SENATE AGENDA

Friday, December 13, 2019

2:30 p.m. – F210

1.  ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORY

    As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

2.  APPROVAL OF THE AGENDA

3.  ADOPTION OF THE MINUTES OF THE SENATE MEETING OF:  November 8, 2019

4.  BUSINESS ARISING FROM THE MINUTES

    The following non-substantive changes were included in the October 28, 2019 ACC Report, but were inadvertently left off of the November 8, 2019 Senate Agenda. The modification of the Honours Specialization in Sociology program requirements (as outlined on page 4, Motion 1) was included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion.

FACULTY OF ARTS & SCIENCE

Aboriginal Leadership

**Non-Substantive (for information only)**

- The name of the Certificate in Aboriginal Leadership modification to Certificate in Indigenous Leadership.

- The title and course description from LEAD 1006 Concepts and Ethics of Aboriginal Leadership modification to LEAD 1006 Concepts and Ethics of Indigenous Leadership as outlined below:

    **Old Description:**
    Students are introduced to the concepts and ethics of leadership in First Nations contexts. Students explore both traditional and contemporary Aboriginal concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Issues of judgment, cultural conflict, and successful representation of constituents will be discussed. This course includes a service learning component.

    **New Description**:
    Students explore both traditional and contemporary Indigenous concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Topics include issues of judgment, cultural conflict, and successful representation of constituents. This course includes a service learning component.

- The title and course description from LEAD 2006 Aboriginal Political Culture modification to LEAD 2006 Indigenous Political Culture as outlined below:

  **Old Description:**
  Political reality concerns practices and perceptions as well as laws and institutions. This course explores the cultural markers of indigenous politics, with consideration to distinctive patterns of indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

  **New Description:**
  Political reality concerns practices and perceptions as well as laws and institutions. Students explore the cultural markers of Indigenous politics, with consideration to distinctive patterns of Indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include Indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

- The title and course description from LEAD 2007 Aboriginal Governance Models and Intergovernmental Relations modification to LEAD 2007 Indigenous Governance Models and Intergovernmental Relations as outlined below:

  **Old Description:**
  Effective governance is examined in light of: governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Aboriginal governance can function effectively while still preserving Aboriginal cultures, values and worldviews. Focus is given to how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also explore this deeply significant relation between aboriginals and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

  **New Description**:
  Students examine effective governance in light of governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Indigenous governance can function effectively while still preserving Indigenous cultures, values and worldviews. Students explore how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also examine this deeply significant relation between Indigenous peoples and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

- The course description modification for LEAD 3126 Treaty Law in Canada as outlined below:

  **Old Description:**
  Treaties with First Nations in Canada represent both historical legacies and frameworks for on-going relations between those nations and settler society. How First Nations permit Canada to exist as it does is described in these treaties, with the sharing of lands made possible by these agreements between nations. Students explore the history of treaties in Canada towards an understanding of the possible futures that can be negotiated in this shared land. This course includes a service learning component.

**New Description:**
Students explore the historical and modern treaties negotiated between Indigenous nations, European powers, and the Canadian state. Students learn about the current treaty practices among Indigenous peoples, deconstruct the concept of "modern treaties" when tied to Canada's comprehensive claims process, and examine treaties as tools for self-determination. This course includes a service learning component.

- The course description modification for LEAD 3127 Comparative Indigenous Leadership in a Globalized World as outlined below:

    **Old Description:**
    Students examine indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. The international dimension of indigenous politics within the United Nations, the World Economic Forum, and other regional bodies may be considered as examples of a globalized indigenous politics. This course includes a service learning component.

    **New Description:**
    Students examine Indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. Students discuss the international dimension of Indigenous politics within the United Nations, the World Economic Forum, and other regional bodies as examples of a globalized Indigenous politics. This course includes a service learning component.

- The course description modification for LEAD 3147 International or First Nations Placement as outlined below:

    **Old Description:**
    An international or First Nation community based placement in a leadership role, arranged is overseen in conjunction with Nipissing International and the Office of Aboriginal Initiatives with regular reporting on work done and with written and oral reports at the annual intensive seminar on the projects undertaken.

    **New Description:**
    Students participate in an international or Indigenous community-based placement in a leadership role, overseen in conjunction with Nipissing International and the Office of Indigenous Initiatives.

Native Studies

**Non-Substantive (for information only)**

- The program title change from Native Studies program to Indigenous Studies program.

*Rationale: The program title change is consistent with other Indigenous Studies programs in the province. The program expectations and learning outcomes will remain the same.*

Sociology

**Non-Substantive (for information only)**
The following banking of SOCI 4576 Honours Seminar in Professional Development in Sociology was included in the November 8, 2019 Senate Agenda as a Motion, and approved, but should have been listed as a non-substantive change:

- The banking of SOCI 4576 Honours Seminar in Professional Development in Sociology.

The following Motion was included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion:

MOTION 1:     That Senate approve the modification of the Honors Specialization program requirements as outlined below:

**Old Program Requirements:**
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

| Students must complete 120 credits including 60 credits in the Honours Specialization as follows: | | |
|---|---|---|
| SOCI 1016 | Introduction to Sociology | 3 cr. |
| SOCI 2016 | Classical Sociological Theory | 3 cr. |
| SOCI 2017 | Contemporary Sociological Theory | 3 cr. |
| SOCI 2126 | Introduction to Sociological Research Methods | 3 cr. |
| SOCI 2127 | Quantitative Research Methods | 3 cr. |
| SOCI 3226 | Survey Research | 3 cr. |
| SOCI 4016 | Advanced Sociological Theory | 3 cr. |
| SOCI 4127 | Advanced Social Data Analysis | 3 cr. |
| SOCI 4576 | Honours Seminar in Professional Development in Sociology | 3 cr. |
| In addition, students must complete: | | |
| SOCI Upper level | | 30 cr. |
| SOCI 4000 level | | 3 cr. |

**New Program Requirements:**
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

| Students must complete 120 credits including 60 credits in the Honours Specialization as follows: | | |
|---|---|---|
| SOCI 1016 | Introduction to Sociology | 3 cr. |
| SOCI 2016 | Classical Sociological Theory | 3 cr. |
| SOCI 2017 | Contemporary Sociological Theory | 3 cr. |
| SOCI 2126 | Introduction to Sociological Research Methods | 3 cr. |
| SOCI 2127 | Quantitative Research Methods | 3 cr. |
| SOCI 3226 | Survey Research | 3 cr. |
| SOCI 4016 | Advanced Sociological Theory | 3 cr. |
| SOCI 4127 | Advanced Social Data Analysis | 3 cr. |

| In addition, students must complete: | |
| --- | --- |
| SOCI Upper level | **33 cr.** |
| SOCI 4000 level | 3 cr. |

5.	READING and DISPOSING of COMMUNICATIONS

6.	REPORTS FROM OTHER BODIES

	A.	(1)	President
		(2)	Provost and Vice-President Academic and Research
		(3)	Vice-President Finance and Administration
		(4)	Board of Governors
		(5)	Alumni Advisory Board
		(6)	Council of Ontario Universities (Academic Colleague)
		(7)	Joint Board/Senate Committee on Governance
		(8)	NUSU
		(9)	Indigenization Steering Committee
		(10)	Others

	B.	Reports from Senate members

7.	QUESTION PERIOD

8.	REPORTS of STANDING COMMITTEES and FACULTY COUNCILS

	**SENATE EXECUTIVE COMMITTEE**

	MOTION 1:	That the Report of the Senate Executive Committee dated December 5, 2019 be received.

	**ACADEMIC CURRICULUM COMMITTEE**

	MOTION 1:	That the Report of the Academic Curriculum Committee dated November 18, 2019 be received.

	ADMISSION REQUIREMENTS

	MOTION 2:	That Senate approve the Admission to a Degree Program from the Indigenous Foundations Program admission requirements policy modification.

	FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

	Business

	MOTION 3:	That Senate approve that MKTG 2127 Marketing for Managers be added to the "Nine credits from the following" list of the Marketing Concentration.

MOTION 4:    That Senate approve that the maximum amount of 1000 level courses allowed for the BBA change from 48 to 49 credits to accommodate the new 1 credit first year workshop.

MOTION 5:    That Senate approve that Second Degree requirements be approved for the Bachelor of Commerce (Four Year).

MOTION 6:    That Senate approve that the Residency Requirements for the BBA be changed to "30 Nipissing Business credits".

MOTION 7:    That Senate approve that ORGS 1137 be removed as a prerequisite for ADMN 4606.

MOTION 8:    That Senate approve that the name of 'iLEAD Co-op' option be changed to 'Co-op' option in the revised BBA program.

## ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 1:    That the Report of the Academic Quality Assurance and Planning Committee dated November 22, 2019 be received.

MOTION 2:    That Senate approve the IQAP Final Assessment Report and Implementation Plan for the School of Nursing.

MOTION 3:    That Senate approve the IQAP Final Assessment Report and Implementation Plan for the MES/MESc Environment.

## BY-LAWS AND ELECTIONS COMMITTEE

MOTION 1:    That the Report of the By-Laws and Elections Committee dated November 14, 2019 be received.

9.    OTHER BUSINESS

10.    AMENDMENT of BY-LAWS

- Notice of Motion - Proposed amendments to Senate By-Laws 6.3(a)(vii), 6.3(b), and 8.4(b)(iii) to include reference of a Consent Agenda as outlined below:

*Current article reads (revisions in bold and strikethrough):*

6.3    Order of Business

(a)    The order of business observed at all regular meetings of Senate shall normally be as follows:
   (i)    Acknowledgement of the traditional territory of the Robinson-Huron Treaty of 1850;
   (ii)    Approval of the Agenda;
   (iii)    Approval of the minutes of the previous meeting(s);
   (iv)    Business arising from the minutes;
   (v)    Reading and disposing of communications;

(vi)     Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented (President, PVPAR, VPFA, Deans, Students, and Others);

(vii)     Question period;

(viii)     Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;

**(ix)     Consent Agenda including motions of standing committees not set apart for discussion and debate within Senate. These motions shall be voted on by Senate as an omnibus motion;**

(x)     Other business (which includes substantive motions);

(xi)     Motions from Question period;

(xii)     Amendment of By-Laws;

(xiii)     Elections;

(xiv)     New business (requiring a motion to consider);

(xv)     Announcements;

(xvi)     Adjournment

(b)     Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

(c)     **Motions from Senate Committees will appear under the heading 'consent agenda' unless set apart by that committee for discussion and debate within Senate. All supporting documentation will be included in the agenda circulated to Senators. At the time the agenda is approved, at the request of any Senator, a motion shall be removed from the consent agenda and placed under the appropriate standing committee to be discussed. No motion or vote is required for a motion's removal from the consent agenda. Simple questions about any motion do not require removal from the consent agenda. All motions remaining on the consent agenda will be voted on by Senate as an omnibus motion.**

**(d)**     The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern.  Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting.  Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

8.4     Committee/Ad Hoc Committee Reports

(a)     Written reports of Senate standing or ad hoc committee should be clear and concise. Each recommendation intended for Senate consideration should be clearly stated within the main body of the report, and accompanied by an adequate rationale.

(b)     At the end of each written report submitted for Senate consideration, a list of motions shall be provided, as follows:

(i)     a motion that Senate receive the report (required even if the report includes no other recommendations for Senate consideration); and

(ii)     a motion for each individual recommendation within the report, carefully worded to reflect the appropriate Senate action being proposed (i.e. that Senate approve the implementation of a new program, that Senate recommend to the President, for conveyance to the Board, the addition of a new tenure-track position, etc.).

**(iii)     committees bringing motions to Senate may (by majority vote) designate them to be excluded from the 'consent agenda' and included in the Senate Agenda as part of a written report from the committee.**

(c)     A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee's procedures or the adequacy of the report's analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns.

(d)     Carrying a motion to receive a written report in no way binds Senate to accept the individual recommendations within it.

(e)     Senate may amend the individual motions presented at the end of a written report, but may in no way alter the main body (including the recommendations) of the report itself.

(f)     Oral reports of Senate standing or ad hoc committees shall be permitted, provided that they are brief and for information only.  Such oral reports shall not require a motion to receive.

(g)     That all reports sent to Senate committees from Senate for revisions, or documents that have undergone substantive revisions by a Senate standing committee, clearly identify any changes made to the document using track changes or some other form of highlighting.

- Notice of Motion - Proposed amendments to Senate By-Laws Articles 2.6, 5.1 and 5.3 in regards to NUSU membership, voting and elections as outlined below:
  *Current article reads (revisions in bold and strikethrough):*

2.6     Terms of Office
(a)     Ex officio Senators shall serve for as long as they remain in office.
(b)     For student Senators, the normal term of office shall be:
    (i)      one (1) year (renewable), for the three (3) student Senators chosen by and from the NUSU Executive;
    (ii)     one (1) year (renewable), for **each** ~~the~~ undergraduate student Senator elected by and from the undergraduate students ~~in the Schulich School of Education~~; the graduate student Senator elected by and from the graduate students~~; and the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty~~.
(c)     For other non-faculty Senators, the term of office shall be at the discretion of the respective constituencies.
(d)     For faculty Senators, the normal term of office shall be:
    (i)      three (3) years (renewable) for the two (2) designated faculty Senate representatives specified in 2.4(b), with roughly one-half (1/2) to be elected in alternate years; and
    (ii)     three (3) years (renewable), for the remaining faculty representatives allocated to the individual Faculties, with roughly one-third (1/3) to be elected each year.
(e)  All Senate terms of office shall commence at the beginning of the Senate year (i.e. 01 July), except:
    (i)      the terms of the three (3) student Senators chosen by and from the NUSU Executive, which shall run from 01 May each year to 30 April the following year; and
    (ii)     the terms of the graduate student Senator elected by and from the graduate students, **and** the undergraduate student Senators elected by and from the undergraduate students ~~in the Schulich School of Education; and the terms of the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty~~, shall run from 01 ~~October~~ **May** each year to 30 ~~September~~ **April** of the following year.

5.1     Eligibility to Vote

(a)    All undergraduate students currently registered at the time of the election shall be eligible to vote for the undergraduate student representative in their respective Faculty. Students in Concurrent Education or completing double majors in two different Faculties shall be required to declare one Faculty for purposes of the election.

(b)    All graduate students currently registered at the time of the election shall be eligible to vote for the graduate student representative.

(c)    In order to vote, currently-registered undergraduate and graduate students shall be required:

    (i)    ~~where feasible, to present a valid University student card at any NUSU polling station and have their names crossed off the list of eligible voters provided by the University; or~~

    (ii)    ~~where voting in person is not possible,~~ to vote by e-mail according to established election procedures, using their University-assigned e-mail address.

~~5.3    Annual Election Procedures for Undergraduate Student Representatives from both Faculties and Graduate Student Representative~~

~~(a)    By 01 September each year, the By-Laws & Elections Committee shall announce the election to fill the undergraduate and graduate student Senate positions, and indicate that the term of office for these positions is one (1) year. A copy of the announcement shall be provided to the NUSU Executive. The procedures and timelines for the election of undergraduate and graduate student representatives shall generally be those followed for the NUSU delegate elections, except as specifically otherwise indicated in this Article.~~

~~(b)    Nominations shall be submitted in writing, signed by the nominee and ten (10) eligible voters.~~

~~(c)    In the event that there is only one (1) candidate for a particular position, that candidate shall be declared elected by acclamation.~~

~~(d)    Voting for each contested position shall be by secret ballot at any NUSU polling station or, for any voter unable to vote in person, by e-mail according to established election procedures, using the voter's University-assigned e-mail address. Candidates shall be listed on the ballot in alphabetical order. Eligible voters may vote for only one candidate. Voting by proxy shall not be permitted.~~

~~(e)    Elections for the undergraduate and graduate student representatives shall be completed by the last week of September each year. The Chief Returning Officer (CRO) appointed by the NUSU Board shall announce the results, and shall provide the names of the elected student representatives to the By-Laws & Elections Committee of Senate by 01 October each year.~~

~~(f)    Should any Senate undergraduate or graduate student position(s) still remain unfilled after the NUSU fall Delegate Elections, the By-Laws & Elections Committee shall consider other alternatives and make appropriate recommendations to the Senate Executive Committee, for conveyance to Senate.~~

### **HONORARY DEGREES COMMITTEE**

MOTION 1:    That the Report of the Honorary Degrees Committee dated November 14, 2019 be received.

11.    <u>ELECTIONS</u>

- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague – Alternate, for a three (3) year term.

- Elect three (3) tenured faculty members, from the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.

- Elect one (1) tenured faculty member, from a Faculty other than the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.

- Elect four (4) Senators to serve on the Chancellor's Selection Committee.

12.    NEW BUSINESS

MOTION 1:    That Senate move in camera to bring forward five (5) new names to be added to the ongoing Senate List for consideration to receive an honorary degree.

13.    ANNOUNCEMENTS

14.    ADJOURNMENT

Nipissing University

Minutes of the Academic Senate Meeting

November 8, 2019

2:30 p.m. – Room F210

| | |
|---|---|
| <u>MEMBERS PRESENT:</u> | A. Vainio-Mattila (Vice-Chair), P. Maher, P. Radia, C. Richardson, D. Iafrate, N. Black |
| | A. Ackerman, D. Campbell, L. Chen, N. Colborne, S. Connor, H. Earl, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, S. Renshaw, S. Srigley, D. Tabachnick, H. Teixeira, R. Vernescu, H. Zhu |
| | J. Allison, C. Anyinam, C. Hachkowski, D. Hay, T. Horton, D. Jarvis, D. Lafrance Horning, K. McCullough, P. Millar, G. Raymer, C. Ricci, A. Schinkel-Ivy, M. Sullivan |
| | C. Irwin, O. Pokorny |
| | B. Ray |
| | H. Mackie, T. Sullivan, S. Pecoskie-Schweir |
| <u>GUEST:</u> | E. Lougheed |
| | |
| <u>ABSENT WITH REGRETS:</u> | M. DeGagné, C. Sutton, J. McAuliffe |
| | O. Atari, A. Burk, A. Hatef, B. Kelly |
| | S. Kidd |
| | L. Manankil-Rankin, T. Sibbald |
| | B. Perron |
| | C. Foster, N. Muylaert |

<u>APPROVAL OF THE AGENDA OF THE SENATE MEETING OF:</u>  November 8, 2019

MOTION 1:  Moved by H. Mackie, seconded by D. Hay that the agenda of the Senate meeting of November 8, 2019 be approved with the removal of Motion 3 of the October 9, 2019 Academic Curriculum Committee (this Motion was approved at the October 11, 2019 Senate meeting).
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: October 11, 2019

MOTION 2: Moved by H. Mackie, seconded by N. Kozuskanich that the minutes of the Senate meeting of October 11, 2019 be adopted.
CARRIED

The Speaker opened the meeting with a welcome to the traditional territory:
As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

BUSINESS ARISING FROM THE MINUTES

In response to whether the university would be speaking out against the ongoing political unrest and violence in Hong Kong, the Provost advised that this matter was discussed at the October 31, 2019 Senate Executive meeting, as well as in a meeting with the Provost and the Senator that raised the concerns. It was noted that while individual academics may have the competency and research to make a statement, Senate may not be the best place to go into the depth required. The Provost advised that there is no impediment on any member of this community in making a statement, and suggested that important conversations such as this could be held as a series of brown bag lunches in the new Teaching Hub once it has been completed.

REPORTS FROM OTHER BODIES

The Provost advised that the President was unable to attend today's Senate meeting as he was participating in the Scholar Practitioner Program (SPP) convocation ceremony in Toronto, where 38 graduates were being celebrated. Work on the SMA3 process is underway. Two bi-lateral conversations have been held with the government, and a presentation to present the metric will occur on November 21. She also spoke of the introduction of the compulsory math test for our BEd graduates to take place in February, the ongoing CRC renewals and new areas of CRC's. She advised that the employment posting for Indigenous Scholars in various disciplines is now out, and of the Chair of Indigenous Education vacancy. The Provost advised that she had recently attended the national NATVAC conference where keynote speaker, Jason Brennan, spoke on the inclusion file. She welcomed the Dean of Teaching, Pat Maher, to his first Senate meeting, and advised that the new adjunct professor appointments report was included in the agenda.

The Senate representative of the Board of Governors, Bobby Ray, advised that no Board of Governors meeting had been held since the last Senate meeting, only Board Committee meetings have been held. On behalf the Board of Governors, he thanked the bargaining teams for all of their work.

On behalf of the Alumni Advisory Board, Erika Lougheed, Manager of Advancement, provided a report. The report is attached to the Minutes.

On behalf of the Joint Board/Senate Committee on Governance, Dr. David Tabachnick advised that a meeting has been scheduled.

NUSU President, Hannah Mackie, provided a report. The report is attached to the Minutes.

QUESTION PERIOD

In response to a question regarding the revised Accessibility Admissions Policy, and how students apply, the Registrar responded that the application process is similar to the Academic Petitions Policy where students are asked to provide a letter outlining how they feel they would be successful.

In response to questions regarding the faculty hiring selection procedures for the employment posting for Indigenous Scholars in various disciplines, the Provost advised that discussions have been held with the NUFA President regarding process, and the Deans regarding priorities. Once it is determined how many applications are received and the discipline applied to, we will have a better idea of the needs of the hiring committee(s). The end goal is to hire strong faculty that fit into our programs.

A Senator advised that he had recently been contacted by a representative from Top Hat, an education software platform for professors and educators. As the university currently uses Blackboard, is this firm being recommended for use? The Dean of Teaching advised that Top Hat has also been in contact with him and is targeting institutions. He is currently investigating. A Senator advised that he has been using the third version of this software and has not recommended or provided anyone's contact information.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

**SENATE EXECUTIVE COMMITTEE**

MOTION 3:    Moved by A. Vainio-Mattila, seconded by N. Kozuskanich that Senate receive the Report of the Senate Executive Committee dated October 31, 2019.
CARRIED

**ACADECMIC AWARDS, APPEALS AND PETITIONS COMMITTEE**

MOTION 4:    Moved by D. Iafrate, seconded by H. Teixeira that the Report of the Academic Awards, Appeals and Petitions Committee, dated October 3, 2019 be received.
CARRIED

**ACADEMIC CURRICULUM COMMITTEE**

- **October 9, 2019 Report**

MOTION 5:    Moved by A. Vainio-Mattila, seconded by H. Mackie that the report of the Academic Curriculum Committee dated October 9, 2019 be received.
CARRIED

MOTION 6:    Moved by A. Vainio-Mattila, seconded by D. Iafrate that Senate approve the admission average for the Criminal Justice program be changed to 70%, effective January 2020 intake.
Following discussion and presentations by faculty, Senators and the Registrar, the Motion was voluntarily withdrawn.

MOTION 7:    ~~That Senate approve the revised Accessibility Admissions Policy.~~
This Motion was removed as it was received and approved at the October 11, 2019 Senate meeting.

MOTION 8:      Moved by A. Vainio-Mattila, seconded by D. Iafrate that Senate approve, for the purposes of publishing the University's Academic Calendar, that the Academic Curriculum Committee (ACC) may accept program changes for the upcoming academic year up until March 1. Any submissions to the ACC after that meeting date will not take effect until the following Academic Year.
CARRIED

MOTION 9:      Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the transfer credit policy for two-year Business diploma graduates from Canadore College and Algonquin College.
CARRIED

MOTION 10:     Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the transfer credit policy for Indigenous Wellness and Addiction Prevention Worker diploma graduates into the Bachelor of Social Work (BSW).
CARRIED

- **October 28, 2019 Report**

MOTION 11:     Moved by A. Vainio-Mattila, seconded by H. Mackie that the Report of the Academic Curriculum Committee, dated October 28, 2019 be received.
CARRIED

MOTION 12:     Moved by A. Vainio-Mattila, seconded by H. Zhu that Senate approve that the number of hours for **COSC 1557: Introduction to Computing** be changed from **"Two hours of lecture and two hours of laboratory work per week for one term"** to **"Three hours of lecture and one hour of laboratory work per week for one term"**.
CARRIED

MOTION 13:     Moved by A. Vainio-Mattila, seconded by T. Sullivan that Senate approve that the number of hours for **COSC 4406: Software Engineering** be changed from **"Four hours of lecture/laboratory work per week for one term"** to **"Three hours of lecture per week for one term".**
CARRIED

MOTION 14:     Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the banking of SOCI 4576 Honors Seminar in Professional Development in Sociology.
CARRIED

## TEACHING AND LEARNING COMMITTEE

MOTION 15:     Moved by G. Raymer, seconded by P. Maher that the Report of the Teaching and Learning Committee dated October 16, 2019, be received.
CARRIED

## ELECTIONS

- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague – Alternate, for a three (3) year term.
  As no nominations were received, this election will be carried over to the December 13, 2019 Senate Agenda.

ADJOURNMENT

Senate was adjourned at 3:55 p.m.

*Original signed by:*


…………………………………….. 						……………………………………………….
A. Vainio-Mattila (Vice-Chair)				S. Landriault (Senate Secretary)

Please note the following correction on the ACC Report, page 4:

<u>Sociology</u>

**Non-Substantive (for information only)**

- The banking of SOCI 4576 Honours Seminar in Professional Development in Sociology.

MOTION 4:     That Senate approve the modification of the Honours Specialization program requirements as outlined below.

**Old Program Requirements:**
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

| Students must complete 120 credits including 60 credits in the Honours Specialization as follows: | | |
|---|---|---|
| SOCI 1016 | Introduction to Sociology | 3 cr. |
| SOCI 2016 | Classical Sociological Theory | 3 cr. |
| SOCI 2017 | Contemporary Sociological Theory | 3 cr. |
| SOCI 2126 | Introduction to Sociological Research Methods | 3 cr. |
| SOCI 2127 | Quantitative Research Methods | 3 cr. |
| SOCI 3226 | Survey Research | 3 cr. |
| SOCI 4016 | Advanced Sociological Theory | 3 cr. |
| SOCI 4127 | Advanced Social Data Analysis | 3 cr. |
| SOCI 4576 | Honours Seminar in Professional Development in Sociology | 3 cr. |
| In addition, students must complete: | | |
| SOCI Upper level | | 30 cr. |
| SOCI 4000 level | | 3 cr. |

**New Program Requirements:**
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

| Students must complete 120 credits including 60 credits in the Honours Specialization as follows: | | |
|---|---|---|
| SOCI 1016 | Introduction to Sociology | 3 cr. |
| SOCI 2016 | Classical Sociological Theory | 3 cr. |
| SOCI 2017 | Contemporary Sociological Theory | 3 cr. |
| SOCI 2126 | Introduction to Sociological Research Methods | 3 cr. |

| | | |
|---|---|---|
| SOCI 2127 | Quantitative Research Methods | 3 cr. |
| SOCI 3226 | Survey Research | 3 cr. |
| SOCI 4016 | Advanced Sociological Theory | 3 cr. |
| SOCI 4127 | Advanced Social Data Analysis | 3 cr. |

| | |
|---|---|
| In addition, students must complete: | |
| SOCI Upper level | **33 cr.** |
| SOCI 4000 level | 3 cr. |

REPORT OF THE SENATE EXECUTIVE COMMITTEE

December 5, 2019

There was a meeting of the Senate Executive on December 5, 2019.

The following members participated:
P. Radia (Acting Chair), P. Maher, D. Iafrate, N. Colborne, M. Litalien, P. Millar, C. Foster, S. Landriault (Recording Secretary, n-v)

Regrets: M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, C. Richardson, J. Allison, T. Sibbald, H. Mackie

The purpose of the meeting was to set the agenda for the December 13, 2019 Senate meeting.

Several non-substantive changes that were included in the October 28, 2019 ACC Report, but inadvertently left off of the November 8, 2019 Senate Agenda, will be included in the Senate Agenda under Business Arising from the Minutes. The modification of the Honours Specialization in Sociology program requirements were included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion. This Motion will be included in the Senate Agenda under Business Arising from the Minutes.

The Report of the Academic Curriculum Committee dated November 18, 2019 was provided to the Senate Executive for inclusion in the Senate Agenda

The Report of the Academic Quality Assurance and Planning Committee dated November 22, 2019 was provided to the Senate Executive for inclusion in the Senate Agenda. The IQAP Final Assessment Reports and Implementation Plans for the School of Nursing and the MES/MESc Environment will be included in the Senate Agenda.

The Report of the By-Laws and Elections Subcommittee dated November 14, 2019 was provided to the Senate Executive for inclusion in the Senate Agenda. Proposed amendments regarding reference of a Consent Agenda and amendments to the NUSU membership, voting and elections will be included in the Senate Agenda as Notices of Motion.

The following elections will be included in the Senate Agenda:
• one faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague – Alternate, for a three-year term;
• three tenured faculty members, from the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies;
• one tenured faculty member, from a Faculty other than the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies;
• four Senators to serve on the Chancellor's Selection Committee.

Under New Business, Senate will move in camera to bring forward five new names to be added to the ongoing Senate List for consideration to receive an honorary degree.

MOTION 1:     Moved by P. Radia, seconded by N. Colborne that the Senate Executive approves the December 13, 2019 Senate Agenda.
CARRIED

Respectfully submitted,

P. Radia
Acting Chair
Senate Executive Committee


MOTION 1:     That Senate receive the Report of the Senate Executive dated December 5, 2019.

**Report of the**
**Academic Curriculum Committee**

**November 18, 2019**

The meeting of the **Academic Curriculum Committee** was held on Monday, November 18th at 1:00 pm in F214. The following members participated:

| | | |
|---|---|---|
| Carole Richardson (Chair) | Cindy Peltier (Dean's Designate) | Debra Iafrate |
| Andrew Ackerman | Charles Anyinam (Zoom) | Nancy Black |
| Darren Campbell | Kristen Ferguson | Douglas Gosse |
| Chris Hachkowski | Sarah Winters | Sarah Pecoskie-Schweir |
| Tayler Sullivan | | |

ABSENT WITH REGRETS:

Arja Vainio-Mattila, Pavlina Radia, Alexandre Karassev

GUESTS:

Jane Barker, Greg Brown, Heather Brown, Beth Holden, Tanya Lukin-Linklater

Jane Hughes, Recording Secretary


The Academic Curriculum Committee received and discussed changes for admission requirements and the Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,



Dr. Carole Richardson
Chair & Dean, Education and Professional Studies

MOTION 1:    That Senate receive the Report of the Academic Curriculum Committee, dated
                      November 18, 2019.

DISCUSSION

Criminal Justice admission discussion
Further to the recommendation from Senate on November 8, 2019, there was significant discussion regarding the Criminal Justice admission requirement proposal. The motion will be presented again at the Academic Senate Meeting on December 13th.

ADMISSION REQUIREMENTS

MOTION 2:    That Senate approve the Admission to a Degree Program from the Indigenous Foundations Program admission requirements policy modification.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

Business

MOTION 3:    That Senate approve that MKTG 2127 Marketing for Managers be added to the "Nine credits from the following" list of the Marketing Concentration.

MOTION 4:    That Senate approve that the maximum amount of 1000 level courses allowed for the BBA change from 48 to 49 credits to accommodate the new 1 credit first year workshop.

MOTION 5:    That Senate approve that Second Degree requirements be approved for the Bachelor of Commerce (Four Year).

MOTION 6:    That Senate approve that the Residency Requirements for the BBA be changed to "30 Nipissing Business credits".

MOTION 7:    That Senate approve that ORGS 1137 be removed as a prerequisite for ADMN 4606.

MOTION 8:    That Senate approve that the name of 'iLEAD Co-op' option be changed to 'Co-op' option in the revised BBA program.

## Academic Curriculum Committee

### Admission to a Degree Program
### from the Indigenous Foundations Program
### Admission Requirements
### Policy Modification

Motion:        That the Academic Curriculum Committee recommend to Senate that the Admission to a Degree Program from the Indigenous Foundations Program admission requirements policy modification be approved.

**Current Policy**

Students who have successfully completed the Indigenous Foundations Program are eligible to apply for admission consideration for degree programs at Nipissing University if they:

• Have a minimum overall average of 60% on the best 18 credits attempted;
• Have a minimum overall average of 60% on six of the following nine credits from the following courses: ACAD-1501, UNIV-1011 and/or LEAD-1006

Students who have successfully completed the Indigenous Foundations Program are eligible to apply for admission consideration on probation for degree programs at Nipissing University if they:

• Have a minimum overall average of 55-59% on the best 18 credits attempted;
• Have a minimum overall average of 55-59% on six of the following nine credits from the following courses: ACAD-1501, UNIV-1011 and/or LEAD-1006

Students interested in admission consideration to Bachelor of Science degrees or Bachelor of Arts degrees in Computer Science, Economics or Mathematics, must present 4U or equivalent program prerequisites as listed in the Admission Chart in the Academic Calendar.

Students interested in admission consideration to limited enrolment programs (Nursing and Physical and Health Education) may be required to have higher averages than those listed above in addition to presenting 4U or equivalent program prerequisites as listed in the Admission Chart in the Academic Calendar.

Students interested in admission consideration to Concurrent Education will be required to meet the admission requirements for Upper Year Admission to Concurrent Education as outlined in the Academic Calendar.

**Proposed Change to the Admission to a Degree from the Indigenous Foundations Program Admission Requirements**

Students who have successfully completed the Indigenous Foundations Program are eligible to apply for admission consideration for degree programs at Nipissing University if they:

• Have a minimum overall average of 60% on the best 18 credits attempted;
• Have a minimum overall average of 60% on six of the following nine credits from the following courses: ACAD-1501, NATI 1507 and/or NATI 1506

Students who have successfully completed the Indigenous Foundations Program are eligible to apply for admission consideration on probation for degree programs at Nipissing University if they:

- Have a minimum overall average of 55-59% on the best 18 credits attempted;
- Have a minimum overall average of 55-59% on six of the following nine credits from the following courses: ACAD-1501, NATI 1507 and/or NATI 1506

Students interested in admission consideration to Bachelor of Science degrees or Bachelor of Arts degrees in Computer Science, Economics or Mathematics, must present 4U or equivalent program prerequisites as listed in the Admission Chart in the Academic Calendar.

Students interested in admission consideration to limited enrolment programs (Nursing and Physical and Health Education) may be required to have higher averages than those listed above in addition to presenting 4U or equivalent program prerequisites as listed in the Admission Chart in the Academic Calendar.

Students interested in admission consideration to Concurrent Education will be required to meet the admission requirements for Upper Year Admission to Concurrent Education as outlined in the Academic Calendar.

**Rationale**

Indigenous Foundations Program students are evaluated to the same standards as degree seeking students and earn the same university credits. Successful completion of the program includes attendance and participation in tutorials and workshops. By registering in the Indigenous Foundations Program, students are agreeing to participate in those additional components.

NATI 1506, On the Land / From the Land: Indigenous Worldviews and NATI 1507: Critical Learning Skills in Indigenous Contexts were developed and approved by the Academic Curriculum Committee (formerly Undergraduate Studies Committee) in 2018 and the Academic Senate in 2019. The courses were offered in the Summer Indigenous Institute, a program emphasizing student transition for first-year Indigenous students.

The Indigenous Foundations Program plans to offer these courses in place of UNIV 1011 and LEAD 1006 in the fall of 2020 as the courses were designed for Indigenous students in transition to university, emphasizing Indigenous content in the curriculum, Indigenous pedagogies and land-based learning. This emphasis will strengthen the experience of the Indigenous Foundations Program students and is in alignment with recommendations from the Advisory Committee (comprised of faculty, staff and community) for the program in 2017-2018.

Course descriptions

NATI 1506 On the Land / From the Land: Indigenous Worldviews

Students explore forms of Indigenous knowledge and expression through dynamic and interactive land and community-based activities. Core concepts explored relate to the value of the self, community, and nation as they inform Indigenous ways of learning. Students develop a critical understanding of Indigenous worldviews and their importance for reconciliation and decolonization.

<u>NATI 1507 Critical Learning Skills in Indigenous Contexts</u>

Students learn skills required for undergraduate success in Indigenous frameworks. Listening, speaking, reading, and writing skills are emphasized through assignments focused on Indigenous cultural, political, and historical significance. Students are encouraged to explore the relevance of critical skills while learning more about their homelands and territories.

Submitted by: Heather Brown
Date: September 26, 2019

**Motions passed on Sep 06 and Sep 19 School of Business meetings**


**Motion: 1: Passed on 06 Sep 2019 (Voting: All in favour)**


 Proposed by Dr. Anahit Armenakyan , seconded by Dr. Jonathan Muterera  that

"EPS Executive recommend to ACC that MKTG 2127 be added to the "Nine credits from the following" list of the Marketing Concentration.

Rationale:
When MKTG 2127 was removed from the BBA core, no motion was put through to request it be added to the Marketing Concentration.  Because of this, MKTG 2127 does not count towards the concentration and only counts as an elective.  This is confusing to students, who assume MKTG 2127 would count towards the concentration (as every other MKTG course does).


**Motion 2:  Passed on 19 Sep 2019  (Voting : All in favour)**

Proposed by Dr. Natalya  Brown , seconded by Dr. Denyse Lafrance Horning that EPS Executive recommend to ACC that the maximum amount of 1000 level courses allowed for the BBA change from 48 to 49 credits to accommodate the new 1 credit first year workshop.

Rationale:
The new 1 credit first year workshop ADMN 1011 complicates things for students who exceed the maximum amount of first year courses they can use for the BBA.  Some students exceed this maximum if they change into the BBA after starting in a different program, or if they've received a number of transfer credits from another institution.  Because of ADMN 1011, some students have exceeded this maximum by a number not divisible by 3.  If a student were to exceed the first year maximum by 4 credits, they would currently lose 6 credits they've taken in order to keep them under the 48 credit maximum.  Adding 1 credit to the current maximum eliminates this issue, meaning students can continue as they did before without being penalized by the addition of a 1 credit first year course.


**Motion 3: Passed on 19 Sep 2019   (Voting : All in favour)**


Proposed by Dr. Denyse Lafrance Horning, seconded by Dr. Anahit Armenakyan  that EPS Executive recommend to ACC that Second Degree requirements be approved for the Bachelor of Commerce (Four Year).

In order to be in line with the other Four Year degrees (not available as Honours), the Second Degree requirements for the BComm (Four Year) could be added to the existing requirements as follows:

**Bachelor Degree**

**Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Commerce (Four Year), Bachelor of Physical Health and Education**

To graduate with a second degree in a Bachelor Degree program (as outlined above), a student must:

     a.  Complete a minimum of 60 credits with a minimum overall average of 60%;

b. In the case of a major, students must complete a minimum of 30 credits in the subject of study of the second degree with a minimum subject average of 60% (based on the best 30 credits which meet all of the requirements of the major);

c. In the case of a specialization and BComm (Four Year), students must complete a minimum of 42 credits in the subject of study of the second degree, with a minimum program average of 60% (based on the best 42 credits which meet all of the requirements of the specialization);

d. In the case of a BBA and BPHE students must complete a minimum of 48 credits in the subject of study of the second degree, with a minimum subject average of 60% (based on the best 48 credits which meet all of the requirements of the subject of study);

e. Satisfy all the stated requirements for the program not completed in the first degree;

f. In the case of a Bachelor of Arts, Bachelor of Business Administrations, or Bachelor of Science second degree, complete six credits from each the following areas if they have not done so in their first degree:
- Humanities (Group I)
- Social Sciences (Group II) and/or Professional Studies (Group IV)
- Sciences (Group III)

g. Maintain all minimum grade requirements and all minimum average requirements specified in the general regulations for the specified degree.

Rationale:
Unfortunately, no Second Degree requirements were made for the new BComm (Four Year) when it went through Senate. We currently have students who have been admitted to this program as a Second Degree, however they have no degree requirements to follow.

**Motion 4: Passed on 19 Sep 2019   (Voting : All in favour)**

Proposed by Dr. Anahit Armenakyan, seconded by Dr. Natalya Brown that EPS Executive recommend to ACC that the Residency Requirements for the BBA be changed to "30 Nipissing Business credits".

Rationale:

Since 15FW, Global Petitions have repeatedly been put through to allow for students in the BBA to follow the same Residency Requirements as students in the Bachelor of Commerce. This has been done to accommodate our transfer students, who receive a number of Business transfer credits. Without this petition, students would need to repeat courses they have received transfer credit for in order to meet our current requirements. These petitions have allowed students more opportunity to take new upper level courses, rather than repeating content they have already been awarded credit for. Making this change permanent would make things more clear and consistent for students moving forward.

**Motion 5: Passed on 19 Sep 2019   (Voting : All in favour)**

Proposed by   Kevin Hutchison , seconded by Dr. Prasad Ravi that EPS Executive recommend to ACC that ORGS 1137 be removed as a prerequisite for ADMN 4606.

Rationale:
ORGS 1137 is no longer a required course for the BBA, making it an unsuitable prerequisite for a core course. Without this change, BBA students (with the exception of those in the HR Concentration) will get to fourth year without realizing they actually need ORGS 1137 to register for one of their required 4th year courses.

**Motion 6: Passed on 19 Sep 2019  (Voting : All in favour)**

Proposed by Dr. Natalya Brown, seconded by Dr. Anahit Armenakyan  that EPS Executive recommend to ACC that   the name  of 'iLEAD  Co-op' option be changed to 'Co-op' option in the revised BBA program.


Rationale: ILEAD and Co-op are two different things. iLEAD relates to experiential learning.  Co-op is paid placement.

# NIPISSING UNIVERSITY

## Report of the

## ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

## Friday, November 22, 2019

The second meeting of the Academic Quality Assurance and Planning Committee was held on Friday, November 22, 2019.

### COMMITTEE MEMBERS:

| | | |
|---|---|---|
| Arja Vainio-Mattila | Debra Iafrate | Steven Cairns (Zoom) |
| Pat Maher | Nancy Black | Dan Jarvis |
| Jim McAuliffe | Judy Smith | Kristina Karvinen |
| Pavlina Radia | Rob Breton | Ben Kelly |

Regrets:  Carole Richardson, Stephen Tedesco, Susan Srigley, Hannah Mackie, Natalie Muylaert

Guests:  H. Brown

Recording Secretary:  S. Landriault

### Approval of the IQAP Final Assessment Reports and Implementation Plans

Moved by D. Iafrate, seconded by J. McAuliffe that the IQAP Final Assessment Report and Implementation Plan for the School of Nursing be accepted and approved.
CARRIED

Moved by J. McAuliffe, seconded by P. Radia that the IQAP Final Assessment Report and Implementation Plan for the MES/MESc Environment be accepted and approved.
CARRIED

The IQAP Final Assessment Reports and Implementation Plans will be included in the December 13, 2019 Senate Agenda.

The Provost advised that the English IQAP site visit will take place on March 4 & 5.

Respectfully submitted,

Arja Vainio-Mattila, PhD
Chair, Planning and Priorities Committee

Motion 1:   That the Report of the Academic Quality Assurance and Planning Committee dated November 22, 2019, be received.

Motion 2:   That Senate approve the IQAP Final Assessment Report and Implementation Plan for the School of Nursing.

Motion 3:   That Senate approve the IQAP Final Assessment Report and Implementation Plan for the MES/MESc Environment.

# FINAL ASSESSMENT REPORT

## PROGRAM UNDER REVIEW

| PROGRAM | SENATE APPROVAL DATE | PREPARED BY |
|---|---|---|
| School of Nursing | [Select Date] | Provost and Vice-President |

## A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

| SELF-STUDY REVIEW TIMELINE | DATE |
|---|---|
| 1. Self-Study Presented to AQAPC | Mar 1, 2019 |
| 2. Site Visit Conducted | Jun 17-19, 2019 |
| 3. Reviewer's Report Received | Aug 6, 2019 |
| 4. Internal Reviewers Response Received | Sept 17, 2019 |
| 5. Dean's Response Received | Oct. 5, 2019 |

**The members of the review committee were:**

- Dr. Callie Mady (Internal)
- Dr. Victoria Smye, Western University (External)
- Dr. Janet McCabe, University of Ontario Institute of Technology (External)

**The academic programs offered by the Department which were examined as part of the review included:**

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

## B. PROGRAM STRENGTHS

*External Reviewers: It is clear that Academic Priorities of the University are reflected across the three programs. Academic and research excellence are exhibited in the outcome expectations, the student experience is exemplified by the different programs and entry points (e.g., standard 4 year, bridging programs, online flexibility, and second entry), and community engagement is central to the success of the programs through placements. In addition, research excellence begins at the undergraduate level, with opportunities for students to expand on their own "intellectual passions by participating in and leading original research" (Self-Study Report, Strategic Plan, 2015-2020, p. 4).*

**Governance Structure/Leadership**

**External Reviewers Recommendation #1:** *Appointment of a Director of Nursing by the Provost/Vice-Provost or Dean – 5 year term with an opportunity for renewal. We recognize this is a challenge given the collective agreement, however, a title change could rectify this issue (e.g., Associate Dean, Nursing). We highly recommend this be an academic nurse (PhD RN) given that Administrators in these roles need to guide the vision of the programs – this capability would require a strong link to nursing and the current trends in nursing and health care locally, provincially and nationally. Nursing is at a particular historical juncture with an associated need to shape nursing programs so they remain relevant across local, provincial and national contexts. The appointment of an Associate Dean of Nursing would provide much needed stability for the school.*

**Unit's Response:** We recognize that there are benefits to having a director that is an academic nurse. We are committed to encouraging our colleagues to serve in that role for, at present, a three-year term according to the collective agreement. We will share this recommendation with members of the Nipissing University Faculty Association. As this first year of the university restructuring unfolds, we will continue to provide updates to administration regarding our administrative needs which may result in a request for an Associate Dean, Nursing.

**Dean's Response:** Administration fully understands the need for a Registered Nurse as a Director, as per the current structure, or as an Associate Dean, if further structural changes are made that would support this. The current Associate Dean of EPS is serving as Interim Director of the School of Nursing as no one from the unit was willing to serve as Director. I am unclear as to why the unit would consult with NUFA on this matter.

**Provost's Response:** It is imperative that the School of Nursing selects a Director from amongst themselves, otherwise the Dean will, with my full support, continue to pursue other structures through which we can continue to support all our Nursing programmes.

**External Reviewers Recommendation #2:** *Policies & procedures need to be in place to provide structure and consistency across the nursing programs, e.g., regulations related to progression requirements need to be clearly articulated to students.*

**Unit's Response:** The restructuring of the university has encouraged conversations not only across programs but across schools. As such, we have begun discussions about clinical placement policies and procedures and are moving toward a similar practice across schools. Members of the administrative team also have an upcoming meeting scheduled to discuss progression requirements. In addition, the School of Nursing struck the scholarship advisory committee in order to increase sharing of policies and scholarly work across the programs.

**Dean's Response:** We have made progress in developing policies that span all Nursing programs and across the three professional schools. We have proposed common degree progression requirements and anticipate them being approved by Senate by December 2019.

**Provost's Response:** I support the Dean's response.

**External Reviewers Recommendation #3:** *Committees and accountability structures should be clearly outlined (e.g., a diagrammatic representation would be very helpful alongside a detailed narrative.*

**Unit's Response:** Human Resources has a diagrammatic representation of the accountability structures in place as of January 2019. We are committed to reviewing the document and suggesting adjustments and/or additions/deletions where appropriate.

**Dean's Response:** Internal staff and faculty accountability structures are the purview of Human Resources. The Committees and related accountability structures continue to be reviewed by the unit for effectiveness and efficiency.

**Provost's Response:** I believe this work is ongoing.

**External Reviewers Recommendation #4:** *Student representation on most School Committees is highly recommended, e.g., School Council.*

**Unit's Response:** We are open to having student representation on committees. Committee chairs will review committee structures and make recommendations to allow for student representation where appropriate. We will also look to our Nipissing University Nursing Society students for their input. SPP is investigating including an SPP student representative in Faculty meetings as well as periodic scheduling of open forums to enhance communication beyond episodic conversations.

**Dean's Response:** I agree with the above.

**Provost's Response:** I agree.

**Curricula and the Program (capital 'P')**
**External Reviewers Recommendation #5:** *The nursing Program, mission, vision and values need to be clearly articulated; we recommend these also be consistent across programs.*

**Unit's Response:** In Faculty meetings and in meetings with the director, we have highlighted the need to begin such discussions. These discussions will begin this academic year.

**Dean's Response:** The university is currently in the process of re-evaluating its strategic goals. It is my expectation that the mission, vision and values will be closely related to the institution's statement.

**Provost's Response:** The connection between the mission, vision, values and learning outcomes should be a topic of discussion in this dialogue.

**External Reviewers Recommendation #6:** *A shared philosophical underpinning for the Program, which is consistently taken up across the 3 nursing programs.*

**Unit's Response:** We will discuss the feasibility of adding this to the discussions above (i.e., mission and vision) and the order in which such conversations need to be had.

**Dean's Response:** The university is currently in the process of re-evaluating its strategic goals. It is my expectation that the mission, vision and values will be closely related to the institution's statement.

**Provost's Response:** I believe this is covered by recommendation 5. But I do like the emphasis that underpinnings for all programmes should be the same.

**External Reviewers Recommendation #7:** *Evaluation of CASPer™ should be conducted, and then consideration given to weighting, and use across programs.*

**Unit's Response:** Meetings have been scheduled to have this conversation beginning August 26, 2019. These discussions can then be broadened to include a larger group.

**Dean's Response:** I have recommended that, in order to truly evaluate the effectiveness of CASPer, it is necessary to suspend face-to-face interviewing of all applicants. This practice currently represents a significant additional burden on our FT and adjunct faculty.

**Provost's Response:** I am in full agreement with the Dean.

**External Reviewers Recommendation #8:** *The nature of the curriculum, and the unique partnerships within the SPP may result in inequities in the types of experiences students engage in. Some consideration should be given to ensuring variety of experiences are provided for students, this could be managed through internal processes and/or through a change in when students engage with their 'home' institution.*

**Unit's Response:** Changes in partnership relationships and governmental changes (e.g., changes in staffing models within health care institutions) have led us to expand our variety of clinical placements. We will continue to seek diverse experiences.

**Dean's Response:** We are continuing conversations with our partners about the number and scope of clinical placements.

**Provost's Response:** Work is ongoing.

### Faculty and Staff

**External Reviewers Recommendation #9:** *Consideration should be given to appointing faculty in a way that allows for them to be engaged across the programs at the North Bay site. This would provide a wider span of opportunity for both faculty and students and help to address the faculty needs of the blended RPN-BScN program. In addition, it would support the ability for faculty to student mentorship to be consistent across the programs.*

**Unit's Response:** Administration has begun investigating how to appoint Faculty members to the School of Nursing rather than to a specific program. This may require a reissuing of letters of appointment.

**Dean's Response:** The intent is to issue addendums to all appointment letters for faculty positions within the School of Nursing, to indicate that they can teach across degree programs within the School. This has not yet been actioned.

**Provost's Response:** I agree with this recommendation.

**External Reviewers Recommendation #10:** *Professional development and the development of the Teaching/Learning Center is seen as an important element to support the ongoing re-visioning and development of the program and curricula.*

**Unit's Response:** We look forward to welcoming our Dean of Teaching. In addition to the suggested areas of support, we hope to have technological support in particular for our Blended Program.

**Dean's Response:** The Dean of Teaching is now on campus and will be consulting with all faculties in order to provide appropriate support. We look forward to the opening of the Teaching Hub.

**Provost's Response:** This work is now ongoing.

**External Reviewers Recommendation #11:** *The recognition of the adjunct faculty (SPP) as integral members of the Nipissing's School of Nursing's team is important to address (i.e., inclusion on committees, relationship to the University).*

**Unit's Response:** We recognize the importance of communicating to all faculty members across programs while acknowledging the diverse requirements of having different employers. As it pertains to SPP in particular, discussions

have begun between the program manager and the director. We will continue these discussions with the view to broaden understanding and offering greater inclusion.

**Dean's Response:** Adjunct faculty are clearly defined by university policy. We acknowledge and value their contributions.

**Provost's Response:** I agree with the above.

**Students**

**External Reviewers Recommendation #12:** *Lines of communication need to be clearly articulated (including a diagrammatic) especially in relation to navigating issues in clinical. Clarity is also required regarding resource navigation; student's currently note they are being "bounced around" (i.e. program office to Registrar and back) – they do not know where to go to have their needs met – this was articulated on both Day 1 and Day 2 (i.e., at both sites) during student meetings.*

**Unit's Response:** As mentioned above, the director has begun conversations across Schools and programs with the view to having clear processes that are cross-programs. In particular, these discussions have focused on issues in clinical. Once common processes and policies are in place, we will communicate them to students through their handbooks, including the consideration of providing a diagrammatic representation.

**Dean's Response:** This is in progress, with changes to the handbooks being considered for inclusion in the Academic Calendar.

**Provost's Response:** I agree with the above.

**External Reviewers Recommendation#13:** *Students expressed the view they require clearer and consistent expectations regarding evaluation components of the program, in particular, noted on the SPP site.*

**Unit's Response:** This spring the Dean and members of the SPP team have engaged in discussions pertaining to evaluation that included the consideration of students' perceptions. The SPP Faculty engages in semester reviews prior delivery. The syllabi for Years 1 and 2 are assessed for gaps and clarity prior each semester. Efforts will be made for increasing inter-rater reliability in grading assignments using the established rubric.

**Dean's Response:** Faculty has been responsive to my suggestions for clearer rubrics. This would support students' understanding of key learning outcomes and consistency in assignment evaluations.

**Provost's Response:** This work is ongoing.

**External Reviewers Recommendation #14:** *Students do not clearly understand the course evaluation process. Clear communication to students addressing who sees these evaluations, anonymity, their purpose, and the timing of their release to faculty is important*

**Unit's Response:** We will continue to administer student opinion surveys as per the collective agreement. We will engage students in conversations so as to gather more detail to know how to better respond to their needs. We will endeavour to highlight the process to students so we can gain the richest data to inform our teaching.

**Dean's Response:** Online surveys with questions aimed at soliciting student suggestions for various aspects of the different programs can be distributed via Google Sheets.

**Provost's Response:** The system for student evaluation of courses is going to be under review over the next year.

**Resources: Needs expressed by faculty**

**External Reviewers Recommendation #15:** *Consider how and where exams are scheduled and the potential impact this has on distance learners. Consider allowing students to schedule at alternate campuses to support the blended learning approach.*

**Unit's Response:** We have had discussions about online exams and have offered technological support to faculty to offer a stress reduced exam offering. We will engage the registrar in discussions pertaining to offering options at alternate campuses. As of the fall the registrar's office will oversee tools and monitoring of online exams.

**Dean's Response:** Scheduling of exams is the purview of the Registrar's Office. Conversations about Lockdown Browser and training proctors to monitor same are ongoing. Currently, all professors who choose to offer online exams via Lockdown Browser are offered training.

**Provost's Response:** Agree with the Dean.

**External Reviewers Recommendation #16:** *Provision of a curriculum designer to support ongoing curricula review and redesign on both sites.*

**Unit's Response:** This request has been shared with the Dean. In the meantime, we will engage with the incoming Dean of Teaching to support our curricula review and design processes.

**Dean's Response:** The Dean of Teaching is now on campus and will be consulting with all faculties in order to provide appropriate support. We look forward to the opening of the Teaching Hub.

**Provost's Response:** All new positions must be sought through the Annual Academic Planning process.

**External Reviewers Recommendation #17:** *Provision of administrative support for the SPP on-site.*

**Unit's Response:** The director has begun discussions with the SPP program manager who is, at present, accessing resources on the North Bay campus as support more so than in the past. We will continue to monitor this level of support.

**Dean's Response:** Agreed. I am aware of the level of support that is required.

**Provost's Response:** All new positions must be sought through the Annual Academic Planning process.

**External Reviewers Recommendation #18:** *Provision of a counsellor at the SPP site.*

**Unit's Response:** The director has approached the assistant vice president and manager of counselling services with the view to providing support to our SPP students. They are working on options to do so and in the meantime, students who have opted into the NUSU health plan can also access therapy and counselling through realcampus.ca.

**Dean's Response:** We will follow up on this request and work to establish clear timelines for its implementation.

**Provost's Response:** All new positions must be sought through the Annual Academic Planning process.

**External Reviewers Recommendation #19:** *Enhanced connection with the leadership in North Bay, including on-site SPP visits – students and faculty both expressed a sense of disconnect from the home institution.*

**Unit's Response:** The director has an on-site visit scheduled for the fall and will make bi-monthly visits and seek student input to enhance our sense of connectedness.

**Dean's Response:** I will support efforts to increase connection with the North Bay campus. It must however, be acknowledged that, based on the decision to provide programming elsewhere, offsite programs do experience a unique relationship with the main campus.

**Provost's Response:** I will support the Dean.

**Research and Scholarship**

**External Reviewers Recommendation #20:** *Continue efforts to support the engagement of undergraduate students in research is key to supporting faculty research programs and to build student interest in research.*

**Unit's Response:** Student interest in research is built through courses and a variety of opportunities at present. For example, the collaborative program has been reviewed and changed to reflect the need to foster, develop, and support students participating in the SoN research activities. Students from the SPP have also been involved in multiple research projects and have had the opportunity to co-author peer reviewed publications. The students are also heavily involved in the Best Practice Spotlight Organization (BPSO) initiative. We will continue with these opportunities. Moving forward, through the BPSO initiative, NU students will be able to collaborate with international BPSO nursing students to develop a joint project related to the Champions experience and evidence-informed practice.

In addition, we are examining ways by which to better involve students from the Blended program and have plans to encourage student participation in the Champions workshop on Oct 18, 2019.

*Additional responses (Unit):* In addition to the recommendations addressed above, we would like to share:

a) Initial discussions have begun to investigate options to offer a graduate program/stream
b) Discussions with the Dean and former director have begun with the view to examining the admission of indigenous students

**Dean's Response:**

I am happy to support the above initiatives and have recently provided funding to bring offsite students to campus for the Undergraduate Research Conference.

**Provost's Response:** I appreciate the quality of engagement and support the above initiatives.

## D.   IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

| RECOMMENDATION | RESPONSIBLE MEMBER/UNIT | PROJECTED COMPLETION |
|---|---|---|
| #1 - Select Director to start July 1, 2020 | School of Nursing | April 2020 |

| | | |
|---|---|---|
| #2 - Ensure consistency of degree policies, incl. progression requirements. Bring changes to Academic Curriculum Committee | School of Nursing | March 2020 |
| #4 - Address student participation in School committees | School of Nursing | January 2020 |
| #5, 6 - Develop School of Nursing mission, vision, and values to align with Nipissing's mission, vision and values | School of Nursing | March 2020 |
| #7 - Suspend applicant interviews | School of Nursing | As of next intake |
| #8 - Further diversify clinical placement opportunities | School of Nursing | Ongoing |
| #9 - Appoint all Nursing faculty to the School of Nursing | Provost | Effective of July 1, 2020 |
| #12 - Develop visual articulations of student advising in the School programmes | School of Nursing | March 2020 |
| #13 - Clarify expectations in SPP | School of Nursing | January 2020 |
| #15, 16 - Apply for staff positions through the established process | School of Nursing | Annual Academic Planning |
| #20 - Continue to support undergraduate research | School of Nursing | Ongoing |

# FINAL ASSESSMENT REPORT

| PROGRAM UNDER REVIEW | | |
| --- | --- | --- |

| PROGRAM | SENATE APPROVAL DATE | PREPARED BY |
| --- | --- | --- |
| MES/MESc. Environment | [Select Date] | Provost and Vice-President |

## A.  SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

| SELF-STUDY REVIEW TIMELINE | DATE |
| --- | --- |
| 1.  Self-Study Presented to AQAPC | Mar. 21, 2019 |
| 2.  Site Visit Conducted | Apr. 8 – 9, 2019 |
| 3.  Reviewer's Report Received | May 28, 2019 |
| 4.  Internal Reviewers Response Received | Jul. 31, 2019 |
| 5.  Dean's Response Received | Aug. 18, 2019 |

**The members of the review committee were:**

- **Dr. Steve Hansen (Internal)**
- **Dr. Doug Clark, University of Saskatchewan (External)**
- **Dr. Lisa Campbell, Duke University (External)**

**The academic programs offered by the Department which were examined as part of the review included:**

- **MA program in Environmental Studies**
- **MSc program in Environmental Science**

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

## B.  PROGRAM STRENGTHS

**External Reviewers:** *The Graduate Program in Environmental Studies and Science is highly consistent with NU's mission, as articulated in NU's 2015-2020 Strategic Plan in two specific ways. First, the program provides a concrete means for "students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities". Second, as quantified in the self-study document, the program materially advance opportunities for Indigenous and first-generation learners. Further, the program contributes directly to two areas of strength identified in NU's Strategic Mandate Agreement (2014-2017) (self study pp. 4-5): "Collaborating with Nipissing First Nation and local municipalities to work on Lake Nipissing environmental and fishing issues." (1.1), and "environmental sciences" (4.1).*

*The interdisciplinary program does not have a home unit so there is no faculty/unit plan to assess it against. Similarly, NU is just beginning to prepare its first Graduate Studies Plan, so that is not yet available for this assessment.*

*The Graduate Program in Environmental Studies and Science is both a key component of NU's Strategic Research Plan as well as an acknowledged strength within that plan. "Environment and Natural Resources" is one of six identified research themes and this program contributes materially to a further three themes: Indigenous and decolonial research, the human condition, and inequality.*

*All senior administrators we spoke to expressed enthusiasm and excitement about this program, and see it as reflecting the University's core commitments and values.*

## C. OPPORTUNTIES FOR IMPROVEMENT AND ENHANCEMENT

**External Reviewers Recommendation #1:** *Graduate education is a new focus for the University and many of the issues that are challenging for the Graduate Program in Environmental Studies and Science are likely challenging for others. For example, administrators recognize marketing of all graduate degrees requires attention. The recent establishment of a Dean of Research and Graduate Education and upcoming strategic planning for graduate education offers an important opportunity to address concerns of this program as part of overall changes to graduate education in the university. We write our report with this opportunity in mind*

**Unit's Response:**  Agreed. The MES/MESc faculty appreciate the oversight and assistance of the Dean of Graduate Studies and Research Office, and look forward to the strategic plan as an opportunity to further improve the functioning of the program.

ACTION ITEM: Work with advancement and SGS to develop a marketing strategy for the MES&MESc program(s).

**Dean's Response:** Agreed. IQAP responses to the graduate studies at Nipissing should be co-written with the Faculty Dean and the Dean of Research and Graduate Studies.

**Dean of Graduate Studies Response:** Agreed.  Marketing and recruitment was discussed at the recent Graduate Studies Retreat (August 26, 2019) and will be written into the Graduate Studies Strategic Plan.

**Provost's Response:**  The review of approaches to marketing graduate programmes has started and needs to continue under the shared leadership of the Registrar and the Dean of Graduate Studies. This review needs to encompass all NU graduate programmes, and be applied to the all.

**External Reviewers Recommendation #2:** *There is a core group of dedicated faculty who have kept this program going. Some of them have devoted research resources to do so. We recognize the value of their dedication and enthusiasm to the program and their students*

**Unit's Response:**  The core faculty appreciate this acknowledgement and identify the problem of faculty morale/burnout. We plan to review membership requirements in the coming academic year and explore ways to incentivize further engagement and participation from all members. We hope that clarifying the faculty membership requirements will provide the information necessary to administrators to allocate resources to the program such that faculty are supported in a way that makes it possible for them to meet these obligations.

At issue, in particular, is that less engaged faculty are not able to teaching in the graduate program due to undergraduate program commitments.  However, all graduate faculty members are in this situation. Perhaps a combination of revised graduate course offerings and a new graduate program model may be needed across programs.

ACTION ITEM: Review the criteria for Graduate faculty membership, including the duties and responsibilities of members. Review the MES & MESc graduate course structure and delivery.

**Dean's Response:** Agreed. Further discussion regarding GS faculty membership and the program requirements will be crucial to the program's further success. The program needs a strong Graduate Studies coordinator who will liaise with the Arts and Science chairs and coordinators to make sure that the membership is reflective of the program's direction. The Dean of Arts and Science has been working closely with the GS coordinators on clarifying the Arts and Science graduate studies programs' curricula and program requirements. This work will continue.

**Dean of Graduate Studies and Research response:**
Agreed. The School of Graduate Studies will develop a supervisor/student agreement. Graduate Faculty membership was reviewed in the winter of 2019 and changes were made to include Affiliate Faculty status to allow faculty members from outside the host department participate in graduate education. The course structure and delivery was discussed at the recent Graduate Studies Retreat. Program coordinators are looking for opportunities to share resources across programs to facilitate efficient delivery of all graduate programs at Nipissing University. Program Coordinators will consult with their committees and bring forward recommendations to Graduate Studies Committee (GSC) for consideration (timeline: Fall/Winter 2019).

**Provost's Response:** Nipissing University very much appreciates the efforts of all faculty in the programme. I hope that the recent shift in the reporting structure of having grad co-ordinators report directly to the Dean of Graduate Studies will assist in identifying unnecessary duplications of effort between the various graduate pogrammes. I also hope that the forthcoming Strategic Plan for Graduate Studies will address the issue of an appropriate balance of investment in undergraduate and graduate programmes.

**External Reviewers Recommendation #3:** *Being a program without a departmental home creates some challenges and opportunities that we identify throughout the report*

**Unit's Response:** This is a significant concern for the program. The self-study and review report highlight several problems associated with the lack of representation of the MES and MESc program in the traditional (departmental) academic structure of the university.

While a specific departmental administrative home may relieve some issues, it will continue to be in conflict with the breadth of the MES/MESc program, connecting faculty and students from across many departmental units. Another possible solution could be the creation of a new School that houses multiple complementary programs. For example, preliminary discussions have taken place regarding a potential school of Northern Communities, Infrastructure and Environment (NCIE), within the faculty of Arts and Sciences, which might provide a broader organizational structure to house the MES/MESc program.

ACTION ITEM: The program will explore the possibility of moving under one of the contributing departmental structures (e.g. Geography or Biology) or a new academic unit (e.g. Environmental Studies/Sciences) or broader School (e.g. NCIE).

**Dean's Response:** Agreed. The program does not have a home per se. While this provides other departments with an opportunity to participate, a rotational oversight is needed. The discussion about establishing Schools in Arts and Science will unfold this year. Centralizing the program under the School of Environmental Studies and Environmental Science is certainly worth considering.

**Dean of Graduate Studies and Research response:**
SGS would support centralizing the program under a new School of Environmental Studies/Science. The Nipissing University Strategic Plan and the Strategic Research Plan (SRP) would support the establishment of a School or Department of Environmental Studies/Science. In addition, establishing and undergraduate program in Environmental Studies/Science would address the concern raised by the reviewers in #1 of not having a specific undergraduate program feeding into the MES/Sc Program.

**Provost's Response:** Interdisciplinary programmes that are managed by several collaborating departments are not unusual in universities. The goal should be the collegial running of the programme and developing structures that support such an approach to programme management.

**External Reviewers Recommendation #4:** *The combination of two degrees (MES and MESc) and two tracks (1 year MRP option; 2 year thesis option) places strain on program resources and causes confusion/dissatisfaction among students. We identify specific concerns and offer suggestions on how to address these in SECTION C.*

**Unit's Response:** There is general agreement that the four degree programs are difficult to sustain. The differentiation of programs (MES vs MESc based on research area, MRP vs Thesis based on originality and student involvement) is clear to the faculty but perhaps not to students.

We are interested in the reviewers' idea of making the one-year program more clearly focused on professional development. However, we would need support for developing and administering this new iteration of the one-year program and arranging experiential learning opportunities with community partners; we propose that this matter be discussed with the new Dean of Teaching.

ACTION ITEM: The faculty have tentatively agreed to suspend the one-year program in 2020-21, pending further discussion and consideration during the next academic year. The faculty will also review the existing MES and MESc program structure and the interdisciplinary components shared between the two degrees. After one year we will make recommendations regarding the programs that should be offered and any changes to their structure that are required to clarify expectations of students and ensure the programs can be offered sustainably going forward. Merging some graduate programs (e.g. MES and new sociology/anthropology program) could be considered to alleviate some of the conflicting demands from different programs on faculty.

**Dean's Response:** Agreed. Further clarification of the MRP and Thesis stream distinction is necessary. The program should consider eliminating the MRP stream given that it requires additional resources and is thus fiscally less viable than the Thesis stream. A consideration of the professional stream is certainly an option but unrealistic due to the already-strained faculty complement and the lacking expertise in this area**.**

**Dean of Graduate Studies and Research response:**
Agreed.  The issue of clarification of the thesis and MRP routes is common across all masters programs.  The issue was discussed and tabled at the recent Graduate Studies Retreat.  Further discussion will take place at the program level with proposals being brought forward to GSC for consideration.

**Provost's Response:** This discussion speaks to the student experience of the degree pathway, and it is important to clarify. We need to seriously which stream would be a better option for Nipissing regardless of what the original intention is. A possible MBA in Environmental Management should be considered as a professional option.

**External Reviewers Recommendation #5:** *With limited resources and structural constraints on teaching (constraints we don't fully understand, and that are tied to the collective agreement among other things), the faculty have developed a core curriculum that delivers on many goals of the programs. There are some shortfalls and we suggest ways these might be overcome in SECTION E.*

**Unit's Response:** We are unable to comment on many of the constraints given that they are out of the control of the faculty contributing to the program. As stated above, we will review program structure and requirements with a view to promote clarity and sustainability.

**Dean's Response:** See Section E.

**Dean of Graduate Studies and Research response:**

The Dean of GSR will work with the faculty Deans around issues of workload and program delivery recognizing budgetary constraints and the need to deliver undergraduate programing.

**Provost's Response:** Nipissing University operates within significant resource constraints but work to ensure that the curricula of the graduate programmes delivers on learning outcomes and student expectations is ongoing.

**External Reviewers Recommendation #6:** *Although most of our recommendations target specific issues within the program, the vision of/for the program could use some reflection and clarification. Some senior administrators described it as a 'flagship' program offering an alternative to a traditional research degree and that trains professionals to work in the environmental field (a vision that seems to align with the ambitions of the 1 year degree). Other administrators and most faculty saw it as a traditional research degree that allows faculty to access graduate students, but with an interdisciplinary orientation (aligns with the 2 year degree). Others saw it as both. We argue that many of the challenges identified in this report could be at least partially addressed/ameliorated with a clearer and shared vision of the program and its constituent parts.*

**Unit's Response:** The faculty hold the view that the traditional, research-based (thesis) program is the main objective, and this option has recruited the most students, resulted in the most training (and eventual employment), and produced the most research outcomes. The different views of the programs ultimate goals date back to the origin of the programs, with the faculty always focused on the two-year option. Having said that, we recognize there have been some successes with the one-year (MRP option).

ACTION ITEM: The faculty will create a clear vision statement for the program, with specific reference to the degrees and routes that are retained following our review of the different options.

**Dean's Response:** As mentioned above, the MES-MESc program is primarily a research program. Enrolment numbers further attest to the popularity of this stream. A professional stream is worth discussing, but currently not feasible.

**Dean of Graduate Studies and Research response:**
Agreed. There seems to be some confusion with the external reviewers about the focus of the program. With the current resources a professional stream would not be feasible. However, the use of professionals as committee members in the program is viewed as positive. Professionals bring a different lens to the process thus providing the student with a more broad view of knowledge translation and the impact of their work. In addition, professionals often speak at the MES/Sc speaker series providing the students with more professional networking opportunities.

**Provost's Response:** I don't necessarily agree with the responses above. Any visioning for this programme must involve staff working within strategic enrollment vision for the institution i.e. Recruitment, marketing etc.

**External Reviewers Recommendation #7:** *Current resource constraints (limited teaching capacity, limited student funding/relatively high tuition) seem to limit the prospects for future program growth. Even if the number of degree streams was reduced the program could not be stabilized with current resources since stability would still be contingent on maintaining student recruitment at viable levels and timely degree completion. Compounded with the problem of allocating funding to two-year programs on an annual basis, we suggest the funding model for the program and graduate studies in general be among the highest priorities taken up in the strategic review of graduate education at NU.*

**Unit's Response:** The faculty share these concerns regarding resourcing of the program.
ACTION ITEM: The faculty request a clear description of planned program resources be provided over a projected time period (e.g. the next five years) so that decisions regarding the continuation of the one-year MRP option, and the interdisciplinary core courses can be evaluated with the best available information.

**Dean's Response:** Since Nipissing is primarily an undergraduate university, the core of the Arts and Science faculty budget centers around undergraduate programming. Further discussion of the GS governance and budgeting is crucial

to furthering the success of all our graduate studies programs at Nipissing. Collaborative efforts between the Faculty Dean and the Dean of Research and Graduate Studies to resolve budgeting and resource allocation challenges for Arts and Science graduate studies programs are underway.

**Dean of Graduate Studies and Research response:**
Agreed.  The Dean of GSR will continue to work with both faculty Deans for the effective and efficient delivery of graduate programming at Nipissing University. For example, increasing the GA stipend to come closer to the provincial minimum would help with student recruitment with more attractive funding packages.  The Dean of GSR also supports increasing the number of GA positions at the university.  By doing so, there will be more graduate teaching assistants to assist with undergraduate course delivery.

**Provost's Response:** The graduate programmes play a very important, and an increasing, role at Nipissing University. All programmes work within serious resource constraints and must identify strategies to strengthen sustainability of the programmes: how to avoid duplication of effort with other programmes? How to capitalize on existing synergies and strengths? How to attract international students? What does Nipissing offer that is not offered by other similar programmes?

## D.   IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

| RECOMMENDATION | RESPONSIBLE MEMBER/UNIT | PROJECTED COMPLETION |
|---|---|---|
| #1 - Develop a recruitment strategy | Registrar's Office, Dean of Grad Studies | April 2020 |
| #2,3,4 - Review resources, incl. Programme structure and membership | Faculty, Dean of Grad Studies | April 2020 |
| #2, 5 - Review curricula and pedagogy | Faculty, Dean of A&S | April 2020 |
| #6 - Review degree pathways and options | Deans & Provost, Faculty, Registrar | April 2020 |

## E.  ADDITIONAL RESPONSE FROM EXTERNAL REVIEWERS

**External Reviewers Response: Curriculum and Program Delivery**

- **Curriculum reflects the current state of the discipline or area of study.**

Core curriculum: The core curriculum seeks to provide students with an overview of fundamentals related to interdisciplinary research (though 5116 Perspectives and 5117 Methods course) and a key tool in environmental analysis (5126 Geomatics for MES/MESc Graduate Students). The self study reflects thought and attention by faculty to what they mean by 'interdisciplinary' and what they hope to deliver in the program (see section E). The three core courses are discussed in turn below.

ENST 5116 is co-taught by faculty representing the natural and the social sciences/humanities. The course is designed to expose students to alternative ways of thinking about and studying environmental problems and systems. It

combines readings from the natural sciences, social sciences, and humanities to develop interdisciplinary understanding of issues. The course and the co-taught structure is highly valued by faculty; those we spoke to who have participated in instruction see it is important for their own thinking about their work and the program, and as advancing their own interdisciplinary collaborations.  Students struggle with some elements of the course (in particular with critiques of positivist science, see section E), but most appreciate its value. Some of the 'struggle' can be attributed to why students are in the program; anecdotally, during our conversations with students it seemed that those who came to the program to work with a specific professor in a traditional research capacity (and who might have opted for a departmental Master's program if available) seemed most critical of the course.

ENST 5117 used to be co-taught, but this changed in 2016 due to constraints on teaching resources.  Faculty see this change as a loss for the program's interdisciplinary ambitions. It was another course that facilitated faculty as well as student learning. It is currently taught by one instructor and students were generally positive about the value of the course, particularly that they produce a research proposal. There was some discussion about the 'best' time to take it (re: funding deadlines, etc.), but students recognized there was no perfect timing.

ENST 5126 serves as the only required 'tool' course in the curriculum. Although familiarity with geoinfomatics is clearly a valuable skill, the status of the course as a core requirement requires further thought. Students come in with vastly different levels of experience with GIS and not all students see it as relevant to their research interests. The only rationale we heard for requiring it was that it would make students more employable. In our own programs, designating 'requirements' can serve as a way to ensure enrollment numbers high enough to allocate teaching resources (an important consideration in this program), so we understand this may be an additional rationale. To be clear, we are not recommending the program eliminate this course as a requirement, but we do think it warrants further thought and reflection, and articulation of the rationale to students. We were impressed by one faculty member whose students do not require GIS for their work, but who saw the value of thinking about his lab's work spatially nonetheless.

The program could alternatively consider identifying a number of different 'tool', 'skill', or 'methods' courses that might substitute for this requirement, although this would require additional courses be offered, or that graduate courses in other programs be cross-listed (e.g. were told some students were taking qualitative methods in Sociology). The cross-listing option seems viable (and efficient), and graduate programs could coordinate to ensure the right number and diversity of courses were available each year (e.g. in every year there is a quantitative, qualitative, and geospatial methods option offered, or some other categorization/logic). This coordination could potentially be a function of the office of the new Dean of Graduate Education and Research. As graduate education at the University grows, efficiency in course delivery across programs should be a key concern, particularly for a small institution with significant undergraduate teaching commitments.


Elective curriculum: Theoretically, there are many electives students can take to fulfill their requirements, and they receive a list of these with their offer of admission. In practice, few electives are offered. This is a source of frustration for students, who struggle to meet course requirements and/or take courses they are less interested in. Faculty are very aware of this problem and express their own angst about it. Again, we see potential in the upcoming review of graduate education and the possibility to have graduate level courses across programs open to students in different programs.  Although we understand this sometimes happens with 'permission', we recommend serious consideration be given to institutionalizing cross-listing.


● Appropriateness of the program's structure, curriculum and length to its learning outcomes and degree level expectations.


The program offers an MES or MESc degree, in 1 and 2 year versions. The distinction between the 1 and 2 year options are in the requirement of a thesis (2 yr) versus a major research paper (MRP, 1 yr) and different requirements for electives (1 for 2 yr; 4 for 1 year). The distinction between the MES and MESc are based on advisor and 'type' of work completed (natural science versus social science/humanities). The core requirements (3 courses) are the same for all 4 options.


Given the size of the program, this structure may be overly complicated/ambitious, and there are some pedagogical and practical issues associated with the current distinctions among the programs.


Pedagogical:

In distinguishing between the 1 and 2 year degrees, 2 issues arise. First, although some faculty we asked described clear distinctions between the MRP and the thesis, the students were less clear, and there appears to be 'creep' for some students (e.g. an MRP is not supposed to involve original data collection, but for some it does). Given the expanded scope of some MRPs, and the additional required electives, the 1 year program seems 'heavy' - some students suggested they do 'more work in less time.'  Second, the challenges with delivering electives makes the requirements of the 1 year program onerous (students spend time searching for courses, convincing faculty to do independent study, etc.) and arbitrary (there is little choice, so 'electives' default to whatever is offered). All students, including those required to take only 1 elective, expressed frustration about the difference between advertised and offered courses.

In distinguishing between the MES and MESc degrees, the program relies on advisor and thesis/research paper topic, and with MES done by social science/humanities students, and MESc done by natural scientists. There is no difference in the program training or curriculum. We think it is worth noting that a program aiming to be interdisciplinary awards degrees along these disciplinary lines, in spite of having identical core requirements in each. Allowing more flexibility in the 'tools' requirement as described above, would increase the meaningful distinctions between degrees.

Practical: Servicing two distinct degrees (MES, MESc.), with two time options (1 or 2 year), with limited resources seems overly burdensome and creates equity issues, perceived by students in both tracks. For example, those taking the MRP option feel like they are doing more work in a compressed time period; those in the thesis option feel like they are paying for two years for the same degree.

The ambition for the 1 year program is laudable, to offer: 1. an alternative to research-intensive graduate work; 2. an opportunity for professionals in careers or for those looking for career enhancing certification; 3. in a condensed 1 year time frame. However, without a distinct curriculum, with a limited number of electives, and with students struggling to complete in a timely manner, the degree falls short of its ambition. Although faculty seem committed to the program goals, they are also invested in the 2-year program, as it provides them access to traditional students who do the kind of work that advances their own careers (as traditionally assessed by academic metrics). Faculty themselves recognize that they measure 'success' of their programs on traditional academic outputs by students (e.g. tables in the self study that describe student publications in peer reviewed journals). We recommend the commitment to the 1 year version be reevaluated. This is not a statement about the value of professionally oriented education generally; we both come from universities committed to professional education. However, professionally oriented education is 'different' than traditional research degrees, and the University seems best suited now (given existing program resources) to deliver the 2 year program.

If the 1 year option is kept, one modification might be to rethink the MRP.  For example, students could instead complete 'client' oriented projects, where faculty work with community partners and collaborators to identify appropriately scaled research and/or applied projects that meet client identified needs. These could be theoretically be completed in groups, to enhance professional skills and reduce supervisory burden. Although developing client-based projects includes some upfront costs for faculty and partners, current enrollment in the program means 1 or 2 projects a year would suffice. Clients could even be faculty members and/or other parts of the university. For example, students might conduct an 'energy audit' of some part of campus. Scoped correctly, an ambitious team project could also reduce the elective requirements of the 1 year degree.  This is just an example of how a rethink of the 1 year program might address both practical and pedagogical issues that arise from the current structure.

The upcoming strategic planning process for graduate education offers the opportunity to implement change that could benefit all graduate programs, e.g. by considering teaching loads and the role of graduate education in these, and by cross listing graduate level courses across programs. The latter would enhance options for students and avoid duplication of effort in different programs.

● Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.

Co-teaching core requirements (currently 5116 Perspectives and formally 5117 Methods) is innovative for such programs. Other programs often rely on one faculty member to represent diverse views, divide material between two

faculty who 'speak' for their field, or showcase multiple faculty with varying levels of effort to tie multiple views together.  The Perspectives course strives for 'real' integration, rather than alternating teaching between the instructors; the success seems somewhat dependent on who is teaching in any particular year (See section E).

●        Opportunities for student learning beyond the classroom.

Learning beyond the classroom is facilitated by a seminar series, field trips in required courses, and in-class guest speakers from community and government organizations. Some students supported on RAs conduct research beyond the classroom. Students expressed interest in more opportunities to interact with faculty outside of the classroom.

<center>**Nipissing University**</center>

<center>**Report of the By-Laws and Elections Committee**</center>

<div align="right">November 14, 2019</div>

There was a meeting of the By-Laws and Elections Committee on November 14, 2019 at 1:00 p.m. in F307.

Present:  N. Colborne, A. Vainio-Mattila, T. Horton, T. Sibbald, D. Tabachnick, H. Mackie

Recording Secretary:  S. Landriault

The Agenda of the November 14, 2019 By-Laws and Elections Committee meeting was approved.

Moved by T. Horton, seconded by T. Sibbald that the Report of the October 1, 2019 By-Laws and Elections Committee meeting be accepted. Under Business Arising from the Report, it was noted that the amendment of Senate Policy 1.3, Guidelines for Faculty Selection Procedures, approved in the October 11, 2019 Senate Minutes, had not yet been updated. The October 11, 2019 Senate Minutes were approved at the November 8, 2019 Senate meeting and will now be revised.
CARRIED

The first agenda item considered was the amendment of Article 6.3(a)(vii), 6.3(b) and 8.4(b)(iii) to include reference of a Consent Agenda. Use of a Consent Agenda has been discussed at previous meetings. A Consent Agenda would include motions of Senate standing committees deemed by the committees and the Senate Executive to be routine or non-controversial to be voted on by Senate as an omnibus motion. For example, the numerous motions received from the Academic Curriculum Committee pertaining to non-substantive changes in the Academic Calendar.

Moved by D. Tabachnick, seconded by H. Mackie that Senate By-Laws 6.3(a)(vii), 6.3(b), and 8.4(b)(iii) be amended as outlined below:

*Current article reads (revisions in bold):*

6.3     Order of Business

      (a)     The order of business observed at all regular meetings of Senate shall normally be as follows:
- (i)     Acknowledgement of the traditional territory of the Robinson-Huron Treaty of 1850;
- (ii)    Approval of the Agenda;
- (iii)   Approval of the minutes of the previous meeting(s);
- (iv)    Business arising from the minutes;
- (v)     Reading and disposing of communications;
- (vi)    Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented (President, PVPAR, VPFA, Deans, Students, and Others);
- (vii)   Question period;
- (viii)  Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
- (ix)    **Consent Agenda including motions of standing committees not set apart for discussion and debate within Senate. These motions shall be voted on by Senate as an omnibus motion;**
- (x)     Other business (which includes substantive motions);
- (xi)    Motions from Question period;
- (xii)   Amendment of By-Laws;
- (xiii)  Elections;
- (xiv)   New business (requiring a motion to consider);
- (xv)    Announcements;
- (xvi)   Adjournment

(b)     Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

(c)     **Motions from Senate Committees will appear under the heading 'consent agenda' unless set apart by that committee for discussion and debate within Senate. All supporting documentation will be included in the agenda circulated to Senators. At the time the agenda is approved, at the request of any Senator, a motion shall be removed from the consent agenda and placed under the appropriate standing committee to be discussed. No motion or vote is required for a motion's removal from the consent agenda. Simple questions about any motion do not require removal from the consent agenda. All motions remaining on the consent agenda will be voted on by Senate as an omnibus motion.**

**(d)**     The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern.  Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting.  Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

8.4     Committee/Ad Hoc Committee Reports

(a)     Written reports of Senate standing or ad hoc committee should be clear and concise. Each recommendation intended for Senate consideration should be clearly stated within the main body of the report, and accompanied by an adequate rationale.

(b)     At the end of each written report submitted for Senate consideration, a list of motions shall be provided, as follows:
   (i)     a motion that Senate receive the report (required even if the report includes no other recommendations for Senate consideration); and
   (ii)     a motion for each individual recommendation within the report, carefully worded to reflect the appropriate Senate action being proposed (i.e. that Senate approve the implementation of a new program, that Senate recommend to the President, for conveyance to the Board, the addition of a new tenure-track position, etc.).
   **(iii)     committees bringing motions to Senate may (by majority vote) designate them to be excluded from the 'consent agenda' and included in the Senate Agenda as part of a written report from the committee.**

(c)     A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee's procedures or the adequacy of the report's analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns.

(d)     Carrying a motion to receive a written report in no way binds Senate to accept the individual recommendations within it.

(e)     Senate may amend the individual motions presented at the end of a written report, but may in no way alter the main body (including the recommendations) of the report itself.

(f)     Oral reports of Senate standing or ad hoc committees shall be permitted, provided that they are brief and for information only.  Such oral reports shall not require a motion to receive.

(g)     That all reports sent to Senate committees from Senate for revisions, or documents that have undergone substantive revisions by a Senate standing committee, clearly identify any changes made to the document using track changes or some other form of highlighting.

Following discussion and suggested recommendations from By-Laws and Elections Committee members, it was agreed that the Chair will incorporate the suggested revisions and forward them to the Senate Secretary. The Senate Secretary will send the revisions to Committee members for their recommendation. If Committee members are in agreement, the amendments will be included in the December 13, 2019 Senate Agenda as a Notice of Motion.

The second agenda item considered was the amendment of Articles 2.6, 5.1 and 5.3 in regards to NUSU membership, voting and elections. The suggested revisions are due to changes regarding the merging of the faculties, changes in the language to make it more general, and to remove items that are no longer relevant.

Moved by H. Mackie, seconded by T. Horton that Senate By-Laws, Articles 2.6, 5.1 and 5.3 be amended as outlined below:

*Current article reads (revisions in bold and strikethrough):*

2.6     Terms of Office
- (a)     Ex officio Senators shall serve for as long as they remain in office.
- (b)     For student Senators, the normal term of office shall be:
  - (i)     one (1) year (renewable), for the three (3) student Senators chosen by and from the NUSU Executive;
  - (ii)     one (1) year (renewable), for **each** ~~the~~ undergraduate student Senator elected by and from the undergraduate students ~~in the Schulich School of Education~~; the graduate student Senator elected by and from the graduate students~~; and the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty~~.
- (c)     For other non-faculty Senators, the term of office shall be at the discretion of the respective constituencies.
- (d)     For faculty Senators, the normal term of office shall be:
  - (i)     three (3) years (renewable) for the two (2) designated faculty Senate representatives specified in 2.4(b), with roughly one-half (1/2) to be elected in alternate years; and
  - (ii)     three (3) years (renewable), for the remaining faculty representatives allocated to the individual Faculties, with roughly one-third (1/3) to be elected each year.
- (e)     All Senate terms of office shall commence at the beginning of the Senate year (i.e. 01 July), except:
  - (i)     the terms of the three (3) student Senators chosen by and from the NUSU Executive, which shall run from 01 May each year to 30 April the following year; and
  - (ii)     the terms of the graduate student Senator elected by and from the graduate students, **and** the undergraduate student Senators elected by and from the undergraduate students ~~in the Schulich School of Education; and the terms of the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty~~, shall run from 01 ~~October~~ **May** each year to 30 ~~September~~ **April** of the following year.

5.1     Eligibility to Vote

- (a)     All undergraduate students currently registered at the time of the election shall be eligible to vote for the undergraduate student representative in their respective Faculty. Students in Concurrent Education or completing double majors in two different Faculties shall be required to declare one Faculty for purposes of the election.
- (b)     All graduate students currently registered at the time of the election shall be eligible to vote for the graduate student representative.
- (c)     In order to vote, currently-registered undergraduate and graduate students shall be required:
  - (i)     ~~where feasible, to present a valid University student card at any NUSU polling station and have their names crossed off the list of eligible voters provided by the University; or~~
  - ~~(ii)~~     ~~where voting in person is not possible,~~ to vote by e-mail according to established election procedures, using their University-assigned e-mail address.

5.3     ~~Annual Election Procedures for Undergraduate Student Representatives from both Faculties and Graduate Student Representative~~

- ~~(a)~~     ~~By 01 September each year, the By-Laws & Elections Committee shall announce the election to fill the undergraduate and graduate student Senate positions, and indicate that the term of office for these positions is one (1) year. A copy of the announcement shall be provided to the NUSU Executive. The procedures and timelines for the election of undergraduate and graduate student representatives shall generally be those followed for the NUSU delegate elections, except as~~

~~specifically otherwise indicated in this Article.~~
~~(b)    Nominations shall be submitted in writing, signed by the nominee and ten (10) eligible voters.~~
~~(c)    In the event that there is only one (1) candidate for a particular position, that candidate shall be declared elected by acclamation.~~
~~(d)    Voting for each contested position shall be by secret ballot at any NUSU polling station or, for any voter unable to vote in person, by e-mail according to established election procedures, using the voter's University-assigned e-mail address. Candidates shall be listed on the ballot in alphabetical order. Eligible voters may vote for only one candidate. Voting by proxy shall not be permitted.~~
~~(e)    Elections for the undergraduate and graduate student representatives shall be completed by the last week of September each year. The Chief Returning Officer (CRO) appointed by the NUSU Board shall announce the results, and shall provide the names of the elected student representatives to the By-Laws & Elections Committee of Senate by 01 October each year.~~
~~(f)    Should any Senate undergraduate or graduate student position(s) still remain unfilled after the NUSU fall Delegate Elections, the By-Laws & Elections Committee shall consider other alternatives and make appropriate recommendations to the Senate Executive Committee, for conveyance to Senate.~~

The final item on the agenda was the receipt of reports from standing committees of Senate. In order to improve efficiencies, the Registrar has requested that the Academic Awards, Appeals and Petitions Committee no longer submit a report to Senate following each meeting unless there is something substantial to report. No motions are brought forward to Senate by the committee. Article 8.4(f) states that oral reports of Senate standing or ad hoc committees shall be permitted, providing that they are brief and for information only. Such oral reports shall not require a motion to receive. The AAAPC will provide an annual report to Senate.

MOTION 1:    That Senate receive the Report of the By-Laws and Elections Committee dated November 14, 2019.


Respectfully submitted,
*Original signed by:*

Dr. Nathan Colborne
Chair
By-Laws and Elections Committee

**Report of the**
**Honorary Degrees Committee**

**November 14, 2019**

The meeting of the **Academic Curriculum Committee** was held on Thursday November 14 at 11:00 am in the President's Boardroom (F303). The following members were present:

Mike DeGagné (Chair)
Charlotte Foster
Pavlina Radia
Odwa Atari
Tom Palangio

ABSENT WITH REGRETS:

Arja Vainio-Mattila, Christopher Greco

RESOURCE GUESTS:

Maggie Daniel
Abby Blaszczyk, Recording Secretary

As per past practice, an e-mail was distributed to the University community at the beginning of the academic year to solicit names of potential candidates to add to the master list. The committee met on November 14, 2019, to discuss several nominations and it was agreed to forward the nominees for consideration and/or approval at the December 13th meeting of Senate.

Respectfully submitted,

Dr. Mike DeGagné
Chair