

SENATE AGENDA

Friday, December 9, 2016

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 11, 2016
3. BUSINESS ARISING FROM THE MINUTES
4. READING and DISPOSING of COMMUNICATIONS
5. QUESTION PERIOD
6. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

**SENATE EXECUTIVE COMMITTEE**

MOTION 1: That the Report of the Senate Executive Committee dated December 2, 2016 be received.

**UNDERGRADUATE STUDIES COMMITTEE**

- **October 25, 2016 Report**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated October 25, 2016 be received.

**FACULTY OF ARTS AND SCIENCE**

**Biology/Philosophy**

MOTION 2: That Senate approve the removal of the anti-requisite from each of PHIL 2716: Bioethics and BIOL 3557: Genetics and Society: Our Genes, Our Choices.

**Computer Science and Mathematics**

MOTION 3: That Senate approve the course title for COSC 1901 from Computer Applications for Digital Scholarship to New Media Tools and update the course description as follows:

New Course Title: New Media Tools

New Course Description:

In this course, students examine New Media, its core concepts and application to research. Students encounter aspects of digital literacy necessary to support the creation of broadly distributed digital resources. They also gain experience using contemporary tools in this process. Emphasis is placed on the demand for information delivery, using diverse media formats, across multiple operating platforms and digital devices. Students further their grasp of course topics through a series of related lab activities.

Old Course Title: Computer Applications for Digital ScholarshipOld Course Description:

This course examines core concepts and applications for digital scholarship. A primary focus is the creation of easily distributed, text-based digital resources. Context for such distribution is the Web, thus students are required to design and code suitable, standards-based documents using X/HTML and CSS. Extracting information from data will be explored through a number of important concepts in structured problem solving, database management and programming.

MOTION 4: That Senate approve the course title for COSC 1902 from Scripting Applications for Digital Scholarship to Coding Techniques and update the course description as follows:

New Course Title: Coding TechniquesNew Course Description:

In the evolving world of new media, it is important that students extract information and meaning from large amounts of data. Students learn how to develop and apply programming skills in support of this objective. They also develop coding literacy skills to create interactive websites, read and explain the code structures and query data sources. Through a series of labs, students engage in hands-on activities that support critical course topics.

Old Course Title: Scripting Applications for Digital ScholarshipOld Course Description:

A logical extension of COSC1901 is the addition of website functionality through scripting. To this end, students acquire a useful set of skills by learning to program with JavaScript. Topics include program structure, data types, sequential, conditional and iterative constructs as well as coding, testing and debugging. Application of these skills are accomplished, in part, by creating simple web applications.

**Gender Equality and Social Justice**

MOTION 5: That Senate approve that GEND 1025: Introduction to Gender, Equality and Social Justice and GEND 1006: Introduction to Gender, Power and Justice be listed as anti-requisite.

**History**

MOTION 6: That Senate approve the minor modification to the description of hours in HIST 3705: The Holocaust: Nazi Germany, World War II and the Genocide of European Jews from "two hours of lecture and one hour of seminar per week" to "three hours of lecture per week."

**SCHULICH SCHOOL OF EDUCATION**

- MOTION 7: That Senate approve that 1 week of practicum be added to EDUC 4714 Practicum I.
- MOTION 8: That Senate approve the removal of the J/I curriculum course requirement for I/S teacher candidates and replace with a course from the elective list.
- MOTION 9: That Senate approve that HIST 3947 Sport and Spectacle in Modern Society be cross-coded as PHED 3947 Sport and Spectacle in Modern Society (see attached descriptive data).

- **November 8, 2016 Report**

- MOTION 1: That the Report of the Undergraduate Studies Committee, dated November 8, 2016 be received.

**FACULTY OF APPLIED AND PROFESSIONAL STUDIES****School of Business**

- MOTION 2: That Senate approve that ACCT 2106 and ACCT 2107 be added as prerequisites for ACCT 4827 Auditing.

**Social Welfare***Non-Substantive*

## SWLF 3296

- (a) Change the course name of SWLF 3296 ...

*From:* Globalization and the Welfare State

*To:* Globalization and Social Inequalities

- (b) Change the beginning of the course description ...

*From:* This course focuses on the welfare state in the era of globalization. It examines the different levels of social development and inequality in advanced capitalist societies.

*To:* This course surveys social development and inequality in advanced capitalist societies.

- MOTION 3: That Senate approve the addition of SWLF 3426: Race, Ethnicity, and Social Welfare.
- MOTION 4: That Senate approve the revision of the course name, course description, and learning outcomes for SWLF 3307 (Comparative Social Development).
- MOTION 5: That Senate approve the revision of the course description and learning outcomes for SWLF 3266 (Religion and Social Welfare).
- MOTION 6: That Senate approve that the prerequisites for SWLF 2006 (Ideology and Social Welfare), SWLF 2007 (Poverty and Social Policy in Canada), SWLF 2995 (Community Service-learning for Social Development), SWLF 3006 (Social and Economic Justice), and SWLF 3007 (History of Social Welfare) be changed from "SWLF 1005 or SWLF 1006" to "Any 24 credits completed."
- MOTION 7: That Senate approve that the prerequisites for SWLF 4006 (Social Development) and SWLF 4007 (Honours Seminar) be changed from "Restricted to students in

the third or fourth year of the Honours Specialization program in Social Welfare and Social Development” to “Restricted to students in any Honours program with 84 credits completed.”

MOTION 8: That Senate approve the addition of the following courses as cross-listed courses in Social Welfare and Social Development:

<b>Course</b>	<b>Title</b>	<b>Prerequisite</b>	<b>Modified sentence in course description</b>
CHFS 2216	Children’s Rights	Any course listed in Child and Family Studies	This course may be credited towards Social Welfare and Social Development.
CHFS 3105	Child Welfare: Critical Reflections	Any 24 credits completed	This course may be credited towards Social Welfare and Social Development.
CHFS 3106	Youth and Social Justice	Any 24 credits completed	This course may be credited towards Social Welfare and Social Development.
CHFS 3216	Caregivers and the Welfare of Children and Families	No prerequisite	This course may be credited towards Social Welfare and Social Development.
GEND 2516	Race, Law, and Violence	Any 18 credits completed	This course may be credited towards Social Welfare and Social Development.
INTD 2005	Introduction to Interdisciplinary Analysis	Any 18 credits completed	This course may be credited towards Social Welfare and Social Development.
UNIV 3006	Experiential Learning for Arts and Science Students	Students must be in their third or fourth year of study and are completing a BA, BFA, or BSc degree and must have a 75% overall average to enroll.	This course may be credited towards Social Welfare and Social Development.

## **FACULTY OF ARTS AND SCIENCE**

### **Gender Equality and Social Justice**

MOTION 9: That Senate approve that the new course GEND 3076: Reality TV and the Politics of Difference be added to the Nipissing University Calendar under Gender Equality and Social Justice.

**University Success**

MOTION 10: That Senate approve that the prerequisite for UNIV 3006: Experiential Learning for Arts and Science Students to include the following sentence: *This course may be credited towards a student's program of study with the approval of the academic unit.*

**POLICY**

MOTION 11: That Senate approve that the Proof of Proficiency in English policy modification be approved.

**PLANNING AND PRIORITIES COMMITTEE**

MOTION 1: That the Report of the Planning and Priorities Committee dated November 25, 2016, be received.

7. **OTHER BUSINESS**

- Presentation by Len Gamache (Role of University Advancement)
- Presentation by Jamie Graham (Funding Framework and SMA)
- Report on Senate Reform Survey
- Report from the Honorary Degrees Subcommittee

MOTION 1: That Senate move into an in-camera session.

MOTION 2: That Senate move out of the in-camera session.

8. **AMENDMENT of BY-LAWS**

MOTION 1: That Senate approve that Article 9.6 Technology & Infrastructure Committee (T&I) be amended to read:

9.6 Technology & Infrastructure Committee (T&I)

(a) *Ex Officio* Members:

- (i) the Vice-President **responsible for Finance and Administration (non-voting)-or designate (non-voting); and**
- (ii) the Executive Director, Library Services, or designate;
- (iii) the Director of Technology Services, or designate.**

(b) Members Elected by Faculty Council:

- (i) one (1) faculty Senator or non-Senator from each faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
- (ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
- (iii) two (2) student representatives from any Faculty.

(c) Terms of Reference:

- (i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure

- includes both academic physical resources and human resources in academic support areas), and to make recommendations to Senate;
- (ii) to provide advice and priority-setting assistance to the ~~VPFA~~ADMIN regarding:
    - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
    - 2) the need for, and design of, new or renovated teaching, learning and research space;
    - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
    - 4) the allocation of the annual budgets in technology and academic infrastructure areas;
  - ~~(iii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;~~
  - ~~(iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and~~
  - ~~(v)(iii)~~ to deal with such other matters as may be assigned from time to time by Senate.

MOTION 2: That Senate approve that Article 10.2 Research Council (RC) Technology & Infrastructure Committee (T&I) be amended to read:

#### Article 10.2 Research Council (RC)

##### (a) Membership:

##### Voting Members

- (i) the ~~Academic Deans of each Faculty~~; including **The Dean of Graduate Studies and Research who shall be chair**
- (ii) Six (6) Faculty members, elected by Senate for a minimum two (2) year term, to include: one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC and 1 SSHRC, and two (2) remaining faculty; and **one (1) Canada Research Chair or Indigenous Education Chair.**
- (iii) One (1) student representative from a Graduate program

##### Non-voting Members

- (iv) Provost and Vice-President Academic and Research;
- (v) ~~Assistant Vice President Research and Graduate Studies~~; and
- (vi) Executive Director of Library Services, or delegate.

##### Resource Persons:

~~Persons who may be invited to provide information or participate in a meeting at the request of the Research Council:~~

- ~~(i) Chair of the Research Ethics Board~~
- ~~(ii) Chair of the Animal Care Committee~~
- ~~(iii) Vice President, Operations or his/her delegate responsible for Technology services research support~~
- ~~(iv) Executive Director of External Relations and Advancement or his/her delegate, preferably the Manager of Integrated Marketing Communication~~
- ~~(v) Executive Director of the Office of Aboriginal Initiatives or his/her delegate~~
- ~~(vi) Technology Transfer & Business Innovation (research partnerships)~~
- ~~(vii) Manager, Environmental Health and Safety~~

**Rationale:****Membership (Page 26):**

The RC terms of reference (TOR) includes one (1) Research Chair which is absent from the Bylaw. The Dean of Graduate Studies and Research position has been created to replace the Assistant Vice-President Research and Graduate Studies position.

**Resource Persons:**

These positions no longer exist:

Vice-President, Operations or his/her delegate  
Executive Director of External Relations and Advancement or his/her delegate  
the Manager of Integrated Marketing Communication  
Executive Director of the Office of Aboriginal Initiatives or his/her delegate  
Technology Transfer & Business Innovation (research partnerships)

The list of resource persons should be struck from the article. A new list of relevant resource persons can be included in the updated terms of reference document. Such a list is not included in any other membership article of the By-Laws.

9. **ELECTIONS**10. **REPORTS FROM OTHER BODIES**

- A. (1) Board of Governors
- (2) Alumni Advisory Board
- (3) Council of Ontario Universities (Academic Colleague)
  
- B. Reports from Senate members participating on other university-related committees

11. **NEW BUSINESS**12. **ANNOUNCEMENTS**

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science
- (e) Dean of Education
- (f) Student Representative
- (g) Others

13. **ADJOURNMENT**

NIPISSING UNIVERSITY  
SENATE EXECUTIVE COMMITTEE  
(Electronic Meeting)

December 2, 2016

There was an electronic meeting of the Senate Executive Committee on Friday, December 2, 2016

Present: M. DeGagné (chair), H. d'Entremont, J. McAuliffe, C. Richardson, M. Tuncali, R. Vanderlee, B. Hatt,  
L. Frost, J. Andrews, K. McCullough

The purpose of this meeting was to set the agenda for the December 9, 2016 Senate meeting.

The By-Laws and Elections Subcommittee Report dated November 23, 2016 was received. The Report and Survey Results of the Ad Hoc Subcommittee on Senate Reform were discussed at the November 23, 2016 meeting of the By-Laws and Elections Subcommittee. The report will be discussed under Other Business at the December 2016 Senate meeting.

MOTION 1: Moved by H. d'Entremont, seconded by Carole Richardson that the Report of the By-Laws and Elections Subcommittee dated November 23, 2016 be received.

Fourteen names were approved by the Honorary Degrees Subcommittee and will be added to the list for honorary degree consideration. This report will be heard at an in-camera session under Other Business at the December 2016 Senate meeting.

MOTION 2: Moved by C. Richardson, seconded by H. d'Entremont that the Report from the Honorary Degrees Subcommittee dated November 28, 2016 be received.

Respectfully submitted,

*Original signed by:*

M. DeGagné  
Chair  
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated December 2, 2016.



## **Nipissing University**

### **Report of the By-Laws and Elections Subcommittee**

November 23, 2016

There was a meeting of the By-Laws and Elections Subcommittee on Wednesday, November 23, 2016 at 1:00 p.m. in F307.

Present: B. Hatt, H. d'Entremont, D. Davis, J. McIntosh, D. Tabachnick, R. Vernescu, S. Lamorea, S. Landriault (Recording Secretary, n-v)

Regrets: J. Dempster

The By-Laws and Elections Subcommittee Report dated October 26, 2016 was reviewed and approved.

The By-Laws and Elections Subcommittee Agenda dated November 23, 2016 was approved.

The amendment of By-Laws including changes to the Ex-officio membership and the removal of all references to the Associate Vice President Academic Studies and Vice President Administration were approved at the November 11, 2016 Senate meeting. The Notices of Motion from the By-Laws and Elections Subcommittee Report dated October 26, 2016, including amendments to the Ex-officio membership of the Technology & Infrastructure Committee and the Research Council were included in the November 11, 2016 Senate Agenda. The amendments will be included in the December 9, 2016 Senate Agenda.

A request from NUSU to have the NUSU VP Finance and APS student Senator, Markus Hawco, fill the vacant APS student positions on Senate Subcommittees and Committees was discussed. Mr. Hawco is a voting member of Senate. Presently, there are several APS and Graduate student vacancies on Senate Committees and Subcommittees. The Provost advised that if the student vacancies are not filled by election or by-election NUSU may have to look at changing their By-Laws. By-Laws and Elections Subcommittee members were in favour of allowing Mr. Hawco to represent the vacant APS student positions.

As per the motion put forward at the November 11, 2016 Senate meeting that the Report of the Special Governance Commission (SGC) – Collegial Governance at Nipissing University: Shared Challenges and Responsibilities be referred to the By-Laws and Elections Subcommittee. The Report was received and discussed and will be carried forward for further discussion at the next By-Laws and Elections Subcommittee meeting.

The Report and Survey Results of the Ad Hoc Subcommittee on Senate Reform was discussed. Senate Executive advised that the identification of faculty, departments and individuals be removed before the report is forwarded on to Senate. Dr. Tabachnick agreed to review the report and redact any identifying information. The Chair of the By-Laws and Elections Subcommittee will then forward the Report to Senate Executive.

A discussion took place regarding a request for the recording of verbatim minutes during Question Period. The Chair advised that in the case during the October Senate meeting, the question asked required the action of the Board of Governors which was outside the purview of Senate and the Senate Minutes reflected the requested action of the Board of Governors.

USC membership and review of the suggested revisions from the October 13, 2016 meeting between the Chair of the By-Laws and Elections Subcommittee and the Provost will be brought forward on the agenda for the next meeting.

The next meeting of the By-Laws and Elections Subcommittee will be held on December 8 at 1:00 p.m. in meeting room F307.

Respectfully submitted,  
*Original signed by:*

Blaine E. Hatt  
Chair  
By-Laws and Elections Subcommittee

MOTION 1: That Senate Executive receive the Report of the By-Laws and Elections Subcommittee dated November 23, 2016.

**Report of the  
Undergraduate Studies Committee**

**October 25, 2016**

The meeting of the **Undergraduate Studies Committee** was held on Tuesday, October 25, 2016, at 10:30 am in F214. The following members attended:

Harley d'Entremont (Chair)  
Rick Vanderlee  
Roxana Vernescu  
Jordan Dempster

Murat Tuncali  
Jamie Graham  
Richard Wenghofer

Carole Richardson  
Daniel Jarvis  
Anne Wagner

Jane Hughes, Recording Secretary

**Absent with Regrets:** Mumbi Kariuki, Tony Parkes, Sydney Lamorea

**Guests:** Crystal Pigeau, Pavlina Radia

**Subcommittee Report:**

***Undergraduate Standing and Petitions Subcommittee***

The Report of the Undergraduate Standing and Petitions Subcommittee dated: October 3, 2016 was received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Arts and Science and the Schulich School of Education. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,



Dr. Harley d'Entremont  
Provost and Vice-President, Academic and Research

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated October 25, 2016.

## 1. FACULTY OF ARTS AND SCIENCE

### Biology/Philosophy

MOTION 2: That Senate approve the removal of the anti-requisite from each of  
PHIL 2716: Bioethics and BIOL 3557: Genetics and Society: Our Genes, Our Choices.

### Computer Science and Mathematics

MOTION 3: That Senate approve the course title for COSC 1901 from Computer Applications for Digital Scholarship to New Media Tools and update the course description as follows:

New Course Title: New Media Tools

New Course Description:

In this course, students examine New Media, its core concepts and application to research. Students encounter aspects of digital literacy necessary to support the creation of broadly distributed digital resources. They also gain experience using contemporary tools in this process. Emphasis is placed on the demand for information delivery, using diverse media formats, across multiple operating platforms and digital devices. Students further their grasp of course topics through a series of related lab activities.

Old Course Title: Computer Applications for Digital Scholarship

Old Course Description:

This course examines core concepts and applications for digital scholarship. A primary focus is the creation of easily distributed, text-based digital resources. Context for such distribution is the Web, thus students are required to design and code suitable, standards-based documents using X/HTML and CSS. Extracting information from data will be explored through a number of important concepts in structured problem solving, database management and programming.

MOTION 4: That Senate approve the course title for COSC 1902 from Scripting Applications for Digital Scholarship to Coding Techniques and update the course description as follows:

New Course Title: Coding Techniques

New Course Description:

In the evolving world of new media, it is important that students extract information and meaning from large amounts of data. Students learn how to develop and apply programming skills in support of this objective. They also develop coding literacy skills to create interactive websites, read and explain the code structures and query data sources. Through a series of labs, students engage in hands-on activities that support critical course topics.

Old Course Title: Scripting Applications for Digital Scholarship

Old Course Description:

A logical extension of COSC1901 is the addition of website functionality through scripting. To this end, students acquire a useful set of skills by learning to program with JavaScript. Topics include program structure, data types, sequential, conditional and iterative constructs as well as coding, testing and debugging. Application of these skills are accomplished, in part, by creating simple web applications.

**Gender Equality and Social Justice**

MOTION 5: That Senate approve that GEND 1025: Introduction to Gender, Equality and Social Justice and GEND 1006: Introduction to Gender, Power and Justice be listed as anti-requisite.

**History**

MOTION 6: That Senate approve the minor modification to the description of hours in HIST 3705: The Holocaust: Nazi Germany, World War II and the Genocide of European Jews from "two hours of lecture and one hour of seminar per week" to "three hours of lecture per week."

**2. SCHULICH SCHOOL OF EDUCATION**

MOTION 7: That Senate approve that 1 week of practicum be added to EDUC 4714 Practicum I.

MOTION 8: That Senate approve the removal of the J/I curriculum course requirement for I/S teacher candidates and replace with a course from the elective list.

MOTION 9: That Senate approve that HIST 3947 Sport and Spectacle in Modern Society be cross-coded as PHED 3947 Sport and Spectacle in Modern Society (see attached descriptive data).

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SUPPORTING DOCUMENTATION



**Report of the  
Undergraduate Standing & Petitions Subcommittee**

**October 3, 2016**

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Monday, October 3, 2016.

**PRESENT:** Jamie Graham, Carole Richardson, Pavlina Radia, Logan Hoehn, Sydney Lamorea, Jordan Dempster

**ABSENT WITH REGRETS:** Rick Vanderlee, John Vitale, Karey McCullough

**GUESTS:** Crystal Pigeau, Heather Brown, Ken McLellan

1. Petitions Heard: 4

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	0	0
Late Withdrawal	2	0
Degree Requirements Waived/Altered	1	0

Deferred: 1

Respectfully Submitted,

A handwritten signature in cursive script that reads 'Jamie Graham'.

Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION 1:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated October 3, 2016 be received.

Proposal for Minor Modifications to PHIL 2716 and BIOL 3557

PHIL 2716 and BIOL 3557 are currently listed in the Academic Calendar as anti-requisites. It is the view of the Instructors of each of these courses that there is insufficient overlap in the content of the courses to justify the anti-requisite designation. While BIOL 3557, as the title ("Genetics and Society") suggests, focuses primarily on questions of genetic technologies, PHIL 2716 ("Bioethics") deals in addition with questions of euthanasia, consent, dementia and autonomy, and distributive justice in healthcare. These are all important topics generally, and especially for students interested in medical school; there are no grounds for prohibiting students of PHIL 2716 from gaining more advanced experience dealing with specifically genetic issues, nor for preventing students of BIOL 3557 from exploring a range of ethical issues in healthcare that are unrelated to genetic science. Further, the material which may be perceived to overlap between the courses is approached from complementary perspectives.

Indeed, since PHIL 2716 has been introduced, several students have expressed an interest in one of these courses despite having already taken the other. In Fall 2015, several students were permitted by Webadvisor to enroll in PHIL 2716 despite having received credit for BIOL 3557 and then had to drop the course upon discovering the anti-requisite designation.

Motion: That USC recommend to Senate the removal of the Anti-Requisite from each of PHIL 2716 and BIOL 3557

David Bonnan, Philosophy

Tony Parkes, Biology

A handwritten signature in black ink, appearing to read "Tony Parkes". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Memo To:** The Faculty of Arts and Science Academic Regulations and Curriculum Committee (ARCC)

**Memo From:** Dr. Tzvetalin S. Vassilev, Chair, Department of Comp. Science and Mathematics

**Re:** Changing the course names and descriptions of COSC 1901 and COSC 1902

**Date:** February 26, 2016

**Motion:**

**To change the course names and the course descriptions of COSC 1901 and COSC 1902 as per the following**

### **Rationale**

These courses have undergone two minor revisions since 2003. The current proposals have been undertaken to reflect the following:

- Much research is conducted exclusively in the digital domain.
- Collaboration among researchers is an expected activity – even at great distances.
- A diverse range of digital devices and platforms are being used by researchers.
- Cloud computing has gained broad acceptance as research becomes a 24/7 activity.
- There is increasing demand for research results to appear in a range of media formats.
- Research results require an awareness of structure as they too become part of big data.

Proposed changes, along with existing descriptions, appear below.

**New Name:**

**COSC 1901 – New Media Tools for Researchers**

**Old Name:**

**COSC 1901 – Computer Applications for Digital Scholarship**

### **New Description:**

This course examines New Media, its core concepts and application to research. Students encounter aspects of digital literacy necessary to support the creation of broadly distributed digital resources. They will also gain experience using contemporary tools in this process. Emphasis is placed on the demand for information delivery, using diverse media formats, across multiple operating platforms and digital devices. Students will further their grasp of course topics through a series of related lab activities.

### **Old Description:**

This course examines core concepts and applications for digital scholarship. A primary focus is the creation of easily distributed, text-based digital resources. Context for such distribution is the Web, thus students are required to design and code suitable, standards-based documents using X/HTML and CSS. Extracting information from data will be explored through a number of important concepts in structured problem solving, database management and programming.



**New Name:**

**COSC 1902 – Coding Techniques for Researchers**

**Old Name:**

**COSC 1902 – Scripting Applications for Digital Scholarship**

New Description:

In the evolving world of new media, it is important that students extract information and meaning from large amounts of data. Students learn how to develop and apply programming skills in support of this objective. They also develop coding literacy skills to create interactive websites, read and explain the code structures and query data sources. Through a series of labs students, engage in hands-on activities that support critical course topics.

Old Description:

A logical extension of COSC1901 is the addition of website functionality through scripting. To this end, students acquire a useful set of skills by learning to program with JavaScript. Topics include program structure, data types, sequential, conditional and iterative constructs as well as coding, testing and debugging. Application of these skills are accomplished, in part, by creating simple web applications.

## Gender Equality and Social Justice

**MOTION: That GEND 1025 be listed as an anti-requisite for GEND 1006.**

Rationale: GESJ's introductory course was originally a 6-credit course. We have since changed this to a 3-credits course (GEND 1006), but there is considerable overlap in content. GEND 1006 uses many of the same readings and assignments as GEND 1025.

That the History department approves the minor modification to the description of hours in Hist 3705 from "two hours of lecture and one hour of seminar per week" to "three hours of lecture per week."

From: Schulich School of Education Faculty Council  
To: Undergraduate Studies Committee  
Date: October 18, 2016

1. **Motion 1:** That the Undergraduate Studies Committee recommends to Senate that 1 week of practicum be added to EDUC 4714 Practicum I.

**Rationale:** This will increase Practicum 1 in Year 1 from 6 weeks to 7 weeks. The Fall Term will be changing to 9 weeks of classes to align it with two other semesters. This enables us to add the additional week of Practicum to ensure that we meet OCT requirements of 80 days despite illnesses, snow days, etc. Up to 50% instructional responsibilities would be assigned during this week, thus giving teacher candidates more opportunity to teach their first lessons in the fall semester of Year 1. Additionally, this extra week would have no impact on a nine-week semester for academic classes.

2. **Motion 2:** That the Undergraduate Studies Committee recommends to Senate to remove the J/I curriculum course requirement for I/S teacher candidates and replace with an elective course.

**Rationale:** To fulfill the J/I curriculum course requirements, we had to choose one J/I curriculum course as there are none being offered that term. It would be preferable to offer an elective course that relates to specific needs for I/S teacher candidates.

Note: preferable to offer Special Topics and focus on the intermediate learner.

3. **Motion 3:** That the Undergraduate Studies Committee recommends to Senate that HIST 3947 Sport and Spectacle in Modern Society be cross-coded as PHED 3947 Sport and Spectacle in Modern Society (see attached descriptive data).

**Rationale:** Current BPHE program requirements include the requirement that students complete three credits (one course) from the following courses: PHED-4046: Contemporary Issues in Sport and Physical Activity; PHED-3946: History of Sport in Canada (Cross-Coded with HIST-3946); CLASS-2206: Sport and Recreation in the Classical World; HIST-3947: Sport and Spectacle in Modern Society; and ENGL-1000: Special Topics course titled: Sport in Literature and Film.

As was previously done with HIST-3946 and PHED-3946, the Cross-Coding of HIST-3947 with PHED-3947 will allow students in the BPHE program to choose whether this course counts as 3.0 PHED elective credits or as 3.0 HIST elective credits and therefore provide more flexibility in course selection.

**MOTION:** That the Undergraduate Studies Committee recommends to Senate that HIST 3947 Sport and Spectacle in Modern Society be cross-coded as PHED 3947 Sport and Spectacle in Modern Society.

**A) Descriptive Data:**

Course Code	PHED 3947
Course Title	Sport and Spectacle in Modern Society
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description	The course examines the history of sport and popular spectacles in modern society. It offers an exploration of the development of modern leisure, but also considers the cultural and social meaning of various types of recreation and entertainment, which may include sporting events at the local, national and international level, world fairs, and political celebrations.
Course Prerequisite	Third or Fourth Year Standing in the BPHE Program
Course Corequisite	None
Antirequisite	HIST-3947
Restriction	<a href="#">Click here to enter Restriction</a>
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	<a href="#">Click here to enter hours per week (ie. 2 hours of lecture and 2 hours of lab)</a>
Hours of contact time expected per term	36 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: <a href="#">click here to specify</a>
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: <a href="#">click here to specify</a>
<a href="#">Cross-Listing</a>	<input type="checkbox"/> Cross-Listed - this course may be credited towards <a href="#">Click here to enter cross-listing information</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <a href="#">Click here to enter Outcomes</a>



Julie Piche &lt;juliep@nipissingu.ca&gt;

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**Re: ARCC Report - September 29, 2016**

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**Pavlina Radia** <pavlinar@nipissingu.ca>  
To: Julie Piche <juliep@nipissingu.ca>  
Cc: Carole Richardson <caroler@nipissingu.ca>

Fri, Oct 7, 2016 at 9:55 AM

Dear Julie,  
I support the motion to cross-code HIST 3947 Sport and Spectacle in Modern Society and PHED 3947 Sport and Spectacle in Modern Society.  
All the best,  
P

On Thu, Oct 6, 2016 at 11:31 AM, Julie Piche <juliep@nipissingu.ca> wrote:  
Good morning Pavlina,

Please find attached the Academic Regulations and Curriculum Committee Schulich School of Education Report dated September 29, 2016.

Please note item 5, Motion 6 associated with HIST 3947 Sport and Spectacle in Modern Society. Once Faculty Council passes this motion, it will go forward to USC. We would greatly appreciate receiving your endorsement prior to the Faculty Council meeting taking place on October 18, 2016.

Thank you in advance.

Sincerely,  
Julie

Julie Piché  
Administrator, Schulich School of Education (Contract)  
Nipissing University  
100 College Drive, Box 5002  
North Bay, ON P1B 8L7  
[www.nipissingu.ca](http://www.nipissingu.ca)

E: [juliep@nipissingu.ca](mailto:juliep@nipissingu.ca)  
P: (705) 474-3450 ext. 4264

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--

Dr. Pavlina Radia  
Associate Dean, Faculty of Arts and Science  
Director, Centre for Interdisciplinary Collaborations in the Arts and Sciences (CICAS)  
Nipissing University  
100 College Dr., Box 5002

North Bay ON P1B 7L5

Phone: 474-3450 ext. 4234

Email: [pavlinar@nipissingu.ca](mailto:pavlinar@nipissingu.ca)

## **Cross-Coding of Hist 3947: Sport & Spectacle**

*Motion:* The History department supports the cross-coding of Hist 3947: Sport & Spectacle in Modern Society as PHED XXXX: Sport & Spectacle in Modern Society.

*Background/Rationale:* Hist 3947 is one of several courses that BPHE students can choose from as a required elective. However, enrollments are substantially below Hist 3946: Sport in Canada, which is also on this list but is cross-coded as PHED 3946. Cross-coding this course may make it more visible to PHED students and increase enrollments. Given that neither course is now being taught by a full-time faculty member it might be useful to be able to offer one or the other without losing enrollments.

This approval is part of the submission going through the ARCC of the Schulich School of Education (included below). There is no need for this change to go through the Faculty of Arts & Sciences ARCC committee.

### *Submission to ARCC of Schulich School of Education*

ARCC recommends to Faculty Council that HIST 3947 Sport and Spectacle in Modern Society be cross-coded as PHED XXXX Sport and Spectacle in Modern Society.

And that this be conveyed to USC.

### Course Description (Copied from HIST 3947):

The course examines the history of sport and popular spectacles in modern society. It offers an exploration of the development of modern leisure, but also considers the cultural and social meaning of various types of recreation and entertainment, which may include sporting events at the local, national and international level, world fairs, and political celebrations.

3.00 Credits

36 Hours Lecture

Prerequisites: Third or Fourth Year Standing in the BPHE Program

Corequisites: None

Antirequisites: HIST-3947

### Rationale:

Current BPHE program requirements include the requirement that students



complete three credits (one course) from the following courses: PHED-4046: Contemporary Issues in Sport and Physical Activity; PHED-3946: History of Sport in Canada (Cross-Coded with HIST-3946); CLASS-2206: Sport and Recreation in the Classical World; HIST-3947: Sport and Spectacle in Modern Society; and ENGL-1000: Special Topics course titled: Sport in Literature and Film.

As was previously done with HIST-3946 and PHED-3946, the Cross-Coding of HIST-3947 with PHED-XXXX will allow students in the BPHE program to choose whether this course counts as 3.0 PHED elective credits or as 3.0 HIST elective credits and therefore provide more flexibility in course selection.

**Report of the  
Undergraduate Studies Committee**

**November 8, 2016**

The meeting of the **Undergraduate Studies Committee** was held on Tuesday, November 8, 2016, at 10:30 am in F303. The following members attended:

Harley d'Entremont (Chair)  
Rick Vanderlee  
Tony Parkes  
Richard Wenghofer

Murat Tuncali  
Mumbi Kariuki  
Roxana Vernescu  
Jordan Dempster

Carole Richardson  
Crystal Pigeau (*Registrar's Designate*)  
Anne Wagner

Jane Hughes, Recording Secretary

**Absent with Regrets:** Daniel Jarvis, Sydney Lamorea, Cory Tremblay

**Guests:** Heather Brown

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied and Professional Studies, the Faculty of Arts and Science and a Policy. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,



Dr. Harley d'Entremont  
Provost and Vice-President, Academic and Research

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated November 8, 2016.

## 1. FACULTY OF APPLIED AND PROFESSIONAL STUDIES

### School of Business

MOTION 2: That Senate approve that ACCT 2106 and ACCT 2107 be added as prerequisites for ACCT 4827 Auditing.

### Social Welfare

#### *Non-Substantive*

#### SWLF 3296

(a) Change the course name of SWLF 3296 ...

*From:* Globalization and the Welfare State

*To:* Globalization and Social Inequalities

(b) Change the beginning of the course description ...

*From:* This course focuses on the welfare state in the era of globalization. It examines the different levels of social development and inequality in advanced capitalist societies.

*To:* This course surveys social development and inequality in advanced capitalist societies.

MOTION 3: That Senate approve the addition of SWLF 3426: Race, Ethnicity, and Social Welfare.

MOTION 4: That Senate approve the revision of the course name, course description, and learning outcomes for SWLF 3307 (Comparative Social Development).

MOTION 5: That Senate approve the revision of the course description and learning outcomes for SWLF 3266 (Religion and Social Welfare).

MOTION 6: That Senate approve that the prerequisites for SWLF 2006 (Ideology and Social Welfare), SWLF 2007 (Poverty and Social Policy in Canada), SWLF 2995 (Community Service-learning for Social Development), SWLF 3006 (Social and Economic Justice), and SWLF 3007 (History of Social Welfare) be changed from "SWLF 1005 or SWLF 1006" to "Any 24 credits completed."

MOTION 7: That Senate approve that the prerequisites for SWLF 4006 (Social Development) and SWLF 4007 (Honours Seminar) be changed from "Restricted to students in the third or fourth year of the Honours Specialization program in Social Welfare and Social Development" to "Restricted to students in any Honours program with 84 credits completed."

MOTION 8: That Senate approve the addition of the following courses as cross-listed courses in Social Welfare and Social Development:

Course	Title	Prerequisite	Modified sentence in course description
CHFS 2216	Children's Rights	Any course listed in Child and Family Studies	This course may be credited towards Social Welfare and Social Development.
CHFS 3105	Child Welfare: Critical Reflections	Any 24 credits completed	This course may be credited towards Social Welfare and Social Development.
CHFS 3106	Youth and Social Justice	Any 24 credits completed	This course may be credited towards Social Welfare and Social Development.
CHFS 3216	Caregivers and the Welfare of Children and Families	No prerequisite	This course may be credited towards Social Welfare and Social Development.
GEND 2516	Race, Law, and Violence	Any 18 credits completed	This course may be credited towards Social Welfare and Social Development.
INTD 2005	Introduction to Interdisciplinary Analysis	Any 18 credits completed	This course may be credited towards Social Welfare and Social Development.
UNIV 3006	Experiential Learning for Arts and Science Students	Students must be in their third or fourth year of study and are completing a BA, BFA, or BSc degree and must have a 75% overall average to enroll.	This course may be credited towards Social Welfare and Social Development.

## 2. FACULTY OF ARTS AND SCIENCE

### Gender Equality and Social Justice

MOTION 9: That Senate approve that the new course GEND 3076: Reality TV and the Politics of Difference be added to the Nipissing University Calendar under Gender Equality and Social Justice.

### University Success

MOTION 10: That Senate approve that the prerequisite for UNIV 3006: Experiential Learning for Arts and Science Students to include the following sentence: *This course may be credited towards a student's program of study with the approval of the academic unit.*

## 3. POLICY

MOTION 11: That Senate approve that the Proof of Proficiency in English policy modification be approved.

## SUPPORTING DOCUMENTATION

**Motion:** That the School of Business recommend that ACCT 2106 and ACCT 2107 be added as prerequisites for ACCT 4827 Auditing.

**Rationale:** The purpose of this motion is to ensure that students are adequately prepared for the content that will be covered in ACCT 4827 Auditing.

*Before modification:*

Prerequisites: ACCT 1107

*After modification:*

Prerequisites: ACCT 1107, ACCT 2106, ACCT 2107.

# Social Welfare and Social Development

Proposed Curriculum Revisions

November 2016

### Non-Substantive Changes

*Note: If a proposed change in curriculum is deemed non-substantive, this information will go to APS Faculty Council for approval and then to the Undergraduate Studies Committee and Senate for information only.*

#### **SWLF 3296**

(a) Change the course name of SWLF 3296 ...

*From:* Globalization and the Welfare State

*To:* Globalization and Social Inequalities

(b) Change the beginning of the course description ...

*From:* This course focuses on the welfare state in the era of globalization. It examines the different levels of social development and inequality in advanced capitalist societies.

*To:* This course surveys social development and inequality in advanced capitalist societies.

### Substantive Changes

**MOTION 1:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of SWLF 3426: Race, Ethnicity, and Social Welfare

#### **Descriptive Data**

Course Code	<b>SWLF 3426</b>
Course Title	Race, Ethnicity, and Social Welfare
Course Credits	<input type="checkbox"/> <b>3 credits</b> <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description	Students focus on how race, racism, and ethnicity affect the ability of various groups to access work opportunities, social welfare, and social rights in contemporary societies. Topics covered may include immigrants, refugees, diasporas, Indigenous peoples, colonialism, slavery, nationalism, citizenship, minority rights, multiculturalism, segregation, social exclusion, employment equity, and anti-racist struggles.
Course Prerequisite	Any 24 credits completed
Course Corequisite	n/a

Antirequisite	n/a
Restriction	n/a
Instructional Method	<input type="checkbox"/> <b>lecture</b> <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Three hours of lecture per week for one term.
Hours of contact time expected per term	36
Program Implications (i.e. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> <b>No</b> If yes, please specify: <a href="#">click here to specify</a>
<a href="#">Cross-Listing</a>	<input type="checkbox"/> Cross-Listed - this course may be credited towards <a href="#">Click here to enter cross-listing information</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate an ability to: <ol style="list-style-type: none"> <li>1. explain the concepts of race, racism, and ethnicity</li> <li>2. explain the history of racial injustices in contemporary societies</li> <li>3. describe and assess the major theories that account for the relationship between race/ethnicity and inequality</li> <li>4. evaluate the efforts of anti-racist struggles in their attempts to create equal-opportunity societies</li> <li>5. develop and defend sophisticated arguments</li> <li>6. empathize with the struggles often faced by members of minority racial and ethnic groups</li> </ol>

### *Statement of Need*

SWLF has long planned to add this course to our curriculum. The need to do so now is the result of our recent Nipissing-Canadore Collaborative Program (BA in SWLF and Social Service Worker diploma). In order to create a “fast-track” 10-month program, Canadore removed about 20 per cent of the curriculum from its two-year diploma, all of which was covered by courses in SWLF. The one exception was the topic of race and ethnicity, which will now be addressed by SWLF 3426. We expect about 30 students to enroll in the course each year from SWLF and cognate disciplines.

### *Statement of Resources*

The course will be taught annually and will become part of Dr. Manuel Litalien’s regular teaching load.



**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course name, course description, and learning outcomes for SWLF 3307.

**Descriptive Data**

Course Code	<b>SWLF 3307</b>
Old Course Title	Social Development in the Third World
<b>New Course Title</b>	Comparative Social Development
Course Credits	<input type="checkbox"/> <b>3 credits</b> <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Old Course Description	This course surveys social development in the Third World. Topics covered may include colonialism, imperialism, global capitalism, trade, labour markets, industrialization, urbanization, migration, poverty reduction targets, social safety nets, gender equity, and ethnic and indigenous peoples' activism.
<b>New Course Description</b>	Students examine social development in comparative perspective, focusing on the unequal relationships within different countries as well as between rich and poor nations. Topics may include colonialism, imperialism, migration, foreign aid, poverty reduction targets, debt, social safety nets, food security, health, education, gender equity, sustainability, and ethnic and indigenous peoples' activism.
Course Prerequisite	Any 24 credits completed
Course Corequisite	n/a
Antirequisite	n/a
Restriction	n/a
Instructional Method	<input type="checkbox"/> <b>lecture</b> <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Three hours of lecture per week for one term.
Hours of contact time expected per term	36
Program Implications (i.e. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> <b>No</b> If yes, please specify: <a href="#">click here to specify</a>

<a href="#">Cross-Listing</a>	<input type="checkbox"/> Cross-Listed - this course may be credited towards <a href="#">Click here to enter cross-listing information</a>
Old Learning Outcomes (6-8 points, visible, measurable and in active voice)	<ul style="list-style-type: none"> <li>- knowledge of the historical process of international development</li> <li>- knowledge of inequality and poverty in the developing world</li> <li>- knowledge and understanding of political economy and gender analysis in conducting cross-cultural research</li> <li>- an ability to analyze issues at home and abroad that are barriers to development</li> <li>- an ability to articulate relevant ideas and views on social development in the Third World</li> </ul>
New Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate:</p> <ol style="list-style-type: none"> <li>1. knowledge of the historical processes of international development</li> <li>2. knowledge of inequality and poverty in a comparative context</li> <li>3. an ability to use political economy and gender analysis in conducting cross-cultural research</li> <li>4. an ability to analyze barriers to development at home and abroad</li> <li>5. an ability to articulate relevant proposals for advancing social development internationally</li> <li>6. empathy for the struggles of the global poor</li> </ol>

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate to approve the revision of the course description and learning outcomes for SWLF 3266.

**Descriptive Data**

Course Code	<b>SWLF 3266</b>
Course Title	Religion and Social Welfare
Course Credits	<input type="checkbox"/> <b>3 credits</b> <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Old Course Description	This course examines the role of the major world religions and faith-based organizations in the delivery of social services in both developed and developing countries. Topics covered may include the role and effectiveness of religious groups in meeting social needs, the ways in which religious values shape social policy, the relationship between social welfare and faith-based political movements, the accommodation of religious diversity, public and private sector cooperation and conflict in the provision of public services, and debates on freedom of religion and the separation of church and state. This course may be credited towards Religion and Cultures.

<b>New Course Description</b>	Students examine the role of faith-based organizations in the delivery of social services in both developed and developing countries. Topics may include the role of religious groups in meeting social needs, the effectiveness of charities, the accommodation of religious diversity, the separation of church and state, and how religious values shape social policy. This course may be credited towards Religions and Cultures.
Course Prerequisite	24 credits completed
Course Corequisite	n/a
Antirequisite	n/a
Restriction	n/a
Instructional Method	<input type="checkbox"/> <b>lecture</b> <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Three hours of lecture per week for one term.
Hours of contact time expected per term	36
Program Implications (i.e. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> <b>No</b> If yes, please specify: <a href="#">click here to specify</a>
<a href="#">Cross-Listing</a>	<input type="checkbox"/> Cross-Listed - this course may be credited towards Religions and Cultures
Old Learning Outcomes (6-8 points, visible, measurable and in active voice)	<ul style="list-style-type: none"> <li>– knowledge of the political relation between religion and social welfare</li> <li>– knowledge of methodologies in the study of religion, welfare regimes, and social development</li> <li>– knowledge of the impact of religion on social welfare in developed and developing countries</li> <li>– an ability to summarize national and transnational behaviors of faith-based organizations (Christianity, Islam, Hinduism, Buddhism)</li> <li>– an ability to engage in research on the role of religious actors in social provision locally and internationally</li> </ul>
<b>New Learning Outcomes</b>	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> <li>1. knowledge of the effects of religion in shaping social welfare in rich and poor countries</li> </ol>

<p>(6-8 points, visible, measurable and in active voice)</p>	<ol style="list-style-type: none"> <li>2. an ability to summarize the workings of national and transnational faith-based organizations</li> <li>3. an ability to evaluate the effectiveness of charitable forms of social welfare</li> <li>4. an ability to evaluate the potential and effectiveness of cross-faith partnerships in contributing to social development</li> <li>5. knowledge of methodologies used in the study of religion and social development</li> <li>6. an ability to engage in research on the role of religious actors in social provision, locally and internationally</li> </ol>
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**MOTION 4:** That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisites for SWLF 2006 (Ideology and Social Welfare), SWLF 2007 (Poverty and Social Policy in Canada), SWLF 2995 (Community Service-learning for Social Development), SWLF 3006 (Social and Economic Justice), and SWLF 3007 (History of Social Welfare) be changed from SWLF 1005 or SWLF 1006 to Any 24 credits completed.

*Rationale:* About a decade and a half ago, the prerequisites for these courses were SWLF 1005 and SWLF 2005 (12 credits total). About a decade ago, the prerequisites for these courses were changed to just SWLF 1005 (6 credits). About a half-decade ago, the prerequisites for these courses were changed again, this time to SWLF 1006 (3 credits).

At the time of this last modification, the prerequisites for all our third-year electives were changed to “Any 24 credits completed.” We continued to maintain our introductory course as the prerequisite for SWLF 2006, 2007, 2995, 3006, and 3007 because these courses were (and still are) required for an Honours Specialization in SWLF.

On further reflection, we have come to the conclusion that these courses are required in our program because of the information they convey to students; they are not required because they are more difficult or less interdisciplinary than our third-year electives. As a result, we are proposing to make the prerequisite uniform for all our second-year and third-year courses, at “Any 24 credits completed.”

**MOTION 5:** That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisites for SWLF 4006 (Social Development) and SWLF 4007 (Honours Seminar) be changed from “Restricted to students in the third or fourth year of the Honours Specialization program in Social Welfare and Social Development” to “Restricted to students in any Honours program with 84 credits completed.”

*Rationale:* This change will enable students in cognate disciplines such as Child and Family Studies, Gender Equality and Social Justice, Human Rights and State Violence, Political Science, and Sociology to take SWLF 4006 and/or SWLF 4007.

**MOTION 6:** That the Undergraduate Studies Committee recommend to Senate to approve the addition of the following courses as cross-listed courses in Social Welfare and Social Development:

<b>Course</b>	<b>Title</b>	<b>Prerequisite</b>	<b>Modified sentence in course description</b>
CHFS 2216	Children's Rights	Any course listed in Child and Family Studies	This course may be credited towards Social Welfare and Social Development.
CHFS 3105	Child Welfare: Critical Reflections	Any 24 credits completed	This course may be credited towards Social Welfare and Social Development.
CHFS 3106	Youth and Social Justice	Any 24 credits completed	This course may be credited towards Social Welfare and Social Development.
CHFS 3216	Caregivers and the Welfare of Children and Families	No prerequisite	This course may be credited towards Social Welfare and Social Development.
GEND 2516	Race, Law, and Violence	Any 18 credits completed	This course may be credited towards Social Welfare and Social Development.
INTD 2005	Introduction to Interdisciplinary Analysis	Any 18 credits completed	This course may be credited towards Social Welfare and Social Development.
UNIV 3006	Experiential Learning for Arts and Science Students	Students must be in their third or fourth year of study and are completing a BA, BFA, or BSc degree and	This course may be credited towards Social Welfare and Social Development.

		must have a 75% overall average to enroll.	
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*Rationale:* SWLF currently has a list of more than two dozen courses in other disciplines that may be credited towards a degree in SWLF, up to a maximum of 6 credits. The CHFS and GEND courses fill gaps in this list. The INTD and UNIV courses are valuable in their own right, but they also tend to be offered in Spring/Summer terms when there are few or no SWLF options available.

*Supporting Information for MOTION 6*

CHFS 2216 / CHFS 3105 / CHFS 3106 / CHFS 3216

**#1: Mon, Aug 29, 2016, at 11:33 AM**

From: Larry Patriquin <larryp@nipissingu.ca>

To: Anne Wagner <annew@nipissingu.ca>

Hi Anne,

I am writing on behalf of SWLF to request permission to cross-list the following:

CHFS 2216: Children's Rights

CHFS 3105: Child Welfare: Critical Reflections

CHFS 3106: Youth and Social Justice

CHFS 3216: Caregivers and the Welfare of Children and Families

Each course would have the following sentence added at the end of the academic calendar description: "This course may be credited towards Social Welfare and Social Development."

SWLF currently has a list of more than two dozen courses in other disciplines that may be credited towards a degree in SWLF, up to a maximum of 6 credits. These CHFS courses would fill gaps in this list.

Regards,

Larry

**#2: Tue, Aug 30, 2016, at 6:11 PM**

From: Anne Wagner <annew@nipissingu.ca>  
To: Larry Patriquin <larryp@nipissingu.ca>

Hi Larry.

Thanks for making this suggestion. I have conferred with Tom [Waldock], who is co-chair this year and we both think this would be a positive step for both departments.

Feel free to let me know if any further action is required on my part to move this forward.

Anne

GEND 2516

**#1: Mon, Aug 29, 2016, at 11:28 AM**

From: Larry Patriquin <larryp@nipissingu.ca>  
To: Wendy Peters <wendyp@nipissingu.ca>

Hi Wendy,

I am writing on behalf of SWLF to request permission to cross-list GEND 2516 (Race, Law, and Violence). The course would have the following sentence added at the end of the academic calendar description: "This course may be credited towards Social Welfare and Social Development."

SWLF currently has a list of more than two dozen courses in other disciplines that may be credited towards a degree in SWLF, up to a maximum of 6 credits. This GEND course would fill a gap in this list.

Regards,

Larry

**#2: Wed, Aug 31, 2016, at 3:04 PM**

From: Wendy Peters <wendyp@nipissingu.ca>  
To: Larry Patriquin <larryp@nipissingu.ca>

Hello,

Please cross-list GEND 2516: Race, Violence, Law. We have also been running a special topics course called Prisons, Race, and Gender in which Leslie addresses social welfare programs. We are in the process of proposing this as a permanent course through ARCC. Might you be interested in cross-listing that course? Can we send you the syllabus?

Wendy P.

INTD 2005 / UNIV 3006

**#1: Mon, Aug 29, 2016, at 11:39 AM**

From: Larry Patriquin <larryp@nipissingu.ca>  
To: Murat Tuncali <muratt@nipissingu.ca>

Hi Murat,

Because there is no faculty “home” for these courses, I am writing to you, as Dean of Arts & Science, on behalf of SWLF to request permission to cross-list INTD 2005 (Introduction to Interdisciplinary Analysis) and UNIV 3006 (Experiential Learning for Arts and Science Students). Each course would have the following sentence added at the end of the academic calendar description: “This course may be credited towards Social Welfare and Social Development.”

SWLF currently has a list of more than two dozen courses in other disciplines that may be credited towards a degree in SWLF, up to a maximum of 6 credits. These courses would fill gaps in this list. They also tend to be offered in Spring/Summer terms when there are few or no SWLF options available.

Regards,

Larry

**#2: Wed, Aug 31, 2016, at 7:44 PM**

From: Murat Tuncali <muratt@nipissingu.ca>  
To: Larry Patriquin <larryp@nipissingu.ca>  
Cc: Pavlina Radia <pavlinar@nipissingu.ca>, Crystal Pigeau <crystal@nipissingu.ca>

Hello Larry,

We should be able to do what you requested. I have copied Pavlina and Crystal to seek their advice in case there is a way to do it without going through too many committee approvals.

Murat



**#3: Thu, Sep 1, 2016, at 3:17 PM**

From: Larry Patriquin <larryp@nipissingu.ca>  
To: Murat Tuncali <muratt@nipissingu.ca>  
Cc: Pavlina Radia <pavlinar@nipissingu.ca>, Crystal Pigeau <crystalp@nipissingu.ca>

Hi Murat,

We will be sending a number of curriculum updates to APS Executive in October, with plans to send them to USC in November and Senate in December.

I'll include our proposed cross-listing for INTD 2005 and UNIV 3006 (along with the others we have for CHFS and GEND) in our package, if that's fine with everyone.

Larry

## **Appendix: Course Descriptions for Proposed Cross-listed Courses**

### **CHFS 2216: Children's Rights**

Students examine evolving views of children and childhood, with the primary focus being the developing conceptualization of children as bearers of rights, full citizens with entitlements and responsibilities. The UN Convention on the Rights of the Child is the focal point of discussion and debate in this regard, and the course provides students with the opportunity to employ the Convention as an instrument of critique, assessing levels of commitment to children in Canada and around the world.

### **CHFS 3105: Child Welfare: Critical Reflections**

This course will examine legislation, policies, programs, and practices in the field of child welfare, critically assessing these in relation to the needs and rights of children and the well-being of families. The history and evolution of approaches to child welfare, the factors shaping developments in the field, and central issues and debates, will be explored. In addition, the present paradigm of social work practice in child welfare will be considered, and suggested alternatives examined.

### **CHFS 3106: Youth and Social Justice**

This course is designed to examine the role that youth play in various methods of social justice movements and efforts. The historical involvement of young people in social movements is explored and linked to contemporary efforts to mount social justice. Topics include but are not limited to education citizenship, media, social media, formal and informal participation and agency in social change. Experiential learning is a component of this course.

### **CHFS 3216: Caregivers and the Welfare of Children and Families**

This course investigates the status of caregivers in Canadian society, in relation to their contribution to the welfare of children and families. Care-giving as it applies to children, youth, and the elderly is examined, and societal recognition for the role is assessed. Some of the issues focused on are the following: work, values, and recognition; paid and unpaid work; volunteerism and professionalism; and the division of work by gender. Implications for children and the family are considered.

### **GEND 2516: Race, Law, and Violence**

This course examines the relation between violence, race and law. Emphasizing law's response to various cases of individual, collective and state violence, the course critically explores the nature of racialized violence, its gendered and economic dimensions, its historical roots in colonialism and slavery, and its connection to the contemporary 'war on terror'. Some of the critical questions explored are: What does law's response to racialized violence teach us about how racial power operates in society and everyday life today? Does law itself, ever perpetuate race inequality? What is our own role in racialized violence and how might we strategize for social change? Drawn from national and international contexts, case studies may include racial profiling, the war on terror, murder trials of racialized victims or racialized suspects, missing/murdered Indigenous women; Indigenous deaths in police custody, the over incarceration of Black Americans, Indigenous people, and people of color, and legal regress for historic state injustice against racialized groups.

### **INTD 2005: Introduction to Interdisciplinary Analysis**

Interdisciplinary analysis has emerged as a powerful critical and analytic tool for addressing complex problems such as climate change and global poverty. Taking interdisciplinary approaches, principles and methods as its topic, the course engages students through a single theme, such as DIRT or WATER. Students will also develop skills in lateral and collaborative thinking, both essential to innovative and creative problem solving. The course will be taught by a variety of professors across a range of disciplines, each of whom will approach the theme from their own disciplinary/interdisciplinary background. The topic and disciplines will change each time the course is offered.

### **UNIV 3006: Experiential Learning for Arts and Science Students**

Students will identify an experiential learning opportunity in the community that reflects their current field of study and future ambitions. Students will work with a community partner to complete at least 60 hours of placement as well as academic assignments.

MOTION: That ARCC approve the new course, "Reality TV and the Politics of Difference."

**A) Descriptive Data:**

Course Code	GEND 3076
Course Title	Reality TV and the Politics of Difference
Course Prerequisite	Any 18 credits completed.
Course Corequisite	<a href="#">Click here to enter text</a>
Antirequisite	GEND 2056: Special Topics when offered as Reality TV and the Politics of Difference (Winter 2015 and Winter 2016)
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Breakdown of Hours	Choose an item from this drop down menu 3 hours of lecture per week. <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	How did reality TV come to dominate television programming in the 21st century? What kinds of citizens are viewers encouraged to become through this genre? How are social differences represented within these programs? In this course students are introduced to contemporary television studies and encouraged to examine the productive imprint of neoliberalism on reality TV. In addition, students learn a variety of skills for interpreting television media.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Culture and Criticism
Program Implications	Does this course have program implications? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes The course is assigned to a stream and the streams are relevant for breadth requirements.
<a href="#">Cross-Listing or Cross-Coding</a>	<input type="checkbox"/> YES (checkmark not working here) Cross-Listed - this course may be credited towards English – confirmed with Gyllie Phillips, Chair

	<input type="checkbox"/> Cross-Coded - this course is cross-coded with
<p>Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>By the end of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze and evaluate theoretical perspectives in critical cultural studies.</li> <li>2. Analyze and evaluate the implications of neoliberalism, political economy, and critical cultural studies for contemporary “reality TV” and representational politics.</li> <li>3. Illustrate and evaluate the importance of representation, identity production, commodification, consumption, and regulation in the study of reality television.</li> <li>4. Illustrate and evaluate the productive imprint of neoliberalism on reality TV, including: the political economy of production; techniques of the self and surveillance; and the representation of social differences including gender, race, class and sexuality.</li> <li>5. Recognize that social differences including gender, race, class and sexuality are categories with discursive force that can be seen in, and are produced through, media representations.</li> <li>6. Recognize how power operates through popular media representations.</li> <li>7. Write an original analysis of a media representation through the application of major theoretical perspectives in critical media studies.</li> </ol> <p>Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. a developed knowledge and critical understanding of how power operates through representations of sex, gender, race, class and sexualities on reality TV.</li> <li>2. an ability to develop evidence-based and original arguments regarding neoliberalism, and utilizing, the major perspectives in critical media studies.</li> <li>3. an ability to interpret and analyze media texts representing diverse sexes, genders, races, classes and sexualities as they relate to questions of power and social justice.</li> </ol>

**B) Comparative Data** *(Strongly recommended but not required)*

Please list course numbers and titles. Course descriptions are NOT necessary.

University	Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
<b>Brock</b>	Click here to enter text.	Click here to enter text.
<b>Carelton</b>	Click here to enter text.	Click here to enter text.
<b>Guelph</b>	Click here to enter text.	Click here to enter text.
<b>Lakehead</b>	Click here to enter text.	Click here to enter text.
<b>Laurentian</b>	Click here to enter text.	Click here to enter text.

<b>McMaster</b>	Click here to enter text.	Click here to enter text.
<b>OCAD</b>	Click here to enter text.	Click here to enter text.
<b>Ottawa</b>	Click here to enter text.	Click here to enter text.
<b>Queen's</b>	Click here to enter text.	Click here to enter text.
<b>Toronto</b>	Click here to enter text.	Click here to enter text.
<b>Trent</b>	Click here to enter text.	Click here to enter text.
<b>Waterloo</b>	Click here to enter text.	Click here to enter text.
<b>Western</b>	Click here to enter text.	Click here to enter text.
<b>Wilfrid Laurier</b>	Click here to enter text.	Click here to enter text.
<b>Windsor</b>	Click here to enter text.	Click here to enter text.
<b>York</b>	Click here to enter text.	Click here to enter text.

**C) Statement of Need:**

This course is currently offered at the 2000 level but is being revised to be more research and writing intensive. While our media courses are clustered primarily at the 2000-level, this course will integrate advanced critical thinking, writing skills, and research essays. Thus, it will be consistent with the current 3000 level offerings.

**D) Statement of Resources:**

At present, the intention is to cycle this course every second year, alternating with Queer Media, the only other 3000-level critical media studies course in GESJ.

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisite for **UNIV 3006: Experiential Learning for Arts and Science Students** to include the following sentence ***This course may be credited towards a student's program of study with departmental approval.***

**Current Prerequisite:** Students must be in their third or fourth year of study and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students must have a 75% overall average to enroll. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter.

**Revised Prerequisite:** Students must be in their third or fourth year of study and are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. Students must have a 75% overall average to enroll. Students wishing to take this course must secure a faculty supervisor and apply in writing to their Department Chair no later than March 15 for the Spring/Summer term; July 15 for the Fall; and November 15 for the Winter. ***This course may be credited towards a student's program of study with departmental approval.***

**Rationale:** The inclusion of the additional line allows students to request the course be counted towards their program of study if the department deems the content to be suitable. The course will continue to count as an elective for students.

## **Undergraduate Studies Committee**

### **Proof of Proficiency in English Policy Modification**

**Motion:** That the Undergraduate Studies Committee recommend to Senate that the Proof of Proficiency in English policy modification be approved.

#### **Current Proof of Proficiency in English policy**

All applicants to Nipissing University from countries where the dominant language of instruction is other than English, are required to supply proof of proficiency in English. International applicants studying in Canada on a student visa authorization who have successfully studied full-time at an Ontario secondary school or other Nipissing University approved school for at least the past three years may be exempt.

Permanent Resident applicants whose first language is not English may also be required to provide proof of proficiency in English. Permanent Resident applicants whose first language is not English but who have lived at least three years in Canada, or a country where English is the dominant language may be exempt.

Acceptable proof of English proficiency is the Test of English as a Foreign Language (TOEFL) with a minimum score of 80 (iBT) with a minimum score of 20 in each section of the test, or 550 (PBT). Other acceptable proof of English Proficiency includes the International English Language Test Service (IELTS) with a minimum overall band score of 6.0 (with no band below 6), the Michigan English Language Assessment Battery (MELAB) with a minimum overall score of 90%, the Canadian Academic English Language Assessment (CAEL) with a minimum score of 60 or the Pearson Test of English Academic (PTE Academic) with a minimum overall score of 55 and a minimum score of 55 in writing.

Applicants should note the Nipissing University TOEFL institution code is #3614.

#### **Proposed Change to the Proof of Proficiency in English policy**

All applicants to Nipissing University undergraduate degree programs (excluding BEd) from countries where the dominant language of instruction is other than English are required to demonstrate proficiency in English for admission consideration.

Permanent Resident applicants whose first language is not English may be required to provide proof of proficiency in English. Permanent Resident applicants whose first language is not English but who have lived at least three years in Canada, or a country where English is the dominant language may be exempt.

Applicants can demonstrate proficiency in one of the following ways:

1. Completion of three or more consecutive years of full-time education in English within Canada immediately prior to attending Nipissing University.
2. Completion of three or more consecutive years of full-time education in English in a country other than Canada where English is the dominant language. These years must be immediately prior to attending Nipissing University.

3. Achieve the required proficiency level on one of the following tests of English language proficiency:
  - a. Test of English as a Foreign Language (TOEFL): minimum score of 86 (iBT) with no score below 20 in any section. The Nipissing University TOEFL institution code is #3614
  - b. International English Language Test Service (IELTS): minimum overall band score of 6.5 with no band below 6.0.
  - c. The Michigan English Language Assessment Battery (MELAB): minimum overall score of 90%.
  - d. Canadian Academic English Language Assessment (CAEL): minimum score of 60.
  - e. Pearson Test of English (PTE) Academic: minimum overall score of 55 with a minimum score of 55 in writing.
  - f. Cambridge English: Advanced (CAE): minimum overall score of 176 with no less than 176 in each skill (Reading, Writing, Listening, and Speaking) and Use of English.
4. Completion of an International Baccalaureate (IB) diploma with a minimum score of 5 or better in HL or SL English A: Literature or HL or SL English A: Language and Literature.
5. Graduate from a regionally accredited US secondary school and achieve a minimum score of 4 or better in Advanced Placement (AP) English Language & Composition or English Literature & Composition.
6. Achieve a minimum grade of B in GCSE, IGCSE or GCE Ordinary Level English Literature or English Language, a minimum grade of C in GCE A Level or AS Level or AICE or CAPE English or English Language, or a minimum score of M3 in Cambridge Pre-U English.
7. Achieve a minimum score of 75% or better in the All India Senior Secondary School Certificate (ISSC) Core or Functional English or the Indian School Certificate (ISC) English, issued by the Council for the Indian School Certificate Examinations (CISCE).

Applicants who have met all of Nipissing University's admission requirements except for the English language proficiency requirement can enroll in an EAP program. Applicants who enroll in one of the following programs will receive a conditional offer of admission. By successfully completing the program level indicated below, applicants can begin their studies at Nipissing University without further testing.

UOIT English Language Centre: Level 5

AYJ Global EAP Program: Highest Level

Brock University's Intensive English Language Program: Level 5

Canadian as a Second Language Institute (CSLI): Advanced Level 10

Capital English Solutions: College/University Preparation Course (CUPIC)

CultureWorks: Level 7

Applicants who have successfully completed EAP programs associated with other Canadian universities and obtained that university's minimum level for admission consideration may also be considered to have met Nipissing University's English language proficiency requirement.

### **Rationale**

These changes will bring our practices in line with other institutions and assist with the recruitment of international applicants.

Submitted by: Heather Brown

Date: October 31, 2016



**Report of the**  
**PLANNING AND PRIORITIES COMMITTEE**  
**Friday, November 25, 2016**

The second meeting of the Planning and Priorities Committee was held on Friday, November 25, 2016. The following members were in attendance:

**COMMITTEE MEMBERS:**

Harley d'Entremont (Chair)	Blaine Hatt	Katrina Srigley
Jim McAuliffe	April James	Corey Tremblay
Murat Tuncali	Sydney Lamorea	Roxana Vernescu (Skype n/a)
Rick Vanderlee	Reehan Mirza	Anne Wagner (Skype)
Anahit Armenakyan		

Regrets: Carole Richardson, Jamie Graham, Nancy Black, Chris Hachkowski, Dan Walters, Jordan Dempster, Janet Zimbalatti

Guest: Heather Brown

Recording Secretary: S. Landriault

The Provost advised that the final step in the Quality Assurance Audit, the Institutional One Year Follow-up Report is due in February 2017. The Provost will prepare a draft of PPC's response to be presented for discussion at the December PPC meeting. If approved, this Report will be presented to Senate for the January Senate meeting.

Members reviewed the Desk Audit Report on Nipissing University's Response to the Causes for Concern (July 2016). The report was discussed and responses to the recommendations were made.

A request from the School of Nursing for a one-year extension of their IQAP review was discussed. The School of Nursing recently completed an accreditation from the Canadian Association of Schools of Nursing (CASN). In order to meet recommendations from the accreditation report, the limited School of Nursing staff requires further time to address the recommendations and therefore requested that PPC grant a one-year extension. PPC unanimously agreed to grant the request for a one-year extension.

Motion 1: Moved by M. Tuncali, seconded by R. Mirza to delay by one-year the School of Nursing IQAP review.  
CARRIED

Respectfully submitted,

Harley d'Entremont, PhD  
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated November 25, 2016, be received.

## Report on Senate Reform Survey

At the March 30, 2015 meeting of the Bylaws and Elections Sub-committee a petition signed by 97 faculty members was submitted asking that “Nipissing University faculty and Administration consider returning to a Universal Senate model.” The Bylaws and Elections Sub-committee saw this as an opportunity to review the structure of Senate and developed a survey to collect data on faculty views of academic governance at Nipissing University.

An 18 question survey was distributed to 182 full-time and 210 part-time faculty members. Ninety-eight full-time and 15 part-time faculty members responded, including members from all three faculties. The complete results of the survey are appended to this report but what follows is a summary of some of the most important findings.

Over half of respondents report that they understand the procedures of Senate well, attend Senate, participate in Senate and other Senate committees, and read the Senate agenda and minutes regularly. About 1/3 of respondents, however, have not been elected to Senate, over ¼ stated they have not attended Senate, and about ¼ have not served on any Senate committees or sub-committees. Expanding participation in Senate and its committees would increase the legitimacy of Senate and reduce the workload on those who do participate in Senate now.

Significant doubts about the effectiveness of Senate in guiding the academic decisions of the University were raised in the survey. Almost 80% of respondents said there was not sufficient transparency concerning academic decisions in the university. The qualitative data referred to a number of issues but often suggested Senate was shut out of important academic decisions by administration.

Another important issue raised by the survey is that most Senators do not regularly communicate with faculty members before or after Senate meetings regarding the business of Senate. Also, most faculty members do not understand well the role of Faculty Councils in the governance of the University.

A plurality of respondents, though not a majority, supports increasing the proportion of faculty in Senate. A slim plurality opposes returning to an all-faculty Senate.

### Recommendations

Recommendations from this report fall into four categories corresponding to four areas of concern raised by the survey.

#### 1. Encouraging wider participation in Senate and its committees and sub-committees

- a. One quarter of respondents don't participate in Senate or its committees. This could be a larger proportion in light of the non-respondents. The process of populating Senate and its committees is done by Faculty Councils and therefore nominees to Senate committees and sub-committees is often limited to those faculty members who participate fully in Faculty Council. Departments however are better positioned to recruit faculty members to committees and may have views about where in the Senate structure representation will reflect the department's and the university's interests.

**Department Chairs ought to be encouraged to recruit members for Senate committees and sub-committees and inform Faculty Council nominating committees of their names.**

**2. Improving effectiveness of Senate and transparency of academic planning and decision-making in the university**

- a. The transparency of academic planning and decision-making in the university is primarily a matter of the relations between the Academic Senate, the Board of Governors and the administration. These relations are not governed by Senate bylaws but by the Nipissing University Act and other University Policies and Procedures. A Special Governance Commission has been formed to examine these relations and report to the relevant bodies. **This report, along with the survey results, ought to be received by the Special Governance Commission and considered as the commission formulates its recommendations.**

**3. Improving communication of Senators with faculty members and invigorating Faculty Councils**

- a. There is no clear institutional mechanism that presently is devoted to enabling communication between Senators and faculty members. Faculty Council is the logical place for this but it is not fulfilling this role. Faculty senators ought to have a larger role in faculty council. **Faculty senators ought to have the responsibility, in consultation with the Dean, to set Faculty council agenda.**
- b. **Faculty Councils should have an independent speaker or chair instead of that role falling to the Dean.** Faculty Council Constitutions ought to establish this role and a process for electing a speaker or chair but in Faculty Councils in which a Faculty Council Senate Committee has been established, the chair of this committee could serve in that role.
- c. **Faculty Council agendas ought to include an item for reports from faculty Senators.**
- d. **Faculty Councils ought to take on the role of passing motions involving program and curriculum changes instead of delegating that authority to the Executive/Chairs.**
- e. **One Faculty Senator ought to have the responsibility of informing via email all faculty members of business carried on at Senate relevant to that Faculty.**

**4. Considering proportion of faculty members in the constitution of Senate**

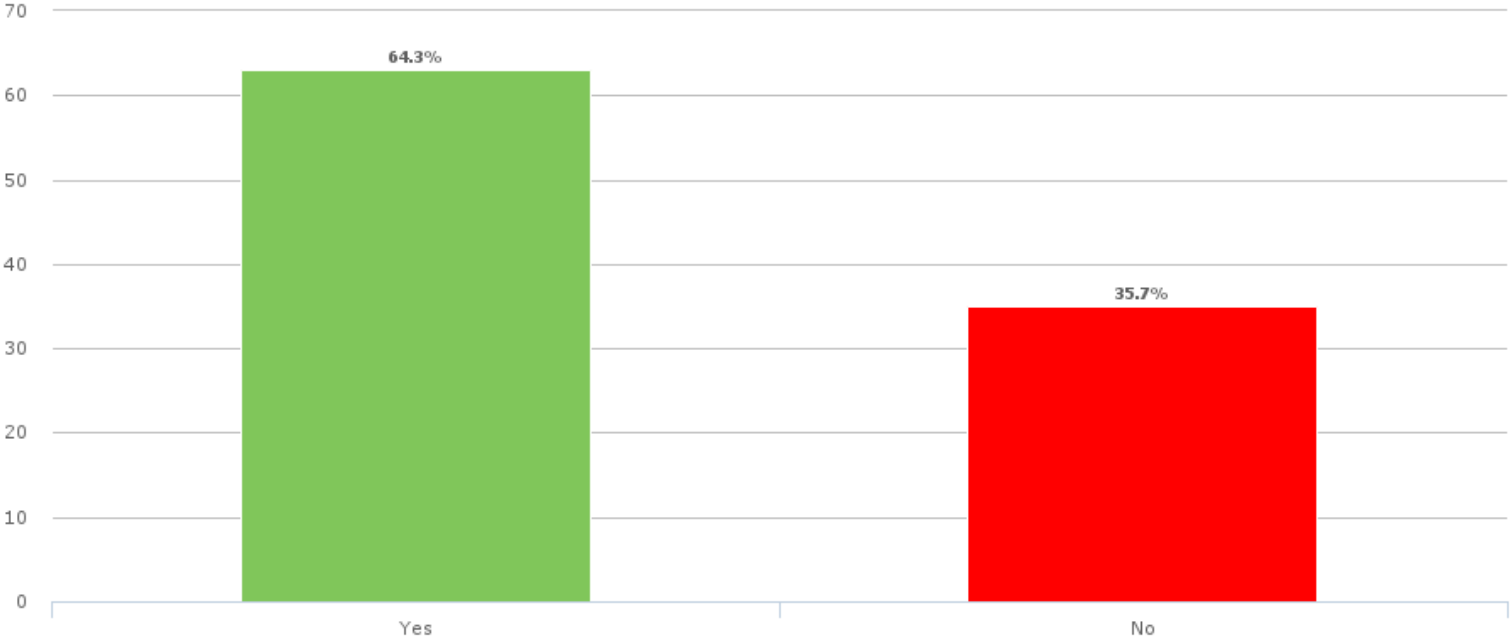
- a. According to the survey results, faculty members are divided on this issue. Without clear direction from faculty members, a straightforward recommendation is impossible. **Further discussion of the appropriate proportion of faculty members in the constitution of Senate ought to take place in Faculty Councils and Senate.**

# Senate Reform Survey Summary

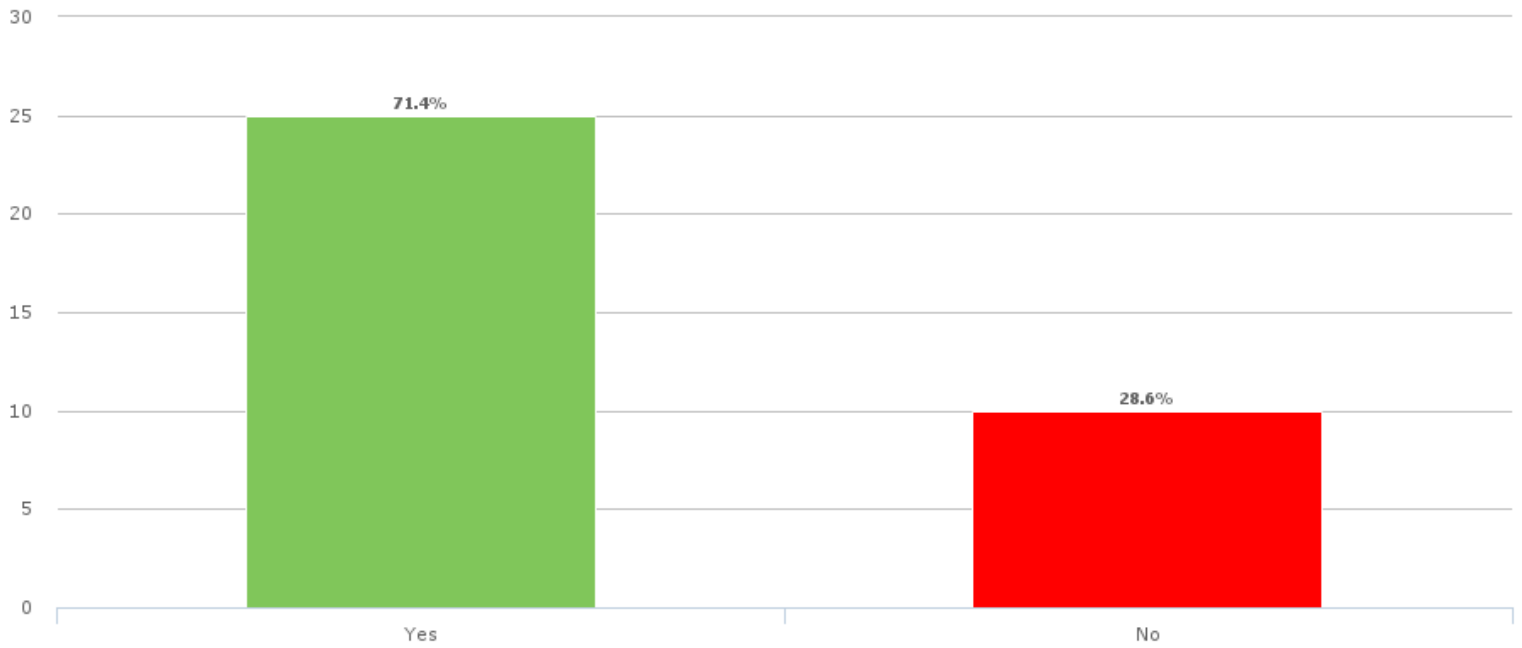
## 1a. Which Faculty are you a member of?

Response	Chart	Percentage	Count
Arts and Science		46.9%	46
Applied and Professional Studies		21.4%	21
Education		31.6%	31
		<b>Total Responses</b>	<b>98</b>

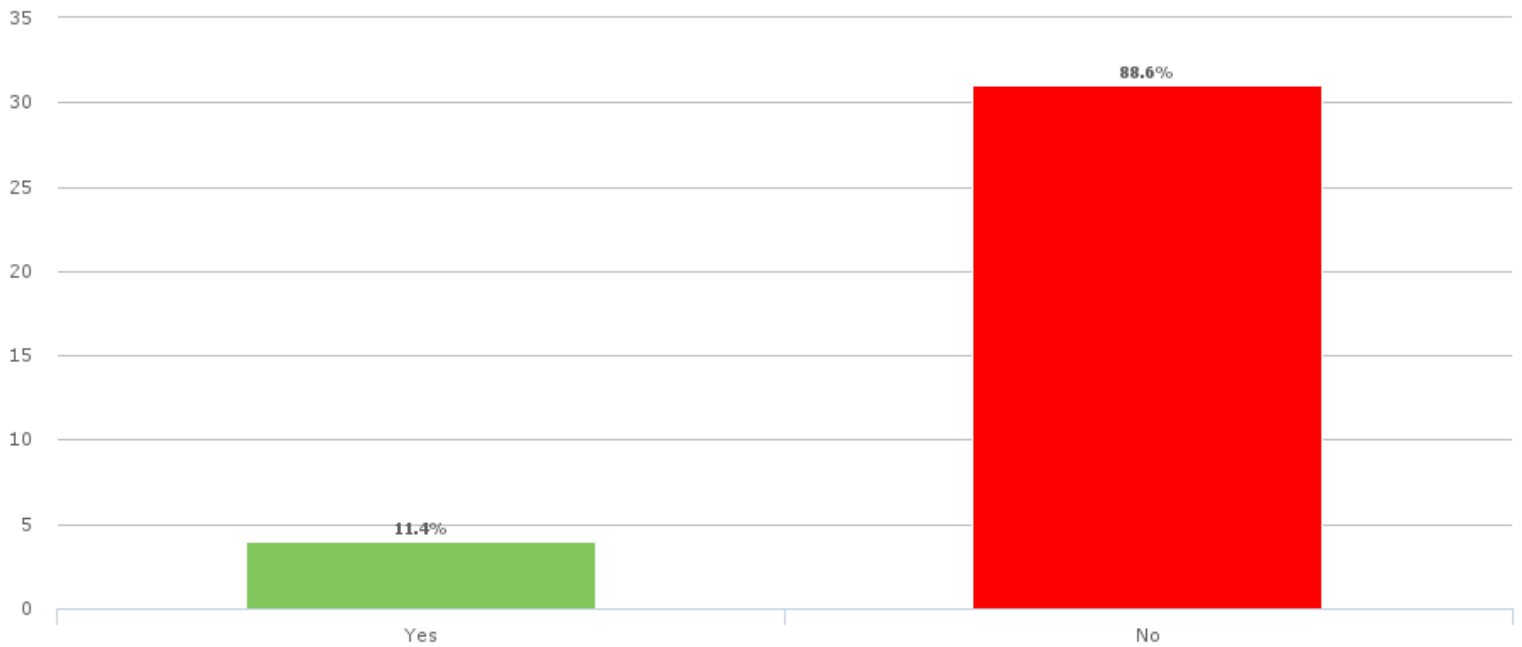
## 2. Have you been elected to Senate since it became a representative Senate in 2008?



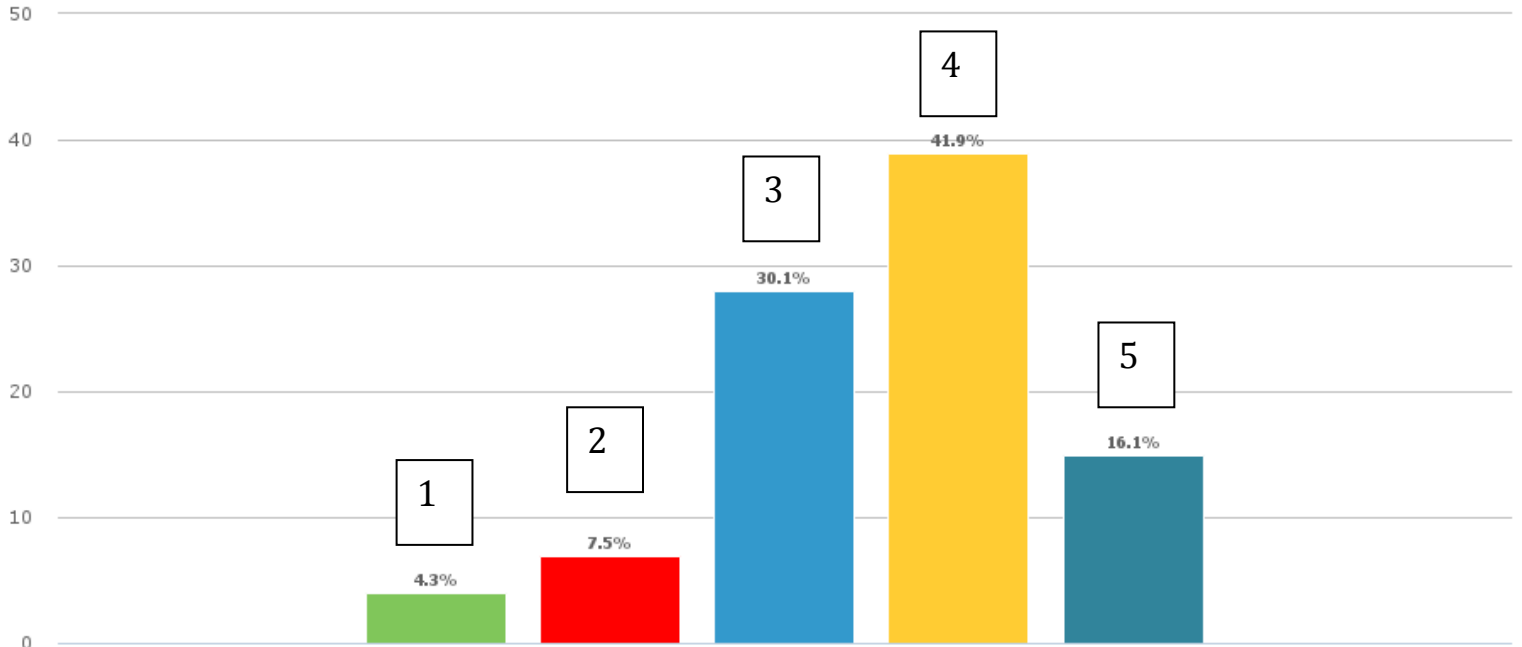
### 3. Have you attended any Senate meetings because you were interested?



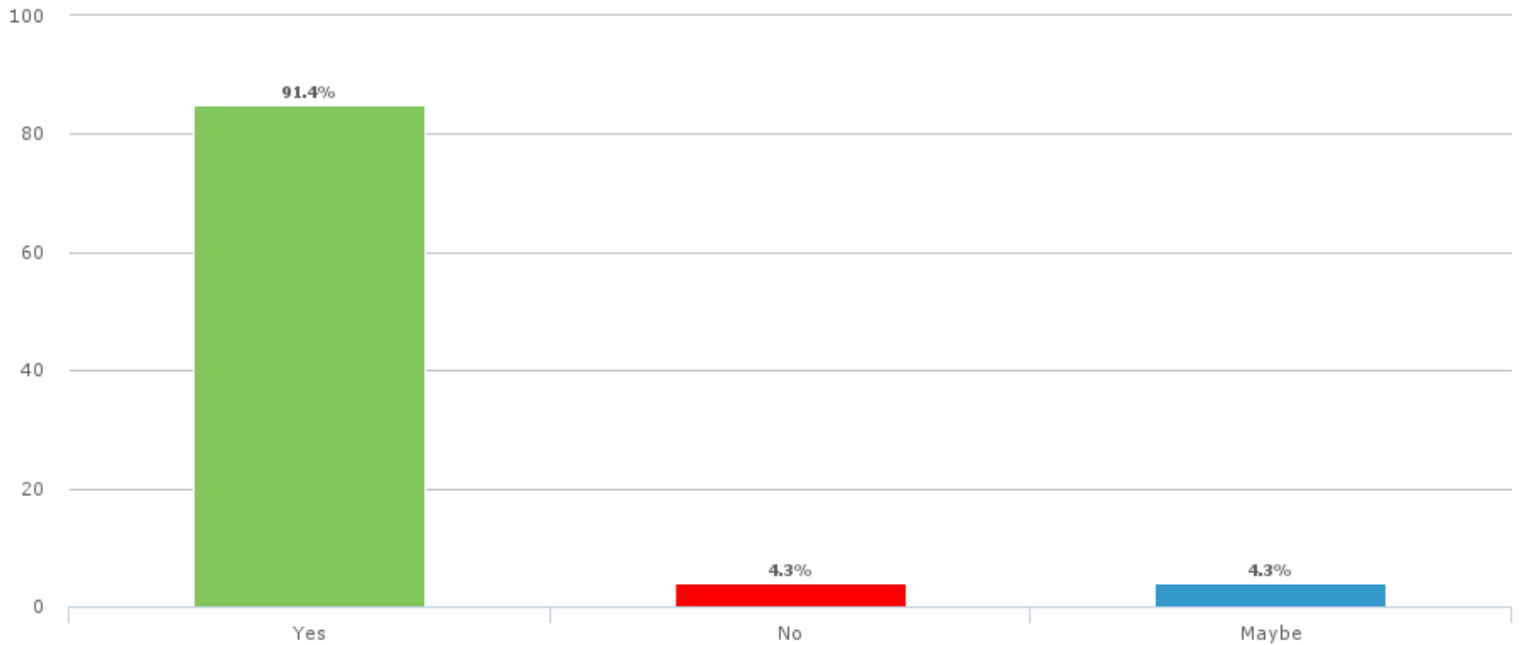
### 4. Have you attended any Senate meetings to ask questions?



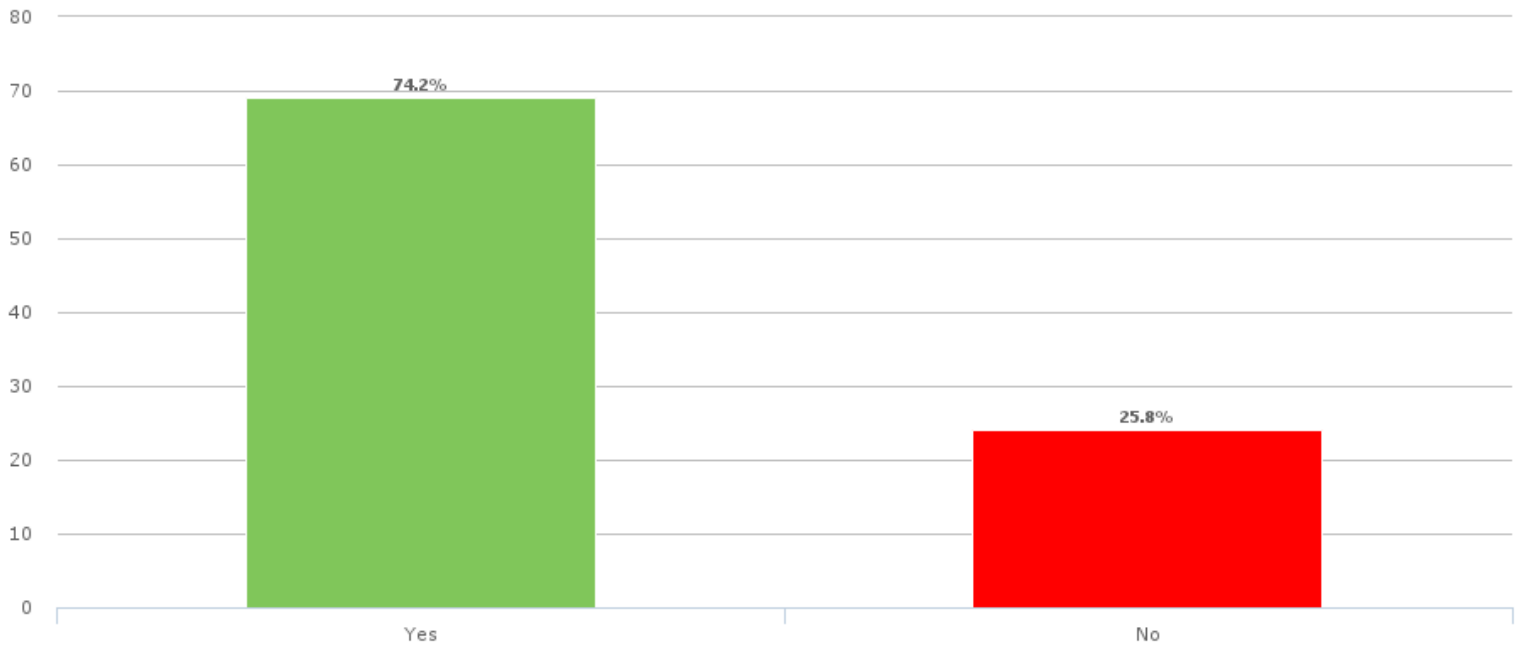
5. On a scale of 1 to 5, whereas 1 is none at all and 5 is exceptional, how would you rate your understanding of the Senate process?



6. Do you know the names of any representatives for your faculty in Senate?



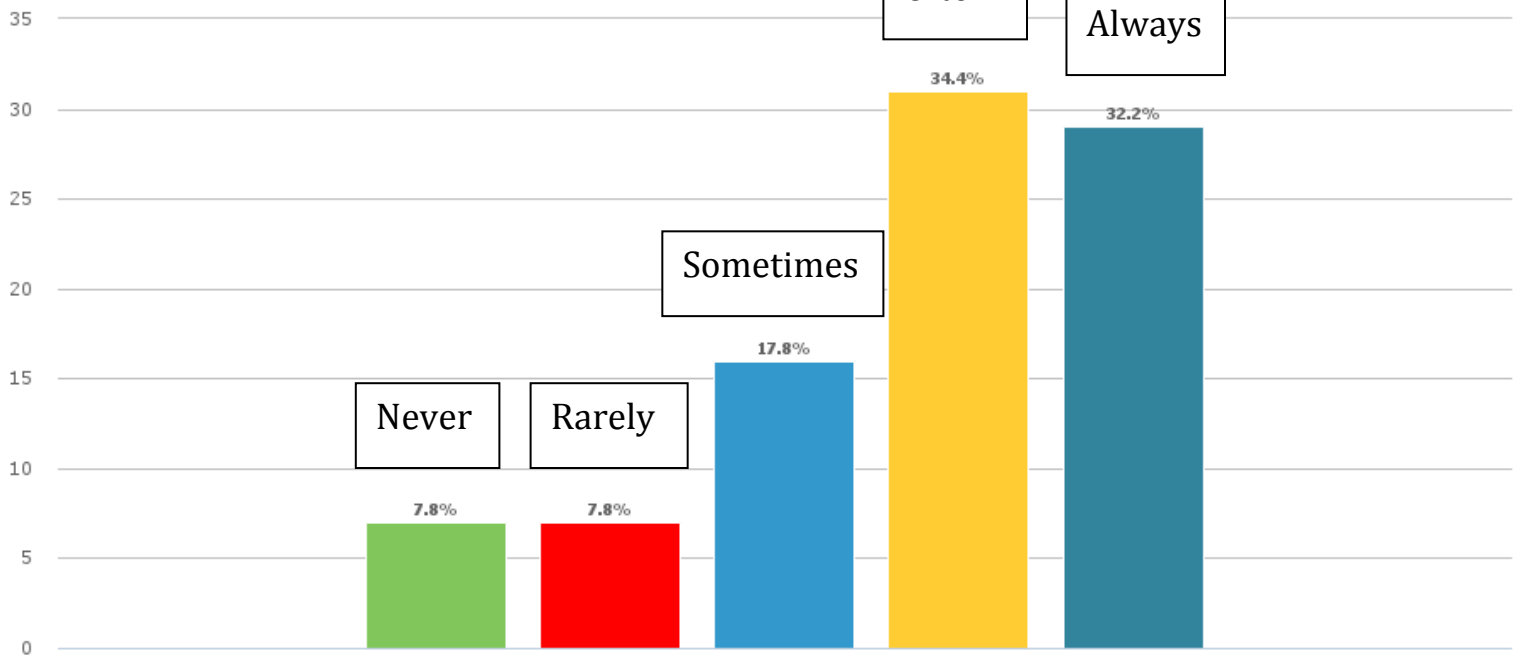
**7. Have you served on Senate committees, subcommittees, the graduate studies council or the research council in the last 7 years? Note: Please do not include service on faculty councils or committees of faculty councils.**



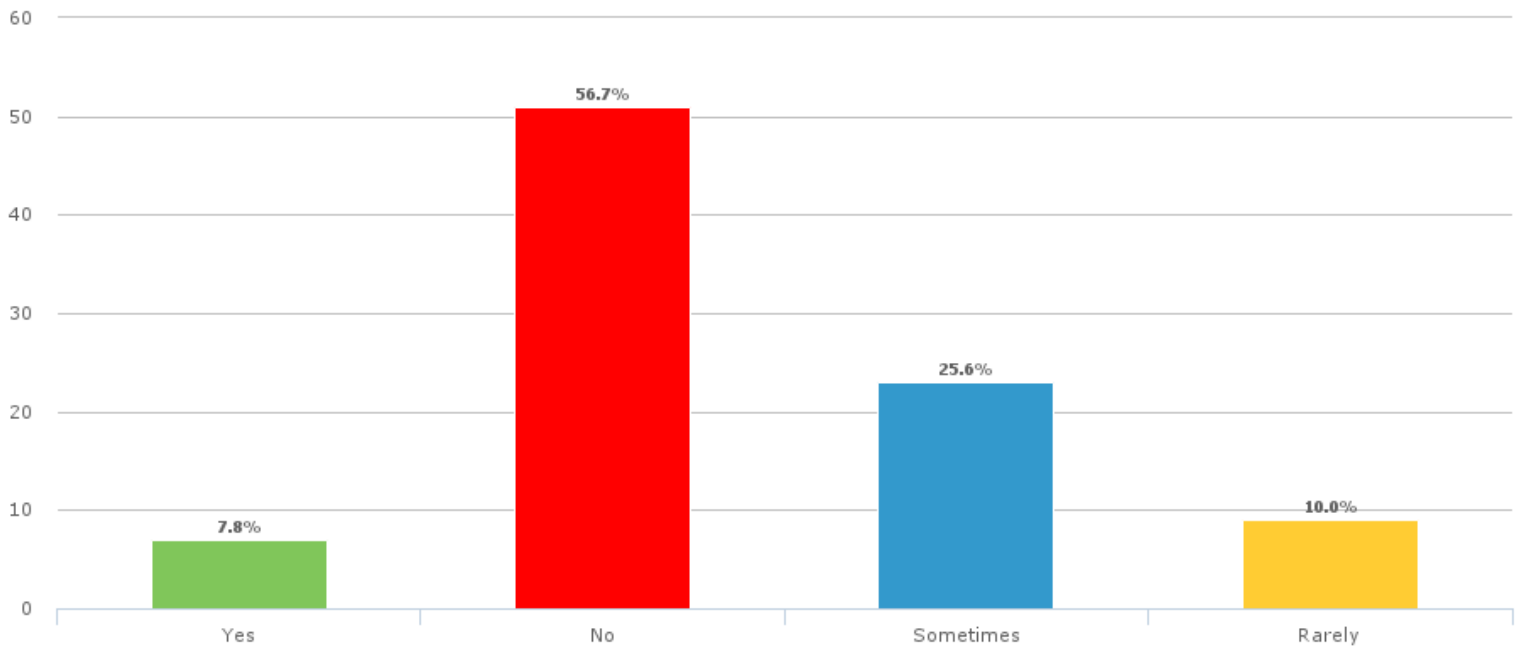
**If you answered yes, please list these committees.**

The 61 response(s) to this question can be found in the appendix.

### 8. Do you read the Senate agenda?

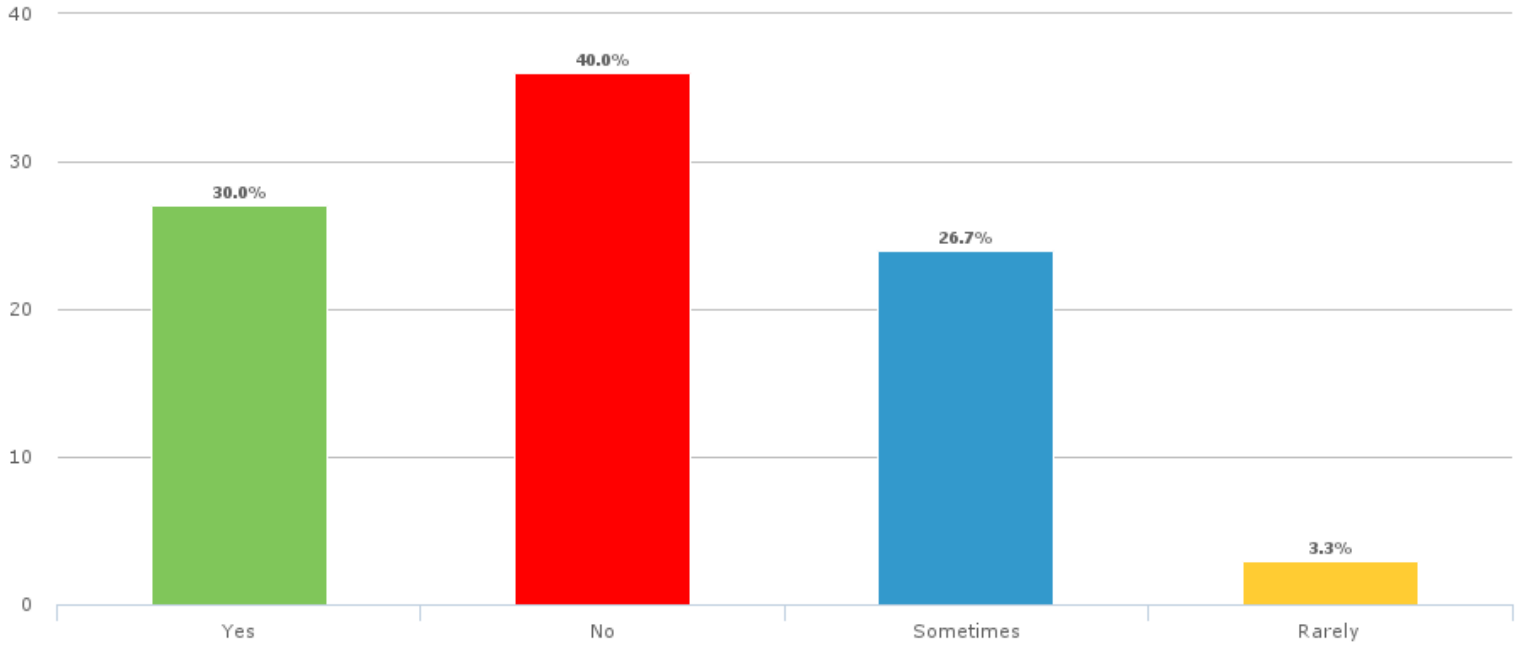


### 9. Do your Senate representatives consult with you BEFORE each Senate?

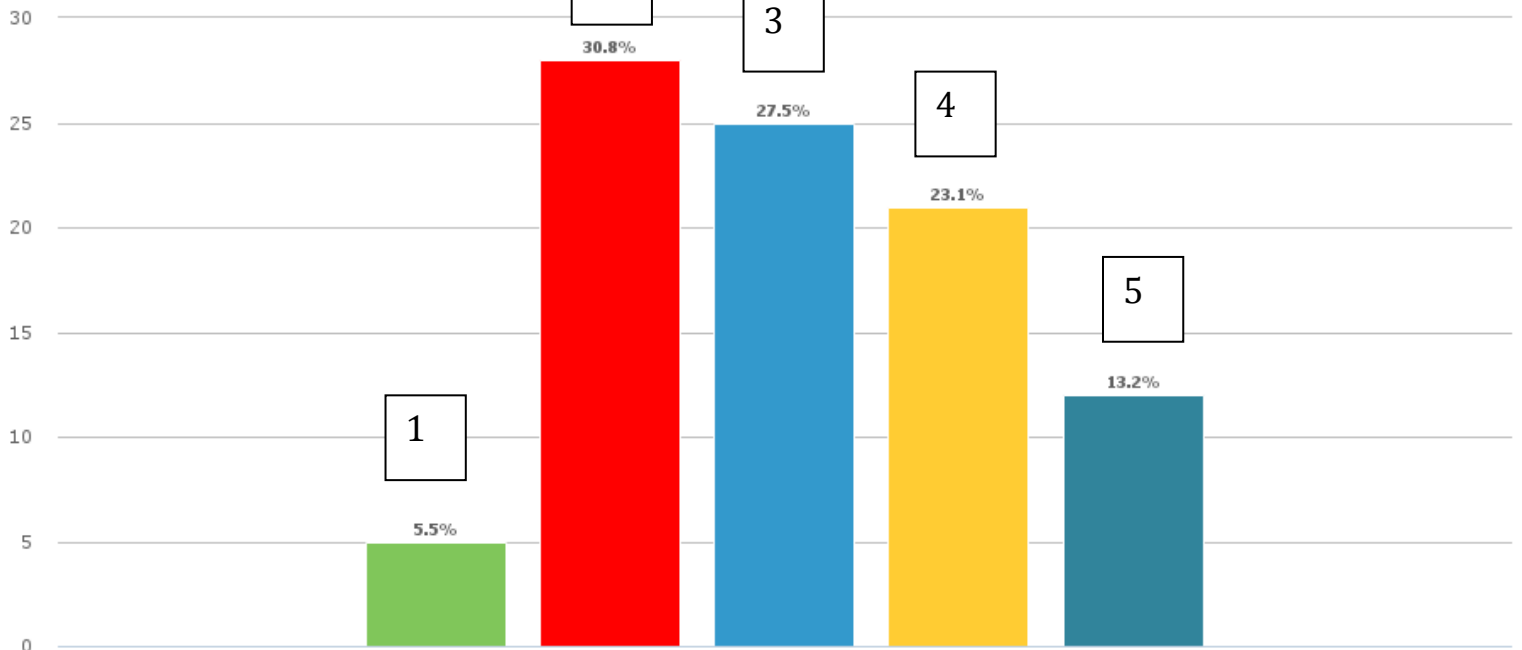




**10. Do your Senate representatives provide you with written or oral reports AFTER each Senate meeting?**



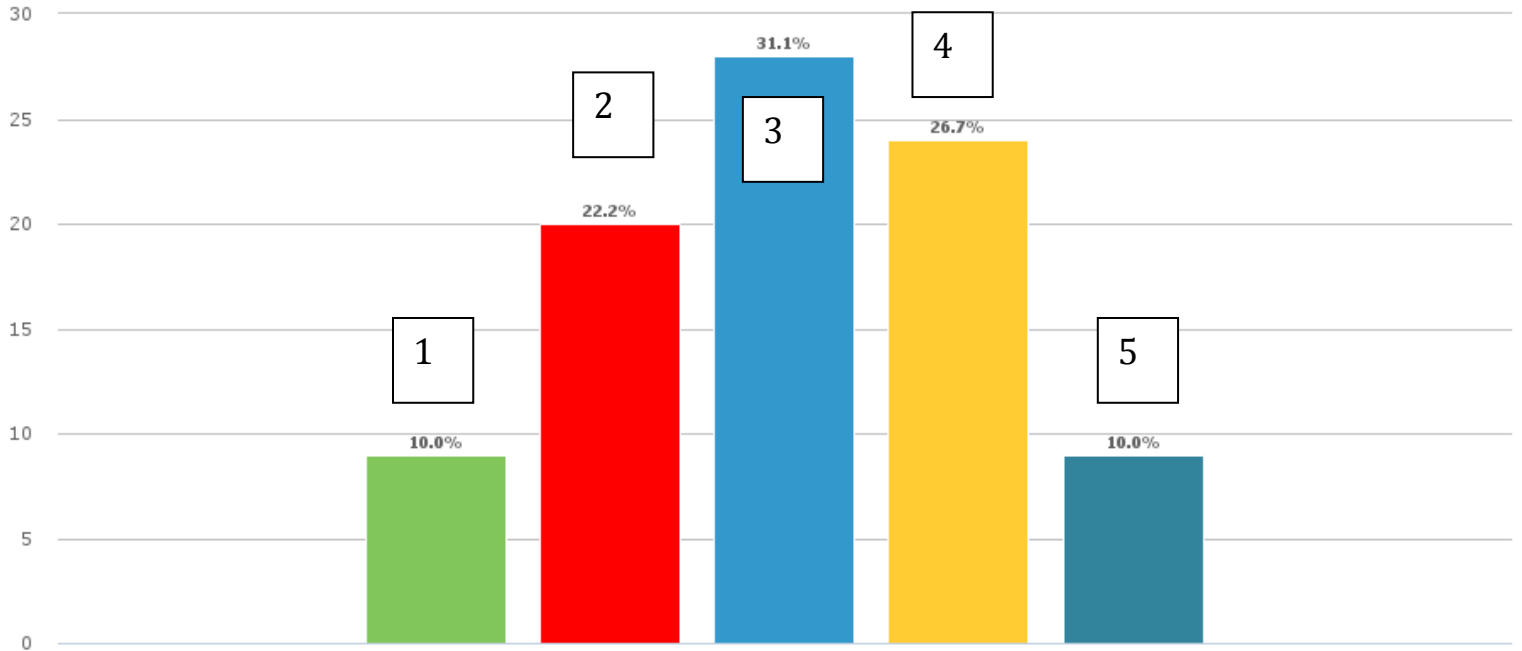
**11. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how would you rate your understanding of the role of faculty councils in governance of the University?**



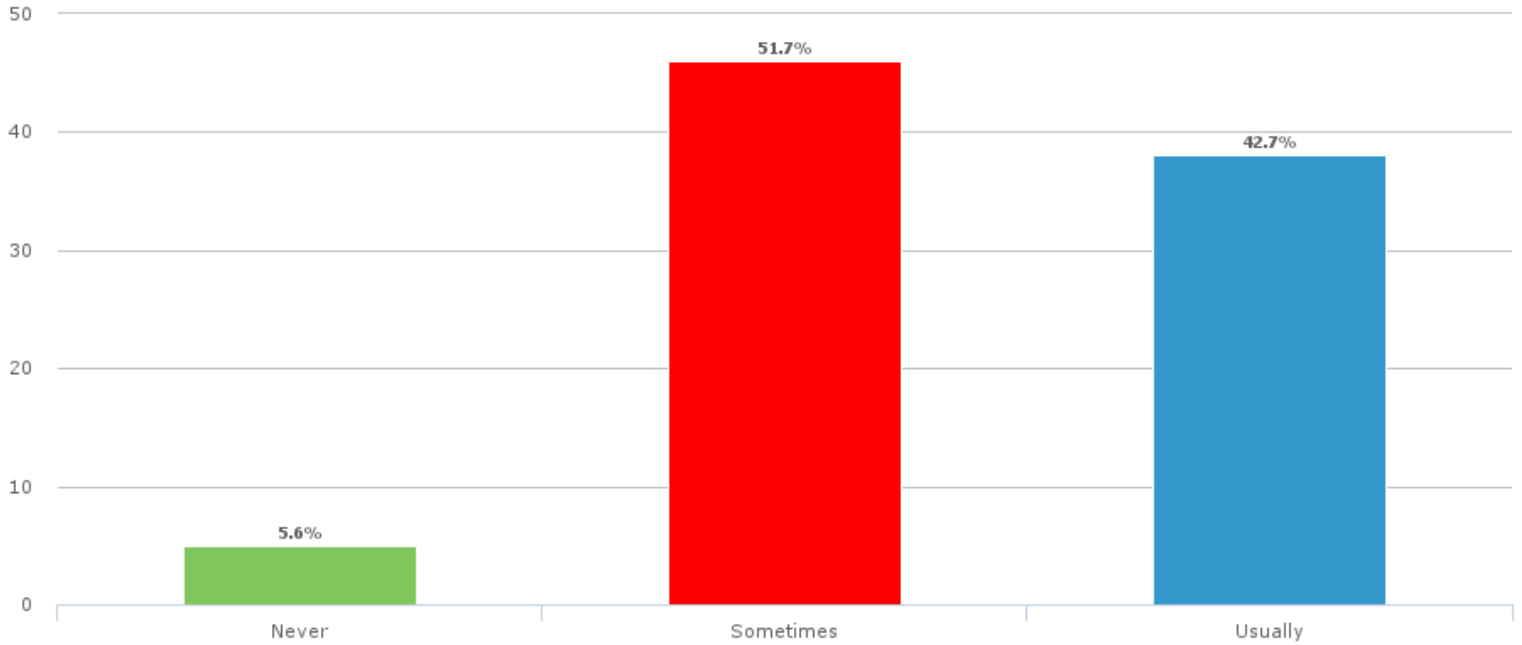
**12. In what ways do you believe Senate serves the academic interests of your program?**

The 62 response(s) to this question can be found in the appendix.

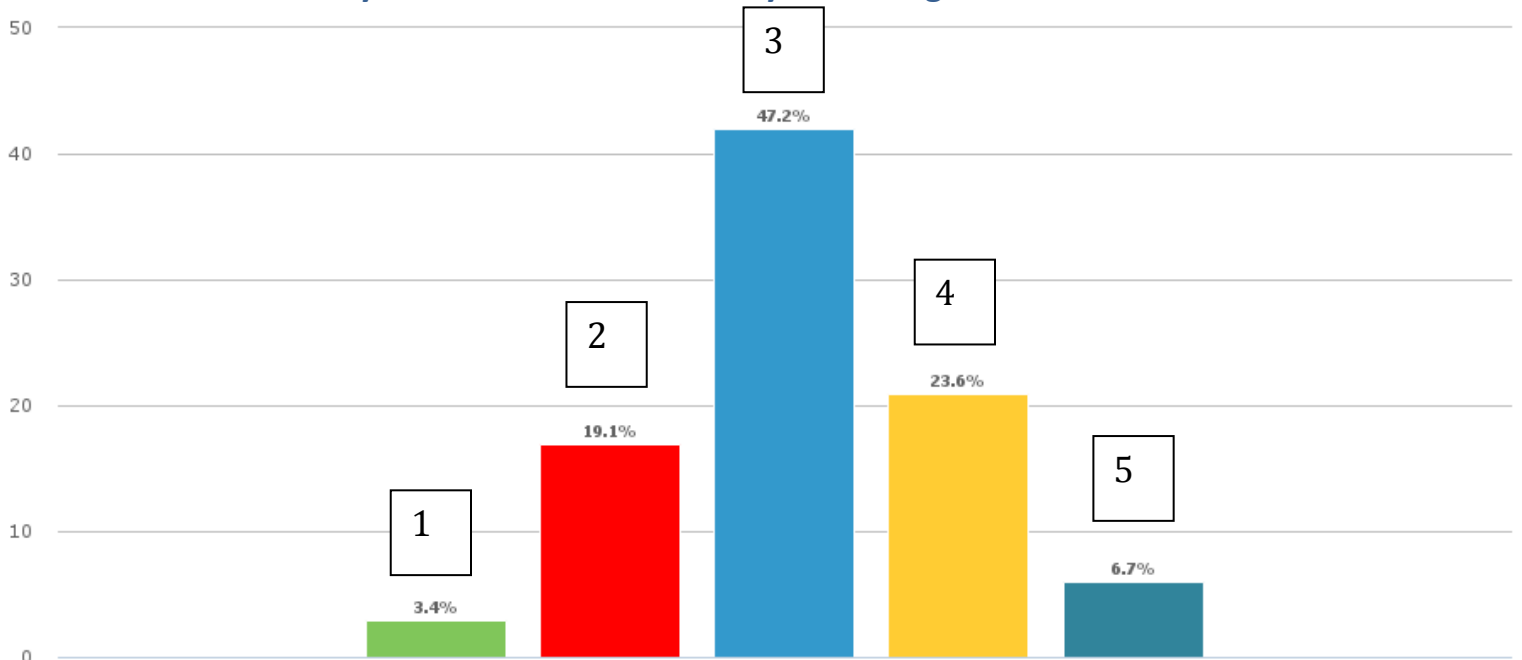
**13. On a scale of 1 to 5 where 1 is not at all and 5 is exceptional, how well do you think you are informed on matters before the Senate?**



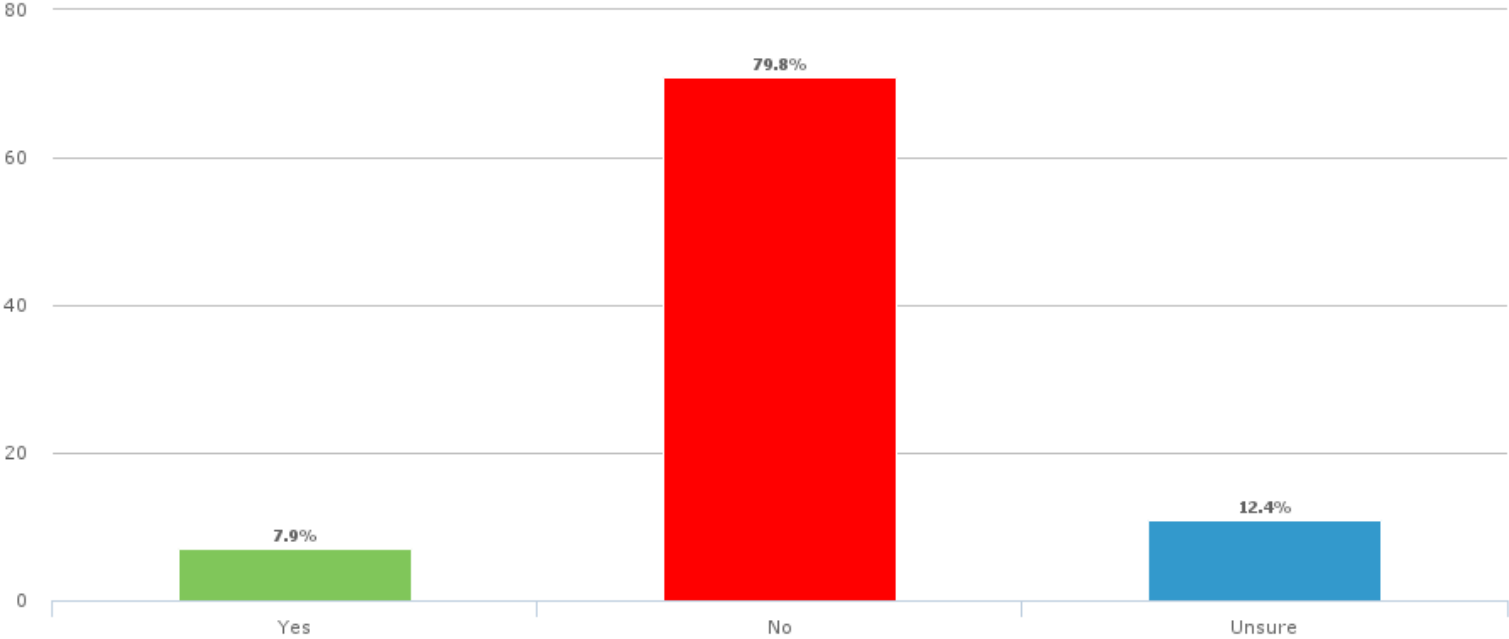
**14. Are you able to understand decisions made in Senate by reading the minutes?**



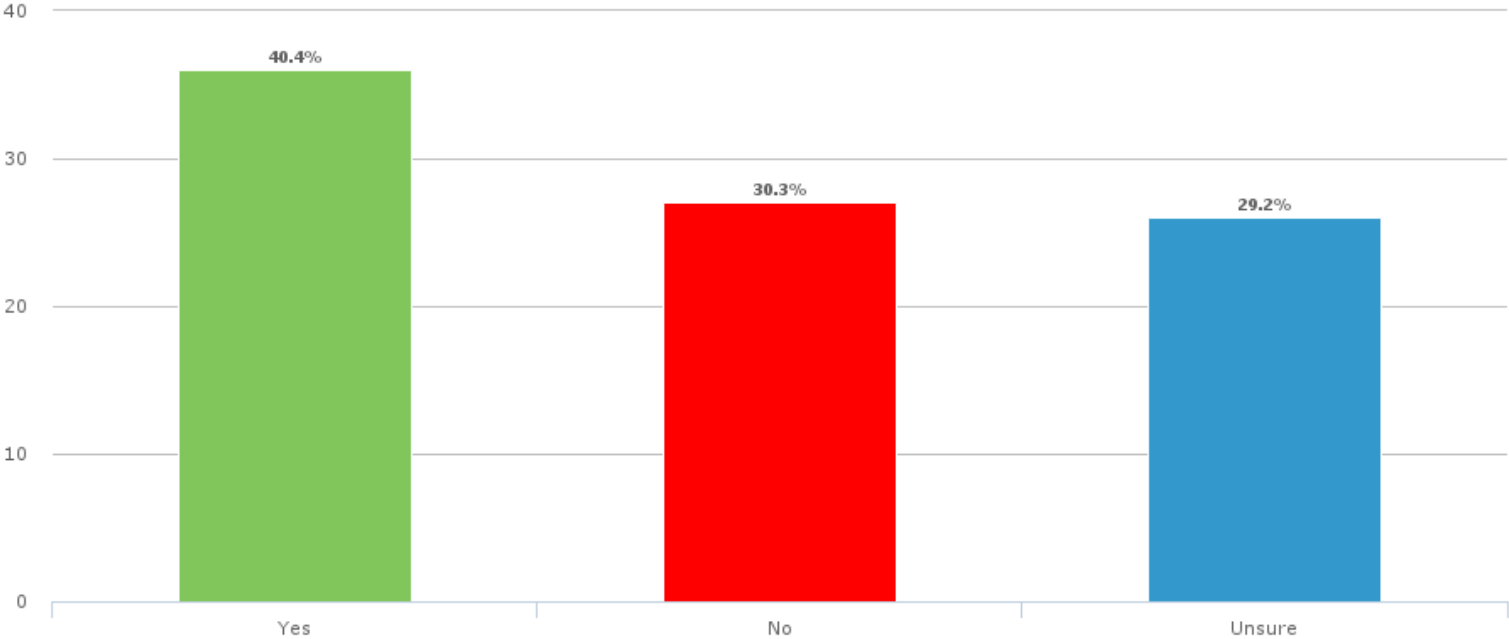
**15. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how much confidence do you have in Senate's ability to make good decisions?**



**16. Do you think there is sufficient transparency concerning academic decisions at the University?**



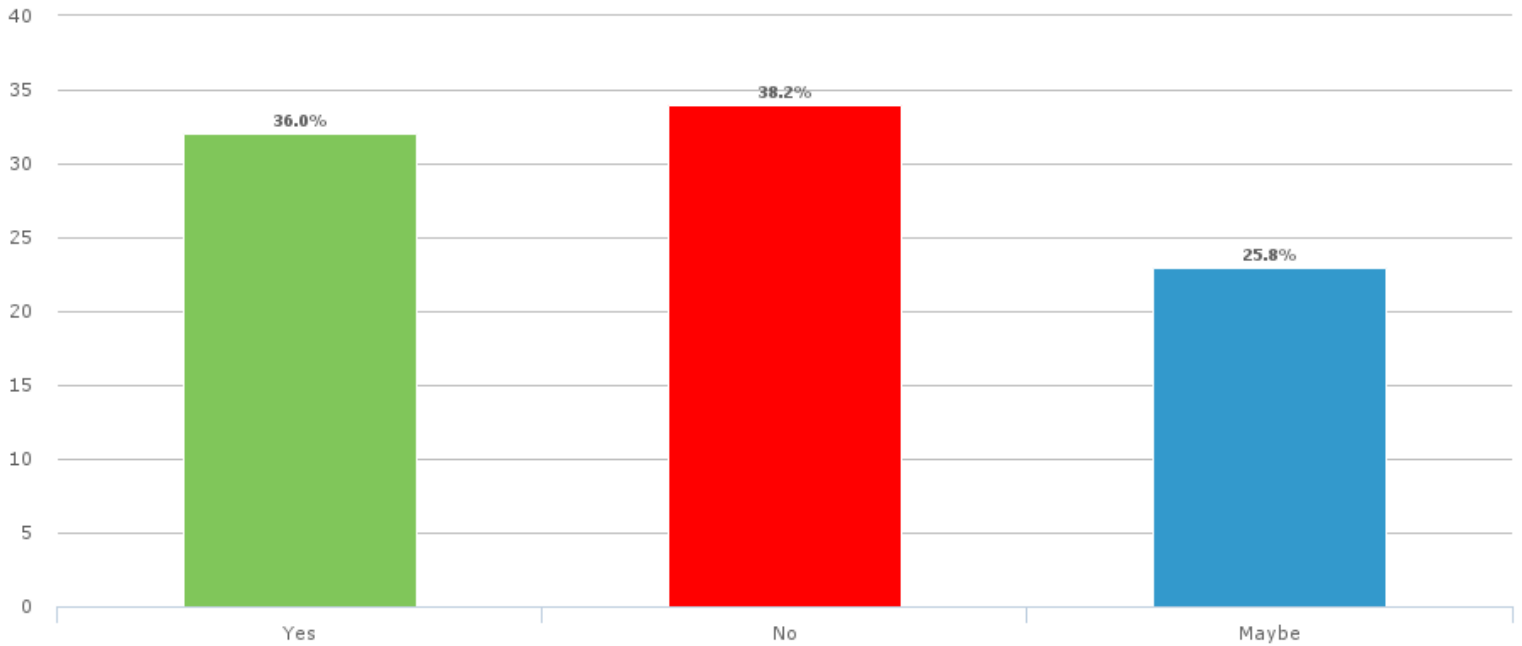
**17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?**



**If you answered yes, please explain.**

The 36 response(s) to this question can be found in the appendix.

### 18. Would you support returning to an all faculty Senate?



**If you answered yes, please explain.**

The 35 response(s) to this question can be found in the appendix.

## Appendix

If you answered yes, please list these committees. |

#	Response
1.	Student Appeals
2.	T & P (TPF) Standing and Petitions ARCC Faculty Council Executive (Education) Concurrent Program Review (Chair) Board of Governors
3.	Technology and Infrastructure; By-Laws; Library; others
4.	Honorary Degrees, Library, Teaching Award
5.	Graduate Studies Council Senate Executive Board of Governors (and subcommittees)
6.	PPC and graduate studies council
7.	Senate Executive, Bylaws, Planning and Priorities
8.	Graduate Studies, Teaching and Learning
9.	USC TIC GSC
10.	Graduate Studies Committee Research Council
11.	Technology and Infrastructure subcommittee
12.	Research Council, Bylaws, various hiring committees
13.	Planning and Priorities Committee, Senate Executive, Undergraduate Standing and Petitions Subcommittee, Undergraduate Service and Awards Committee, Graduate Studies Council
14.	USC
15.	Grad Studies Council
16.	USC, PPC, Senate Exec
17.	Student Appeals
18.	PPC, USC, FRC, Graduate Studies council

19. Library Advisory Subcommittee
20. Library
21. Teaching and Learning
22. Priority & Planning Library Tenure & Promotion
23. Senate executive committee Bylaws Ctte. Then renamed Bylaws and Elections Ctte,
24. Standing and Petitions
25. Graduate Studies Council
26. Library, Technology and Infrastructure
27. Senate representative on Board of Governors
28. COU
29. Standing and Petitions
30. grad Studies , search committees
31. Senate rep on Board of Governors Research Council
32. Student Appeals Committee
33. Bylaws
34. ARCC PPC apt
35. ARCC PPC apt
36. Student appeals
37. Student Appeal Committee Research Council Ad-hock committee
38. Teaching and Learning  (The Common Book Common Ground committee)(Senate committee?)
39. Planning and Priorities Committee Teaching and Learning Committee (co-chair) Academic Planning

University Curriculum Committee
40. Undergraduate studies; library; student appeals
41. graduate studies council TPF TPU APT FRC
42. Research Council
43. Teaching & Learning Undergraduate Studies Student Appeals Tenure and Promotion - Faculty Strategic Plan Ad-Hoc committee (2011-2012)
44. Honorary Degrees Teaching and Learning
45. Teaching and Learning
46. Senate Executive, By-laws, PPC, USC, Standing and Petitions, Student Appeals Committee, Library Advisory
47. Graduate Studies Council There are more but sorry I can't remember!
48. Senate Exec, By-Laws, PPC (formerly APC), USC, Honorary Degrees
49. Graduate Studies
50. Library Subcommittee
51. Library Subcommittee
52. Senate Exec By-laws USC Petitions
53. Bylaws and elections Standings and petitions



54.	Library Committee, Teaching and Learning Committee, Student Appeal Committee
55.	Multiple
56.	Deputy Speaker of Senate Speaker of Senate Chair - Senate Bylaws NU President's Selection Committee NU Chancellor's Selection Committee Planning and Priorities Committee
57.	Yes, I wish I was more informed on the Senate process before/on becoming a Senator.
58.	Senate Exec, USC
59.	Ppc, honorary degrees, technology
60.	Student Appeals  Undergraduate Standing and Petitions
61.	Graduate Council, USC

## 12. In what ways do you believe Senate serves the academic interests of your program? |

#	Response
1.	Senate really doesn't - everything at Nipissing is top down from senior administration.
2.	* awareness of issues * involvement in academic decision making * representation on committees that are involved in university governance
3.	I'm not sure if it does. Substantive comments seem to be censored by the Provost and President.
4.	I do not want to answer this question because of time
5.	Approves new courses and programs, provides a voice but this is limited for small programs and the nature of representation.
6.	To be honest, I find that it often rubber stamps what has come before. When academics finally arrive at Senate, they have been through multiple levels of approval, including Senate level committees. I would like to see Senate focus less on the course/program requirements - this is best left to FCs and USC/GSC which would allow Senate to focus more on the generalities of academics - basically, what we have been shut out of by the Administrative Team. Further (because I don't know if I'll get an opportunity later), I find that announcements at the end of Senate interfere with this. There was a time when the announcements of upper administrators provided us with a context within which to make academic decisions and ask academic questions that would push the university forward.

	Apparently, we are no longer capable of such discussions.
7.	Approval of new programs/courses. It should also be a consultative body for the closure of campuses and programmes, but was not.
8.	Senate is supposed to function as a second sober thought about all academic matters. It benefits my program both directly and indirectly in this way. Many issues that are handled at Senate directly affects all of us, regardless of program.
9.	protecting the integrity of program
10.	Senate provides an opportunity for sober second thought and often raises questions about program issues that did not occur to faculty council. At times this is frustrating but often helps to clarify program proposals. The one thing that is concerning is when Senate raised concerns regarding potential program funding but then votes in favour of a program anyway...then complains that the money is not there.
11.	It serves the academic unit in a number of ways including creation of new programs, debates over program planning, populating service and search committees, etc.
12.	It approves courses to be added to the academic calendar, but other than that, I don't know. In terms of the bigger picture of the university, it often feels like decisions are being made elsewhere and then brought to Senate as a fait accompli.
13.	In practice, Senate does very little beyond passing motions for course/program changes. In theory, Senate should provide guidance for the development of all academic matters.
14.	It often acts as an advocate for programs, by serving as a venue to discuss program modifications within a broad constituency. This enables decisions to be moved beyond the sole attention of senior administrators.
15.	Senate provides academic oversight and ensures consistency in application of academic policies and procedures for program development.
16.	It should serve academic interests and institutional interests where academics are impacted, but: the process often seems rushed; conversation/discussion cut short, faculty interests/concerns ignored/remain unanswered; sig. issues/decisions labelled a matter of institutional governance not academic governance or operational/admin in nature and not a matter for senate; decisions of an academic nature are often made by admin depts., without critical info brought to senate; sr. admin reports are often a showcasing of positive with little that requires critical consideration brought forward; minutes either altered/or inadequately representative of discussions
17.	Needs more The faculty Council doesn't seem to make motions or discuss Senate proceedings etc Seems to just be sharing of information by guests All Staff Admin and related attend ie not just Faculty!!
18.	By proposing/adapting/reforming/voting the adoption of new programs/existing courses or new courses via motions. Looking at the governing issue at the University and the Faculty level.
19.	It protects the program from being misunderstood and attacked by administration in any way.
20.	Other than approving curriculum changes, I am unsure about how it serves the academic interests of my specific program.

21.	I do not believe it does! If anything, it blocks progress and makes it difficult to meet our needs.
22.	awareness of issues Accountability of administration to others
23.	Holding administration accountable and ensuring due process is observed.
24.	it doesn't
25.	It can be a way for faculty to have input on changes to the university and the way it is run. But there are also some things that senate reviews and approves that really should be the purview of an individual department, such as titles, description and content of courses.
26.	As the leading body on Academic matters it is ultimately responsible for all programs. By and large it offers oversight and a final forum for discussion on academic matters.
27.	Senate serves the whole university and defends the academic side of the house so that effects everyone
28.	All changes are usually brought to Senate
29.	Putting checks and balances on academic proposals such new programs development coming from the various academic units
30.	Vetting of academic programming
31.	It is the academic side of governance
32.	Basic approvals of items voted on in faculty council, but in a representative senate, Education numbers are less than other faculties (less voting power).
33.	I want to believe that Senate does serve the academic interests of the whole university, including my program. Issues related to the program development, new course offerings, new faculty hiring, and other academic matters are thoroughly discussed in Senate. However, the strong representation of larger faculty sometimes overpowers the voice of smaller faculty.
34.	I'm not sure if it does.
35.	In the past few years, it has served as a "necessary process" toward certain formal changes, e.g., changes in courses, etc.
36.	By giving final approval to programmatic and curricular changes.
37.	It provides a forum for discussion of our academic goals in the context of financial realities. It provides an opportunity for questioning and correcting administrative directives or plans. It enhances collegiality and cross-department solidarity.
38.	Mostly indirectly, by attempting to protect and further the academic mission of the university. For the most part, Senate ought to defer to individual programs regarding the direct and particular interests of the latter (for instance, I regard the elimination of a senate-mandated mandatory exam policy as the elimination of a policy that ought never to have been implemented).

39. Voice - direction, planning,
40. It has approved whatever we have asked it to approve.
41. Attempts to provide an overall structure for transparency within the university.
42. program/course approval
43. Provides: course, certificate, & program evaluations & approvals Attempts to improve administrative decision in these areas.
44. We have a particularly active senator in our department.
45. Senate ensures the academic standards are being upheld. It is a body that engenders accountability for the structures, processes and work being conducted prior to Senate level approval. It also represents the student voice on academic matters.
46. Our program and curriculum changes have been well-vetted and improved in Senate committees.
47. I don't. I think they pass courses through. Would like to see it doing more and being more involved.
48. Oversight with respect to policy and overall representation such as the academic calendar.
49. Provides a forum for faculty to question administration. Forces admin to make things public.
50. It does not. My faculty is run from the Dean's office, so any motions from our Faculty Council to Senate are a moot point.
51. Not sure I totally get the question. Senate serves the academic interests of the institution, and that is what it should do. Wondering how Senate might serve individual programs is precisely the way to undermine it.
52. policy development for academic matters, upholding policy and procedures, ensuring quality education programming, etc.
53. Approve changes in curriculum.
54. Primarily , in the review and approval of courses and changes to programs. On other matters relating to the academic interests of our program, Senate is often not provided the information ahead of time to be properly informed of slight of hand or end run tactics by Administration. For example, the secondment of the Dean, the internal appointment of an acting Dean, the cessation of the Concurrent Education program on Main Campus, the dismissal of all LTA's without consultation with Faculty, the cessation of the Concurrent Education program at Brantford Campus and the closer of the campus and the cessation of the Concurrent program at Muskoka and the closer of the campus.
55. Unsure
56. As a blocker to change.

57.	Sober second thought-oversight.
58.	I'm not sure that it does, other than approving curriculum changes.
59.	Not at all.
60.	Ensures a reasonable level of consistency on matters that affect several/all programs.  It's the only forum where faculty can collectively and effectively advocate for academic standards. While this happens at committees as well, the strongest and most effective place that this happens is at senate. In my opinion, we are not always effective. Nonetheless, senate has the most potential to be effective.
61.	Discussion of new programs and courses, hiring committees for new faculty positions, questioning administrative decisions, fighting for fair governance
62.	Just in a general way, as with all programs. However, I strongly suspect that if my program were to be seriously threatened (such as being shut down), Senators would defend my program.

**If you answered yes, please explain. |**

#	Response
1.	We must have more say in academic decisions at Nipissing. Administration isn't concerned with students or faculty.
2.	When we have administration who are untrustworthy, it is important to have the faculty strength to insist on positive approaches that maintain a student centred focus.
3.	But I would not decrease either
4.	Quite honestly, I think two-thirds is more than sufficient, particularly when faculty are in attendance. My response to a previous question indicates that this is not necessarily about the number of faculty, but instead about how Senate is running. All faculty can attend Senate - the decisions that are being made in Senate right now are what I would considered minutiae of academic programming. Administrators are making decisions about what to bring forward in terms of policies, hiding behind their perceived right to make management/administrative decisions regardless of whether it impacts academics. From where I sit, this is not about more faculty, it is about putting the right faculty in the seats we have. It is about holding admin accountable, it is about being willing to stand and call for non-confidence when necessary. No amount of faculty or full faculty Senate will change this.
5.	More faculty proportion will only weaken Senate's ability to consider diverse viewpoints. Why not increase the student proportion? I read this on the HESA blog this morning and completely agree. I draw attention especially to the last line:  "Imagine local student unions spending time engaging their members to find out what kinds of outcomes they want from their time in university. Imagine them spending time translating that into real policy options within the institution. Imagine national student organizations spending time training people at the local level, teaching them how to understand university administrative and political structures, how to talk "Senate-ese", and

how to be effective champions of curricular change. Imagine local student organizations putting time and effort into making sure that every student on every periodic review knew how to advocate effectively for change during the review process.

(Actually, if they were smart, universities themselves would get on this effort: increasing the number of students who can make intelligent contributions to university governance activities can really only be to the good).

6. The proportion should be the reverse of the Board of Governors; i.e. the BoG is over 90 per cent non-faculty, thus the senate should be roughly 90 per cent faculty.
7. I found the previous system more appropriate given the size of our university which is now on the decline.
8. I feel that it is important for faculty to have representation and the power to make decisions.
9. If only to convince more informed and motivated faculty to participate....
10. It is an academic Senate. I think that faculty representation should be increased to full representation of all faculty.
11. It is often very challenging to get matters before senate, as senior administration has garnered so much decision-making power. I support balancing out this decision-making influence in any way possible.
12. I am uncertain that lack of representation is the real issue. Could it be the processes in place given the representation model we have are unclear? ... Should we be reinventing the wheel or considering whether we can create more effective processes for communications and otherwise instead? .. It's possible some of the challenges relate to having to make decisions in the face of misinformation/muddy information/lack of information .. I am unclear of the value of more heads in the room, without also asking some other critical questions about the process identified for reps/senators, the process of senate, the expectation of senate exec, the expectation of admin/provision/transparency of information, some discussions re: decisions of an academic nature/or with academic impact that are made outside of senate in admin offices/like scheduling for example, etc.
13. Need more faculty Representation at Senate as we are experts of programs etc  
Some never ask questions etc. Some Senators meet among themselves re Agenda etc but should be meeting with their own Faculty. Faculty Executive meetings not in the loop or ever asked if any items to refer It is a broken system
14. I think a universal Senate would be a proper democratic move, and I would also support the recording of the Senate meetings, and the BOG meeting, so we can get clearer answers...
15. The Senate governs the academic side of the university. Faculty are responsible for more than 66% of the academic side of the university.
16. The current administration rarely acts in a transparent and consultative manner and are hard to trust. Thus, faculty in an expanded role might force more openness and consultation.
17. The full senate wasn't broke. It was so good for us all to have the same one vote. We felt a

	sense of togetherness as NU.
18.	More faculty reps would ensure that decisions about academics would be discussed in more detail.
19.	The influence of faculty on the management of the university has been declining. That would not be a problem if the university was not having ongoing serious problems of management. In my view these problems could threaten, in the longer term, the existence of the university. For example costs of administering the university have grown while the success of the university has declined (in terms of enrollment, revenue, accountability).
20.	The senators do not always have enough time to consult with members they represent. As such they at times get faced (at senate meetings) with questions they cannot always answer accurately. Having a higher proportion than two-thirds can only bridge such a gap.
21.	There are far too many administrators, student reps, and other non-teaching people on Senate to make informed decisions for items that affect the classroom directly.
22.	<p>As per Nipissing University rules, "The duties and mandate of ... the Senate are [related to the] academic requirements, with the Senate and its various committees and subcommittees assessing the academic needs of the University. This includes evaluating new programs and courses, approval of graduates, establishing admission requirements and searches for selection committees."</p> <p>The number of faculty should be increased if for no other reason than, at least, for a simple reason to balance out the unequal representation of faculty in the Board of Governors (1/7) vs. administration in the Senate (1/6).</p> <p>Another issue is related to the proper representation of all schools/streams within each faculty.</p>
23.	I was never in favour of a Representative Senate. We were all much more invested and involved when it was a full faculty Senate. Many senators who are elected are not fully involved. Some are very informed and active, but some seem to take on the role as a line in their CV for service. In some cases, it may be just lack of experience, as well.
24.	The faculty ARE the school. They should run it.
25.	<p>Frankly, this seems not to be the primary problem with Senate which is, instead, that Senate is often misled or is kept in the dark by the administration, that the will of Senate is too often ignored by the administration and board, etc. One obvious instance: Senate has requested, in every imaginable form in the English language, the evidence that purportedly demonstrates the necessity of closing the Branford and Bracebridge campuses; in response, Senate has received a series of misdirections, cliches, irrelevant documents, and unsupported assertions, but never the thing that was transparently requested.</p> <p>In my time on Senate, I have never seen faculty lose a vote in which their interests were divergent from administration. I support an increase of the proportion of Senators as a symbolic reassertion of the fact that the academic governance of the university is the province of faculty.</p>

26.	Faculty provide the oxygen for the school - we breathe life into all aspects of teaching, learning and research
27.	Faculty represent the key service of what the university is meant to provide. To educate people and support them through their learning process. That is our business.
28.	75% would be better.
29.	Given the power inherent in being in administration, and how I have heard administration answers (or chooses to not answer) questions being posed, faculty needs to increase their voice. There is strength in numbers.
30.	Senate service is dependent upon getting voted in by one's faculty council, which requires being nominated within one's faculty council. It is a popularity contest. There are individuals who may wish to serve on Senate who cannot because they cannot get either nominated or elected.
31.	We have a majority, we do not need more people. We need each member to take the position seriously.
32.	More faculty involvement will offer a chance for each to learn how the university operates and how decisions will affect teaching, research and the operation of the university.
33.	I would need to understand how increasing Faculty will contribute to a more effective Senate particularly when Administration seems intent on ignoring the bicameral system of governance or giving only cursory acknowledgement to the role and function of Senate, albeit grudgingly.
34.	Yes, increasing the portion of faculty would be helpful. However, many decisions are made before reaching the senate floor.
35.	I would like to see us return to a full faculty senate.
36.	Senate is responsible for the academic side of the house. Admin are responsible for the financial side. In order for decisions to be made both sides of the house need to come to agreement. While this is often difficult to achieve, I believe this results in the best possible decision. It would be fair for admin to have a say on senate if faculty had an equal portion of the say on financial matters. I don't believe that is currently the case. Given that, I believe faculty should have 100 percent say over academic matters. Admin and staff should still be permitted to attend as non-voting members. However, I don't expect this will happen.

**If you answered yes, please explain. |**

#	Response
1.	This would ensure that those that are affected by decisions have a say in making those decisions.
2.	We can all stand to be better informed.
3.	I think even those who choose no should be asked to explain. I like the idea of increasing the proportions but having everyone there is not practical. We are too many for one. Before 2008 many people did it as a simple duty and did not give it the seriousness it deserves. Senate meeting would often have a circus feel to them. I prefer representative but we should increase from 2thirds if possible. However I think what is lacking is not numbers---as much as it is those in the 2/3 taking full advantage of what they can achieve. 2/3 is



	already a winning proportion but increase it if you can
4.	This would give a voice to smaller programs who have a harder time gaining representation on Senate.
5.	<p>An "all-faculty" senate is not a panacea; senate regularly deals with complex and important decisions and what is needed is informed and engaged senators who fulfill their obligations and engage their constituents. It was extremely frustrating to hear that in the first regular senate meeting after the NUFA strike that the elected senators could not even stay in the meeting long enough and hold quorum to complete the important senate business and motions on the agenda.</p> <p>Having witnessed the "all-faculty" senate during it's existence, I can attest it operated no better than in the 3 years I was a senator during the current representative model. One could in fact argue the new representative senate was less victim to "bullying" by groups that would show up en masse when and only when it served their interests to vote on a particular matter. On many occasions I witnessed faculty show up to senate, stay until a particular motion or question of interest was raised, and then promptly leave when the "regular business" commenced. Senators, as a whole, were no more or no less engaged before as they were after.</p> <p>I believe the amount of faculty time and effort already spent arguing about full vs representative senate is sadly misplaced. There are real and pressing issues to deal with in terms of the growth and quality of education at this institution, funding and strategic planning, etc, and this survey feels a bit like not seeing the forest for the trees.</p>
6.	Doing so would exclude members such as laboratory instructors, seminar instructors and technicians. In some departments (such as in science departments) these are integral members who's voices would be otherwise ignored by an all "faculty" senate.
7.	Would give all faculty members an incentive to stay informed and participate in governance, rather than leaving it to representatives. Nipissing is small enough to do this effectively.
8.	I found the previous system more appropriate given the size of our university which is now on the decline.
9.	Yes, as this would allow full-time CASBU instructors and LTAs to have a larger presence and voice at Senate.
10.	I think that is the fairest way for all concerned. It allows everyone to participate in decision making. It allows everyone a voice. It will make the election of Senate reps less politicized so that people with a single issue cannot get on Senate to promote their own issue.
11.	This would broaden the ability to contribute to the functioning of the university. Although most senators do an exceptional job of representing the faculty, there is always the concern that personal agendas may influence a decision. By moving to an all faculty senate, this may

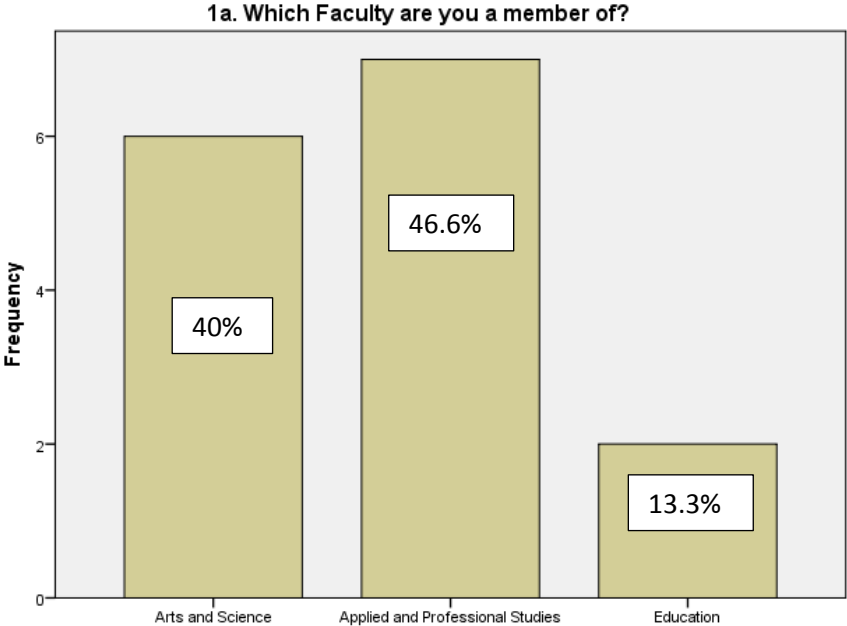
<p>help to decrease this possibility. Further, it would go a long way towards decentralizing sr. admin's power, which often appears to be wielded with little consultation or consideration of the academic ramifications of such actions.</p>
<p>12. See above ...</p> <p>but in a nutshell, we perhaps need a bit more of an informed evaluation of the actual processes of senate/senate communications (internal and between senators/faculties), etc. ... to try and understand where these are breaking down ... I would feel unprepared to support or not support an all faculty Senate ...</p> <p>what evidence do we have that one model would hold any value over another, without asking the process-level questions that can impede and fail with either model in place ??</p>
<p>13. Attendance may improve for quorum More diversity in responses etc Better governance if feel can input Would be both empowering and emancipatory</p>
<p>14. I believe it is the faculty's duty to be involved at the management level of this institution. A faculty Senate is the best way to get all voices heard, so we can make Nipissing move forward, and stop the current mess it is in.</p>
<p>15. It would encourage me to take more of an active role and interest in governance. I need to be guilted into it, and an all-faculty Senate would help with the guilt.</p>
<p>16. I believe it is important that all faculty have a voice and the ability to vote in senate. We are also small enough to make it work -- and we are contracting.</p>
<p>17. Again, I trust faculty to have the insight necessary to consider academic issues rather than administration.</p>
<p>18. This would ensure everyone's voices were heard and build collegial governance</p>
<p>19. The full senate wasn't broke. It was so good for us all to have the same one vote. We felt a sense of togetherness as NU. The senate reps also get a disproportionate amount of service.</p>
<p>20. This would allow more representation of faculty in academic decisions.</p>
<p>21. I think the system as it is works but I like the idea that everyone can come and participate. This is a small university and there is no real reason to have representative senate.</p>
<p>22. See explanation on Q17</p>
<p>23. Absolutely. When we had it before, everyone had a voice, or could attend when they wanted to have a voice. Currently, the reps may have their own agendas, which may not jive with all in their faculties. Also, those on Senate who do not have tenure may not feel they can speak up if they disagree with a decision.</p>
<p>24. See above.</p>
<p>25. Same as above: I would like to see faculty as a whole take control of the academic governance of the university (although, again, I do not think numbers are the primary obstacle to this). I do worry that failures to obtain quorum might be worsened, though.</p>
<p>26. I have experienced both formats and the all faculty senate was inclusive, representative and</p>

fair
27. I think that would ensure the key business of the university is represented.
<p>28. Senate is a pain. I don't want to attend -- that's why I like having representatives. We will have low attendance if we return to a full Senate. What we need is better lines of communication between A&amp;S Senators and Faculty members. I also don't want to go to Senate because it is very adversarial and I'm tired of all the fighting. My experience on Senate [REDACTED] was exhausting, stressful and demoralizing. It was also incredibly time-consuming, with the pre-Senate meetings.</p> <p>That being said, I feel relatively out of touch with the politics of this university. So, I know I should attend Senate, and I would if we returned to full Senate...but only out of duty. Senate is important to academic governance [REDACTED].</p>
<p>29. I remember being in the all faculty senate. It was an opportunity to have a voice and be aware of what is going on in the university. Further, the town halls that were to happen a certain number of times a year have not occurred. When they do occur they are reactionary - admin laid people off and the PC report - so instead of being a community sharing ideas and voicing opinions prior to decisions they have become something that only happens when admin feels they might try to do some damage control. The town halls were set up originally to ensure the voice of faculty members not holding a senate position would still have a voice in a university community forum. Since these have not been happening as designed, we need to go back to the previous model.</p>
<p>30. There are two issues. The forward issue of giving the opportunity for newer faculty to learn about governance and the rearview mirror issue of bringing the historical understanding to bear on current issues. We need both and an "all faculty" approach does that.</p>
<p>31. An all-faculty Senate is the only way to ensure that Senate is not controlled by political factions representing the interests of deans and upper admin.</p>
<p>32. It would be a complete [REDACTED]-show with individuals voicing personal grievances. Senate should not be micro-manageing.</p>
<p>33. NU is a small university and can have all faculty senate. It is more democratic for NU to operate on direct participation than through representative delegates.</p>
<p>34. Please see comment in 17 above.</p>
<p>35. I support returning to a full-faculty senate. I began teaching at Nipissing right before the switch. I appreciated attending senate as it gave me a good understanding of how the institution functions. It was a wonderful learning experience. I also believe it is important for all faculty to have the opportunity to participate in the governance of the university. Not all members will exercise this right, but I still believe the opportunity needs to be there. I am currently a senator and make an effort to share senate business with my colleagues. I often hear faculty complaining about feeling as though senators are not communicating with them. However, I have never once been asked to provide a report. I do this because I feel it helps inform my own department in our decision-making. From a practical standpoint, I also believe it's impossible to fully relay all of the discussion from senate. Often it's the subtle tone of a voice or the skirting of a question that is more telling. This is difficult to convey to others, and others may interpret these signs differently. A full-faculty senate would allow individuals to participate as fully as they wish, and interpret the discussion as</p>

they wish. Finally, I find faculty council largely redundant. I think that has a lot to do with why attendance is so poor. There is only so much time in the week available. Fewer meetings that allow enough time for proper discussion, in my opinion, would be more effective.

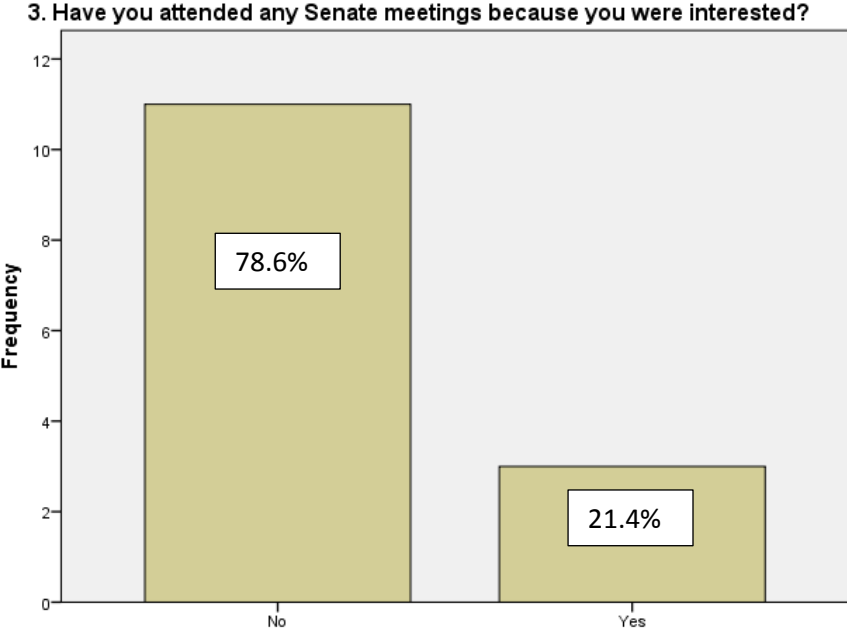
# Senate Reform Survey - Part-time Faculty Responses

N = 15

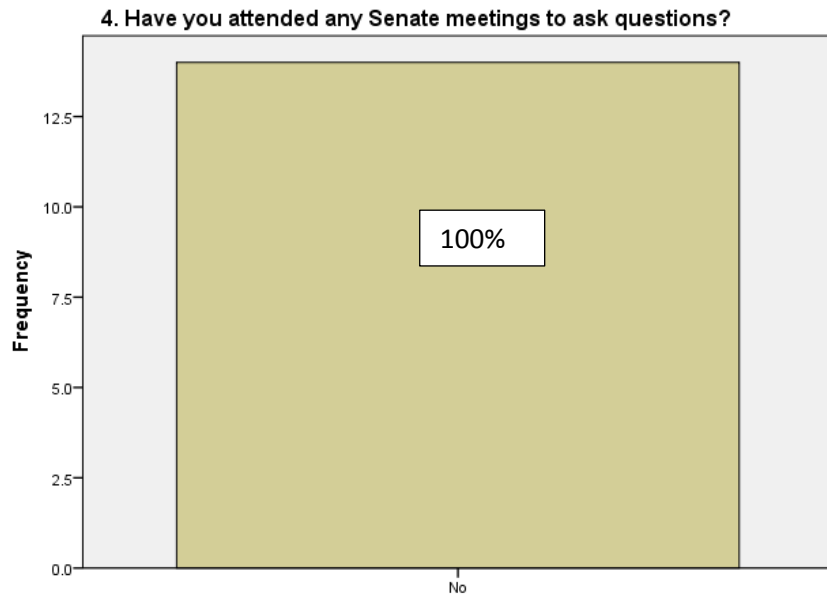


1a. Which Faculty are you a member of?

N = 14

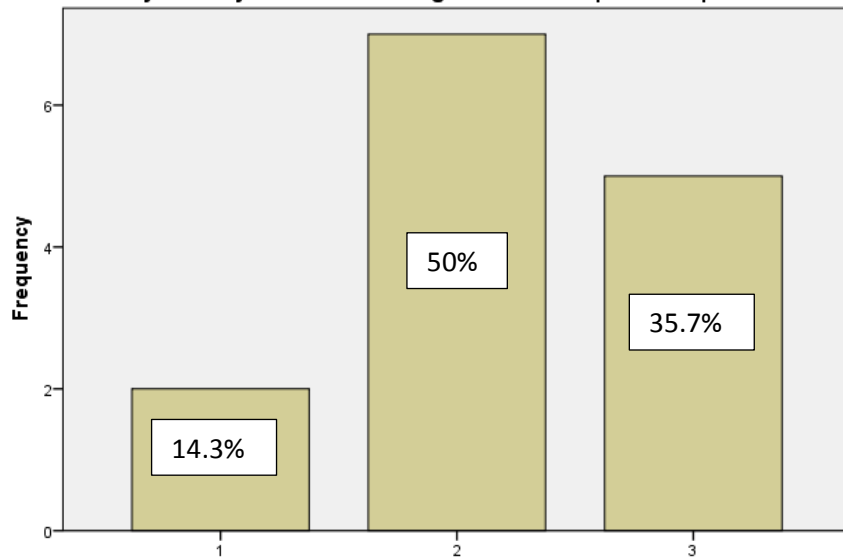


3. Have you attended any Senate meetings because you were interested?



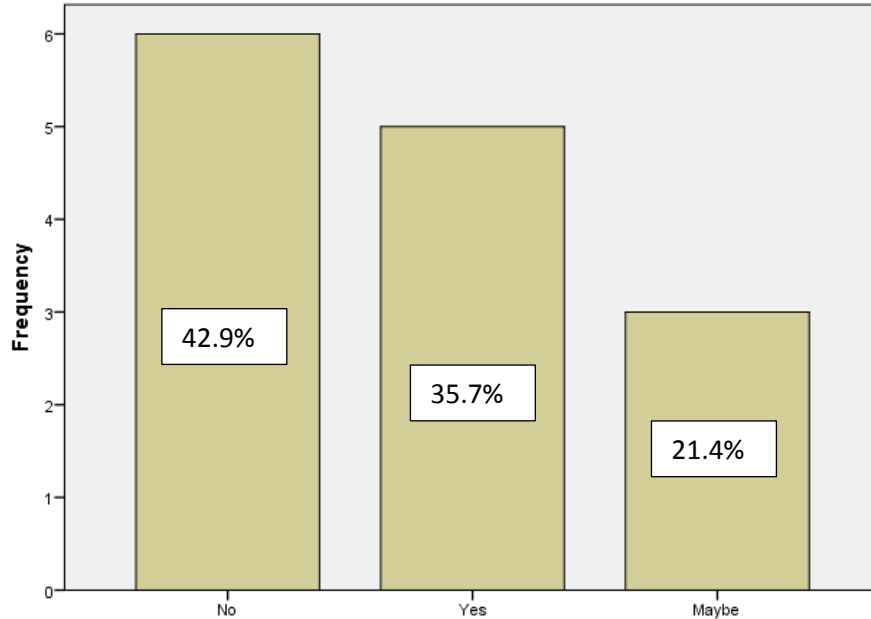
**4. Have you attended any Senate meetings to ask questions?**

**5. On a scale of 1 to 5, whereas 1 is none at all and 5 is exceptional, how would you rate your understanding of the Senate process? |**



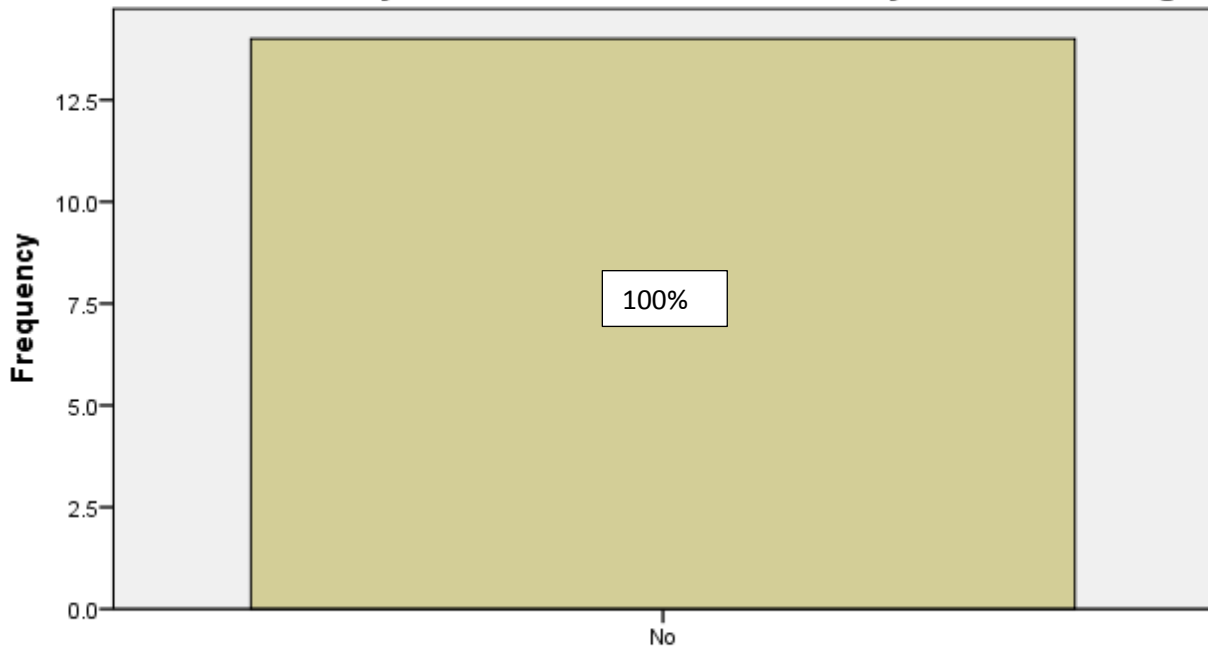
**5. On a scale of 1 to 5, whereas 1 is none at all and 5 is exceptional, how would you rate your understanding of the Senate process? |**

6. Do you know the names of any representatives for your faculty in Senate?

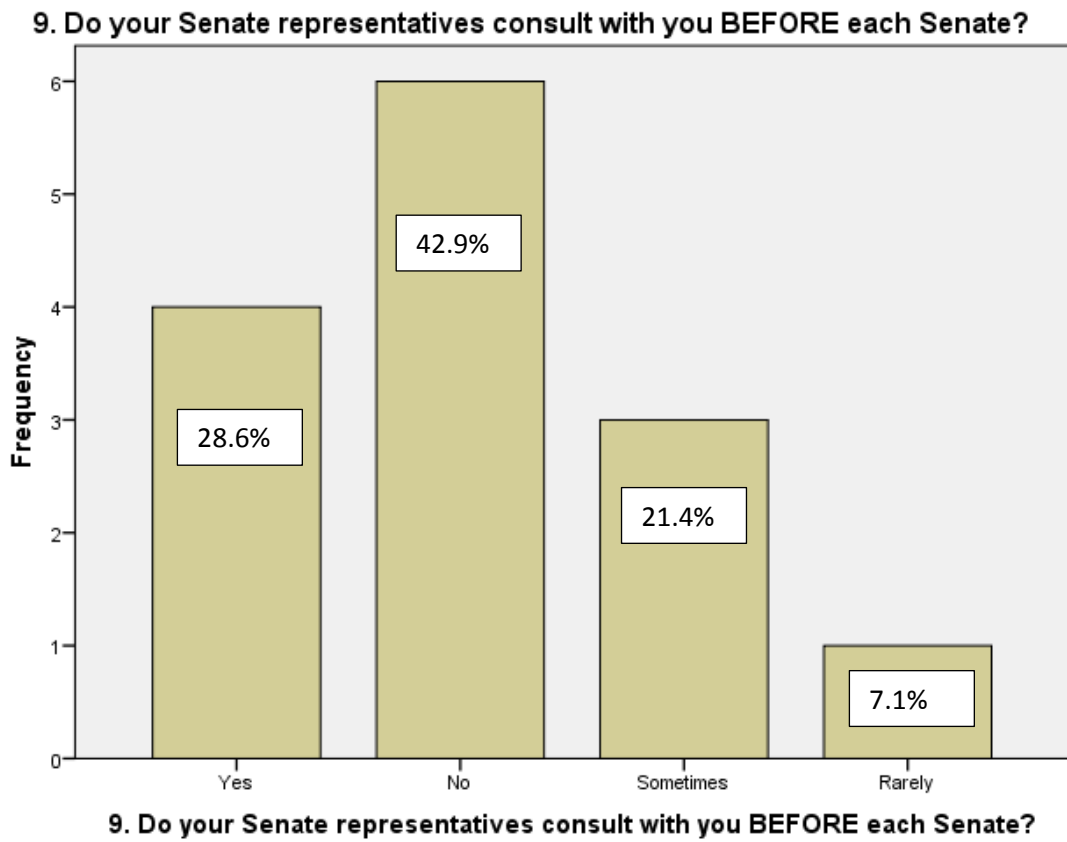
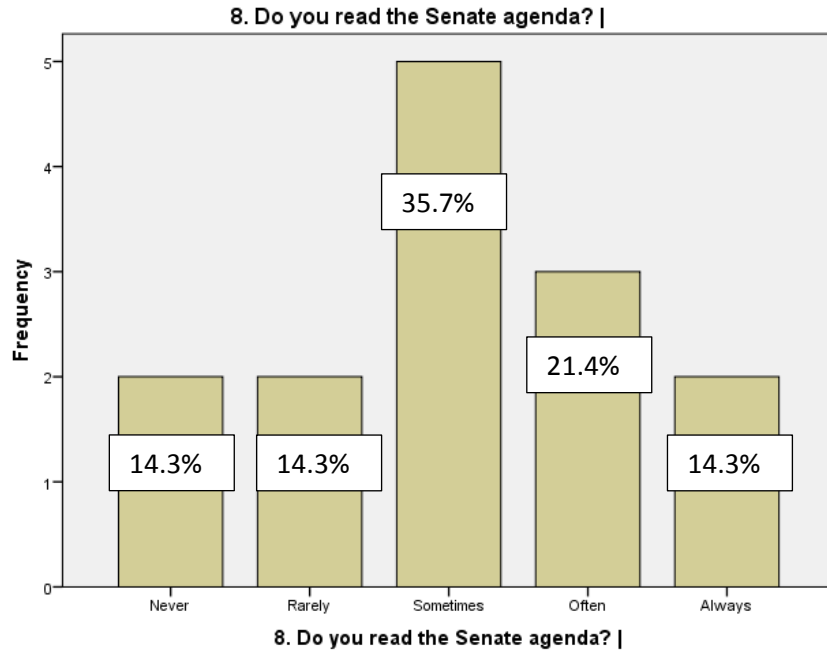


6. Do you know the names of any representatives for your faculty in Senate?

7. Have you served on Senate committees, subcommittees, the graduate studies council or the research council in the last 7 years? **Note: Please do not include service on faculty councils or committees of faculty councils.**

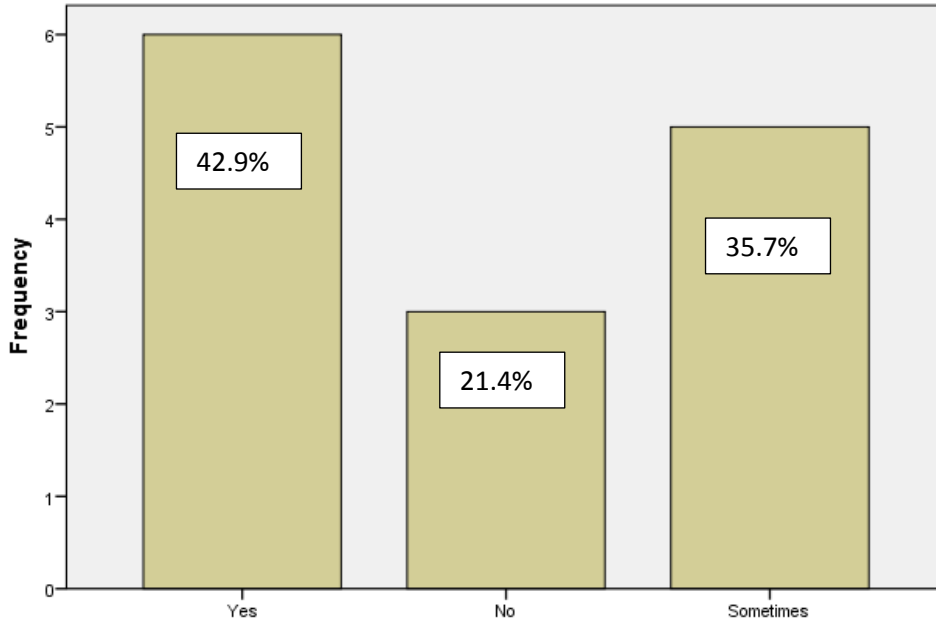


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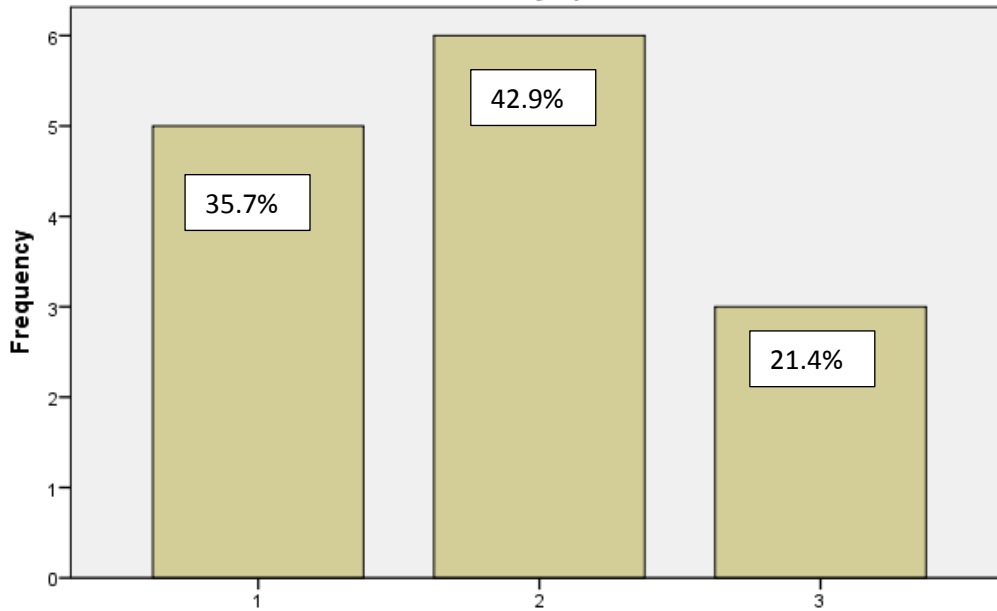


10. Do your Senate representatives provide you with written or oral reports AFTER each Senate meeting?



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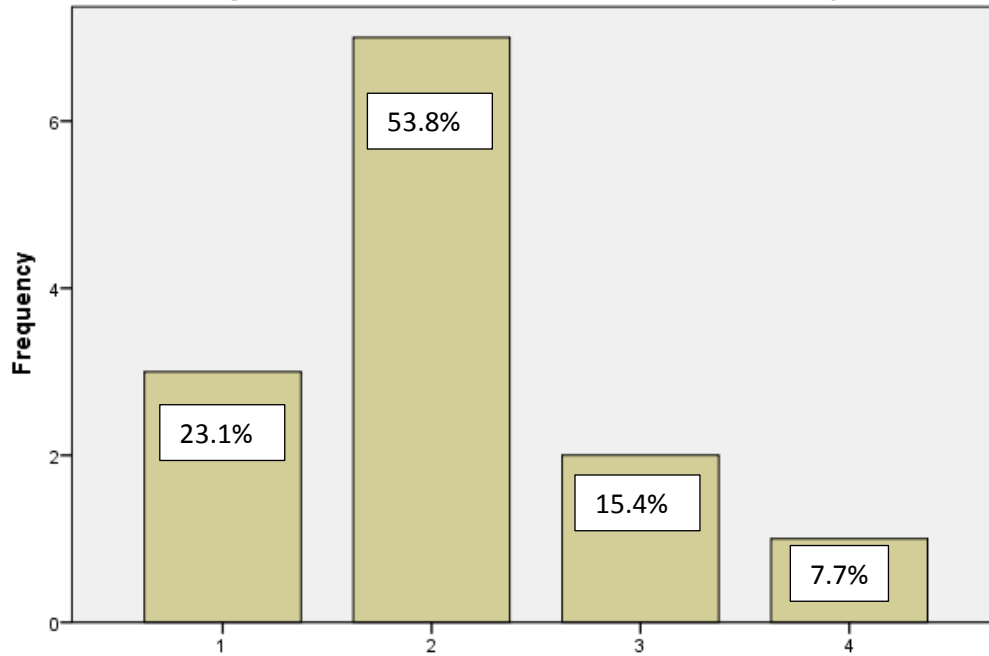
11. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how would you rate your understanding of the role of faculty councils in governance of the University? |



11. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how would you rate your understanding of the role of faculty councils in governance of the University? |

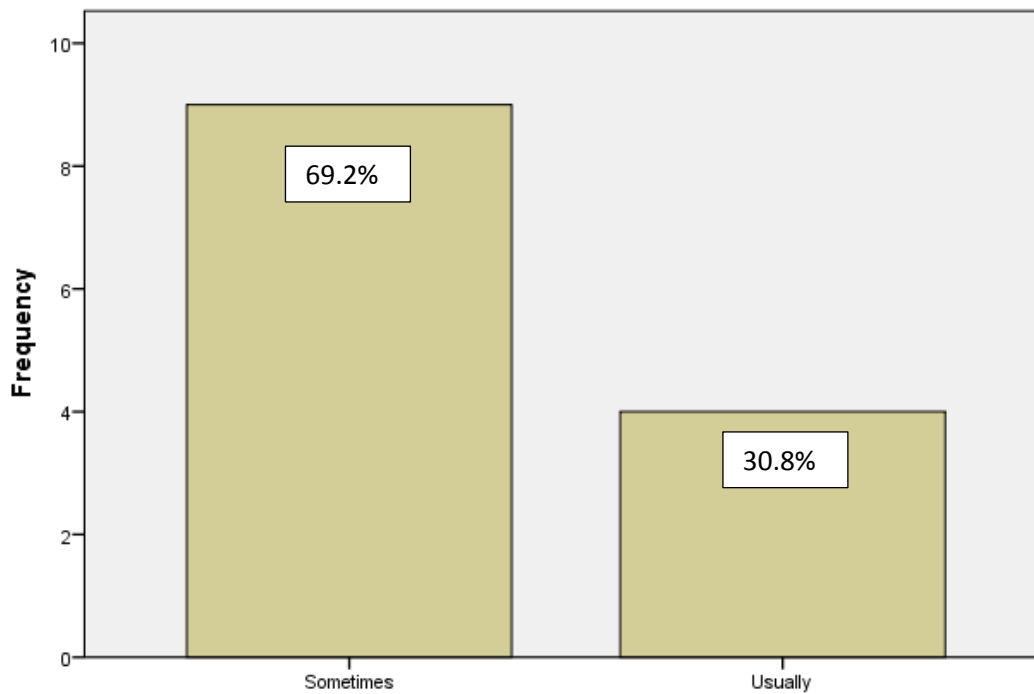
N = 13

13. On a scale of 1 to 5 where 1 is not at all and 5 is exceptional, how well do you think you are informed on matters before the Senate? |



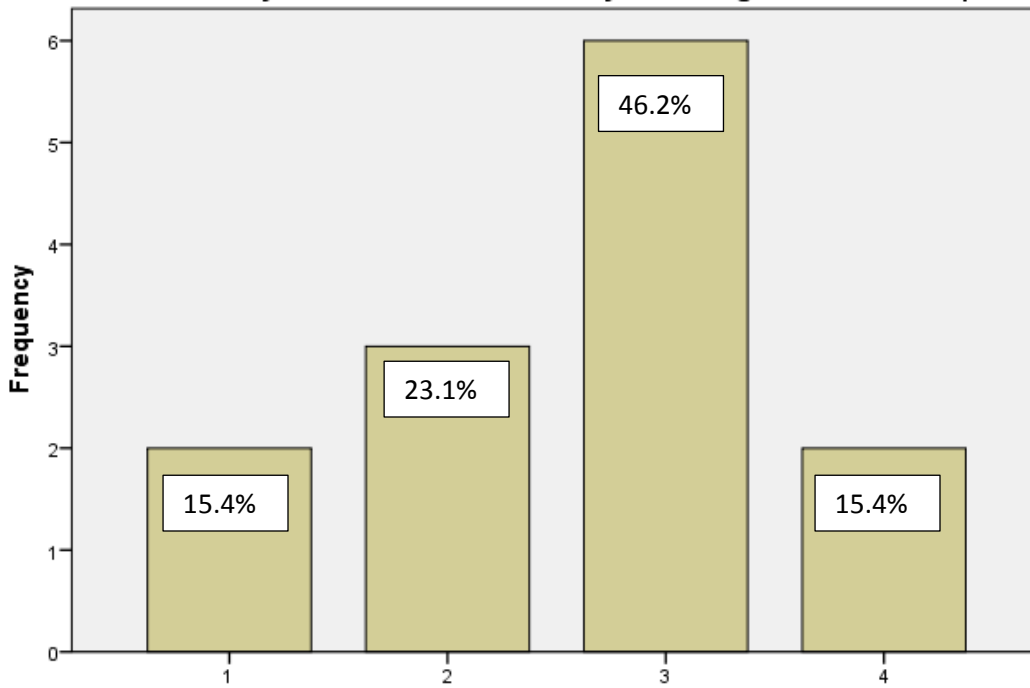
13. On a scale of 1 to 5 where 1 is not at all and 5 is exceptional, how well do you think you are informed on matters before the Senate? |

14. Are you able to understand decisions made in Senate by reading the minutes?



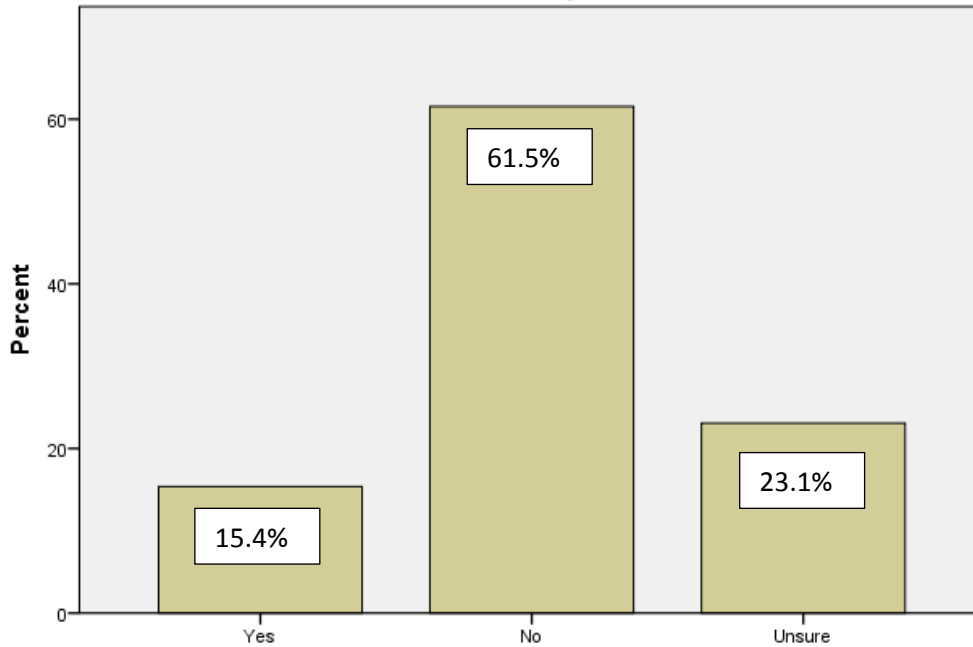
14. Are you able to understand decisions made in Senate by reading the minutes?

15. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how much confidence do you have in Senate's ability to make good decisions? |



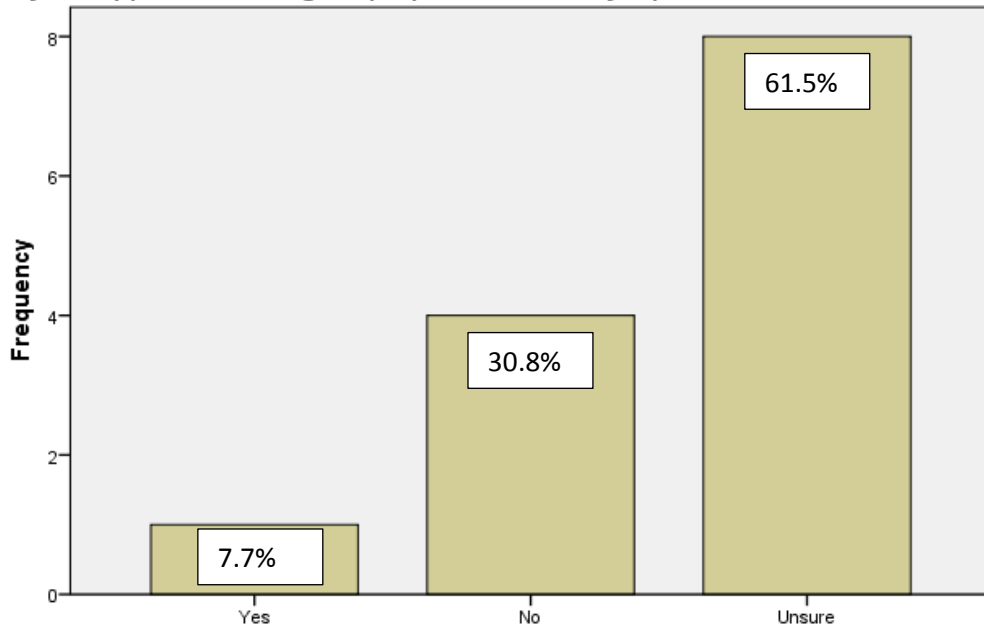
15. On a scale of 1 to 5 where 1 is none at all and 5 is exceptional, how much confidence do you have in Senate's ability to make good decisions? |

16. Do you think there is sufficient transparency concerning academic decisions at the University?

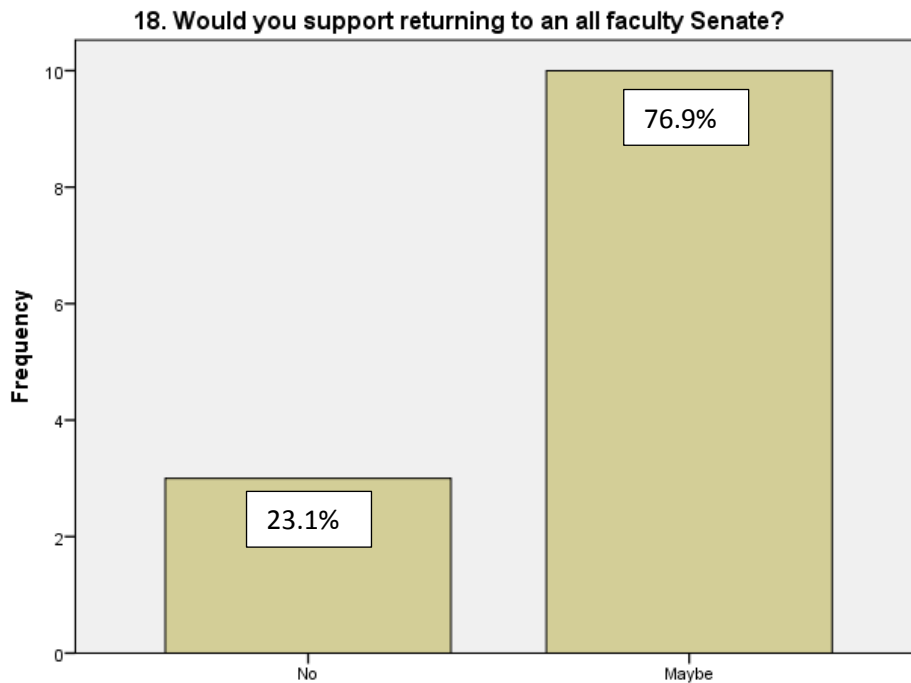


16. Do you think there is sufficient transparency concerning academic decisions at the University?

17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?



17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?



18. Would you support returning to an all faculty Senate?

**12. In what ways do you believe Senate serves the academic interests of your program?**

Unsure.
It should be the final review of academic programs before finalized. It should be an open forum to discuss academic issues before being made into "law"
sets policies, makes fair decisions, votes on new faculty positions in all departments

**17. The current proportion of the University Senate is two-thirds faculty. Would you support increasing the proportion of faculty representatives in Senate?**

**If you answered yes, please explain.**

I think that there should be more faculty and fewer administrative personnel. I trust the faculty to make better decisions which clearly benefit university interests more than those made by the administration.

Nipissing University  
Minutes of the Academic Senate Meeting

November 11, 2016

2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), H. d'Entremont, J. McAuliffe, N. Black, C. Richardson, M. Tuncali, R. Vanderlee

A. Armenakyan, L. Chen, K. McCullough

S. Arnocky, R. Breton, J. Dech, N. Kozuskanich, P. Nosko, M. Owens, T. Parkes, G. Phillips, S. Renshaw, T. Smith, K. Srigley, S. Srigley, D. Tabachnick, T. Vassilev, D. Walters, A. Weeks

L. Frost, B. Hatt, D. Hay, T. Horton, D. Jarvis, M. Parr, W. Richardson, G. Sharpe, T. Sibbald

C. Cho

O. Pokorny, L. Rossi

M. Berube, T. Curry

M. Hawco, J. Dempster, C. Tremblay

ABSENT WITH REGRETS:

J. Graham

R. Vernescu

A. Karassev, G. McCann

G. Rickwood, J. Scott

N. Allaire

K. Barnes

S. Feretycki

J. Andrews, B. Kent, D. Ratcliffe, S. Lamorea

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF:

MOTION 1: Moved by J. Dempster, seconded by L. Chen that the agenda of the Senate meeting of November 11, 2016 be approved.  
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF:

MOTION 2: Moved by H. d'Entremont, seconded by J. Dempster that the minutes of the Senate meeting of October 21, 2016 be adopted.  
CARRIED

## BUSINESS ARISING FROM THE MINUTES

The Provost responded to questions from the October 21, 2016 Senate meeting regarding the use of an on-line student opinion survey (SOS). It would appear that an on-line SOS has been in use, inconsistently, for some time. Information received from the Deans indicates that some discussion and feedback from NUFA and Senate committees took place and that Senate approved in principle the development of the on-line SOS. It was never formally endorsed by JCAA. The Provost advised that discussions had recently taken place at JCAA. He suggested that for the rest of this year the practice in place be continued and that meetings would take place with the administration and JCAA. It was suggested that a motion be put forward under New Business requesting that the Teaching & Learning Committee complete a review and come up with a plan and a way to move forward.

A Senator raised a question regarding a request that an entire question be read into the record so that it would appear verbatim in the Senate minutes. The Chair ruled against it because the request was for a matter raised in Question Period requiring an answer not within the scope or purview of Senate. The minutes were adopted as circulated.

A request was made that the Senate website be updated to include the 2016-17 Senate Committees, Subcommittees and Councils.

## QUESTION PERIOD

Questions were raised regarding the recent announcement of the partnership between Canadore College and UOIT which will allow Canadore students to pursue a range of degree programs at the university. Was NU considered and are any other partnerships under consideration? The Provost advised that the agreement with UOIT was not exclusive. He advised that he had recently met with the V/P Academic at Canadore to discuss the collaborative program between Nipissing University and Canadore College that would enable students to obtain a 4-year Bachelor of Arts in Social Welfare and Social Development from the university and a 2-year Social Service Worker diploma from the college. He also indicated that NU has been in meetings with other Northern Ontario universities regarding transfer agreements. As well, the Toronto Film School Articulation Agreement is in the works. The Dean of Arts and Science also advised that he has been working on an MOU with Canadore College for pathways from the Environmental Technician, Biotechnology Technician and Biotechnology Technologist programs to Biology programs. These pathways will be open to international students enrolled at Canadore. Other pathways and the dual admission process are also being discussed

## REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

### SENATE EXECUTIVE COMMITTEE

MOTION 3: Moved by M. DeGagné, seconded by M. Owens that Senate receive the Report of the Senate Executive Committee dated November 3, 2016.  
CARRIED

MOTION 4: Moved by H. d'Entremont, seconded by D. Tabachnick that the Senate Regulations and Policies, Fall 2016, be received.  
CARRIED

**PLANNING AND PRIORITIES COMMITTEE**

MOTION 5: Moved by H. d'Entremont, seconded by M. Tuncali that the Report of the Planning and Priorities Committee dated October 28, 2016, be received.  
CARRIED

**UNDERGRADUATE STUDIES COMMITTEE**

MOTION 6: Moved by M. Tuncali, seconded by M. Tuncali that Senate approve the basis of admission and advanced standing assessments that are included within the Toronto Film School Articulation Agreement.  
CARRIED

**AMENDMENT OF BY-LAWS**

MOTION 7: Moved by D. Tabachnick, seconded by J. Dempster that Senate approve that Article 2.1 (a) *Ex Officio* Senators be amended with the deletion of:  
(iii) the Associate Vice President Academic Studies;  
CARRIED

MOTION 8: Moved by D. Tabachnick, seconded by H. d'Entremont that Senate approve that Article 2.1 (a) *Ex Officio* Senators be amended with the addition of:  
(iii) the Vice President responsible for Finance and Administration  
CARRIED

MOTION 9: Moved by D. Tabachnick, seconded by J. Dempster that Senate approve that Article 2.1 (a) *Ex Officio* Senators be amended with the addition of Academic and the deletion of each Faculty to read:  
(iv) the Academic Deans;  
CARRIED

MOTION 10: Moved by D. Tabachnick, seconded by A. Armenakyan that Senate approve that all references to the Associate Vice President Academic Studies and Vice President Administration be removed from the Senate By-Laws.  
CARRIED

- **Notice of Motion (Article 9.6) Technology & Infrastructure Committee (T&I)**

The By-Laws and Elections Subcommittee reviewed the Ex Officio members of Senate. Due to positions that no longer exist and the creation of a new position, revisions were necessary.

*Current article reads:*

9.6 Technology & Infrastructure Committee (T&I)

- (a) *Ex Officio* Members:
  - (i) the Executive Director, Library Services, or designate; and
  - (ii) the Vice-President, Administration (non-voting).
- (b) Members Elected by Faculty Council:
  - (i) one (1) faculty Senator or non-Senator from each faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;



- (ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
- (iii) two (2) student representatives from any Faculty.
- (c) Terms of Reference:
  - (i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations to Senate;
  - (ii) to provide advice and priority-setting assistance to the VPADMIN regarding:
    - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
    - 2) the need for, and design of, new or renovated teaching, learning and research space;
    - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
    - 4) the allocation of the annual budgets in technology and academic infrastructure areas;

*Revised article reads (changes in bold):*

9.6 Technology & Infrastructure Committee (T&I)

- (a) *Ex Officio* Members:
  - (i) the Vice-President **responsible for Finance and Administration (non-voting) or designate (non-voting); and**
  - (ii) the Executive Director, Library Services, or designate;
  - (iii) the Director of Technology Services, or designate.**
- (b) Members Elected by Faculty Council:
  - (i) one (1) faculty Senator or non-Senator from each faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
  - (ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
  - (iii) two (2) student representatives from any Faculty.
- (c) Terms of Reference:
  - (i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations to Senate;
  - (ii) to provide advice and priority-setting assistance to the ~~VPADMIN~~ **VPFAADMIN** regarding:
    - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
    - 2) the need for, and design of, new or renovated teaching, learning and research space;
    - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
    - 4) the allocation of the annual budgets in technology and academic infrastructure areas;

- ~~(iii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;~~
- ~~(iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and~~
- ~~(v)(iii) to deal with such other matters as may be assigned from time to time by Senate.~~

- **Notice of Motion (Article 10.2) Research Council (RC)**

*Current article reads:*

10.2 Research Council (RC)

(a) Membership:

Voting Members:

- (i) the Dean of each Faculty;
- (ii) Six (6) Faculty members, elected by Senate for a minimum two (2) year term, to include: one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC and 1 SSHRC, and two (2) remaining faculty; and
- (iii) One (1) student representative from a Graduate program

Non-voting Members

- (iv) Provost and Vice-President Academic and Research;
- (v) Assistant Vice-President Research and Graduate Studies; and
- (vi) Executive Director of Library Services, or delegate.

Resource Persons:

Persons who may be invited to provide information or participate in a meeting at the request of the Research Council:

- (i) Chair of the Research Ethics Board
- (ii) Chair of the Animal Care Committee
- (iii) Vice-President, Operations or his/her delegate responsible for Technology services research support
- (iv) Executive Director of External Relations and Advancement or his/her delegate, preferably the Manager of Integrated Marketing Communication
- (v) Executive Director of the Office of Aboriginal Initiatives or his/her delegate
- (vi) Technology Transfer & Business Innovation (research partnerships)
- (vii) Manager, Environmental Health and Safety

*Revised Article reads (**changes in bold**):*

10.2 Research Council (RC)

(a) Membership:

Voting Members

- (i) the **Academic** Deans of each Faculty; including **The Dean of Graduate Studies and Research who shall be chair**
- (ii) Six (6) Faculty members, elected by Senate for a minimum two (2) year term, to include:

one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC and 1 SSHRC, and two (2) remaining faculty; and **one (1)**

**Canada Research Chair or Indigenous Education Chair.**

(iii) One (1) student representative from a Graduate program

Non-voting Members

(iv) Provost and Vice-President Academic and Research;

(v) ~~Assistant Vice President Research and Graduate Studies~~; and

(vi) Executive Director of Library Services, or delegate.

Resource Persons:

~~Persons who may be invited to provide information or participate in a meeting at the request of the Research Council:~~

~~(i) Chair of the Research Ethics Board~~

~~(ii) Chair of the Animal Care Committee~~

~~(iii) Vice President, Operations or his/her delegate responsible for Technology services  
research support~~

~~(iv) Executive Director of External Relations and Advancement or his/her delegate,  
preferably the Manager of Integrated Marketing Communication~~

~~(v) Executive Director of the Office of Aboriginal Initiatives or his/her delegate~~

~~(vi) Technology Transfer & Business Innovation (research partnerships)~~

~~(vii) Manager, Environmental Health and Safety~~

**Rationale:**

Membership (Page 26):

The RC terms of reference (TOR) includes one (1) Research Chair which is absent from the Bylaw. The Dean of Graduate Studies and Research position has been created to replace the Assistant Vice-President Research and Graduate Studies position.

Resource Persons:

These positions no longer exist:

Vice-President, Operations or his/her delegate

Executive Director of External Relations and Advancement or his/her delegate

the Manager of Integrated Marketing Communication

Executive Director of the Office of Aboriginal Initiatives or his/her delegate

Technology Transfer & Business Innovation (research partnerships)

The list of resource persons should be struck from the article. A new list of relevant resource persons can be included in the updated terms of reference document. Such a list is not included in any other membership article of the By-Laws.

ELECTIONS

- Two tenured or tenure-track faculty Senators (one from the Faculty of Arts and Science and one from the Faculty of Applied and Professional Studies) to serve on the Senate Executive Committee. No Faculty of Arts and Science nominations were received from the floor. The Speaker asked that this request be brought forward at the next Faculty of Arts and Science Faculty Council meeting.

**ACCLAIMED (APS):** K. McCullough

- Elect two tenured or tenure-track faculty members to serve on the Search Committee for a tenure-track position in Native Studies.

**WITHDRAWN**

The Dean of Arts and Science advised that the Faculty of Arts & Science October Faculty Council meeting did not have quorum. A Search Committee consisting of K. Srigley, C. Dokis, R. Bedard, C. Peltier, T. Dokis, T. Lukin-Linklater and a student rep. currently exists. The Dean asked that Senate approve the existing Search Committee.

MOTION 11: Moved by M. Tuncali, seconded by A. Weeks that Senate approve the existing Search Committee for a tenure-track position in Native Studies.  
CARRIED

REPORTS FROM OTHER BODIES

Board of Governors

The Board Chair, Marianne Berube, advised that the Board met on November 3 and the Report of the Special Governance Commission was received. She thanked the members of the Commission for all of their time and commitment.

NEW BUSINESS

The Speaker advised that a two-thirds majority vote is required to include discussion and the addition of a Motion requesting that the Teaching and Learning Committee complete a review and come up with a plan to move forward regarding the use of an on-line student opinion survey. A show of hands confirmed that Senators agreed to include the discussion and Motion under New Business. Questions were asked whether there was interest to also include on-site courses and pre-packaged courses in the review.

MOTION 12: Moved by D. Hay, seconded by L. Frost that Senate requests that the Teaching and Learning Committee complete a review and come up with a plan to move forward and make recommendations by February 2016 regarding the use of an on-line student opinion survey.  
CARRIED

MOTION 13: Moved by S. Arnocky, seconded by A. Armenakyan that the Report of the Special Governance Commission (SGC) - Collegial Governance at Nipissing University: Shared Challenges and Responsibilities be received.  
CARRIED

MOTION 14: Moved by D. Tabachnick, seconded by L. Frost that the Report of the Special Governance Commission (SGC) - Collegial Governance at Nipissing University: Shared Challenges and Responsibilities be referred to the By-Laws and Elections Subcommittee.

A discussion regarding whether the Report should be received by the By-Laws and Elections Subcommittee or the Senate Executive Committee took place. It was noted that the Senate By-Laws and Elections Subcommittee reports to the Senate Executive Committee.

MOTION 15: Moved by H. d'Entremont, seconded by R. Vanderlee that the Motion to refer the Report of the Special Governance Commission (SGC) - Collegial Governance at Nipissing

University: Shared Challenges and Responsibilities be amended to be referred to the Senate Executive.  
DEFEATED

MOTION 14: Moved by D. Tabachnick, seconded by L. Frost that the Report of the Special Governance Commission (SGC) - Collegial Governance at Nipissing University: Shared Challenges and Responsibilities be referred to the By-Laws and Elections Subcommittee.  
CARRIED

ANNOUNCEMENTS

The Provost gave an update of the adjunct professor appointments for 2015 to 2016. There were four adjunct professor appointments since the last report to Senate. The Provost advised that enrolment is on target. He also advised that research grants have increased since last year.

The Dean of Arts and Science reminded Senators of the upcoming Celebration of Life Service for Dr. Ilse Mueller.

Senator Dempster acknowledged and thanked the Office of Aboriginal Initiatives for their invitation to participate in Indigenous Week. NUSU represented the University at Memorial Gardens for the Remembrance Day ceremonies as well as participated in the University's Remembrance Day ceremony. Upcoming events include: Movember, Christmas in November, and the Santa Claus Parade. NUSU is also hosting a 12 Days of Giving that will take place from November 24 to December 9.

ADJOURNMENT

Senate was adjourned at 4:20 p.m.

.....  
M. DeGagné (Chair)

.....  
S. Landriault (Senate Recording Secretary)

## REPORT TO SENATE

Dr. Harley d'Entremont

Provost & Vice-President, Academic & Research

November 10, 2016

### Adjunct Professor Appointments\* – 2015 to 2016

#### *Arts & Science*

<b>Name</b>	<b>Term of Appointment</b>	<b>Degree &amp; Year</b>	<b>Institution</b>	<b>Position</b>	<b>Reason for Appointment</b>
Dr. William Proconier	15-Jan-16 to 14-Jan-21	PhD 1981	n/a	Consultant	Research, co-supervision, teaching in Psychology
Dr. Jiali Shang	15-Jan-16 to 14-Jan-21	PhD 2005	Agriculture & Agri-Food Canada	Research Scientist	Research, co-supervision, teaching in Geography
Dr. Renata Wachowiak- Smolikova	1-Sep-16 to 31-Aug-21	PhD 2002	University of Moncton	Researcher	Research, co-supervision, teaching in Computer Sci
Dr. Elizabeth Webb	1-Nov-15 to 31-Oct-20	PhD 2002	University of Western Ontario	Associate Professor	Research, co-supervision, teaching in Biology & Chem

*\*Once a year at Senate, the Vice-President Academic shall table as a separate Information item a list of any newly appointed adjuncts including their names, department/school affiliations, periods of appointment along with a justification for each appointment, highest degree held, year obtained, current institution (if any) and rank (position), at that institution.*

*- From Policy on Adjunct Professor Status*