

SENATE AGENDA

Friday, October 9, 2015

2:30 p.m. – F210

1. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: September 11, 2015

MOTION 1: That the minutes of the September 11, 2015 meeting of the Academic Senate be adopted as circulated.

2. BUSINESS ARISING FROM THE MINUTES

3. READING and DISPOSING of COMMUNICATIONS

4. QUESTION PERIOD

5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated October 1, 2015 be received.

PLANNING AND PRIORITIES COMMITTEE

MOTION 1: That the Report of the Planning and Priorities Committee dated September 18, 2015, be received.

MOTION 2: That Senate grant approval of a Stage 2 Program Proposal for B.Ed. Adult Education, as attached.

MOTION 3: That Senate grant approval of a Stage 1 Letter of Intent for a BA & BSc Honours Specialization and Specialization in Data Science, as attached.

6. OTHER BUSINESS

7. AMENDMENT of BY-LAWS

MOTION 1: That Article 9.5.2 of the Senate Bylaws be amended as follows:

*Current article reads:*

(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 Vice-Chair;

*Revised article to read:*

- (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;

- **Notice of Motion Regarding Dissolution of Article 9.5.2 (Technology and Infrastructure Subcommittee) and the Creation of Article 9.6 (Technology and Infrastructure Committee)**

The Bylaws and Elections Subcommittee passed a motion to dissolve the Technology and Infrastructure Subcommittee and create it as a full Senate Committee. The terms of reference will remain the same. The new committee will incorporate the changes, if passed, to include the revisions to “members elected by faculty council.”

*Current article reads:*

9.5.2.1 Technology & Infrastructure Subcommittee (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 the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
  - (ii) to provide advice and priority-setting assistance to the VPFA 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) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

*Revised 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 the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
  - (ii) to provide advice and priority-setting assistance to the VPFA 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) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

## 8. ELECTIONS

- Elect one faculty Senator to serve as Academic Colleague on the Council of Ontario Universities. This term is normally for three years.
- Elect one faculty Senator to serve as alternate Academic Colleague on the Council of Ontario Universities. This term is normally for three years.
- Elect two faculty Senators to serve on the Pension and Benefits Advisory Committee for a two year term commencing July 1, 2015.

## 9. 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

## 10. NEW BUSINESS

## 11. 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

12: ADJOURNMENT

NIPISSING UNIVERSITY  
SENATE EXECUTIVE COMMITTEE

October 1, 2015

There was a meeting of the Senate Executive Committee on Thursday, October 1, 2015.

Members present: M. DeGagne (Chair), J. Andrews, N. Colborne, L. Frost, S. Renshaw, C. Richardson, M. Tuncali, R. Vanderlee, R. Vernescu

Regrets: F. Noël

Recording Secretary: S. Landriault

There was a discussion regarding adjunct professor appointments. The policy on adjunct professor status currently reads: *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.* A list of appointments from 2012 to 2015 will be included in the Senate agenda and the PVPAR will speak to it during announcements. The report will be forwarded on to the Deans for final approval before it is sent out.

There was also discussion regarding the election of a COU academic colleague and alternate. Under Article 11.1(a) of the Nipissing Senate bylaws, the Academic Colleague is to be elected by Senate from among its faculty Senators. The colleague would normally hold office for a term of three years, renewable. This will be addressed by the Senate Speaker at the meeting.

The election of two faculty Senators to serve on the Pension and Benefits Advisory Committee for a two year term was also discussed. The Senate Speaker will speak to the Assistant Vice-President Finance and Human Resources to discuss a possible change in the representation on the Committee.

A report from the Bylaws and Elections Subcommittee was received. Senator Colborne advised that he would be available to answer questions at Senate regarding the Ad Hoc Senate Reform Committee.

Motion 1: Moved by N. Colborne, seconded by S. Renshaw that the Report of the Bylaws and Elections Subcommittee dated September 17, 2015 be received.  
CARRIED

Respectfully submitted,

Original signed by:

M. DeGagne, Chair  
Senate Executive Committee

MOTION 1: That the Report of the Senate Executive dated October 1, 2015 be received.

Nipissing University  
Report of the Bylaws and Elections Subcommittee

September 17, 2015

Present: Jordan Andrews, Nathan Colborne, Harley d'Entremont (n-v), Diane Davis, Christine Jenkins (n-v), Janet McIntosh, Sal Renshaw (Chair)

Guest: Ian Hall

The Bylaws and Elections Subcommittee met on Tuesday, September 15, 2015.

The first agenda item was a discussion about the election of the COU Academic Colleague and alternate. It had been removed from the September Senate agenda because of concerns that the positions must be filled by faculty senators. The Senate Secretary obtained a copy of the COU Constitution and it indicates that membership on Council is by election from each institution *“from among the academic staff who are current members of that body or who could be appointed to it while serving as a colleague and who normally shall hold office for a term of three years, renewable.”* Under Article 11.1(a) of the Nipissing Senate bylaws, the Academic Colleague is to be elected by Senate from among its faculty Senators.

It was agreed that the interpretation of the COU Constitution indicates that a colleague would have to be a Senator but that why would not necessarily have to be entering into a three-year term on Senate. If this person ceases to be a Senator with three years, an election will have to be held to replace them. The election for both these positions is to be added to the October 2015 Senate agenda.

The next agenda item pertained to the Article 9.5.2, the Technology and Infrastructure Subcommittee. At the September Senate meeting, there was a Notice of Motion to revise the members elected by Faculty Council to read *“ i) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, one of whom shall be elected by the Committee to serve as Vice-Chair.”*

There had been issues in the past with this group not convening because there was no provision for a Chair. However, Senators are stressing the importance of this group and its mandate and have proposed that this become a full Senate committee. Currently, it reports to the Teaching and Learning Committee. The mandate would remain.

The following motion was unanimously passed and will appear as a Notice of Motion on the October Senate agenda:

MOTION 1: Moved by N. Colborne, seconded by J. McIntosh that Article 9.5.2 Technology and Infrastructure Subcommittee be dissolved and Article 9.6 Technology and Infrastructure Committee be created.  
CARRIED

The last agenda item was regarding the receipt of the Senate Reform Report. This report was prepared in response to the submission of a formal petition signed by 97 faculty members to explore a return to a universal Senate model. This ad hoc committee was also charged with exploring issues related to Senate reform.

At the May 29, 2015 meeting of Senate, a motion was passed to request the formation of a “Joint Committee of the Board and Senate.” Its mandate would be to ensure that the Board and Senate and their accompanying bylaws and policies conform to the Nipissing University Act.

The following motion was unanimously passed:

MOTION 2: Moved by N. Colborne, seconded by D. Davis that the Bylaws and Elections Subcommittee received the Senate Reform Report.  
CARRIED

There was an extensive discussion regarding the report. Everyone agreed that the Senate bylaws need to be overhauled as many areas are not functioning and that is a problem. There was a consensus that the report was far reaching and the various issues such as Senate of the Whole, Quorum, Senate Secretary, etc. should be addressed separately.

Also contained in the report

Respectfully submitted,

*Original signed by:*

N. Colborne  
Vice-Chair  
Bylaws and Elections Subcommittee

MOTION 1: That Senate Executive receive the Report of the Bylaws and Elections Subcommittee dated September 17, 2015.

## **Senate Reform Report of the Bylaws and Elections Subcommittee**

At the March 30<sup>th</sup>, 2015 meeting of the Bylaws and Elections Subcommittee, it was moved that a “Senate Reform Report” be prepared in response to the submission of a formal petition signed by 97 members of the faculty to explore a return to a “Universal Senate model.” The preamble to the petition reads as follows:

The bicameral system of governance established by the Nipissing University Act, 1992, as amended, recognizes the fundamental and important role Nipissing University faculty play in the academic governance of the University. Nipissing University Senate currently operates as a representative body that elects Senators for various terms as defined by the By-Laws of Senate. The undersigned have serious concerns about the current structure of representative Senate proposed that Nipissing University faculty and Administration consider returning to a Universal Senate model.

Along with consideration of a return to a “Universal Senate” or an “all-faculty” Senate (where all full-time and/or tenure track/tenured faculty are members of Senate), the Bylaws and Elections Subcommittee charged an *ad hoc* Senate Reform committee with the mandate to explore broader issues related to Senate Reform and prepare the following report to help inform Senate, if it so chooses to adopt reforms.

Relatedly, at the May 29 Senate meeting, a motion was passed to create “a Joint Committee of the Board and Senate with a mandate to ensure Board and Senate Bylaws as well as administrative practices and policies conform to the Nipissing University Act.”

If the Senate and the Board of Governors choose to strike this Joint Committee, this report has been designed to help inform its work as well.

### **A. Ontario University Acts in General Comparison**

One of the areas of focus in this report is the *Nipissing University Act*. The *Act* was given Royal Assent on December 10<sup>th</sup>, 1992. All bylaws, rules and policies of the university must conform to this legislation. As some of the recommendations require that the bylaws and/or administrative policies be amended to conform to the *Act*, it is appropriate to compare how universities governed under similar language articulate the law in their internal Bylaws and policies.

#### **I        *Common Purpose and Content of University Acts***

Every University Act in Ontario identifies the powers of the university, composition of the Board of Governors and its role and powers, composition and role of Senate, role and powers of the Chancellor, President, and Vice-Chancellor, and identify the financial and other reporting requirements of the Lieutenant Governor in Council.

#### **II        *Unique Mandates***

The *Nipissing University Act*, similar to the *Lakehead University Act*, identifies a regional focus to address “the needs of Northern Ontario.” Other universities, such as Laurentian and the University of Ottawa, list bilingualism as part of their mandate.

#### **III       *Composition of Senate and the Return to the Universal Senate***

Specific to the composition of Senate, Nipissing, Algoma and the Ontario College of Art and Design, designate that faculty “shall be at least twice the total number of all other members of Senate.” However, all university Senates in British Columbia are composed of “a number of faculty members equal to twice the number of senate members” (BC University Amendment Act). Similarly, Memorial University also requires faculty to be “not less than twice the number of members” (Memorial University Act). In turn, the composition of the Senate described in the *Nipissing University Act* is in line with other universities in Canada and does not prohibit a change in Senate bylaws to return to an all-faculty Senate.



## **B. Contraventions of the Act and Senate Bylaws in Relation to Senate Reform**

### *I Apparent Contraventions of the Nipissing University Act*

In relation to the function of Senate, there are several apparent violations of the *Act* that have been identified.

1. Article 18.6 of the *Act*, under the title “Speaker, Secretary”, states “The senate shall elect a speaker and a secretary annually from among its members.” Senate Bylaw 3.0(b), under “Officers of Senate”, conflicts with this article. It reads, “There shall also be a (non-voting) Secretary of Senate, who shall be appointed by the Chair.”

Whereas the legislation requires the secretary be elected by the membership and that the secretary be a member of the Senate, the bylaw allows for an appointment outside of the membership of Senate.

The language of the *Nipissing University Act* is distinct from most other universities acts in the province which are either silent on the appointment or election of a Senate secretary or designates a specific member as secretary. For example, the *Lakehead University Act* does not designate a secretary but the Bylaws, like Nipissing’s, state that “The Secretary is appointed by the President.” Algoma lists the University Registrar as the Secretary of Senate. Differently, “the Secretary of Senate” for McMaster acts in the same capacity as the Speaker in the Nipissing Senate.

**Conclusion:** The secretary must be elected from the Senate membership. In accordance with 18(d) of the *Act*, it is recommended that Senate consider amending its membership to include a staff person and/or administrator that might serve in the capacity of Secretary if so elected.

2. Article 24.3 of the *Act*, under the title “Vice-Presidents and other officers,” states:

The Board may, on the recommendation of the President acting on advice from the Senate, appoint one or more Vice-Presidents and other officers who shall have such powers and duties as may be conferred on them by the Board.<sup>1</sup>

There are multiple instances where vice-presidents and other officers were appointed without “advice from the Senate.”<sup>2</sup>

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<sup>1</sup> According to the *Act*, “‘officers’ means all persons employed by the University other than teaching staff and support staff.”

<sup>2</sup> While not exhaustive, here is a further list of Vice-Presidents and other officers that may have been hired in violation of policy and/or in contravention of the *Nipissing University Act*:

Provost (change of title, position and responsibilities)  
Associate Vice President, Research and Academic  
Vice-President Finance, Administration and Capital Investments  
Chief Operating Officer, now Vice-President of Operations.  
Executive Director Aboriginal Initiatives  
Executive Director External Relations and Advancement  
Director of Institutional Planning  
Assistant Vice-President for Research  
Executive Director of Library  
Assistant Vice-President Students and International  
Director Student Development and Services  
Registrar  
Director of Institutional Planning and Analysis  
Director of Human Resources and Employee Relations (Associate Vice-President)  
Comptroller  
Chief Information Officer  
Director of Facility Services, Capital Projects and Construction

Similar language is found in IX “Appointed Officers by the Board”, Section 2 of the Board of Governors By-Laws. It states:

The Board may, on the recommendation of the President, acting on advice from the Senate for academic appointments, appoint one or more Vice-Presidents and other senior administrators who shall have such powers and duties as may be conferred on them by the Board. These individuals do not have voting privileges on the Board or on Board standing committees.

Whereas the Board policy lists academic appointments, the legislation lists all Vice-Presidents and Officers.

The Board Policy on the “Appointment/Reappointment Policy and Procedures for Senior Academic Administrative Officers” states:

The Nipissing University Act (1992) empowers the Board of Governors to appoint Senior Academic Administrative Officers to the University.

Again, the legislation is not limited to academic administrative officers but includes all “Vice-Presidents and other officers.”

Notably, similar language as the *Wilfrid Laurier University Act* of 1973 that states:

Vice-Presidents and other officers

27.--(4) The Board of Governors shall, following advice from the Senate, appoint a Vice-President: Academic and may appoint one or more additional Vice-Presidents and other officers who shall have such powers and duties as may be conferred on them by the Board on the recommendation of the President.

By comparison, this language has been articulated in practice through Article 11.2.4 of the Wilfrid Laurier Faculty association collective agreement “Procedures of Search Committees.”<sup>3</sup>

Similar language is also found in many of the University Acts in British Columbia. This is particularly relevant considering the recent, *Capilano University Faculty Association v. Capilano University* (2014 BCSC 712) ruling which clarified that university administrations are obliged to “seek and obtain advice from the University’s senate” where specified in legislation (see Section 35.2[6] of the *University Act [RSBC 1996] Chapter 468*).

Where it is ultimately the Board’s decision to appoint Vice-Presidents and other officers, the *Nipissing University Act* indicates that Senate, not the Board, is responsible for providing the advice upon which the President is to act in making a recommendation to the Board.

Does the current policy meet the requirements of the legislation? At present, Board Policy 3.1.2012.B (May 2014) under the section “Associate or Assistant Vice-President, Academic & Research” (e) stipulates that the membership of a Search Committee shall include “Four (4) tenured faculty members with one from each faculty (elected by Senate).” This relates to Article 7.6 (“Elections”) of the Senate Bylaws.

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Associate Director of Library Services  
Manager of Counselling and Disability Services  
Director of Residence and Conference Services  
Director, Officer of Aboriginal Initiatives  
Director of the CFTL

<sup>3</sup> [https://legacy.wlu.ca/page.php?grp\\_id=2460&p=10899](https://legacy.wlu.ca/page.php?grp_id=2460&p=10899)

At the October 11, 2013 Senate, a motion was passed to “recommend to the Board of Governors a revision to Policy 3.1.2012.B, the Senior Academic Appointment Policy, to include all senior academic administrative appointments, regardless of title, from the level of Associate Dean.”

This motion was prompted by the creation and appointment/filling of the Associate Vice-President Academic (AVPA) position without conforming to the original/unamended Policy 3.1.2012.B. As adopted, the October 11, 2013 Senate minutes read as follows: “Senator d’Entremont responded by indicating that the appointment is for a five-year term and is not covered under the Board of Governors senior academic appointment policy.”

In response to the October 11, 2013 Senate motion, the Board passed Resolution 2014-06-08 that amends Policy 3.1.2012B to clarify that all Senior Academic Administrators are covered under the policy. The unamended policy in operation at the time of the appointment of the AVPA states that “the appointment of Senior Academic Administrative Officers shall be made on the recommendation of the President to the Board of Governors together with a written report of the Search Committee” (Section C. Basic Principles).

**Conclusion:** The President may not recommend to the Board the appointment of any Vice-President or other officers without seeking and acting on the advice of Senate. In turn, policy should be amended to have hiring committees organized by Senate and provide a report to Senate before sending recommendations onto the Board through the President.

3. Article 22.2 of the Act lists the “Powers of Senate.” Subsection (i) states that:

the Senate may, consider and recommend to the Board policies concerning the allocation or use of University resources for academic purposes.

Reflecting this power, the Terms of Reference for the Planning and Priorities Committee (PPC) as a sub-body of Senate include “the setting of priorities related to the introduction of new programs or adjustments to current offerings and associated recommendations for appropriate resources” (9.2c [ii] of the Senate Bylaws) as well as “Stage 2 Business and implementation plan approval of all proposed new undergraduate and graduate programs” (9.2c [iii] of the Senate Bylaws). Appropriately, as recommendations for the allocation of “resources” is listed as one of the powers of the PPC, the Provost as well as a number of other administrative officers responsible for budgeting are listed as *Ex Officio* members.

And yet, this power has not been recognized by the administration in practice. This lack of recognition was articulated by the Provost at the April 10<sup>th</sup>, 2015 Senate meeting. The minutes read:

A question was asked whether the Planning and Priorities Committee and the Research Council were included in the budget process. **The Provost advised that they were not as they do not play a role in allotting resources.** The 2015-16 Operating Budget will be presented to Senate in May before being brought to the Board for approval” (bold mine).

At the May 15<sup>th</sup>, 2015 Senate meeting the Provost was asked to clarify his claim in light of Article 22.2 (i) of the Act, as listed above. In part, the Provost argued that the phrase “the Senate may” at the beginning of the Article means that the Senate is not obliged to use this power and, in turn, PPC and the Research Council rightfully “do not play a role in allotting resources.”

But, if this is the correct interpretation and similar to the eight times the *Nipissing University Act* includes the phrase “The Board may,” it means that the Senate can (and should) use this power and is not at all barred from playing a role in the allotment of resources.

Furthermore, reflecting the language of Article 24.3, the power and duty of Senate recommendations should be given the same recognition and status President’s power to recommend the appointment of “vice presidents and other officers” to the Board.

The authors of the 2012 study “Academic Senates and University Governance in Canada: Changes in Structure and Perceptions of Senate Members” found that:

...66% of respondents [to their survey] indicated that the senate plays a role in the institution’s annual budget or financial allocation process; this role usually involves providing recommendations or comments on the draft budget as “advice” from the senate...<sup>4</sup>

The same language is stated in the Ontario College of Art and Design Act, 2002:

The senate has, subject to the approval of the board with respect to the expenditure of funds, the power to determine and regulate the educational policy of the University and, without limiting the generality of the foregoing, has the power, (b) to make recommendations to the board on the allocation or use of University resources for academic purposes

The University of Ontario Institute of Technology Act, 2002 states:

(4) The academic council shall make recommendations to the board with respect to the establishment of academic standards and curricular policies and procedures of the College and the regulation of such standards, policies and procedures, including, (e) the allocation or use of College resources for academic purposes;

The Senate of Mount Allison University similarly is given the power to:

...consider, at its pleasure, and recommend to the Board of Regents, policies concerning the internal allocation or use of resources

The Academic Planning Committee of the University of Alberta is mandated to:

To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.

One of the consequences of this disjuncture between the Senate and the administration on the issue of the allocation of resources is the passage of “unfunded mandates” where the Senate passes program approvals with budgetary implications that are then left unfunded by the administration in the development of budgets.

**Conclusion:** Appropriate Senate sub-bodies (e.g. PPC) must be empowered to make recommendations to the Board. The Provost and other officers of the university responsible for budgetary decisions must be voting members of these sub-bodies and provide clear rationales on whether these academic programs should be funded or not. This will avoid the problem of unfunded mandates.

## II *Apparent Contraventions of the Senate By-Laws*

The Senate By-Laws articulate the duties and powers of Senate. These duties and powers include academic planning, development and approval of curricula, determining standards of admissions, the granting of degrees, and the creation of councils and committees.

1. The May 2013, Senate Meeting approved minutes lists 35 members in attendance. This did not meet quorum. Article 6.4(a), title “Senate Quorum”, of the Senate By-laws states “The quorum for all Senate meetings shall be 60% of the voting membership.” It also includes a clarification of that number for 2013-

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<sup>4</sup> “Academic Senates and University Governance in Canada: Changes in Structure and Perceptions of Senate Members.” Lea Pennock (University of Saskatchewan, Canada), Glen A. Jones (University of Toronto, Canada) Jeff M. Leclerc (University of Manitoba, Canada), Sharon X. Li (University of Toronto, Canada).

14: "Based on the 2012-13 faculty distribution, quorum is thus 37 members."

According to the By-laws, when quorum is not met the meeting is to be adjourned. However, 18 motions were carried and 5 elections were held.

The April 11, 2014 Senate Meeting approved minutes lists 35 members in attendance. This did not meet quorum.

According to the By-laws, when quorum is not met the meeting is to be adjourned. However, 24 motions were carried and 2 elections were held.

**Conclusion:** Quorum was not met and these motions were passed and elections held in violation of the by-laws.

2. Faculty Councils are regulated under Article 10 of the Senate By-laws. 10.0(b) states:

Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but retains the right to stipulate that all Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.

In part, upon the introduction of the "Representative Senate", Faculty Councils were to be an empowered forum where all faculty members could vote on motions relevant to the work of their faculties and hold elections. However, these Councils have not met regularly and have most often not met quorum.

*Arts and Science Faculty Council*

i) Quorum

Article 5.1 of The Arts and Science Faculty Council Constitution states:

**The quorum shall be 1/3 of the total number of the faculty members of Council, except in the case of motions containing changes to the Council's Constitution, where quorum shall be 1/2 of the faculty members of Council.**

Article 1.1 (v) of the Senate Bylaws defines quorum thus:

(v) "Quorum" means the minimum number of voting members in attendance in order for a meeting to commence or continue;

By this definition, calculating quorum as "**1/3 of the total number of the faculty members of Council**" or "**1/2 of the faculty members of Council**" **does not conform to this definition.**

In instances where the rules of a sub-body of Senate conflict with the Senate By-Laws, the By-Laws take precedence as suggested in Article 7.7 Unprovided Cases:

For all procedural situations not covered in these By-Laws, Senate's authority shall be Robert's Rules of Order. However, should procedural situations arise in which these By-Laws and the aforementioned reference are not in accordance, these By-Laws shall prevail.

By this rule, council quorum should match By-Law 6.4 Senate Quorum:

(a) The quorum for all Senate meetings shall be 60% of the voting membership. [For 2014-15, the quorum is thus 37 members.]

Or 8.3 Committee/Subcommittee Meetings and Quorum:

(e) The quorum for all Senate standing or ad hoc committee/subcommittee meetings shall be 50% of the voting membership.

In order to calculate quorum, Article 3.0 of the Constitution states that Council membership is to include:

- (i) the Dean of the Faculty of Arts and Science, who shall be Chair;
- (ii) the Associate Dean of the Faculty of Arts and Science (if any);
- (iii) all faculty members holding appointments in the Faculty;
- (iv) one (1) part-time instructor (if any) from each department/program\* within the Faculty;
- (v) two (2) students from each department/program\* within the Faculty; and
- (vi) the Registrar, or designate (non-voting).

This council membership article is in contravention of 10.1 of the Senate By-Laws:

#### 10.1 Faculty Councils

##### (a) Membership:

- (i) the Dean of the Faculty, or their designates, who shall be Chair;
- (ii) the Associate and Assistant Deans of the Faculty (if any);
- (iii) all faculty members holding appointments in the Faculty;
- (iv) one (1) part-time instructor (if any) from each department/program\* within the Faculty;
- (v) two (2) students from within the Faculty; and
- (vi) the Registrar, or designate (non-voting).

\* the list of departments/programs to be approved from time to time by the Faculty Council

**Conclusion:** Membership must be changed to conform to Senate By-Laws.

22 Departments/Programs are listed (<http://www.nipissingu.ca/directories/Pages/Faculties-and-Departments.aspx>). Therefore, excluding (iii), there are 66 (the registrar is non-voting) members of faculty council. Considering item (iii), "Faculty members holding appointments in the Faculty" have ranged from 91-96 from 2009-2015. This number was calculated according to Article 2.4 (c) of the Senate By-Laws, which states that the Faculty of Arts and Science includes 54% of faculty members at the rank of lecturer or above with appointments of at least 12 months

Therefore, since the introduction of the representative Senate, membership in the Arts and Science Faculty Council has been 157-162.

**The 1/3 quorum requirement would require the following since the introduction of the representative Senate in relation to available data:**

Date	Attendance at Arts and Science Faculty Council	Number of Full-Time Arts and Science Faculty Members	Total Members of Faculty Council	1/3 = Quorum	Quorum
April 2009	44	91	157	52	No
March 2010	17	95	161	53	No
March 2011	42	91	157	52	No
October 2011	32	94	160	53	No
October 2012	23	93	159	53	No
October 2013	30	95	161	53	No
November	23	95	161	53	No

<b>2013</b>					
<b>December 2013</b>	<b>21</b>	<b>95</b>	<b>161</b>	<b>53</b>	<b>No</b>
<b>February 2014</b>	<b>19</b>	<b>95</b>	<b>161</b>	<b>53</b>	<b>No</b>
<b>April 2014</b>	<b>30</b>	<b>95</b>	<b>161</b>	<b>53</b>	<b>No</b>
<b>October 2014</b>	<b>18</b>	<b>96</b>	<b>162</b>	<b>54</b>	<b>No</b>
<b>November 2014</b>	<b>19</b>	<b>96</b>	<b>162</b>	<b>54</b>	<b>No</b>
<b>May 2015</b>	<b>30</b>	<b>96</b>	<b>162</b>	<b>54</b>	<b>No</b>

**Conclusion:** Since the introduction of the representative Senate, the Arts and Science Faculty Council has met quorum 0 times or 0% of the time. Following the Senate by-laws, all of these meetings should have adjourned once it was clear that quorum was not met.

ii) Regular Meetings:

Article 4.2 of the Faculty Council Constitution states:

**Meetings may be called by either the Chair, their designate, or upon the written request of any seven members of Council, and will be convened at least twice in each of the fall and winter terms.**

Since the introduction of the representative Senate to the 2013-2014 academic year, the Arts and Science Faculty Council was required to meet 26 times. It only met 12 times. In light of the discussion of quorum above, the Faculty Council has only had 0 official meetings (i.e. where quorum was met) or 0% of the required meetings.

**Conclusion:** Since the introduction of the representative Senate, the Arts and Science Faculty Council had meetings 46% of the time required and met quorum 0% of the time. As stated above, there have been no official meetings of Faculty Council.

iii) Council Motions and Elections:

Any motions passed by this Council have been in contravention of the constitution, including the election of candidates to Senate committees and subcommittees.

*Education Faculty Council*

i) Quorum

Section 6. "Council Quorum" states:

(a) the quorum shall be one-half plus one of the total number of the voting Councillors. A councillor who is on sabbatical or on leave will not be included in a quorum count, but is still allowed voting rights on all motions and elections.

In order to calculate quorum, Article 4. Membership of the Council Section 1 is considered and states:

All members of Council deemed to have Councillor status, including those on approved leave, shall be eligible to vote. They include:

- (a) the Dean of the Faculty of Education, or a designate, who shall be Chair;
- (b) the Associate Dean of the Faculty of Education;
- (c) all faculty members holding appointments in the Faculty;

- (d) one (1) part-time instructor (if any) from each undergraduate program (B.Ed., BPHE);
- (e) two (2) students from within the Faculty;
- (f) the Registrar or designate (non-voting).

Excluding (d), there are 6 voting-members of the Education Faculty Council. Considering item (c), this number was calculated according to Article 2.4 (c) of the Senate By-Laws, which states that the Faculty of Arts and Science includes 31% of faculty members at the rank of lecturer or above with appointments of at least 12 months.

**The  $\frac{1}{2} + 1$  quorum requirement would require the following since the introduction of the representative Senate in relation to available data:**

Date	Attendance at Education Faculty Council	Number of Full-Time Education Faculty Members	Total Members of Faculty Council	$\frac{1}{2} + 1 =$ Quorum	Quorum
September 2011	51	58	64	33	Yes
October 2011	35	58	64	33	Yes
January 2012	34	58	64	33	Yes
April 2012	41	58	64	33	Yes
August 2012	56	58	64	33	Yes
September 2012	50	58	64	33	Yes
October 2012	41	58	64	33	Yes
November 2012	45	58	64	33	Yes
January 2013	43	58	64	33	Yes
February 2013	41	58	64	33	Yes
March 2013	46	58	64	33	Yes
April 2013	47	58	64	33	Yes
May 2013	42	58	64	33	Yes
August 2013	35	59	65	34	Yes
September 2013	32	59	65	34	No
October 2013	32	59	65	34	No
November 2013	30	59	65	34	No
November 2013	30	59	65	34	No
January 2014	31	59	65	34	No
February 2014	36	59	65	34	Yes
March 2014	32	59	65	34	No
April 2014	35	59	65	34	Yes
May 2014	26	59	65	34	No
September 2014	31	59	65	34	No
October 2014	34	59	65	34	Yes
November 2014	32	59	65	34	No
December 2014	32	59	65	34	No
January 2015	33	59	65	34	No
February 2015	23	59	65	34	No
March 2015	15	59	65	34	No

**Conclusion:** Of the 30 meetings that attendance data was available, 17 met quorum or 57% of the time. Following the Senate by-laws, meetings without quorum should have adjourned once it was clear that quorum was not met.



However, the Council Constitution also includes article 6(d):

(d) If a councillor neither attends a particular meeting nor sends regrets, the councillor will not be counted in quorum during that meeting and relinquishes the right to vote on any motions or elections that occurred at that meeting under sections 9 and 10 below (i.e. motions and elections).

This article seems in contravention of Senate By-Laws 8.1 under General Committee/Subcommittee Procedures:

(a) In general, where appropriate and feasible, the procedures of Senate standing or ad hoc committees/subcommittees shall parallel those of Senate.

And of 10.0(b):

(b) Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but *retains the right to stipulate that all Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.*

That is to say, there is no obvious or clear precedent or reference for this calculation for quorum.

#### ii) Regular Meetings

Article 7. Council Meetings. Section 1. Regular Council Meetings (b) states” the Council will be convened at least eight times during the academic year.”

Since September, 2011 (the point which data was available), Education Faculty Council met 33 times (3 of the meetings have no attendance record). There were 7 meetings in 2011-2012. There were 9 meetings in 2012-2013. There were 10 meetings in 2013-2014. There were 8 meetings in 2014-2015 (up until March of 2015).

**Conclusion:** the regular meeting requirement has been met except in 2011-2012.

#### iii) Council Motions and Elections:

Any motions passed by this Council in the 13 meetings that did not meet quorum have been in contravention of the constitution, including the election of candidates to Senate committees and subcommittees.

#### *Applied and Professional Studies*

##### i) Quorum

Article 6.1 of the Applied and Professional Studies Faculty Council Constitution states:

The quorum shall be 1/3 of the total number of the voting members of Council, except in the case of motions containing changes to Faculty Council’s Constitution, where quorum shall be 1/2 of the total number of the voting members of Council.

In order to calculate quorum, Article 4.0 “Membership” is considered and states:

Faculty Council membership is to include:

- (i) the Dean of the Faculty, who shall be Chair;
- (ii) the Directors/Chairs of each School in the Faculty;

- (iii) all full-time faculty (NUFA/FASBU or CASBU) members holding academic appointments within the Faculty;
- (iv) one (1) part-time instructor (if any) from each department/program\* within the Faculty;
- (v) one (1) student from each department/program\* within the Faculty;
- and
- (vi) the Registrar, or designate (non-voting)

Excluding item (iii), membership on the council is 12 voting members. Considering item (iii), this number was derived from information made available for the office of the Dean of Applied and Professional Studies as well as Article 2.4 (c) of the Senate By-Laws, which states that the Faculty of Arts and Science includes 15% of faculty members at the rank of lecturer or above with appointments of at least 12 months . The inclusion of CASBU members will be discounted as there is no available data for “full-time” CASBU members in this faculty.

**The 1/3 quorum requirement would require the following since the introduction of the representative Senate in relation to available data:**

<b>Date</b>	<b>Attendance at APS Faculty Council</b>	<b>Number of APS Council Members</b>	<b>Total Members of Faculty Council</b>	<b>1/3 = Quorum</b>	<b>Quorum</b>
<b>October 2013</b>	<b>32</b>	<b>28</b>	<b>40</b>	<b>13</b>	<b>Yes</b>
<b>January 2014</b>	<b>24</b>	<b>28</b>	<b>40</b>	<b>13</b>	<b>Yes</b>
<b>May 2014</b>	<b>28</b>	<b>37</b>	<b>49</b>	<b>16</b>	<b>Yes</b>
<b>October 2014</b>	<b>26</b>	<b>37</b>	<b>49</b>	<b>16</b>	<b>Yes</b>
<b>April 2015</b>	<b>30</b>	<b>37</b>	<b>49</b>	<b>16</b>	<b>Yes</b>

**Conclusion:** With the limited data available, APS council met quorum in 5 meeting or 100% of the time.

ii) Regular Meetings

Article 6.5 states “Regular meetings shall be convened by the Dean and held at least one time per semester.”

While much less than the other councils and with limited data available, the APS Council has met as obliged in the Council constitution.



**Report of the  
PLANNING AND PRIORITIES COMMITTEE  
Friday, September 18, 2015**

The first meeting of the **Planning and Priorities Committee** for 2015-2016 was held on **Friday, September 18, 2015**. The following members were in attendance:

Harley d'Entremont (Chair)	Jamie Graham	Carole Richardson
Nancy Black	Chris Hachkowski	Matti Saari
Glenn Brophey	Blaine Hatt	Trevor Smith
Greg Brown	Alex Karassev	Murat Tuncali
Christine Cho (skype)	Laurie Kruk	Janet Zimbalatti

Regrets: R. Vanderlee

Guests: H. Brown, S. Rich, R. Nagy, H. Earl, M. Litalien, T. Koivukoski

Recording Secretary: Anne Bolger

Dean and Proposal Committee responses to the external reviewers' report for the proposed Human Rights and State Violence program were reviewed. The proposal will be revised to incorporate some of the reviewers' recommendations and reviewed again at PPC.

After reviewing the revised proposal, members approved recommending to Senate, Stage 2 of the B.Ed. Adult Education program proposal.

Members approved recommending to Senate a Stage 1 Letter of Intent for a BA & BSc Honours Specialization and Specialization in Data Science.

Members reviewed Department and Dean responses to the external reviewers' report of the Political Science program cyclical review, conducted in March this year.

Members reviewed and suggested revisions of a draft self-study template for program cyclical reviews.

Information on the Strategic Enrolment Management final report received from HESA and the status of PPC Program Reviews was provided to members.

Respectfully submitted,

*Original signed by:*

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

Motion 1: That the Report of the Planning and Priorities Committee dated September 18, 2015, be received.

Motion 2: That Senate grant approval of a Stage 2 Program Proposal for B.Ed. Adult Education, as attached.

Motion 3: That Senate grant approval of a Stage 1 Letter of Intent for a BA & BSc Honours Specialization and Specialization in Data Science, as attached (pp 23-27).

**New Program: B.Ed. Adult Education (4 year)**

**Stage 2**

<b>Program Identification: (Faculty, School, Department)</b>	<b>SCHULICH SCHOOL OF EDUCATION</b>
<b>Credential Granted (Justification)</b>	B.Ed. (Adult Education)
<b>Required Start Date:</b>	September 2016
<b>Program Description:</b>	<p>The program will be a four-year B.Ed. in adult education. It will consist of a minimum of 120 credits of accumulated study. The program consists of three major elements with credits normally assigned as follows:</p> <ul style="list-style-type: none"><li>• Education Courses: 52 credits</li><li>• Arts/Science Courses: 24 Credits</li><li>• Occupational/Technical/ Academic specialization courses: up to 42 Credits – approved electives OR credit for prior learning experience</li></ul> <p>The program will prepare learners for coordinating, developing and managing programs of adult learning. Graduates will not be reported to the Ontario College of Teachers.</p>

**1. Detailed Program Outcomes**

**Depth and Breadth of Knowledge in the Field**

- A specialized knowledge and critical understanding of the principal assumptions, methodologies of the discipline and field of practice and of the ways in which these have emerged
- The main fields within the discipline; the discipline and its relationship and interaction with other disciplines
- An ability to interpret and critically evaluate and apply new material relevant to educational practices
- Display more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline, outside of the discipline, and the structure within which they work
- Conceptual and methodological awareness that enables the learner to devise and sustain arguments and solve practice related problems
- Analytical skills
- Review, present and critically evaluate qualitative and quantitative data to applying underlying concepts, principles and techniques of analysis both within and outside of the field in which they were first studied and practiced within the field of education

**Application of Knowledge**

- The ability to initiate and carry out professional projects
- The ability to make critical use of scholarly and professional reviews and primary sources
- The ability to appreciate and apply ethical considerations

### **Limits of Knowledge**

- The ability to understand the limits of their own knowledge and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation

### **Professional Autonomy**

- Qualities and transferable skills necessary for employment and the exercise of initiative, responsibility and accountability in individual and group contexts
- Decision making in unpredictable contexts

### **Communication**

- The ability to communicate information, arguments, and analyze information accurately and reliably in oral and written forms

## **2. Student Outcomes**

### **i. At the end of the program graduates will be prepared to:**

- Assess and respond to adult learning needs
- Design, implement, and evaluate adult education programs and learning activities consistent with principles of adult learning
- Assess and evaluate learning in adults
- Develop welcoming and supportive learning environments for adults
- Provide counseling for adult learners to support their participation in adult learning activities and programs
- Demonstrate a knowledge and understanding of adult learning theory and adult developmental theory
- Enhance self-directed adult learning in adults through the provision of adult learning skills.
- Use computer, Internet, and social learning technologies to enhance and support adult learning programs and activities.
- Assess and respond to special education needs of adult learners
- Understand the structure of a discipline
- Demonstrate ethical practices in decision making

### **ii. Relevance of graduate outcomes to proposed program**

- Further education or graduate study: graduates may decide to complete a master and/or doctorate in education
- Employability: many students will already be employed but the degree prepares students to assume educational roles in NGOs, corporations and other areas in both the private and public sectors

### **iii. Other outcomes**

- Students will be prepared to assume leadership roles in their organizations
- Skills developed in the program will enable students to participate effectively in teams

## **3. Admission Requirements (Four Year B.Ed.)**

Candidates who have completed a two-year college diploma and/or are mature students are eligible to apply for the program. Non-College diploma applicants should present at least five years of work experience.

### **Required documentation**

- **Personal Statement of Intent and Purpose:** This statement must be carefully formulated and, in two pages, indicate the reason for application to the B.Ed. Adult Education, what outcomes are expected from the program, and how these outcomes will assist the student in meeting future goals.
- **Official Transcripts:** Official transcripts, if any, must be forwarded directly to the Registrar's Office from each post-secondary educational institution attended by the candidate.
- For those without a college diploma, the prerequisite is an Ontario Secondary School Diploma or equivalent mature student status.
- Post-secondary studies from another university or college diploma program will be considered for advanced standing, as will prior learning.
- **Prior Learning** may include previous professional development certificates, non-credit courses from an accredited institution and college or university courses in addition to those recognized for advanced standing. Students may receive up to 42 credits for a combination of advance standing and prior learning. Students may qualify for prior learning after completing five courses in the program, one of which includes ADED2717 *Developing a Professional Learning Assessment*.

Candidates who already possess an undergraduate degree may apply to the B.Ed. Adult Education. Such candidates require completion of 60 adult education credits (20 courses) inclusive of the required courses in the program.

#### **4. Required Courses and Program Structure**

The program is designed in modules. In each module, students must take one required course and four electives. After each module, students qualify for a certificate in adult education. Consistent with the principles of adult education, modules are not sequential and can be laddered into the degree.

Module: Basics of Adult Education

Module: Adult Education and Aboriginal Learners

Module: Adult Basic Education: Teaching Literacy and Numeracy to Adults

Module: Adult Education and Human Resources

Module: Adult Education in Health Care

Module: Adult Education in NGO's

Total Existing Courses: 1

Number of new sections required: 28

Not all courses will be offered each year. Courses will be scheduled on a rotation.

**See Appendix A for detailed course descriptions.**

#### **5. Other Requirements**

**Practicum:** A practicum of a minimum of 360 hours over the four years of the program is required. The practicum will take place in an adult education setting, most likely the workplace of the candidate. The practicum is associated with ADED 3797 in which students may register after the completion of one module in the program. Hours must be completed as follows:

Year 1: none

Year 2: 90 hours (3 weeks at 6 hours/day)

Year 3: 120 hours (4 weeks at 6 hours/day)

Year 4: 150 hours (5 weeks at 6 hours/day)

#### **6. Method of Delivery**

The program will be primarily distance but may include some blended course offerings.

**7. NA.**

It is not a graduate program.

**8. Human Resource Implications**

**i. Use of Existing Resources (first five years)**

*a. Academic Staff:*

As the program reviewers noted, "a number of faculty members have indicated a strong interest in teaching within the proposed program." Specifically the following:

- Dr. Blaine Hatt, Associate Professor
- Dr. Susan Elliott-Johns, Associate Professor
- Other faculty will be called upon, as required, to support various aspects of the program. The program will involve professional development in the field and a re-distribution/inclusion of faculty from other programs in the Schulich School of Education.

*b. Instructors: NA*

*c. Support Staff: Use existing support staff*

*d. Library: See report (Appendix C)*

*e. Space: NA, virtual program*

*f. Equipment: maintenance of server capacity*

*g. Other: Initial costs for marketing*

**ii. Additional resources (first five years) See Appendix B**

*a. Academic Staff:*

As the reviewers noted, a tenure track appointment in adult education would provide the necessary leadership to develop the program framework. It is possible to begin offering courses in adult education to serve as electives in other degree programs (BA, BSc, BAdmin, BCom, BScN.)

*b. Instructors: NA*

*c. Support Staff: NA*

*d. Library: NA*

*e. Space: NA*

*f. Equipment: NA*

*g. Other: Marketing, Blackboard Licenses (shared with all faculties (89,043-169,087 per year over five years)*

**9. Impact on other programs**

The program could potentially put pressure on Arts and Science and/or Applied and Professional Schools to make courses available online since there is a requirement for twenty-four credits from other programs. Alternatively some students may be able to attend these classes in person. **See Appendix D**

**10. Estimate of resource costs beyond first five years**

It may be beneficial to explore an alternative platform or open source course mounting platforms.

**11. Proposed cost recovery strategy**

The program will qualify for funding. Tuition will be set at the rate for Arts and Science courses.

**12. Expectations in terms of additional capital or operational funding**

There may need to be additional technology support staff dedicated to online programs in the Schulich School of Education.

**13. Relationship to other programs institutions**

The proposed program provides a pathway for those who do not have a first degree to move towards graduate work in adult education. The proposed degree enables low affinity college students to gain a degree to assist them as they enter their fields.

**14. Relationship to existing programs in the faculty**

The proposed program complements the B.Ed. teacher education program and provides a link to the Master in Education, adult education focus.

**15. Relationship to programs in other faculties, opportunities for collaboration, transformation and leveraging resources**

The proposed program may be a good fit for both the Faculty of Arts and Science and the Faculty of Applied and Professional Studies. Students in the program will enroll in Arts and Science courses and this may provide additional revenue for particular departments. Students in Applied and Professional Studies may wish to take courses from the Adult Education B. Ed. to enrich their own program offerings, especially since many graduates from these programs will be involved in adult education.

**16. Similar programs offered at other post-secondary institutions and the rationale for another**

<b>Post-Secondary Institution</b>	<b>Differences in existing programs elsewhere and the proposed program</b>	<b>Rationale for proposed program</b>
Brock University	The programs are similar but target audiences/clients are different. The proposed program will be available entirely online and recognizes prior learning in a formal manner.	The program will be online and meets the needs of clients in the north. In addition, it will target low affinity college graduates because of the recognition of prior learning.
University of Toronto (OISE)	Graduate only	

**17. Collaboration with other institutions/community colleges, etc.**

NA

**18. Evidence of consultation with other departments, faculties**

<b>Faculty/School Department</b>	<b>Person and Title</b>	<b>Dates Contacted</b>	<b>Form of Contact</b>	<b>Response received and</b>



				<b>Attached</b>
Arts and Science	Dr. Murat Tuncali, Dean		Written	
Applied and Professional School	Dr. Rick Vanderlee, Dean		Written	

### 19. Evidence of student demand

The Faculty received a grant from ONCAT asking for degree programs for low affinity college students. The proposal, which was funded, included the B.Ed. in adult education. We take this to mean that there is a perception that such a program would be a welcome addition to the offerings in a northern university.

### 20. Priority within University's program structure

The program is a high priority for the university since it may mitigate some of the impact of the decrease in funding for the BEd teacher education program. Similarly, the Schulich School of Education has been planning to diversify its program offerings for the past five years. Thus, the proposal is a high priority for both faculty and university.

### 21. Clientele

#### Anticipated Enrolment (FTE)

	Program Start	Year 1		2		3		4		5	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
1			20		30		30		30		30
2					15		25		25		25
3							10		20		20
4									10		17
5											10
Total			20		45		65		85		102

### 22. Enrolment limits and limiting

The course numbers are limited by online capacity. Class sizes should be no more than 25 students to maintain effective pedagogy.

**23. Source of students**

It is anticipated that the majority of students who select this program would be mature students already in the work world.

**24. Geographic Distribution**

North Bay and area:		20%
Far North	05%	
Southern Ontario	25%	
South Western Ontario	10%	
South Eastern Ontario	20%	
Rest of Canada	10%	
International	10%	

**Appendix A**

<b>Course Number</b>	<b>Required or Elective</b>	<b>Course Name</b>	<b>Is Course Existing or Proposed</b>	<b>Calendar Entry Attached</b>
<b>ACAD 1601</b>	<b>Required</b>	<b>Academic Writing</b>	E	ACAD 1601 allows students to cultivate skill sets for effective academic writing at the intermediate level. With an emphasis on critical thinking and problem solving through the writing process, students learn to discern, respond to, and write logical, compelling academic questions in clear, coherent prose. Readings, skill-specific writing assignments, writing workshops, seminars in information literacy, and instructor feedback provide a structure in academic inquiry, argumentation, expression, research, and documentation. This course may count towards the Humanities breadth requirement.
<b>ADED 2706</b>	<b>Required</b>	<b>Understanding the Adult Learner</b>	P	Students examine and explore characteristics of adult learners in formal and non-formal education settings, identify learning processes and conditions, and implications for adult learning.
<b>ADED 3706</b>	<b>Required</b>	<b>Strategies for the Adult Learner</b>	P	Students are introduced to a repertoire of strategies for teaching adult learners. Students explore: writing objectives; planning instructional segments; evaluating students, programs and teaching; using and assessing a variety of teaching strategies, audio-visual aids and learning resources.
<b>ADED 3707</b>	<b>Required</b>	<b>Curriculum Design for Adult Educators</b>	P	Students design and evaluate curriculum for adult learners, focusing on the methodological frameworks for undertaking the practical tasks involved in planning for teaching and learning with adults. Students examine principles of curriculum design and implementation in the light of perceived needs of 21 <sup>st</sup> century adult learners and the changing culture and landscape of contemporary educational settings.

<b>Course Number</b>	<b>Required or Elective</b>	<b>Course Name</b>	<b>Is Course Existing or Proposed</b>	<b>Calendar Entry Attached</b>
<b>ADED 3797</b>	<b>Required</b>	<b>Practicum in Adult Education</b>	P	Students engage with practical, field-based learning, using individualized learning contracts completed in appropriate adult education settings (for example, training, literacy, tutoring, curriculum development). Participants are assisted in the development of observational, critical and reflective skills, as well as specific skills appropriate to their own work with adults.
<b>ADED 2707</b>	<b>Required</b>	<b>Professional Ethics for Adult Educators</b>	P	Students engage with ethical theory and philosophical approaches to reflective practice emphasizing self-examination, decision making, and ethical standards in the field of adult education. Participants use field experience to support readings and case studies.
<b>ADED 3716</b>	<b>Elective</b>	<b>Introduction to Leadership in Adult Education</b>	P	Students consider major theories, approaches, models and themes related to the study of organizational leadership in workplace situations. Students prepare and implement short courses, seminars, workshops and conferences including teaching/leadership for on-line environments.
<b>ADED 2716</b>	<b>Elective</b>	<b>Assessment and Evaluation of the Adult Learner</b>	P	Students explore the planning, conducting, and evaluation of instruction for adults. Students examine different beliefs and ways of thinking about learning, teaching, and assessment and evaluation of /for adult learning.
<b>ADED 3717</b>	<b>Elective</b>	<b>Literacy Development in the Adult Education Context: Part 1: Adult Basic Education</b>	P	Students learn about literacy as the ability to understand and use information as a fundamental skill, essential not only for participating fully in the workplace, but also in everyday life. Students explore strategies and resources for the

<b>Course Number</b>	<b>Required or Elective</b>	<b>Course Name</b>	<b>Is Course Existing or Proposed</b>	<b>Calendar Entry Attached</b>
<b>ADED 4716</b>	<b>Elective</b>	<b>Literacy Development in the Adult Education Context: Part 2: Literacy Theorists for the Adult Educator</b>	P	Students examine the work of leading scholars of literacy, focusing on theory and practices relevant to adult education. Students engage with current leading scholars on literacy.
<b>ADED 3726</b>	<b>Elective</b>	<b>Teaching Adults through technology</b>	P	Students explore integrated approaches to the practical and theoretical aspects of teaching adults using instructional technology and contemporary media. Students explore not only how to use technology, but also how to evaluate and apply a variety of technologies to enhance adult learning experiences.
<b>ADED 4717</b>	<b>Elective</b>	<b>Writing Proposals for the Funding of Adult Education</b>	P	Students acquire knowledge, practical strategies, and skills relevant to locating funding sources, (e.g., various government agencies), and learn to write proposals to secure funding for the implementation of adult education.
<b>ADED 3726</b>	<b>Elective</b>	<b>Education for Adult Learners with Special Needs</b>	P	Students examine the nature of learning for adults with special needs and explore strategies for helping to meet these needs in teaching-learning settings for adults.
<b>ADED 3727</b>	<b>Elective</b>	<b>The Respectful Workplace: Principles and Practices for Adult Educators</b>	P	Students examine workplace issues and practical skill development and learn to recognize and address workplace bullying, psychological harassment, and other inappropriate behaviours. Students examine the concept of workplace toxicity in creating a safe environment in which to discuss these issues. Students explore: raising awareness, developing employees' conflict literacy, investigating complaints, addressing chronic behaviours, dealing with the aftermath of negative workplace events, and facilitating respectful workplace

<b>Course Number</b>	<b>Required or Elective</b>	<b>Course Name</b>	<b>Is Course Existing or Proposed</b>	<b>Calendar Entry Attached</b>
				initiatives.
<b>ADED 3736</b>	<b>Elective</b>	<b>Counselling the Adult Learner</b>	P	Students discuss concepts and practical strategies for effective counseling of adult learners, for example, the management of transitions and change, academic advising, workplace learning and career development, problem solving, effective relationships and communication skills, and coping with stress, depression and anxiety.
<b>ADED 3737</b>	<b>Elective</b>	<b>Adult Education and Human Resource Management</b>	P	Students explore concepts and issues related to working with adults in a variety of educational settings and workplaces including: continuing education, government, non-profit and community based organizations, and social service agencies, and health-care, and distance education.
<b>ADED 4726</b>	<b>Elective</b>	<b>Adult Education and Creativity</b>	P	Students explore the dimensions of creativity and creative thought, and approaches to developing creativity in adult learning experiences. Students examine: learning and thinking styles; creative teaching; environments for creative learning; and implications for curriculum, adult educators and adult learners.
<b>ADED 4727</b>	<b>Elective</b>	<b>Adult Education for the Older Adult</b>	P	Students examine the role of educational activities in positively influencing mental and physical activity, the effects on more positive health and well-being, characteristics of successful aging and the implications for educational gerontology, lifelong learning, inter-generational initiatives, and continuing education practice and research.
<b>ADED 3746</b>	<b>Elective</b>	<b>Adult Education in the Workplace</b>	P	Students discuss origins and trends in workplace learning. Students examine the workplace as a formal and informal learning environment, and explore various approaches to adult learning within the changing contexts of contemporary work.
<b>ADED 3747</b>	<b>Elective</b>	<b>Adults with Learning</b>	P	Students examine best (and next) practices in support and

<b>Course Number</b>	<b>Required or Elective</b>	<b>Course Name</b>	<b>Is Course Existing or Proposed</b>	<b>Calendar Entry Attached</b>
		<b>Disabilities</b>		accommodation of adults with learning disabilities. Students explore: current research, symptoms of learning disabilities, current legislation and implications in academic and workplace environments.
<b>ADED 2717</b>	<b>Elective</b>	<b>Development of Professional Learning Assessment</b>	P	Participants use reflection, self-assessment, personal journals and other relevant artifacts to create an experience-based portfolio that describes their personal philosophy, current professional practices, and needs for further learning.
<b>ADED 2726</b>		<b>Diversity and Inclusion in Adult Learning</b>	P	Students consider issues in diversity, culturally defined values, beliefs, and assumptions, and related implications for adult education. Participants develop practical strategies for promoting meaningful inclusion and for creating safe climates that model the principle of valuing differently acquired wisdom.
<b>ADED 3756</b>		<b>Evaluating Education Programs for Adults</b>	P	Students explore the theoretical, ethical and methodological foundations of program evaluation and apply these to contemporary adult educational programming.
<b>ADED 2727</b>		<b>Foundations of Adult Education</b>	P	Students consider theories, practices and contexts of adult education in order to explore past and current foundations. Student make connections to varied contexts of adult education and training, both nationally and globally, through the use of constructed dialogue, experiential activities, learning objectives, critical analysis and reflection.
<b>ADED 2736</b>		<b>Informal and Flexible Contexts for Adult Learners</b>	P	Students examine and explore the rich potential of sites of informal teaching and learning across a wide range of contexts, beyond formal schooling and including implications

<b>Course Number</b>	<b>Required or Elective</b>	<b>Course Name</b>	<b>Is Course Existing or Proposed</b>	<b>Calendar Entry Attached</b>
				of the digital age.
<b>ADED 4747</b>		<b>Transformative Learning in Adult Education</b>	P	Students explore concepts for working with contemporary adult learners, and investigate critical thinking, critical self-reflection and transformative learning.
<b>ADED 3757</b>		<b>Understanding the Role of Community in Adult Education</b>	P	Students investigate community based adult education (CBAE) and the application of knowledge of the social, economic, cultural and political environment relevant to shaping, developing and conducting adult education programs.
<b>ADED 3766</b>		<b>Work and Learning in Organizations</b>	P	Students investigate work and learning communities within the context of in-depth examination of the field of organizational learning. Students explore: leadership, power, conflict, change, diversity, organizational culture, barriers and motivators to organizational learning, and the role of contemporary adult educators within organizational contexts.





**Appendix B**

**Business Plan for BEd in Adult Education**

	Year 1	Year 1	Year 1	Year 1	Year 2	Year 2	Year 2	Year 2	Year 2	Year 3	Year 3	Year 3	Year 3	Year 4	Year 4	Year 4	Year 4	Year 5	Year 5	Year 5	Year 5	Year 6	Year 6
	Hours	Weeks	Terms	BIU \$	Hours	Weeks	Terms	BIU \$	Hours	Weeks	Terms	BIU \$	Hours	Weeks	Terms	BIU \$	Hours	Weeks	Terms	BIU \$	Hours	Weeks	Terms
Enrollment				6				15				23				31				39			47
<b>Total Enrollment</b>				6				15				23				31				39			47

	Rate	# student	Total	Rate	# student	Total	Rate	# student	Total	Rate	# student	Total	Rate	# student	Total	Rate	# student	Total
Tuition	5700	6	34,200	5928	15	87,142	6165	23	142,414	6412	31	200,046	6668	39	260,060	6935	47	322,474
Other Fees																		
Co-op fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Donation / endowments																		
Govt operating grant (\$*BIU) 1.5 BIU	5610	6	33,660	5610	15	82,467	5610	23	129,591	5610	31	175,032	5610	39	218,790	5610	47	260,865
Other revenues																		
<b>Total Revenues</b>			67,860			169,609			272,005			375,078			478,850			583,339

<b>Expenses</b>																							
<i>Salaries for new faculty &amp; staff</i>																							
Faculty base rate																							
for Assistant prof	1.0	70,000	70,000	1.0	73,500	73,500	1.0	77,175	77,175	2.0	81,034	162,068	2.0	85,085	170,171	2.0	85,085	170,171					
Seminar Leaders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Curriculum development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Benefits			15,400			16,170			16,979			35,655			37,438			37,438					
<b>Total Salary</b>			85,400			89,670			94,154			197,728			207,601			207,601					

<b>Expense</b>	2				8				8															
<b><i>Other Expenses</i></b>																								
Office Supplies	500				520				541				562				585				608			
Capital equipment																								
Library resources	8,500				5,500				5,500				5,500				5,500							
Research support (start up grants)	0				0				0				0				0							
Information technology																								
Professional Development	1,800				1,800				1,800				3,600				3,600							
Advertising, marketing and promotion	5,000				2,000				2,000				2,000				2,000							
Travel	0				0				0				0				0							
Recruiting costs	5,000				0				0				5,000											
Student Access Guarantee	2,394				6,100				9,969				14,003				18,204				22,573			
Student teaching assistants	60	15	900	60	15	900	60	15	900	120	15	1,800	120	15	1,800	120	15	1,800						
Postage	500				500				500				500				500							
Telephone	No additional costs above standard telephone usage																							
Dept. Head Allowance																								
Furniture & Equipment (includes computer)	2,500												2,500											
Photocopying	500				500				500				1,000				1,000							
Moving	5,000												5,000											
Other admin costs																								
<b>Total other expenses</b>	<b>32,594</b>				<b>17,820</b>				<b>21,710</b>				<b>41,466</b>				<b>33,189</b>				<b>37,581</b>			
Total Expenses	117,994				107,490				115,863				239,188				240,798				245,190			
Contribution Before Overhead	(50,134)				62,119				156,142				135,890				238,052				338,149			
<b>Admin Overhead</b>	<b>47,198</b>				<b>42,996</b>				<b>46,345</b>				<b>95,675</b>				<b>96,319</b>				<b>98,076</b>			

<b>Surplus/ (Deficit)</b>	<b>(97,332)</b>	<b>19,123</b>	<b>109,797</b>	<b>40,215</b>	<b>141,733</b>	<b>240,073</b>
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**Input Factors**

Benefits as a percentage of salary	22%
Tuition increase	3%
Factor new student enrollment	100%
BIU per student	3,000.00
BIU rate	1.50
Average change faculty salary/ben	5%
Admin overhead	40%
Ratio scholarship	10%
Rate of annual fee increase	4%
Student Access Guarantee	7.00%



Appendix C

Library Resources for Adult Education and Training Program

<b>Item Type</b>	<b>Evaluation</b>
<b>Print Books and EBooks</b>	<p>The Library routinely acquires titles in the field of Education, so there is a fairly extensive monograph collection for topics such as learning theory, curriculum development, teaching methodology, etc. Adult Education and Training has not been a particular focus; consequently, the acquisition of some current, specialized titles will be necessary.</p> <p>If courses are to be offered online or at multiple campuses, then ebooks would be the preferred format, and titles in this format tend to be more expensive than their print counterparts. To purchase a solid core of monographs in this subject area, a startup cost of \$5000 would be required. An increase to the existing collection base budget of \$2000/year would be necessary to acquire new titles in the field and keep the collection current.</p>
<b>Additional Physical Materials</b>	<p>Films or other audiovisual materials may be required, depending on course curricula and instructor methodology. Again, there has not been a specific focus in collecting films focused on Adult Education and Training, although there are some related resources in the field of Education that may be useful. Faculty teaching in the program would work with the Liaison Librarian to select any additional physical resources required, and these would be considered individually as the budget allowed. Streamed films would be the preferred format if courses are going to be offered online and it is important to note that these materials tend to be subscription-based (i.e. ongoing cost) rather than one time purchases.</p>
<b>E-Resources</b>	<p>The Library currently subscribes to a number of databases that provide access to journal and gray literature for the subject of Education, including Education Resources Information Center (ERIC), Education Research Complete, and CBCA Education. There are also a number of databases in related disciplines such as Psychology and Sociology that provide scholarly literature of an interdisciplinary context. Current Library journal holdings in these subject areas are quite strong. It is essential to maintain these subscriptions in order to provide access to these resources.</p>
<b>Additional Online Materials</b>	
<b>Other Relevant Material</b>	<p>The Liaison Librarian will work with individual Faculty members to determine if there are other specialized resources required to support the curriculum.</p>

<b>Startup Costs:</b>	<b>\$5000</b>
<b>Ongoing Costs:</b>	<b>\$2000</b>

**APPENDIX D**

Bachelor of Adult Education (Four-year)

**Degree Requirements**

Students must complete 120 credits, with a minimum overall average of 60% and satisfy one of the following:

**Specialization**

- a) Must complete 54 credits in adult education, fifteen of which are required credits
- b) Must achieve a minimum specialization average of 60%

- c) Must complete a minimum of 24 credits in a combination of humanities, social sciences and/or professional studies, or sciences

**Major**

- a) Must complete 36 credits in adult education
- b) Must achieve a minimum Major average of 60%
- c) Must complete a minimum of 42 credits in a combination of humanities, social sciences and/or professional studies, or sciences

**Minor**

- a) Must complete 18 credits in adult education
- b) Must complete a minimum of 24 credits in a combination of humanities, social sciences and/or professional studies, or sciences

New Program Proposal  
**DATA SCIENCE**  
 Specialization and Honours Specialization, BA & BSc  
**Stage I**

**1. Fit of the program with the University's and Faculty's planning priorities as specified above under Evaluation Criteria 1-10 (Appendix I) and the Senate approved criteria (Appendix J).**

An unprecedented development of information technologies in the past two decades, emergence of social networks, and virtualization of information and computations lead to accumulation of enormous volumes of data spread over the global network. However, a meaningful interpretation of this data and practical and efficient use of it face a number of challenges. Digital information is stored in a variety of formats, is often duplicated, sometimes obsolete, and not contiguous but rather spread over multiple sources, not always significant, often unstructured and unsorted, etc.

Historically, methods of mathematics, statistics, and computer science proved very useful in search, analysis, and retrieval of the information (e.g. using search engines). Data science is a relatively new subject that combines methods from mathematics, computer science, and statistics with competencies from other areas to extract relevant and applicable knowledge from existing data.

There is a strong demand for specialists in data science from business and industry, and it is predicted that this demand will only grow in the nearest future. The proposed program will address this demand. It will be attractive to those students who want to pursue careers that require strong analytical skills and involve work with large volumes of data. The article titled "The supply and demand of data scientists: What the surveys say" by Gil Press published in Forbes on April 30, 2015 provides an insight to how companies give insight to how companies address the need for personnel with analytical skills, and the type of training such specialist might need.

The Data Science program will be an interdisciplinary program, involving Mathematics, Computer Science, and other areas, such as Physics, Chemistry, Biology, Sociology, Geography, Business, and Psychology. We also expect that the program will attract students from humanities.

The students will obtain theoretical foundation and practical skills in the areas of mathematics, statistics, and computer science that are required for managing large and heterogeneous datasets. Combining this foundation with knowledge from other areas, students will experience a practical use of data science. This will prepare them for future employment as well as for graduate studies should they opt to continue their education.

The specialization program is mostly based on existing courses in mathematics and computer science (27 credits), as well as courses in other disciplines, depending on the stream. For Honors Specialization, we plan to introduce two new project-based research-oriented directed study courses (6 credits total). In addition, students will have experiential learning opportunities through internship or practicum courses.

**The program will be structured as follows:**

Year 1

DATA 1XXX Intro to Data Science (new course)	COSC 1557 Introduction to Computer Science
MATH 1036 Calculus I	COSC 1567 Programming in C++
MATH 1037 Calculus II	6 credits of stream-specific courses
MATH 1046 Introduction to Linear Algebra	
MATH 1056 Discrete Mathematics I	

3 credits electives



Year 2

MATH 2036 Advanced Calculus I  
 MATH 2037 Advanced Calculus II  
 MATH 2046 Advanced Linear Algebra  
 MATH 2056 Discrete Mathematics II  
 MATH 2076 Probability and Statistics I

COSC 2006 Data Structures I  
 Stream-specific courses

12 credits electives

Year 3

MATH 3127 Combinatorics and Graph Theory  
 MATH 3276 Probability and Statistics II

COSC 3606 Databases and Data Management  
 COSC 3007 Artificial Intelligence  
 Stream-specific courses

21 credits electives

Year 4

MATH 4XXX Data mining (new course)

24 credits electives

**In addition, the following research project-based individualized study courses are required for Honors specialization:**

DATA 4496 Research Project I and DATA 4997 Research Project II (**new courses – directed study**)

**Breadth Requirements**

ACAD 1601

3 cr. of Humanities

6 cr. from the following list:

Humanities, Business, others

**Other Science Requirements (BSc)**

12 credits from the following:

BIOL 1006 Introduction to Molecular and Cell Biology

BIOL 1007 Introduction to Organismal and Evolutionary Biology

CHEM 1006 General Chemistry I

CHEM 1007 General Chemistry II

PHYS 1006 General Physics I: Mechanics

PHYS 1007 General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics

PHYS 2006 General Physics III: Electromagnetism

PHYS 2007 General Physics IV: Optics and Introduction to Modern Physics

GEOG 1016 Introduction to Human Geography

GEOG 1017 Introduction to Physical Geography

**Similar programs**

Majority of programs in Data Science are at graduate level. Below is a list of undergraduate programs in this area.

- University of San Francisco – B.S. in Data Science
- University of Iowa – B.A. in Business Analytics
- Northern Kentucky University – B.S. in Data Science
- University of Warwick – BSC Data Science
- Illinois Institute of Technology – B.S. in Computer Science with specialization in Data Science
- George Mason University – Data Science major & minor
- Northwestern College in Iowa – Online Analytics certificate
- The Ohio State University – B.S. Data Analytics

- College of Charleston – B.S. in Data Science
- University of Rochester – BS/BA in Data Science

### **Admission Requirements**

BSc: English, Calculus and Vectors; Advanced Functions; one of Biology, Chemistry or Physics

BA: English; Calculus and Vectors; one other Mathematics

### **2. Student demand and anticipated growth of the program (local, provincial, national).**

As mentioned above, there are only a few undergraduate programs in Data Science. On the other hand, demand of specialists in Data Science significantly exceeds supply. We expect that the program will reach a steady intake of about 10-15 students per year in the next three years.

Number of articles published in daily newspapers and magazines indicate that the demand for such specialists will increase. For instance, April 23, 2015 piece by Joe Castaldo in Canadian Business titled “How the age of Big Data made statistics the hottest job around” makes the case for the need for such specialists with the indication that the need will increase within the next 10 years.

### **3. Current and proposed faculty and other teaching and research resources required to support the program.**

The program is expected to be fully supported by the existing faculty resources (including limited-term appointments) in the Department of Computer Science and Mathematics. Thus, in order to start the program, no new faculty resources will be required. However with the increase in enrolment of the program, a faculty member with a strong research program in Data Science will be needed and desirable.

### **4. Other resources required: infrastructure, operating budget, library, capital, space, student service for satellite locations, as well as how they will be provided.**

With the introduction of the some of the upper year courses in Data Science, purchase of specialized software will be needed. There may also be a need for high-end computers and servers.

### **5. Confirmed and potential external financial support.**

Not required.

### **6. Possible and confirmed partnerships with other units and institutions**

By nature, the proposed program is an interdisciplinary program that is created in partnership between the Department of Computer Science and Mathematics and other departments. The chair of Computer Science and Mathematics has met with the chairs of Geography, Biology, and Sociology to discuss their views and involvement in the program.

**REPORT TO SENATE**

Dr. Harley d'Entremont

Provost &amp; Vice-President, Academic &amp; Research

October 1, 2015

**Adjunct Professor Appointments\* – 2012 to 2015*****Schulich School of Education***

<b>Name</b>	<b>Term of Appointment</b>	<b>Degree &amp; Year</b>	<b>Institution</b>	<b>Position</b>	<b>Reason for Appointment</b>
Roger Bernardes	1-Sep-15 to 31-Aug-18	MSc 1995	n/a	n/a	Research with faculty in Schulich Sch of Education
Dr. Emilio Landolfi	1-Sep-15 to 31-Aug-20	PhD 2002	Univ of the Fraser Valley	Associate Professor	Research with faculty in Schulich Sch of Education

***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. Stéphane Beaulne	1-Jun-15 to 31-May-20	PhD 2008	n/a	Consultant	Research, co-supervision, teaching in Psychology
Dr. James Blustein	1-Jan-14 to 31-Dec-19	PhD 1999	Dalhousie Univ	Associate Professor	Research, co-supervision in Math/Comp. Science
Dr. Brian Branfireun	1-Jun-15 to 31-May-20	PhD 1999	Univ of Western Ont	Associate Professor	Research, co-supervision in Geography
Dr. Kirby E. Calvert	1-Dec-14 to 30-Nov-19	PhD 2013	Pennsylvania State Univ	Associate Professor	Research, co-supervision in Geography
Dr. Norman C. Duke	1-Dec-14 to 30-Nov-19	PhD 1988	James Cook University	Professorial Research Fellow	Research, co-supervision in Geography
Dr. Jennifer Foote	1-Jul-15 to 30-Jun-20	PhD 2008	Algoma Univ	Associate Professor	Research, co-supervision, teaching in Biology/Chem
Dr. Bao-Luo Ma	1-Jul-12 to 30-Jun-17	PhD 1991	Agriculture & Agri-Food Can	Research Scientist	Research, co-supervision in Geography
Dr. Stephanie McAfee	1-Jul-12 to 30-Jun-17	PhD 2009	Univ of Alaska	Post-doctoral Fellow	Research, co-supervision in Geography
Dr. Andrew M. Paterson	1-Jul-12 to 30-Jun-17	PhD 2000	Dorset Env. Science Centre	Research Scientist	Research, co-supervision, teaching in Biology/Chem
Dr. Richard Pryce	1-Jul-12 to 30-Jun-17	PhD 2001	Ministry of Nat Resources	Regional Hydrologist	Research, co-supervision in Geography
Dr. Jim Rusak	1-Jul-12 to 30-Jun-17	PhD 2000	Dorset Env. Science Centre	Research Scientist	Research, co-supervision, teaching in Biology/Chem
Dr. Keith Somers	1-Jul-12 to 30-Jun-17	PhD Date?	Dorset Env. Science Centre	Biostatistician	Research, co-supervision, teaching in Biology/Chem
Dr. Sandra L. Stewart	1-Jul-14 to 30-Jun-19	PhD 1990	NB Regional Health Centre	Director of Research	Research, co-supervision, teaching in Psychology
Dr. Norman Yan	1-Jul-12 to 30-Jun-17	PhD Date?	Dorset Env. Science Centre	Professor (York Univ)	Research, co-supervision, teaching in Biology/Chem
Dr. Hauxia Yao	1-Jul-12 to 30-Jun-17	PhD 1988	Dorset Env. Science Centre	Research Scientist	Research, co-supervision, teaching in Biology/Chem

***Applied & Professional Studies***

<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. Olagoke Akintola	1-Jul-14 to 30-Jun-19	PhD 2004	Univ. of KwaZulu-Natal (S. Africa)	Senior Lecturer	Research, co-supervision, teaching in Sch of Human & Social Development
Dr. Lorraine Carter	1-Jul-15 to 31-Jun-20	PhD 2006	McMaster Univ	Director of Continuing Ed	Research, co-supervision, teaching in Sch of Nursing
Stephanie Chu	1-Sep-13 to 31-Aug-18	MScN 2009	Hospital for Sick Children	Clinical Tech Nurse	Research, Co-supervision, teaching in Sch of Nursing
Margaret Duff	1-Aug-14 to 31-Jul-18	MScN 1991	University Health Network	Professional Dev Leader	Research, teaching in School of Nursing
Captain Eric Stansall French	1-Jul-13 to 30-Jun-18	BScN 1981 RN 1988	Cdn Forces Health Services	RN	Research with faculty in School of Nursing
Katalin Pere	1-Sep-15 to 31-Aug-20	MScN 2010	Mount Sinai Hospital	Clinical Nurse Specialist	Research, co-supervision, teaching in Sch of Nursing
Kryisia Therriault	1-Sep-13 to 31-Aug-18	MScN 2008	University Health Network	RN	Research, co-supervision, teaching in Sch of Nursing
Dr. Karima Velji	1-Jul-15 to 30-Jun-20	PhD 2006	Karima Velji & Associates	Consultant	Research, co-supervision, teaching in Sch of Nursing
Dr. Leslie Wardley	1-Sep-15 to 31-Aug-20	PhD 2014	Cape Breton University	Assistant Professor	Research, teaching in School of Business

*\*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*