



Minutes

Wednesday, March 23, 2011 10-11:07

Minutes of the meeting of Senate held on Wednesday, March 23, 2011 at 2:30 p.m. in the Robert Vogel Council Room (Room 232, Leacock Building.)

PRESENT

Abaki, Joshua	Hashimoto, Kyoko	Pierre, Christophe
Aitken, Ellen	Hebert, Johanne	Piper, Andrew
Allison, Paul	Hepburn, Allan	Possian, Amara
Barney, Darin	Hobbins, Joan	Potter, Judith
Bishop, Alexandra	Janda, Richard	Raz, Amir
Blom, Randall	Johnson, Juliet	Ready, Catherine
Boss, Valentin	Jutras, Daniel	Reid, Matt
Caplan, Eric	Kirby, Torrance	Richard, Marc
Cook, Colleen	Kreiwirth, Martin	Robaire, Bernard
Covo, David	Kurien, John	Saroyan, Alenoush
Cutler, Philip	Kuzaitis, Ruth	Shaughnessy, Honora
Deguisse, Alexandre	Lawson, Tyler	Snider, Laurie
Doucette, Elaine	Lefsrud, Mark	Todd, Peter
Doyle, Andrew	Levin, Richard	Van Eyk, Helen
Dudek, Gregory	Liu, Simon	Van Zyl, Claudette
Etemad, Hamid	Ma, Annie	Wade, Kevin
Everett, Jane	Manfredi, Christopher	Wapnick, Joel
Fox-Decent, Evan	Martin, James G.	Weinstein, Marc
Franklin, Keith	Masi, Anthony	White, Lydia
Gillon, Brendan	McCulloch, Mary Jo	Wolfson, Christina
Gonnerman, Laura	Mendelson, Morton	Zhang, Ji
Grant, Martin	Munroe-Blum, Heather	Zorychta, Edith
Grütter, Peter	Newburgh, Zach	Strople, Stephen
Harpp, David	Perrault, Hélène	(Secretary)
	Peterson, Kathryn	

REGRETS: Gillian Bartlett-Esquillant, Gregg Blachford, Dorothy Bray, James Brophy, Renzo Cecere, Roshni Chadha, Stuart Cobbett, Claudio Cuello, Michael Di Grappa, Brian Driscoll, Gordon Foote, Gerald Fried, Charles Gale, Engelbert Gayagoy, Rose Goldstein, John Gyakum, Jacques Hurtubise, Ashraf Ismail, Paul Lasko, Richard Leask, Peter Li, David Lowther, Chandra Madramootoo, Kevin McDonough, Arun Misra, Roland Nassim, Gary Pekeles, Mike Richards, Caroline Riches, Renee Sieber, Arnold Steinberg, Clare Wilkening.

SECTION I

1. Resolution on the Death of Professor Emeritus William M. Williams

The Dean of Engineering, Professor Pierre, rose and read the following death resolution, which was subsequently unanimously approved:

Bill Williams came to McGill from the Noranda Research Centre in the early 1960s and was named Chair of Metallurgical Engineering in 1966. When the Mining Engineering Department merged with Metallurgical Engineering in 1972, the Faculty asked Bill to become Chair of the combined unit, a position he held until 1980. The professors hired while he was Chair — including John Gruzleski, Rod Guthrie, Jim Finch, Phil Distin, Bill Thompson and Bill Davenport — helped the Department become the premier university Metallurgical Engineering department in Canada.

Bill commanded respect throughout the Canadian metallurgical community. He was honoured with the Metallurgical Society of Canada ALCAN award in 1976 and received the Metallurgical Society of Canada Silver Medal in 1991. He also served during the late 80s as Editor of the Canadian Metallurgical Quarterly.

Bill also had a profound influence on many generations of students; graduates such as Mike Sopko, for example, went on to senior corporate positions in industry. Bill even found summer employment for Jim Finch at Cominco back in 1974, a gesture that greatly helped Jim settle into the practice of mineral processing. Long before the co-op era, it was one of Bill's passions to find and encourage undergrads to take summer jobs, an aspect of his life as teacher and mentor that students greatly appreciated. His success at generating these jobs undoubtedly spurred the Department to create a coop program, and he continued to help the program well into the year 2000 and beyond. It was the one, key issue he chose to pursue after retiring in 1993.

A dinner was organized in Bill's honour when he left McGill — a grand affair at the Faculty Club attended by more than 100 people from the University and the wider community. Many attendees were former students. In 1999 the Department created the *W.M. Williams Scholarship* to permanently honour Bill's contributions to his Department.

Professor Williams was a true servant of McGill University and his legacy is one to which any Professor or Chair should aspire. He will be greatly missed by the academic community and the Metallurgical Engineering community in general. He was a good man. On behalf of the Department of Mining and Materials Engineering, the Faculty of Engineering, and Bill's colleagues and former students from across Canada, we send our condolences to his family.

2. Report of the Steering Committee

The report of the Steering Committee (10-11:07) was received.

Item 1. Approval of Minutes of Senate. In response to a question by Senator Wade about not naming individual Senators, the Secretary-General replied that the format of the last set of minutes is consistent with the minutes as they have been presented since November on selective naming of individuals where identification is central to understanding the question or comment. The minutes are a summary, which is different from a process verbal. Senator Wade replied that if an intervention was worth noting, so too was the name of the person making the intervention. Senator Saroyan noted that the minutes are the historical memory of the Senate and Senator Richard said that not naming senators was confusing because one cannot tell the difference between questions and answers in the document.

On motion duly proposed and seconded, Senate approved the minutes of the February 16, 2011 meeting.

Item 2. Speaking Rights. On motion duly proposed and seconded, speaking rights were granted to Professor Cynthia Weston for item IIB2 (Technological Innovation in Pedagogy); Ms. Diane Koen, Associate Director (Planning and Resources - Libraries) for item IIB3 (Presentation on Libraries and Senate Committee on Libraries Annual Report 2009-2010); and Dr. Laura Winer for item IIB4 (Report of the Academic Policy Committee).

Item 3. Degrees and Diplomas. Presented for the information of Senate.

Item 4. Confidential Session. On motion duly proposed and seconded, Senate agreed to move into Confidential Session for consideration of item IIB1 (Confidential Report of the Honorary Degrees and Convocations Committee, D10-48).

Item 5. Senate Chair for item IIB6. Senate Steering informed Senate that Professor Christopher Manfredi, Dean of the Faculty of Arts, would assume the Chair for item IIB6, the Strategic Reframing Initiative Progress Report.

3. Adoption of the Agenda

Senator Doyle asked when the report of the Workgroup on Student Consultation would be presented to Senate. The Deputy Provost (Student Life and Learning) replied that the workgroup undertook more work than originally anticipated, but that he would undertake to give a progress report at the April Senate meeting.

On motion duly proposed and seconded, the agenda was adopted.

4. Chair's Remarks

The Chair opened her remarks by speaking about the crisis in Japan, noting that McGill has a number of ties with Japan through various program areas, students, and staff. The Chair told Senate that the University has been reassured of the safety of McGill students who are participating in programs in Japan. The Chair urged students and community members touched by the events to connect with campus resources. A range of services are available to members of the McGill community, including International Student Services, Counselling Services, the McGill Chaplaincy office, and the Employee Assistance Program. The Chair noted that she and the Vice Principal (Research and International Relations), Dr. Rose Goldstein, met with the Ambassador of Japan to Canada on March 18th, to discuss how McGill and Canadian universities can be supportive to Japan, particularly in what will be a massive redevelopment effort. Like McGill's actions after Hurricane Katrina, the Chair discussed facilitating Japanese scholarship in affected regions with the Ambassador. On such example was the RIKEN-McGill relationship, in which McGill researchers were scheduled to travel to Japan in April. However, in order to keep the research progressing, McGill will likely host the Japanese researchers once again in Montreal.

The Chair expressed her surprise and disappointment with the Quebec government in relation to the University's MBA program. She noted that in a short amount of time the Desautels MBA program jumped 38 spots to 57th place in the Financial Times Global MBA rankings for 2011. Furthermore, McGill's MBA ranked extremely well for job placement – first in Canada, Top 5 in North America and top 15 in the world – with 93% of graduates having started or accepted jobs within three months after graduation. In addition to these rankings, the program has a generous student aid program, averaging \$12,000 per student next year. Despite these positive notes regarding the program, a fine was levied against the program. The University is in talks to reclassify the program as a special program comparable to other programs already in existence at many universities in Quebec. The Chair expressed her personal disappointment over the fine because moving the MBA to a self-funded model was intended to increase quality and to stop the MBA program from siphoning resources from undergraduate programs. The Chair emphasized the seriousness of the government levying a fine against a university, especially since other universities have been in violation of government regulations, but did not incur fines. The Chair concluded her remarks about the MBA by noting that the fine was levied in an arbitrary, elective, and injudicious manner.

Moving to the Provincial budget, the Chair noted that it does bring significant new annual revenue into the system, and provides a stable and predictable funding base for Quebec universities due to its multi-year planning approach. The budget moves university funding to a partnership model, in which everyone who benefits from the university system is expected to contribute. Thus, the government will increase university funding per year until 2016-17 when funding will increase by \$430 per year for the university sector; Quebec students and their families will pay an additional \$1625 per year by 2016-17 in tuition fees (\$325 per year over five years starting in 2012-13); and philanthropists and businesses will be incented to donate more through a re-designed and expanded matching fund for universities. Despite these positive moves, the Chair expressed concern about the new student aid program, which clawed back a portion of tuitions paid by students from outside Quebec, then redistributes those fees only to

students from Quebec. Furthermore, the Chair noted that McGill is one of two universities in Quebec that do not qualify for Special Mission Grants, which are awarded based on a university's importance related to distinct missions. These grants range from \$1,000,000 to \$27,000,000 per year, and McGill should qualify based on a number of different aspects of its activities and mission. This has caused the administration to reconsider its position concerning government relations, which will be reported back to Senate in future.

In response to a question by Senator Richard, the Chair informed Senate that Concordia is the other university that does not receive a Special Mission Grant.

Senator Janda expressed concern that the fine levied by the government may make the business model for the MBA program unsustainable, which will have implications for the University as a whole. He invited Dean Todd and others to open up a discussion about what to do should efforts to receive an exception for the program fail.

Senator Newburgh asked if the increases in student tuition would result in more students qualifying for student aid. The Chair noted that while the pool of money would increase, the means test for eligibility would likely remain the same.

Senator Abaki asked if the University intended to include students in the conversation regarding international tuition. The Deputy-Provost (Student Life and Learning) replied that the government regulates tuition fees for international students and typically does not consult students directly.

SECTION II

PART A – Questions and Motions by Members

None were received.

PART B – Motions and Reports from Organs of the University Government

1. Report of the Honorary Degrees and Convocations Committee (D10-48)

Senate moved into confidential session to discuss the Confidential Report of the Honorary Degrees and Convocations Committee (D10-48) (this minute is approved by the Senate Steering Committee and is not published or circulated, but is attached to the permanent minutes of Senate as Appendix "A").

2. Technological Innovation in Pedagogy (D10-43)

The Director of Teaching and Learning Services, Professor Cynthia Weston, delivered a short presentation outlined in the documentation on learning, teaching, and educational technology. The presentation outlined the difference between deep and surface learning, and what type of learning different types of technology facilitate. Professor Weston noted that the academic literature does not pronounce on whether the use of technology necessarily leads to deep learning, but rather how it is embedded in good instruction that leads to deep learning. Despite the ambiguity in the literature regarding deep learning, educational technology does provide opportunities for learning in and out of the classroom.

Dean Aitken noted that educational technology needs to be better defined since a quill or chalk can be considered educational technology. Professor Weston replied that in the current context educational technology is generally understood to mean the hardware and software used in the classroom and in our everyday lives. These include, but are not restricted to, computers, clickers, and cellphones.

Dean Grant noted that the Faculty of Science is conducting an informal study of the impacts of lecture recording, which indicates, so far, that one-third of students do not attend classes. Interestingly though, that one-third is not the same group of students throughout the semester and the study does not show a difference in the grade outcomes between students who attend classes and those that do not.

Senator Saroyan noted that we should not consider technology as an end, but more of a means to realize what our intentions are, and in order for faculty to exploit the potential of technology, they need to know what those potentials are. There should not be blanket policies that these technologies need to be adopted by every person, but instead individuals should be allowed to make those decisions based on their particular needs.

Senator Wolfson indicated that the discussion is not evidence based, and therefore senators can only give their personal views and experiences. The Provost replied that evidence based responses are important, but students are arriving on campus with an increased awareness of educational technology in their lives and on the way they learn. Students have perceptions about this technology and social psychology teaches us that if people think things are real, then they are real in their consequences. Furthermore, our professors do not tend to be well informed about the things that students are doing outside of class and our physical spaces are ill adapted for providing deep learning. In closing, he noted that McGill's programs need to be motivated by the perception and use of educational technology that students expect their professors are going to deliver.

Professor Weston noted that technology allows professors to do more outside of the class and mitigates the necessity for face-to-face interaction.

Senator Ma noted that deep learning is facilitated by lecture recording because it allows students to review lectures at their leisure. In addition, posting the notes before the class allows students

to come better prepared for the lecture. Lecture recording provides students with more venues for learning that may suit their personal learning style.

Senator Caplan said that, in his experience, the more you shift the learning out of the class, the deeper the student's learning becomes. Negatively though, the more a student does outside of the class the more correcting is required. Students who are required to do more work outside of the class produce more reports that the professor must review, thus increasing workloads. As classes get larger, the University engages more teaching assistants who are not capable of the same depth of intellectual interaction with students as a professor. Thus, the more we shift learning outside of the class, the more we must employ teaching assistants to facilitate learning due to increased workloads on professors, which may affect instruction quality. Senator Caplan suggested that undergraduate teaching should be better funded with the objective of reducing class sizes.

Senator Robaire said that technology has altered our means and approaches to communication, but we need to account for the consequences. For example, reviewing a lecture to learn every word that the Professor has said may not serve the learning objective. He noted that there has to be an education of students on how to learn what information is important, and an education of professors on how to communicate that. Senator Robaire noted that the University is not fully engaged in this technological revolution because while it accepts the tools, it does not consider the consequences. He argued that the inverted classroom will have fundamental implications on how educators are trained and how they communicate with students. Furthermore, he posited that we are only on the cusp of this revolution, which will demand many more educators as we move out of the classroom.

Senator Wade said that there is a difference between lecture recording, which is a specific tool and technology in general. He noted that we should not impose the use of technology, but instead give professors the option to use or not use these tools.

Senator Deguise noted that class recording puts a distance between professors and students, which has the potential to add to the sense of alienation that students perceive to the University.

Senator Zorychta said that as fewer students attend class, the interactive component of the learning process diminishes. Furthermore, deep learning can be a personal choice and McGill has all the facilities to enable students in the regard. She noted though that technology such as web CT gives students alternative methods to discuss material, which facilitates information sharing.

Dean Levin told Senate that the University must be involved in the development of educational technology. He spoke about tools in cyberspace that use imbedded artificial intelligence to help students and faculty to assess the validity of data. He said that the environments created by some of our sister schools to facilitate deep medical education are quite extraordinary and far beyond merely recording lectures. He indicated that he looks forward to participating in these initiatives here in a significant way.

Senator Dudek noted that the use of technology might lead to faculty and students dedicating inordinate amounts of unscheduled or unallocated time to classes, and thus losing the ability to balance their lives.

Senator Barney noted that technology should be adapted to professors' and students' needs and not the other way around.

Senator Cutler noted that the Faculty of Education has many resources concerning educational technology and its uses in the classroom, and professors should consult them.

Senator Possian said that most classes facilitate surface learning and there seems to be a lack of pedagogical training for professors. Furthermore, she noted that technology makes information readily available, which will invariably change the role of the professor.

Senator Janda noted that technologies such as social networking, which were developed at universities, are reconstructing the way university spaces are defined and perceived by students and instructors. He noted that the exploration of technology itself should be a learning objective.

3. Presentation on Libraries and Senate Committee on Libraries Annual Report 2009-2010 (D10-49)

The Trenholme Dean of Libraries, Professor Colleen Cook, delivered a presentation on the Libraries based on D10-49. She noted a number of challenges facing libraries, including limited resources and space, and growth in the number of serials. Professor Cook presented survey results that demonstrated the differing priorities between student groups and professors regarding libraries. Presented as a word cloud, priorities varied from an emphasis on library spaces at the undergraduate level, books and staff at the graduate level, and books and journals among faculty. Regarding journals, Professor Cook noted that the libraries have improved since 2002 in their ability to meet the expectations of students and staff. This improvement has boosted McGill above the Association of Research Libraries' minimum expectations in a survey that asked faculty if the libraries carried print and/or electronic journal collections needed to do their work.

In response to a Senator's question regarding improving access to journals, Dean Cook noted that Canada is in a good position because it has access to electronic journals, which are facilitated through national rather than single institution licences. She noted that the faculty reward system that requires professors to publish in certain journals presents problems for libraries due to the increased costs of those journals.

4. 427th Report of the Academic Policy Committee (D10-53)

On invitation of the Provost, the Associate Director (Teaching and Learning Services), Dr, Laura Winer, presented proposed changes to the Policy on Official End-of-term Course Evaluations. Substantive changes to the policy included:

- All questionnaires are to give teaching assistants the opportunity to be evaluated, and
- Any department that wants to, may extend the course evaluation period to the end of the exam period.

Senator Deguise told Senate that these evaluations would be an important and useful tool for teaching assistants to build their teaching portfolio.

Senator Hobbins suggested that the name of the Policy be changed on pages eight and nine to reflect the new name of the Policy. The Provost accepted the suggested change as a friendly amendment.

Senator Robaire asked if there were any substantive changes in the evaluation results depending on when during the evaluation period they were administered. The Associate Director (Teaching and Learning Services) noted that appendix four of the report provided data, which reflects no systematic differences between those that filled out the evaluations before or after they had completed their exams.

Senator Doyle spoke in support of the Policy, but noted that the final exam should be included in the evaluation because if that exam does not reflect what the students learned, then that information needs to be relayed to the professor.

On a motion duly proposed and seconded, Senate approved the proposed revisions to the Policy on Official End-of-term Course Evaluations.

5. Strategic Enrolment Management Plan (D10-50)

The Deputy Provost (Student Life and Learning) presented the strategic imperatives of the Strategic Enrolment Management (SEM) plan for endorsement by Senate. He noted that these imperatives would guide the University as its enrolment management plan and actions evolve over time. The imperatives once endorsed would be translated down to the local level, where specific enrolment practices may vary.

Senators were generally concerned that endorsing these imperatives would also imply an approval of the SEM plan. Senators were concerned about the means by which the University would implement those imperatives. The Deputy Provost (Student Life and Learning) replied that an endorsement of the principles was not an approval of the SEM plan.

Senator Janda said that it would be hard for Senate to monitor the outcome of endorsing the strategic imperatives. He suggested that Senate would be more comfortable endorsing the strategic imperatives if Senate could monitor their implementation.

Senator Abaki said that he expressed reservations about the SEM plan during the consultation process and thought that the strategic imperatives need more elaboration.

Senator Doyle noted that he voiced a concern at Academic Policy Committee that imperative six was about increasing tuition, and voting in favour of these imperatives does not provide the opportunity for students to object to increasing tuition.

The Provost replied that the actual implementation of the SEM plan will be administrative and the strategic imperatives will guide the Administration in their decisions. Furthermore, Senate and the Board of Governors will hold the Administration accountable if it deviates from these imperatives.

Senator Robaire asked if the SEM plan would be presented to Senate. The Deputy Provost (Student Life and Learning) replied that the annual enrolment report could include information that allows Senate to monitor the implementation of the strategic imperatives. He noted, however, that it would be impractical and perhaps impossible to present a report that would capture the whole range of issues that the SEM plan touches. The Provost suggested that a number of reports could be consolidated and brought back to Senate periodically to show how the SEM objectives are being achieved.

On a motion duly proposed and seconded, Senate endorsed the strategic imperatives of the Strategic Enrolment Management plan by a majority vote.

6. Strategic Reframing Initiative Progress Report (D10-51)

Professor Christopher Manfredi, the Dean of Arts, assumed the chair.

The Principal presented the Strategic Reframing Initiative (SRI) Progress Report, reminding Senate that this was discussed at the November Senate meeting. The Principal noted that the SRI is not intended to propose new direction or mandates for the University. The objectives laid out in McGill's various plans form an integrated and enduring blueprint of institutional priorities and plans. These include the Principal's Task Force on Student Life and Learning, the Task Force on Diversity, Excellence and Community Engagement, the Strategic Academic Plan, Campaign McGill, and the Master Plan. The Principal noted that in recent years McGill has fallen behind in its traditional areas of strength, notably in per capita research dollars. The SRI is intended to provide McGill with a methodology and guide to ensure that, on an accelerated timeline, McGill achieves the goals that it has set for itself.

The work of the SRI has been carried out with five working groups reporting to a steering committee. Each has been given the task of advancing McGill's thinking and proposing actions in specific domains, which include cost efficiencies, enrolment mix, transformative research and

innovation, philanthropy, and performance enhancement. The Principal noted that through these working groups the University learned how to do better project management that reduces circularity and garners results more quickly. The process involved identifying the specific domains mentioned, then engaging in university wide fact finding, and benchmarking against peer universities. The work that has taken place over the previous months will result in the identification of thirty projects that, once implemented, should result in more and better services and support with less bureaucracy.

Senator Richard asked if the performance group was examining the issue of performance and merit, and whether or not the current salary incentives in the merit system actually lead to better performance. The Principal replied that the performance group is not looking at merit in the salary merit sense.

Senator Caplan asked if some of the projects under the performance enhancement group have been approved to proceed. The Principal replied that the performance enhancement group is looking at the various thematic groups and how they interact with each other. Its goal is to make sure that in each area, the University is doing what it is saying that it is doing.

Senator Piper asked if there were any projects in place or being planned to increase international collaborations. The Principal replied that there are projects being developed through the Vice-Principal (Research and International Relations) to develop international partnerships in areas of strength. She noted that McGill will be trying to engage with international non-governmental organizations and corporations.

Senator Robaire asked for a list of projects that have been approved so that the community can engage with them. The Principal replied that as projects are approved they will be posted on the SRI website.

Senator Abaki asked if there will be a detailed enrolment planning exercise for the next five years so that faculties can better plan their resources. The Principal replied that enrolment is not a science and prone to many exigencies that make precise planning unattainable.

The Principal resumed the chair.

7. Budget Considerations II (D10-52)

The Provost presented the Budget Consideration II report, noting his role as the Provost is to align the allocation of resources with the academic priorities of the University. The Provost spoke about the University's strategic objectives, and then explained how the move to Generally Accepted Accounting Procedures has affected the format of the budget.

The current economic realities in Quebec have resulted in a \$19 million deficit should the University proceed as it has in past years. He noted a number of contributing factors to the deficit, including additional contributions to the pension fund, reduced payouts from the endowment funds, and setting aside funds for research competitions. In order to reduce the

projected deficit before presentation to the Board of Governors, the Provost noted a number of cost-cutting measures. These included increasing undergraduate enrolment, a 2.5 percent budget cut across most operating units, and implementing SRI cost efficiencies. These measures will result in a reduction of the budget deficit presented to the Board of Governors to \$6 million.

The Provost noted that the budget presented by the provincial government did not result in significant increases in University revenue because claw backs on the MELS operating grants offset new moneys in the form of tuition.

Senator Deguise asked what the result of the 2.5 percent cut would be at the unit level. The Provost replied that the budget is planned at the faculty level, and each faculty will decide how to implement it at the departmental or unit level.

Senator Wade asked what the prior feedback from the Board of Governors was concerning the budget. The Provost answered that the Board of Governors has been briefed to expect a budget with a \$6 million deficit, but the actual budget still needs to be approved.

Senator Saroyan asked whether the fine regarding the MBA program is related to the deferral of salary adjustments per faculty. The Provost answered that the implications of the fine are unknown and will not be reflected in the budget until 2012-2013.

8. Academic Calendar of Dates 2011-2012 (D10-54)

The Deputy Provost (Student Life and Learning) presented the proposed changes to the Academic Calendar of Dates for 2011-2012. The revisions include lengthening the holiday break to allow students more travel time and professors more time to mark December examinations. In order to facilitate this longer break, classes will start one week later than originally planned. The final examination period has been compressed by scheduling exams during the evenings.

On a motion duly proposed and seconded, Senate approved the revisions to the Academic Calendar of Dates for 2011-2012 (D10-54).

9. Report of the Senate Nominating Committee (D10-55)

The Provost presented the report for approval.

On a motion duly proposed and seconded, Senate approved appointments to University Tenure Committees and University Tenure Committees for Recruitment as recommended in the Report of the Senate Nominating Committee (D10-55).

10. Report of the Board of Governors to Senate (D10-56)

The Secretary-General presented the report of the Board of Governors to Senate for information. There were no questions or comments.

3. Other Business

There being no other business to deal with at the meeting, on motion duly proposed and seconded, the meeting adjourned at 6:10 p.m.

END

The complete documents, including presentations at Senate, are kept as part of the official minutes.