion Points:**

- The Committee was tasked by the Senate with reviewing the TOR for this committee. The focus was to clarify the work that the committee does and align that to current practice. The Committee was also to

provide language to allow for virtual or teleconference meetings and electronic voting.

- This is a joint effort of the Senate Executive and the Bylaws Committees. Appendix E2 represents the comparison of similar groups within instructions across Canada.
- The data suggests that the SMU Senate Executive is quite large (as a proportion of the Senate as a whole) compared to the other institutions analyzed. Elected faculty representation on the Academic Senate is relatively small compared to other institutions analyzed.
- A recommendation has not been attached to this analysis because both the Bylaws Committee and the Senate Executive Committee felt a broader discussion concerning the size of our Senate and the role and composition of some of its committees was needed at the level of Senate. For the present, the Bylaws Committee suggested that the composition of the Senate Executive remain the same until further discussion / work by Senate Executive and/or Senate could be undertaken.
- During the research, it was noted that the Senate Executive groups in other institutions do much of the work that the SMU Standing Committees of the Senate do. This might be something the Senate or Senate Executive might want to consider in the future.
- It was noted in the new 5.2.11.9, that referred to 5.2.11.7 should be changed to 5.2.11.13. **Action Item: Bell** to revise the submission to reflect this correction.

Moved by Butler and seconded, **“that the Senate approves the proposed terms of reference for the Senate Executive Committee as submitted in Appendix E1, with the revision noted above.” Motion carried.**

- It was noted that, with the above approval, there are two different timeframes offered in the Bylaws for Senate Executive discussions in advance of e-voting. The revised 5.1.17 in the Senate Bylaws approved on May 15, 2020 stipulates 48 hours for that activity.
- It was suggested that 5.1.17 of the Bylaws be reworded to provide greater flexibility.

Moved by Grek-Martin and seconded, **“that the Bylaws be revised to reflect the following wording for clause 5.1.17:**

**“Under exceptional circumstances where there is no reasonable possibility of convening a meeting, electronic voting is permissible for matters of a routine nature. In all such cases, background information and a specific motion will be provided for members’ consideration. Unless otherwise specified under a Senate Committee’s particular terms of reference, members shall ordinarily be given a minimum of 48 hours (excluding Saturdays, Sundays and University holidays) to post comments and/or questions about the motion via email, with this electronic discussion accessible to all Senators. Immediately following this deliberation period, members will be given**

**24 hours (excluding Saturdays, Sundays and University holidays) to vote on the motion via return email. The results of the e-vote shall be recorded in the minutes of the next regularly-scheduled Senate meeting.” Motion carried.**

**.02** Accessibility Committee – Draft Senate Policy on Academic Accommodations for Students, *Appendix K*.

**Key Discussion Points:**

- The Committee Co-Chair acknowledged the support of the members of the committee, as well as that of Ms Bell, Senate Office, and Ms Green, Manager of Accessibility of the Fred Smithers Centre on the development of this policy.
- The impetus was to create a clear structure and process and provide a process for appeal.
- This policy needed to be broad enough to cover all categories covered under the legislation.
- The committee would like to have this policy with supports in place for the fall term.
- Question: Is the Accommodations Appeals Committee going to draw its membership from the existing appeals committee or the standing committee on accessibility? Answer: It would be ideal to have a diverse committee coming from many different areas of the community.

**Note: Section 5.7** of the policy states the following: “Accommodation decisions may be appealed by the student in accordance with the academic appeals process.

- It was suggested that a distinction be made between this type of appeal and other academic and discipline appeals. Appropriate training would also be key for this Appeals Committee.
- Members were advised that the September Senate meeting is on the 18<sup>th</sup> and documents must be posted on Sept 11. This only leaves two working weeks to deal with action items from this Senate meeting.
- The process and structure of the appeal committee will come back to the Senate agenda in October. There will be a structure around the appeal process.
- **Action Item: The Accessibility Committee** is asked to return to Senate with a clear outline for the Appeals process by the October Senate meeting.
- Concern was expressed that the appeal process apply to a graduate student doing research.
- **Action Item: Krishnamurti** will consult with Butler on the appeal process in the next week.
- **Action Item: Krishnamurti** will consult with Sarty over the next few days related to a few minor corrections to the policy to make sure it also covers graduate students.
- Question: After the policy is implemented, what is the communication plan to advise students about this policy? Answer: The Fred Smithers Centre will hold and administer this policy. There would be

information sessions, and it would be discussed in the Peer Advocacy Group as a minimum.

- This policy should be referenced in course outlines. **Action Item: Bell** to forward this to the Curriculum Committee for inclusion in the revisions to the Senate Policy on Course Outlines.
- It was suggested that Senate needed to summarize all the revisions to policies and regulations that have been approved over the last six months and provide that information for communication to faculty and students. **Action Item: Bell and Butler** will consult on this on Monday. **Action Item: Butler and Sergeant-Greenwood** to prepare communication.

Moved by Butler and seconded, “**that, the Senate approves the Senate Policy on Academic Accommodations for Students as presented in Appendix K for this meeting with a subsequent process to be developed and brought forward to the October Senate meeting.**”  
**Motion carried.**

**20129**

### **REPORTS OF STANDING COMMITTEES**

a) Academic Regulations Committee

These revisions to Academic Regulations were originally submitted to the Senate meeting of 20 March 2020. Senators deferred the discussion on these items to make room for more pressing concerns related to COVID-19 and virtual operations.

i. **Appendix F1** - ARC Notice of Motion, and **Appendix F2** – Revisions to undergrad Academic Regulation #18 and graduate Academic Regulation #33 - Academic Integrity.

#### **Key Discussion Points:**

- These revisions have been identified through the experience of the last academic year and during workshops, training sessions and SMUSA training.
- The Academic Regulations Committee wanted to:
  - align the principles listed in AR 18 to those in the SMU declaration of respect,
  - align with the revised student code of conduct,
  - add clarity to process issues and add some timelines,
  - identify who participates on the committees,
  - clarify the sanctions, and
  - reference the academic integrity training.
- Question: Did the Committee consider students having an advocate with them? Answer: Yes. The letter sent to the student encourages them to bring an advocate with them.

- It was suggested that this should be included in the regulation. Members were advised that the Academic Appeals Committee revised the wording of the appeals section to provide for language around this. They have also developed language around the Role of Student Advocates in the Appeals Process. This will be addressed at an Appeals meeting this Thursday. **Action Item: Bell** to forward this language to the Academic Regulations Committee for consideration.
- It was suggested that a more formal statement to clarify the role of the student advocate should be included.
- Clarification was requested concerning the communication procedure between the student, AIO and ADO. The AIO generates a letter that is submitted to the Registrar's Office. If it is a second offense the ADO decides what the penalty will be. The AIO will not know if it is a second offense. These communications are processed through the Registrar's Office.
- Question: Does this apply to all appeals processes? **Action Item: Academic Regulations** to review the communication processes of all appeals groups at the next meeting. It was suggested that the language should be consistent where possible across all groups. There may be a revision necessary for the Academic Discipline process.

Moved by Smith on behalf of the Academic Regulations Committee, **“that, the revisions to Undergraduate Regulation #18 and Graduate Regulation #33 are approved as submitted in Appendix F1 and F2.” Motion carried.**

- ii. **Appendix G1** – ARC Notice of Motion, and **Appendix G2** – Revisions to undergrad Academic Regulation #11 and graduate Academic Regulation #31 - Academic Appeals as provided in Appendix G1 and G2.

**Key Discussion Points:**

- In f (i) the appeal form is available from the Student Accounts and Registration Services, not the Registrar. Also, the statement “Students are strongly encouraged...” gives the perception that an appeal may be processed without a form or proof that the student has followed process (signatures of instructor, Chair, Dean). In f (ii) it needs to be clarified that students are to provide (with the completed appeal form) all graded course materials that have been returned to them by the instructor, and that are relevant to the grade in the course that is being appealed. This information is on the appeal form but is generally ignored. If it was in the academic regulation, maybe more attention would be paid and appeals could be processed faster. It should also be clarified that it is the instructor that is responsible for providing grade history and any copies of retained graded materials in their possession on which the student's grades were based.

Moved by Smith on behalf of the Academic Regulations Committee, **“that, the revisions to Undergraduate Regulation #11 and Graduate Regulation #31 are approved as submitted in Appendix G1 and G2.”**  
**Motion carried.**

iii. **Appendix H1** – ARC Notice of Motion, and **Appendix H2** - Revisions to undergrad Academic Regulation #10 and graduate Academic Regulation #26 (Special Examinations), undergraduate Academic Regulation 7h (Standing Required), and undergraduate Academic Regulation #8 (Tests, Examinations and Evaluations).

**Key Discussion Points:**

- These changes were made to align the process across all Faculties and to provide clarification to those processes.
- The above changes to AR10 (also Grad AR 26) were discussed at length and jointly made by the Arts, Commerce, and Science Academic Advising Staff and Associate Deans. The changes address a need to better specify the grounds on which a deferred final examination may be approved (as in a., above), clarify the processes for submission of requests involving circumstances with and without advanced warning (c. vs. d., above), and improve the request procedure for students (explicit provision for submission of a single request that covers multiple exams, as per b., above). The term Special Examination has also been replaced by Deferred Examination in the title and throughout to better reflect the purpose of AR10. To avoid confusion with the academic appeal process, appeal has been replaced by request (the student submits a request for a deferred examination, rather than an appeal for a deferred examination).
- The changes to Graduate AR 26 (also Undergrad AR 10) reflect the changes that were discussed at length and jointly made by the Arts, Commerce, and Science Academic Advising Staff and Associate Deans. The changes address a need to better specify the grounds on which a deferred final examination may be approved (as in a., above), clarify the processes for submission of requests involving circumstances with and without advanced warning, and improve the request procedure for students (explicit provision for submission of a single request that covers multiple exams, as per b., above). The term Special Examination has also been replaced by Deferred Examination in the title and throughout to better reflect the purpose of AR26. To avoid confusion with the academic appeal process, appeal has been replaced by request (the student submits a request for a deferred examination, rather than an appeal for a deferred examination).
- The changes to AR7 are subsequent to the full text of the Code of Student Conduct being removed from Academic Regulation 18, The Academic Regulations Committee received feedback suggesting that some references to that document were needed. After review, ARC decided it was appropriate to insert a reference in 7h.

- The changes to AR8 follow the changes made to AR10. The process for requesting a deferred examination under 8.g. is provided in AR10, so should not be repeated here. AR10 now provides details regarding the events that a deferred examination may be granted for, so 8.h. should be removed. In coordination with the changes to AR10, it is important that the changes here to 8.g. and 8.h. are made to maintain clarity around acceptable reasons for granting deferred exams, and the process by which those requests are made.

Moved by Smith on behalf of the Academic Regulations Committee, **“that, the revisions to Undergraduate Regulation #10 and Graduate Regulation #26, 7h and #8 are approved as submitted in Appendix H1 and H2.” Motion carried.**

- iv. **Appendix I1** – ARC Notice of Motion, and **Appendix I2** - Revisions to undergrad Academic Regulation #6 and graduate Academic Regulation #29 (Grade Point Average), undergraduate Academic Regulation #15 (Procedure for Changing Faculty), undergrad Academic Regulation #19 and graduate Academic Regulation #4 (Advanced Standing), and undergraduate Academic Regulation #20 and graduate Academic Regulation #13 (Transfer Credit Hours).

**Key Discussion Points:**

- This is just to add clarity to the process and minor editorial corrections.

Moved by Smith on behalf of the Academic Regulations Committee, **“that, the revisions to Undergraduate Regulation #6 and Graduate Regulation #29, Undergraduate Regulation #15, Undergraduate Regulation #19 and Graduate Regulation #4, and Undergraduate Regulation #20 and Graduate Regulation #13 are approved as submitted in Appendix I1 and I2.” Motion carried.**

20131

**NEW BUSINESS FROM**

- a. Floor (not involving notice of motion)

Discussion items concerning:

- a) The impact of full online delivery on academic programming and integrity.

**Key Discussion Points:**

- The Chairperson provided a list of items identified in previous meetings by faculty concerning Fall course delivery:
  - Update related to an item from the June Senate meeting related to the style of course delivery - synchronous, asynchronous, and a blend of both / hybrid.
  - Item raise by Bryn concerning student contact with faculty in Fall term.
  - Item mentioned by a member in this meeting related to what can or cannot be done on campus as it relates to physical meetings in small groups.

- Feedback concerning the Pass/NC option feedback. Did it work or not? Do we want to apply this in the fall?
- Will SMU consider keeping standardized tests for admission to programs. Given the extenuating conditions, a consideration of costs and access to these tests in the Fall and Winter term was suggested.
- Discussion on COVID testing on campus.
- The academic integrity sessions developed by the Library for first year students.
- Concern related to the direction from the President on the balance of work/life and after-hours email. Was this a recommendation or policy?
- Question: Are these questions in the documentation for this meeting? Answer: No. They are questions that have come up in meetings, raised in this meeting or by faculty members that apply to the discussion on the impact of COVID and of full online delivery on academic programming and integrity.
- The course outline question is important to be addressed at this meeting. The Academic Regulations mandate that course outlines be circulated at the first class. In an online course delivery situation, we need a consistent way to make these accessible. Something that is SMU centric is the best way to approach to this rather than distributing outlines to students via email.
- It was suggested that all faculty post their course syllabi on Brightspace by end of day Friday, September 11, so students can access them to make informed decisions about course scheduling. It was also suggested to note the importance of being clear in the syllabus to students about how to reach instructors during office hours and, as necessary, exactly how office hours will work in the virtual class. This is a key concern for students.

Moved by Butler and seconded, **“that the communication be sent to Faculty that course outlines must be posted to a site in Brightspace by the end of the day Friday, September 11.”**  
**Motion carried.**

Moved by Grek Martin and seconded, **“that the Senate meeting be extended for 15 minutes to allow time to complete balance of the agenda items”.** **Motion carried.**

- Question: What about the required standardized tests? Answer: This is in the academic regulations and the discussion on this happens within the programs. People that were going to apply for the Fall 2020 have already applied. The discussion on standardized tests is for September 2021.
- Consensus appeared to be that these items should be handled as separate items on an agenda.

- In the Winter term there was discussion on developing a mandatory program for students on academic integrity. Personnel from the Library have developed a series of five modules that students can take. It is almost ready to go forward. SMUSA will review and provide feedback on these and the course will come forward after that. Consultation with Dr Butler will be undertaken to determine how to proceed at that time.
- Question: Will this be ready for September? Answer: Yes. Once the process has been completed, it will be piloted starting in the month of September.
- Butler advised that consultation will continue with the provincial and federal governments and public health in terms of public access to campus. Course activities of this type should be outside of the course's evaluation. Students should not be penalized if they cannot attend. In terms of physical meetings on campus, there is a larger issue related to cleaning after the meeting. **Action Item: Bell** to add this as a separate agenda item for September.
- The list will be made available before the meeting in September.

b. Floor without notice of motion)

Revision of the add/drop dates for September, *Appendix J*.

**Key Discussion Points:**

- Students have requested additional time to review course content and assess their ability to handle the online situation. This has been discussed with SMUSA prior to bring this motion forward.
- Concern was expressed related to setting back the date for adding courses since new students will have more work to catch up on. The situation for on-line courses is different because students cannot engage in the course without being registered. This concern was acknowledged. Unless students add the course, they cannot see the course at all. Because of this limit, students need a bit more time to explore this year. It is up to the student to make up the time they miss.
- Both need to be extended to allow students the flexibility to handle the change of plans.
- If your course is WW or asynchronous, it would be easier for students to catch up. Other courses may have assessments early in the year and this would be complicated by late enrolments.
- Only synchronous courses will appear in the “week at a glance”, because those are the courses that have maintained weekly scheduled meetings. This may make the distinction clear for students.

Moved by Smith on behalf of the Academic Regulations Committee,  
**“that Senate approve a one-week extension to the Fall 2020 course add and drop dates. Specifically, September 22, 2020 (Tuesday) be the revised last day for registering and changing courses in the fall term**

**(September – December) and September 25, 2020 (Friday) be the revised last day for dropping courses in the fall term (September – December) without financial penalty.” Motion carried**

**20132**

**RECOMMENDATION FOR PROFESSOR EMERITUS**

a) Recommendation that Dr. Sal Amirkhalkhali, in the Department of Economics, be considered for the distinction of Professor Emeritus, *Appendix L1, L2, L3 & L4.*

**Key Discussion Points:**

- **No discussion.**

Moved by Butler and seconded, **“that the Senate approves the awarding of the rank of Professor Emeritus for Dr Sal Amirkhalkhali, Department of Economics for submission to the Board of Governors.”**

**Motion carried.**

**20133**

**ADJOURNMENT**

The meeting adjourned at 4:46 P.M.

Barb Bell,  
Secretary of Senate