SENATE AGENDA
Friday, October 9, 2015
2:30 p.m. – F210

   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;

   1
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).
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.

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.

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.

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

NEW BUSINESS

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


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

Senate Reform Report of the Bylaws and Elections Subcommittee

At the March 30th, 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 establish 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 adhoc 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 10th, 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 Acts 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.¹

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

¹ According to the Act, “officers’ means all persons employed by the University other than teaching staff and support staff.”

² 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.”

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.

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

3 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 10th, 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 15th, 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…

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.

Conclusions: 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-

4 “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](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 of 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:

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

**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 of above with appointments of at least 12 months.

The ½ + 1 quorum requirement would require the following since the introduction of the representative Senate in relation to available data:

<table>
<thead>
<tr>
<th>Date</th>
<th>Attendance at Education Faculty Council</th>
<th>Number of Full-Time Education Faculty Members</th>
<th>Total Members of Faculty Council</th>
<th>½ + 1 = Quorum</th>
<th>Quorum</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2011</td>
<td>51</td>
<td>58</td>
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<td>33</td>
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<tr>
<td>October 2011</td>
<td>35</td>
<td>58</td>
<td>64</td>
<td>33</td>
<td>Yes</td>
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<tr>
<td>January 2012</td>
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<td>33</td>
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<tr>
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<td>41</td>
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<td>August 2012</td>
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<td>64</td>
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<td>September 2012</td>
<td>50</td>
<td>58</td>
<td>64</td>
<td>33</td>
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<tr>
<td>October 2012</td>
<td>41</td>
<td>58</td>
<td>64</td>
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<td>November 2012</td>
<td>45</td>
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<td>April 2013</td>
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<td>64</td>
<td>33</td>
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<td>May 2013</td>
<td>42</td>
<td>58</td>
<td>64</td>
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<tr>
<td>August 2013</td>
<td>35</td>
<td>59</td>
<td>65</td>
<td>34</td>
<td>Yes</td>
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<tr>
<td>September 2013</td>
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<td>March 2015</td>
<td>15</td>
<td>59</td>
<td>65</td>
<td>34</td>
<td>No</td>
</tr>
</tbody>
</table>

**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 of 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:

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

**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.
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


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

<table>
<thead>
<tr>
<th>Program Identification: (Faculty, School, Department)</th>
<th>SCHULICH SCHOOL OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential Granted (Justification)</td>
<td>B.Ed. (Adult Education)</td>
</tr>
<tr>
<td>Required Start Date:</td>
<td>September 2016</td>
</tr>
</tbody>
</table>
| Program Description:                                 | 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:  
  - Education Courses: 52 credits  
  - Arts/Science Courses: 24 Credits  
  - Occupational/Technical/ Academic specialization courses: up to 42 Credits – approved electives OR credit for prior learning experience  
  
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. |

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 advanced 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

<table>
<thead>
<tr>
<th>Post-Secondary Institution</th>
<th>Differences in existing programs elsewhere and the proposed program</th>
<th>Rationale for proposed program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brock University</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>University of Toronto (OISE)</td>
<td>Graduate only</td>
<td></td>
</tr>
</tbody>
</table>

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

18. Evidence of consultation with other departments, faculties

<table>
<thead>
<tr>
<th>Faculty/School Department</th>
<th>Person and Title</th>
<th>Dates Contacted</th>
<th>Form of Contact</th>
<th>Response received and</th>
</tr>
</thead>
</table>

24
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

<table>
<thead>
<tr>
<th>Anticipated Enrolment (FTE)</th>
<th>Program Start</th>
<th>Year 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
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</tr>
<tr>
<td>1</td>
<td>20</td>
<td>30</td>
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<td>25</td>
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</tr>
<tr>
<td>3</td>
<td></td>
<td>10</td>
<td>20</td>
<td></td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<td>5</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>45</td>
<td>65</td>
<td>85</td>
<td>102</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Bay and area:</td>
<td>20%</td>
</tr>
<tr>
<td>Far North</td>
<td>05%</td>
</tr>
<tr>
<td>Southern Ontario</td>
<td>25%</td>
</tr>
<tr>
<td>South Western Ontario</td>
<td>10%</td>
</tr>
<tr>
<td>South Eastern Ontario</td>
<td>20%</td>
</tr>
<tr>
<td>Rest of Canada</td>
<td>10%</td>
</tr>
<tr>
<td>International</td>
<td>10%</td>
</tr>
<tr>
<td>Course Number</td>
<td>Required or Elective</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ACAD 1601</td>
<td>Required</td>
</tr>
<tr>
<td>ADED 2706</td>
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<tr>
<td>ADED 3706</td>
<td>Required</td>
</tr>
<tr>
<td>ADED 3707</td>
<td>Required</td>
</tr>
<tr>
<td>Course Number</td>
<td>Required or Elective</td>
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<tr>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ADED 3797</td>
<td>Required</td>
</tr>
<tr>
<td>ADED 2707</td>
<td>Required</td>
</tr>
<tr>
<td>ADED 3716</td>
<td>Elective</td>
</tr>
<tr>
<td>ADED 2716</td>
<td>Elective</td>
</tr>
<tr>
<td>ADED 3717</td>
<td>Elective</td>
</tr>
<tr>
<td>Course Number</td>
<td>Required or Elective</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
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<tr>
<td>ADED 4716</td>
<td>Elective</td>
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<tr>
<td>ADED 3726</td>
<td>Elective</td>
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<td>ADED 4717</td>
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<tr>
<td>ADED 3727</td>
<td>Elective</td>
</tr>
<tr>
<td>Course Number</td>
<td>Required or Elective</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ADED 3736</td>
<td>Elective</td>
</tr>
<tr>
<td>ADED 3737</td>
<td>Elective</td>
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<td>ADED 4726</td>
<td>Elective</td>
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<tr>
<td>ADED 4727</td>
<td>Elective</td>
</tr>
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<td>ADED 3746</td>
<td>Elective</td>
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<td>ADED 3747</td>
<td>Elective</td>
</tr>
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<td>Course Number</td>
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</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ADED 2717</td>
<td>Elective</td>
</tr>
<tr>
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</tr>
<tr>
<td>ADED 2726</td>
<td>Diversity and Inclusion in Adult Learning</td>
</tr>
<tr>
<td>ADED 3756</td>
<td>Evaluating Education Programs for Adults</td>
</tr>
<tr>
<td>ADED 2727</td>
<td>Foundations of Adult Education</td>
</tr>
<tr>
<td>ADED 2736</td>
<td>Informal and Flexible Contexts for Adult Learners</td>
</tr>
<tr>
<td>Course Number</td>
<td>Required or Elective</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
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<td>ADED 4747</td>
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<td>ADED 3757</td>
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<td>ADED 3766</td>
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## Program Enrollment

<table>
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<tr>
<th>Year</th>
<th>Hours</th>
<th>Weeks</th>
<th>Terms</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Year 1</td>
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<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
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</tr>
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<td>Year 3</td>
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</tr>
<tr>
<td>Year 4</td>
<td></td>
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<tr>
<td>Year 5</td>
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<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Year 6</td>
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<td>47</td>
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</table>

**Total Enrollment:** 6 + 15 + 23 + 31 + 39 + 47 = 147

## Revenue

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Rate</th>
<th># student s</th>
<th>Total</th>
<th>Rate</th>
<th># student s</th>
<th>Total</th>
<th>Rate</th>
<th># student s</th>
<th>Total</th>
<th>Rate</th>
<th># student s</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>5700</td>
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<td>34,200</td>
<td>5928</td>
<td>15</td>
<td>87,142</td>
<td>6165</td>
<td>23</td>
<td>142,41</td>
<td>6412</td>
<td>31</td>
<td>6668</td>
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<td>Other Fees</td>
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</tr>
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<td>Co-op fees</td>
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<td>Donation / endowments</td>
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<td>0</td>
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<tr>
<td>Govt operating grant ($*BIU) 1.5 BIU</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other revenues</td>
<td>5610</td>
<td>6</td>
<td>33,660</td>
<td>5610</td>
<td>15</td>
<td>82,467</td>
<td>5610</td>
<td>23</td>
<td>129,59</td>
<td>5610</td>
<td>31</td>
<td>175,03</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>67,860</td>
<td>9</td>
<td>169,60</td>
<td>272,00</td>
<td>8</td>
<td>375,07</td>
<td>478,85</td>
<td>583,33</td>
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</tbody>
</table>

## Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Rate</th>
<th># student s</th>
<th>Total</th>
<th>Rate</th>
<th># student s</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for new faculty &amp; staff</td>
<td>70,000</td>
<td>1.0</td>
<td>70,000</td>
<td>73,500</td>
<td>1.0</td>
<td>73,500</td>
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<td>Seminar Leaders</td>
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<td>Curriculum development</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Benefits</td>
<td>15,400</td>
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<td>15,400</td>
<td>16,170</td>
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<td>16,170</td>
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<tr>
<td><strong>Total Salary</strong></td>
<td>85,400</td>
<td>89,670</td>
<td>94,154</td>
<td>197,72</td>
<td>207,60</td>
<td>207,60</td>
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<td>2</td>
<td>8</td>
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<tr>
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<td>-----</td>
<td>-----</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Office Supplies</td>
<td>500</td>
<td>520</td>
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<tr>
<td>Capital equipment</td>
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<td>5,500</td>
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<tr>
<td>Library resources</td>
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<tr>
<td>Research support (start up grants)</td>
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<td>Information technology</td>
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<tr>
<td>Professional Development</td>
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<td>1,800</td>
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<tr>
<td>Advertising, marketing and promotion</td>
<td>5,000</td>
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<tr>
<td>Travel</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recruiting costs</td>
<td>5,000</td>
<td>0</td>
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<tr>
<td>Student Access Guarantee</td>
<td>2,394</td>
<td>6,100</td>
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<tr>
<td>Student teaching assistants</td>
<td>60</td>
<td>15</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Postage</td>
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</tr>
<tr>
<td>Telephone</td>
<td>No additional costs above standard telephone usage</td>
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<tr>
<td>Dept. Head Allowance</td>
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<td></td>
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</tr>
<tr>
<td>Furniture &amp; Equipment (includes computer)</td>
<td>2,500</td>
<td>500</td>
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</tr>
<tr>
<td>Photocopying</td>
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</tr>
<tr>
<td>Moving</td>
<td>5,000</td>
<td>500</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other admin costs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total other expenses</strong></td>
<td>32,594</td>
<td>17,820</td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>117,99</td>
<td>107,49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contribution Before</strong></td>
<td>(50,13)</td>
<td>156,14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>4</td>
<td>62,119</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Admin Overhead</strong></td>
<td>47,198</td>
<td>42,996</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>117,99</td>
<td>107,49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contribution Before</strong></td>
<td>(50,13)</td>
<td>156,14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>4</td>
<td>62,119</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Admin Overhead</strong></td>
<td>47,198</td>
<td>42,996</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Input Factors

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Benefits as a percentage of salary</td>
<td>22%</td>
</tr>
<tr>
<td>Tuition increase</td>
<td>3%</td>
</tr>
<tr>
<td>Factor new student enrollment</td>
<td>100%</td>
</tr>
<tr>
<td>BIU per student</td>
<td>3,000.0</td>
</tr>
<tr>
<td>BIU rate</td>
<td>1.50</td>
</tr>
<tr>
<td>Average change faculty salary/ben</td>
<td>5%</td>
</tr>
<tr>
<td>Admin overhead</td>
<td>40%</td>
</tr>
<tr>
<td>Ratio scholarship</td>
<td>10%</td>
</tr>
<tr>
<td>Rate of annual fee increase</td>
<td>4%</td>
</tr>
<tr>
<td>Student Access Guarantee</td>
<td>7.00%</td>
</tr>
</tbody>
</table>
## Appendix C

**Library Resources for Adult Education and Training Program**

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Books and EBooks</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Additional Physical Materials</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>E-Resources</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Additional Online Materials</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Relevant Material</strong></td>
<td>The Liaison Librarian will work with individual Faculty members to determine if there are other specialized resources required to support the curriculum.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Startup Costs:</strong></td>
<td><strong>$5000</strong></td>
</tr>
<tr>
<td><strong>Ongoing Costs:</strong></td>
<td><strong>$2000</strong></td>
</tr>
</tbody>
</table>

### 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 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 1XXX</td>
<td>Intro to Data Science (new course)</td>
</tr>
<tr>
<td>MATH 1036</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 1037</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 1046</td>
<td>Introduction to Linear Algebra</td>
</tr>
<tr>
<td>MATH 1056</td>
<td>Discrete Mathematics I</td>
</tr>
<tr>
<td>COSC 1557</td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>COSC 1567</td>
<td>Programming in C++</td>
</tr>
<tr>
<td>6 credits of stream-specific courses</td>
<td></td>
</tr>
</tbody>
</table>

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

12 credits electives

Year 3
MATH 3127 Combinatorics and Graph Theory
MATH 3276 Probability and Statistics II

COSC 2006 Data Structures I

12 credits electives

Year 4
MATH 4XXX Data mining (new course)

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.
**Adjunct Professor Appointments* – 2012 to 2015**

### Schulich School of Education

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

### Arts & Science

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

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

*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