SENATE AGENDA

Friday, January 15, 2021

2:30 p.m.

Zoom Conference:

https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09

Meeting ID: 880 9246 1985
Passcode: 194317

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: December 11, 2020

4.   BUSINESS ARISING FROM THE MINUTES

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 January 7, 2021 be received.

ACADEMIC CURRICULUM COMMITTEE

MOTION 1:   That the Report of the Academic Curriculum Committee dated December 10, 2020 be received.

FACULTY OF ARTS AND SCIENCE

English

MOTION 2:   That Senate approve the addition of ENGL 2816 "Illness, Death, and Dying on Stage" to the Academic Calendar as outlined in the attached template.

Environmental Studies

MOTION 3:   That Senate approve the creation of ENST 5106: Multispecies Ethnography as outlined in the template.

MOTION 4:   That Senate approve the addition of ENST 5106: Multispecies Ethnography to the list of eligible MES Specialty Courses.

History

MOTION 5:   That Senate approve the addition of HIST 1306 Animating the Land: Nbisiing Nishnaabeg Histories as outlined in the attached template.

MOTION 6:   That Senate approve the addition of HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada as outlined in the attached template.

MOTION 7:   That Senate approve the addition of HIST 2447 Indigenous Treaties in Canada as outlined in the attached template.

MOTION 8:   That Senate approve the addition of HIST 3307 Gaa Bi Kidwaad Maa Nbisiing: The Stories of Nbisiing Nishnaabeg as outlined in the attached template.

MOTION 9:   That Senate approve the addition of HIST 3306 Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island as outlined in the attached template.

Mathematics

MOTION 10:   That Senate approve MATH 6207 - Graduate Seminar in Mathematics II as a new required 3 credit course in the MSc Mathematics (Thesis) program.

MOTION 11:   That Senate approve MATH 6206 - Graduate Seminar in Mathematics I as a new required 3 credit course in the MSc Mathematics (Thesis) program.

MOTION 12:   That Senate approve to change MSc Mathematics – Thesis option program requirements as outlined in the attached document.

Political Science

MOTION 13:   That Senate consider motions 15-20 as an omnibus motion.

MOTION 14:   That Senate approve motions 15-20 as an omnibus motion.

MOTION 15:   That Senate approve that the certificate in Peace and Violence Prevention Studies be changed to the certificate in Conflict Resolution and Negotiation.

MOTION 16:   That Senate approve the creation of POLI 2117 Protests, Power & Politics.

MOTION 17:   That Senate approve the creation of POLI 3126 Extremism and Armed Conflict.

MOTION 18:   That Senate approve the creation of POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping.

MOTION 19:   That Senate approve the creation of POLI 4006 Diplomacy.

MOTION 20:   That Senate approve that the 3-credit courses POLI 2117 Protests, Power & Politics, POLI 3126 Extremism and Armed Conflict, POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping, and POLI 4006 Diplomacy be added as program requirement for the Certificate in Conflict Resolution and Negotiation as described in the attached chart.

LEARNING OUTCOMES PRESENTATION

The Academic Curriculum Committee were encouraged to view the [Learning Outcomes Presentation](#) by Doug Gosse. Doug Gosse gave an overview of the

presentation and indicated that the goal is to provide consistency with learning outcomes. Pat Maher and Doug Gosse answered questions and clarified that existing learning outcomes do not have to be revised until they come back through the review process.

TEACHING AND LEARNING COMMITTEE

MOTION 1:   That the Report of the Teaching and Learning Committee dated December 9, 2020 be received.

9.   OTHER BUSINESS

10.   AMENDMENT of BY-LAWS

11.   ELECTIONS

12.   NEW BUSINESS

13.   ANNOUNCEMENTS

14.   ADJOURNMENT

Nipissing University

Minutes of the Academic Senate Meeting

December 11, 2020

2:30 p.m.

Zoom Remote Conferencing

<u>MEMBERS PRESENT:</u>	C. Sutton (Interim Chair), A. Vainio-Mattila, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Black
	A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, H. Zhu
	J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner, P. Zou
	C. Irwin, O. Pokorny
	K. Wilcox, B. Ray
	E. Lougheed
	H. Mackie, M. King, C. Foster, A. Locke, S. Pecoskie-Schweir
<u>ABSENT WITH REGRETS:</u>	J. McAuliffe
	S. Connor, C. McFarlane, S. Winters
	D. Lafrance Horning
	S. MacCarthy

<u>APPROVAL OF THE AGENDA OF THE SENATE MEETING OF:</u> December 11, 2020

The Speaker requested that the elections for four tenured faculty members to serve on the Committee for the Search/Appointment/Reappointment of the Dean of Graduate Studies and Research be removed from the Senate Agenda. Policy 3.1.2012.B states that the Search Committee for a non-faculty Dean or an Associate Dean shall be chaired by the PVPAR (or designate). The Chair will work with the Director of Human Resources to develop a representational search committee. Nominations from faculty members, including active faculty members of research programs, and self-nominations are welcome.

MOTION 1:   Moved by N. Kozuskanich, seconded by N. Black that the agenda of the Senate meeting of December 11, 2020 be approved with the above revision.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 13, 2020

MOTION 2:   Moved by S. Srigley, seconded by T. Sibbald that the minutes of the Senate meeting of November 13, 2020 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.

REPORTS FROM OTHER BODIES

The Interim President was pleased to acknowledge that on December 10th, Nipissing University celebrated its 28th anniversary as a university. She thanked Sandra Managhan for reminding of this important milestone. She noted that upon reflection of our growth throughout the past 28 years, she couldn't help but think we've done more than our share over the past 8 months.

In regards to the COVID-19 outbreak experienced several weeks ago, she acknowledged all of the hard work and efforts of the COVID-19 Response Team, for the work they did over the summer to prepare for an outbreak and for the hours of work over the past several weeks responding to it.

Following a request to provide an update on the search for the President, she advised that the posting is available on our website. The Search Committee, with the assistance of the search firm Boyden, have completed an extensive consultation period. The committee is now receiving expressions of interest and there are plans to long and short list, with interviews to be held in early 2021.

The Interim President reported that feedback has now been received from the NUICE Committee and the Honorarium Policy is currently being reviewed. An update will be provided in early 2021.

The Request for Proposals regarding our Equity, Diversity and Inclusion Review will be posted within the next few weeks.

The Assistant VP Finance and Infrastructure (Interim) will provide a financial update, and the Provost will provide an update on the winter term, later on in the agenda.

The Interim President encouraged everyone to have a peaceful, restful holiday season, and advised that she is looking forward to the New Year.

The Provost and Vice-President, Academic and Research provided the 2020 Report on Active Adjunct Professor Appointments. The report is attached to the minutes.

The Provost advised that the Animal Care facility and program participated in a virtual assessment by the Canadian Council on Animal Care to ensure good animal practice. She thanked the Animal Care Committee Chair, Dr. Dave Hackett, and the members that serve on the committee for their work preparing for the assessment.

The Provost shared strategies of academic course delivery from the COU COVID-19 Reference Table meeting. She advised that other universities in the more seriously affected zones have been offering 5% of courses on-site this fall term. A poll around the table confirmed that by following protocols, no universities in Ontario can trace a COVID-19 case back to transmission from a university.

The Provost reported that in January we will have approximately 300 students on campus (80 students in the Athletic Centre) Monday-Thursday registered in 63 unique courses (most in Nursing, BPHE practicals and Business) and 104 sections of courses. These numbers are changing, and students can add or drop courses until January 26.

The Provost discussed longer term academic planning. A presentation on Planning for 2021-2022 was shared. The presentation is attached to the minutes.

A Return to Classroom Summary presentation was provided. The Director of Facility Services, David Drenth, provided updates on the buildings and classrooms. Michelle Banks, HR Generalist – Health, Safety & Wellness, provided updates on 'Return to Classroom' information sessions for faculty and students, classroom protocols regarding face coverings and social distancing, classroom scheduling, capacity access and cleaning procedures. The Director of Technology Services, Heather Hersemeyer, provided updates on technology upgrades to allow for on campus synchronous teaching and recording, as well as in-person faculty demonstrations, training and feedback sessions being offered. Following the presentation, questions were welcomed. The presentation is attached to the minutes.

The Assistant Vice-President, Finance and Infrastructure (Interim), Renee Hacquard, was recognized by the Speaker and provided an update on the operation revenues and expenditures. The presentation is attached to the minutes.

The Board of Governors Senate representative, Bobby Ray, advised that no Board of Governors meeting had been held since the last Senate meeting and there was no official report. On behalf of the Board, he wished everyone a safe and happy holiday.

The Alumni Advisory Board representative, Erika Lougheed, provided a report. The report is attached to the minutes.

On behalf of the Joint Board/Senate Committee on Governance, committee member, Dr. Susan Srigley provided an update. Following the election of a new faculty member, Dr. Sarah Winters, the first meeting as a newly configured committee was held on November 30. In that meeting the Terms of Reference were reviewed, and an update was received from the Board on the Governance Committee's review of the Extension of the Term of Office for Academic Administrators in the Board hiring policy. Dr. Srigley, was pleased to report that the committee has now implemented all of the recommendations made in the report of the Special Governance Commission (SGC). Now the committee will continue to (from the TOR): "periodically review, on at least an annual basis, the governance structures and practices of the University to foster bicameral communication and collegiality."

The next meeting of the Joint Board/Senate Committee on Governance will take place in late February or early March, where Dr. Srigley will provide a presentation about her work on the Ontario Confederation of University Faculty Associations (OCUFA) Governance Committee.

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

The Board of Governors Senate representative, Kathy Wilcox, congratulated NUSU on engaging students and reaching out. NUSU has done an impressive job in difficult times.

QUESTION PERIOD

The Speaker reminded that it is preferable that substantive questions be provided to the Senate Secretary in writing in advance of the Senate meeting.

In response to a question regarding how the COVID-19 vaccine will impact our planning, the Provost responded that prominent epidemiologists have indicated that there will be an order of priority as to who will received the vaccine first. Healthy, young adults, which make up the majority of our students, will be at the end of the list to receive vaccinations. As well, effectiveness will vary from 80-90%, and will require a high level of community participation to receive the vaccine. Public health measures are likely to stay in place for the next year if not longer. We are planning conservatively, utilizing what we are learning to ensure health and safety.

Following a request to provide an approximate timeline as to how we will proceed, the Provost advised that planning is already behind schedule. The goal is to have a good final draft of how we move forward by the end of January. The Registrar advised that ideally, planning for spring/summer would take place by the end of January, and planning for fall/winter would take place by the end of February.

In reply to a question regarding Lockdown Browser and how academic integrity can be assured, the Dean of Teaching responded by advising that we need to have checks and balances and that we are trying to make the best of the secure online testing situation. At some level we need to trust our students and how they treat academic integrity. Resources and further discussion will be available through the Teaching Hub.

In response to a question as to why faculty were not involved in the planning of using Lockdown Browser to maintain academic integrity, the Dean of Teaching responded by advising that we are open to a broader discussion for alternative solutions to fall exams. An attempt was made to bring as many people to the conversation as possible, but the message had to be delivered to the students as quickly as possible. A discussion took place regarding alternate methods of assessment, depth and breadth of assessment, standardized assessment and testing, restricted chat and text based communication, an accessible website, unstable internet, use of TA's and the development of learning outcomes. The Dean of Teaching thanked Senators for expressing their input and concerns and committed to holding an open forum to continue discussion on secure online exams.

In reply to a question as to when a policy could be expected to be in place, the Provost advised that NU already has a policy on academic integrity and academic

dishonesty which applies to all assessments. We are piloting new processes and procedures. As concerns are brought forward, we need to figure out a balance of assessment and unstable internet connections. Following an open forum and discussion, guidelines will be developed.

In response to a suggestion that a motion be put forward to disallow the use of cellular devices during secure online exams next term, the Speaker suggested that the matter be deferred to the Teaching and Learning Committee. The Dean of Teaching suggested that as the matter is an exam policy, it should be deferred to the Office of the Registrar. The Provost advised that a report will be made to Senate to advise of the processes put in place following discussion with the Deans, Registrar's Office and faculty.

Following a request for an update as to when Graduate students will have access to facilities so they can move forward with their research, David Drenth, on behalf of the Operational Readiness Committee, advised that plans had been received and will be followed up with the Assistant Dean of Graduate Studies and Research, prior to the holidays.

In response to an inquiry regarding a point of order and whether proper procedure was followed regarding the suggestion that a motion be put forward to disallow the use of cellular devices during secure online exams next term, the Speaker advised that the motion wasn't in order as the matter extends beyond Senate's capacity to forbid the use of technology for the use of exams.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 3:   Moved by C. Sutton, seconded by T. McParland that the Report of the Senate Executive Committee dated December 3, 2020 be received.
CARRIED

ACADEMIC CURRICULUM COMMITTEE

MOTION 4:   Moved by A. Vainio-Mattila, seconded by C. Foster that the Report of the Academic Curriculum Committee dated November 19, 2020 be received.
CARRIED

FACULTY OF ARTS AND SCIENCE

Biology

Non-substantive (for information only):
- Change the prerequisite for BIOL-3227 Nutrition from "BIOL-2706 Human Anatomy and Physiology I and BIOL-2707 Human Anatomy and Physiology II or BIOL-1011 Introduction to Molecular and Cell Biology for Nursing, BIOL-2116 Principles of Microbiology, and registered in the RPN Bridging Program" to "BIOL-2706 Human Anatomy and Physiology I or BIOL-2116 Principles of Microbiology or permission of the instructor".

<u>Political Science</u>

Non-substantive (for information only):
- The certificate in Peace and Violence Prevention Studies be changed to the certificate in Conflict Resolution and Negotiation.

<u>FACULTY OF EDUCATION AND PROFESSIONAL STUDIES</u>

<u>School of Business</u>
MOTION 5:   Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve the creation of ACCT 3816, Personal Taxation, as outlined in the attached template.
CARRIED

Non-substantive (for information only):
- Bank of ACCT 4816 Personal Taxation

MOTION 6:   Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of ACCT 3817 Corporate Taxation, as outlined in the attached template.
CARRIED

Non-substantive (for information only):
- Bank ACCT 4817 Corporate Taxation course

Non-substantive (for information only):
- Unbank ADMN 4155 International Internship

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 7:   Moved by A. Vainio-Mattila, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated November 20, 2020 be received.
CARRIED

MOTION 8:   Moved by A. Vainio-Mattila, seconded by R. Hoffman that the Classical Studies 6-Year Post IQAP Follow-up Report be received.
CARRIED

TEACHING AND LEARNING COMMITTEE

MOTION 9:   Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated October 29, 2020 be received.
CARRIED

<u>AMENDMENT OF BY-LAWS</u>

MOTION 10:   Moved by T. Sibbald, seconded by T. McParland that the Senate By-Laws, Article 9.9 Senate Executive Committee, be amended as outlined below:

Rationale: The following revision of Senate By-Laws Article 9.9 Senate Executive Committee is required as the current language will no longer apply due to pending changes to the By-Laws allowing for year round Senate meetings:

9.9 (c) Terms of Reference *(language to be deleted in strikethrough)*
>   (vi)   ~~when required, to exercise Senate's authority and act~~
>   ~~on Senate's behalf during the Senate summer recess period, with the~~
>   ~~understanding that all such actions shall be reported at the September~~
>   ~~meeting of Senate;~~
>   CARRIED

MOTION 11:   Moved by T. Sibbald, seconded by A. Ackerman that the Senate By-Laws, Article 2.3(a)(iii) Other Non-Faculty Senators, be amended as outlined below:

Rationale: The Nipissing University Indigenous Council on Education requests that the Senate By-Laws, 2.3 Other Non-Faculty Senators (a)(iii) be adjusted to reflect that the NUICE Senator may be chosen by and from or designated by the NUICE. The NUICE passed (with a majority) the following motion via electronic vote on October 21, 2020.

2.3 (a) Other Non-Faculty Senators *(language to be added in bold)*
>   (iii)   one (1) Senator chosen by and from **or designated by** the NUICE.
>   CARRIED

ELECTIONS

- Elect three (3) tenured faculty members, from the Faculty of Education and Professional Studies, to be elected by Senate to serve on the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.
  T. McParland - ACCLAIMED
  K. Ferguson - ACCLAIMED
  G. Raymer - ACCLAIMED

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

ANNOUNCEMENTS

NUSU President, Hannah Mackie, congratulated Dr. Rosemary Nagy, Co-Director of the Northeastern Ontario Research Alliance on Human Trafficking (NORAHT) following the conclusion of research on the gaps and barriers to regional services for women experiencing exploitation, violence or abuse in the sex industry.

She also congratulated Dr. Laurie Peachey. Dr. Peachey's manuscript from her PhD thesis, "Shaping clinical imagination as new graduate nurses in maternal-child simulation", was accepted in the Nurse Education Today international journal.

<u>ADJOURNMENT</u>

Senate was adjourned at 4:30 p.m.

……………………………………..   …………………………………………..
C. Sutton (Interim Chair)   S. Landriault (Senate Secretary)

Active Adjunct Professor Appointments 2020

Arts & Science

Name	Term of Appointment	Degree & Year	Institution	Position	Reason for Appointment
Swayze, James	1-Jun-17 to 31-May-22		Kinickinick Heritage Consulting	Archaeological Consultant	Research, co-supervision, collaborate in teaching activities in Sociology and Anthropology
Procunier, William	15-Jan-16 to 14-Jan-21	PhD 1981	Nipissing University	Lecturer	Research, co-supervision, collaborative teaching in Psychology
McNairn, Heather	1-Aug-17 to 31-Jul-22	PhD 1999	Agriculture and Agri-Food Canada	Research Scientist	Research, co-supervision, collaborative teaching in Geography
Ma, Bao-Luo	1-Jul-17 to 30-Jun-22	PhD 1991	Agriculture and Agri-Food Canada	Senior Research Scientist	Research, co-supervision, collaborative teaching in Geography
Liu, Jiangui	1-Aug-17 to 31-Jul-22	PhD 1999	Agriculture and Agri-Food Canada	Physical Scientist	Research, co-supervision, collaborative teaching in Geography
Hango, Darcy	1-Jun-17 to 31-May-22	PhD 2003	Insights on Canadian Society	Senior Researcher	Research, co-supervision, collaborative teaching in Sociology
Yoa, Huaxia	1-Jul-2017 to 30-Jun-22	PhD 1988	Dorset Environmental Science Centre	Research Scientist	Research, co-supervision, collaborative teaching in Geography
Harrison, Joel	1-Dec-2017 to 30-Nov-22	PhD 2011	North Bay-Mattawa Conservation Authority	Water Resources Specialist	Research, co-supervision, collaborative teaching in Geography
Macrae, Merrin	1-Dec-2017 to 30-Nov-22	PhD 2003	University of Waterloo	Assistant Professor	Research, co-supervision, collaborative teaching in Geography
Tough, Frank	1-Nov-19 – 31-Oct-24	PhD 1987	University of Alberta	Professor	Research, co-supervision, collaborative teaching in Geography
Nojomi, Marzieh	1-July-2020 – 31-Aug-2025	MD 1986	Iran University	Professor	Research, co-supervision, collaborative teaching in Sociology and Anthropology
Beauine, Stéphane *(1 x Renewal)*	1-Jun-20 to 31-May-25	PhD 2008		Consultant	Research, co-supervision, collaborative teaching in Psychology and Child and Family Studies

Education and Professional Studies

Name	Term of Appointment	Degree & Year	Institution	Position	Reason for Appointment
Shields, Christopher	1-Apr-18 to 31-Mar-23	PhD 2005	Acadia University	Professor	Research, co-supervision, collaborative teaching in Kinesiology
Martin, Luc	1-Jun-18 to 31-May-23	PhD 2012	Queen's University	Assistant Professor	Research, co-supervision, collaborate in teaching activities in SSoE
Bernardes, Roger	1-Sep-18 to 31-Aug-23	MSc 1995	York Mills Collegiate Institute	Teacher	Research, co-supervision, collaborate in teaching activities in SSoE
Whillians, Wendy	1-Jul-17 to 30-Nov-22	MsCN 2009	Canadore College	Faculty	Research, co-supervision, collaborate in teaching activities in Nursing
Stewart, Lynn	1-Dec-16 to 30-Nov-21	PhD 1987	Correctional Services Canada	Senior Research Manager	Research, co-supervision, collaborate in teaching activities in Criminology and Criminal Justice
Page, Aroha	1-Jul-18 to 30-Jun-23	PhD 1997	????	????	Research, co-supervision, collaborate in teaching activities in Nursing
Debrah-Grant, Xavier	1-Oct-18 to 30-Sep-23	MScN 2018	City of Toronto Public Health	Public Health Nurse	Research, co-supervision, collaborate in teaching activities in Nursing
French, Stan (3 x Renewal)	1-Oct-18 to 30-Sep-23	RN 1988	Self-Employed	Consultant	Research, co-supervision, collaborate in teaching activities in School of Business
Geer, Valini (1 x Renewal)	31-Aug-18 to 1-Sep-23	MScN	Toronto Public Health	Public Health Nurse	Research, co-supervision, collaborate in teaching activities in Nursing
Thériault, Krysia (1 x Renewal)	30-Aug-18 to 1-Sep-23		University Health Network	Educator	Research, co-supervision, collaborate in teaching activities in Nursing
Zarins, Baiba (1 x Renewal)	1-Aug-18 to 31-Jul-23	RN, PhD	University Health Network	Educator	Research, co-supervision, collaborate in teaching activities in Nursing
Khorakian, Alireza	1-Jul-19 to 30-Jun-24	PhD	Ferdowsi University of Mashhad	Associate Professor	Research, co-supervision, collaborate in teaching activities in School of Business
Montgomery, Phyllis	1-Nov-19 to 31-Oct-24	PhD 2003	Laurentian University	Professor	Research, co-supervision, collaborate in teaching activities in Nursing
Smith, Lisa	31-Aug-2020 to 1-Sept-2025	RN, BScN (2009) & MN (2015)	University of Toronto	Interprofessional Education Specialist	Research, co-supervision, collaborate in teaching activities in Nursing

Planning for 2021-2022

And beyond

To build on what we do well:
- connection, engagement
- access,
- creating learning environments that support learning,
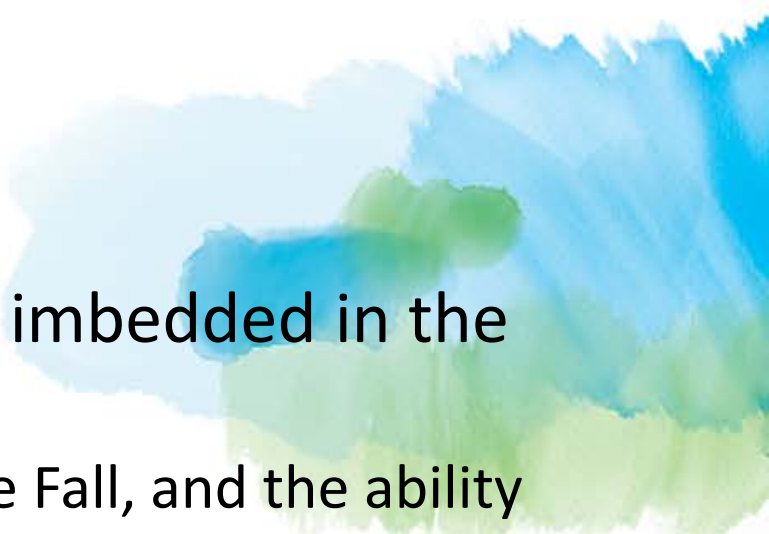- supporting student experience

Everyone and everything will have a schedule!!
❤☐❤☐❤☐

- On-site courses can be scheduled
    - In the usual manner
    - In blocks
    - Indoors or outdoors
- On-line courses will all have a scheduled 1 ½ hour weekly slot

2021-2022

- We will be piloting new opportunities that could be imbedded in the calendar in the future
  - We will add two compressed terms to the calendar in the Fall, and the ability to offer block courses at other times
- All scheduling indoors and outdoors
- All courses will have a presence on our LMS
- Goal the ability for students can take required core programme courses in any term of the academic year

Utilizing the Outdoors

- Trail head: clear out a larger area, Northern Ontario fire pit

Utilizing the Outdoors

Monastery: Party tent with canvas flaps and netting

- Netting for blackflies

Utilizing the Outdoors

- Patios near Library

Courses: Options

1. Courses only outdoors: synchronous, elective, offered SS and early Fall. Low flexibility for both faculty and students. > Plan B = cancellation

2. Courses utilizing outdoor structures some of the time: synchronous, asynchronous access, can be moved indoors, offered SS and FW. Some flexibility for faculty and students. > Plan B = option 4

3. Courses only indoors (onsite/online): synchronicity will be encouraged. Can be accessed asynchronously online. Highest level of flexibility for student, some flexibility for faculty. > Plan B = option 4

4. Online only: mostly asynchronous, with some synchronous elements. Highest level of flexibility for faculty and students.

NIPISSING UNIVERSITY

Return to Classroom Summary

Return to the Classroom

Purpose

- Provide the NU community with an update regarding the status of planning for the upcoming Winter Term starting this January

- Lots of progress made to date with many preparations underway related to general building and classroom safety for incoming students

- Optimistic that the protocols, physical requirements, and technology abilities will be finalized in the upcoming few weeks

Updates

Protocols – Michelle Banks, HR Generalist – Health, Safety & Wellness

- Required 'Return to Classroom' information sessions for Faculty and Students
- Classroom protocols regarding face coverings and social distancing
- Classroom scheduling, capacity and access procedures
- Classroom cleaning requirements

Physical Requirements – David Drenth, Director – Facilities

- Building and classrooms
- HVAC and air purification

Technology – Heather Hersemeyer, Director - UTS

- Technology upgrades to allow for on campus synchronous teaching and recording
- In-person faculty demonstration, training and feedback sessions being offered

Questions at the end of the presentation for any one of us

Return to Classroom info sessions

Faculty:

- All faculty who are returning on campus are required to participate in a return to campus info session
- New policies and protocols
- Self assessment requirements
- Changes on campus
- Contact tracing

Students:

- All students who are returning to campus are required to participate in a return to campus info session
- New policies and protocols
- Self assessment requirements
- Campus expectations
- Importance of social bubbles

*Note: classroom policies and protocols apply to anyone accessing learning spaces

Classroom Protocols

Face Covering:
- Required by faculty and students in instructional spaces at all times
- Faculty and students will be provided reusable face masks

Capacity:
- Maximum of 50 students in any classroom space – based on usable square footage
- All available seats are two meters apart to promote physical distancing
- Front of classrooms have six foot allowance for faculty
- Classrooms with two points of entry will have one designated for entrance and other as exit

Scheduling & Access:
- Classes will be offered with 30 minutes gap in between
- Faculty/students advised not to arrive for class any earlier than 15 minutes ahead
- Signage on floor in hallways near classrooms will reinforce physical distancing

Classroom Cleaning

Faculty:

- Cleaning station set up in podium
- Responsible for wiping down touched elements before leaving

Students:

- Cleaning stations will be set up in classrooms
- Responsible for cleaning up study space before leaving

Note: Deep cleaning of all instructional space will occur twice a day
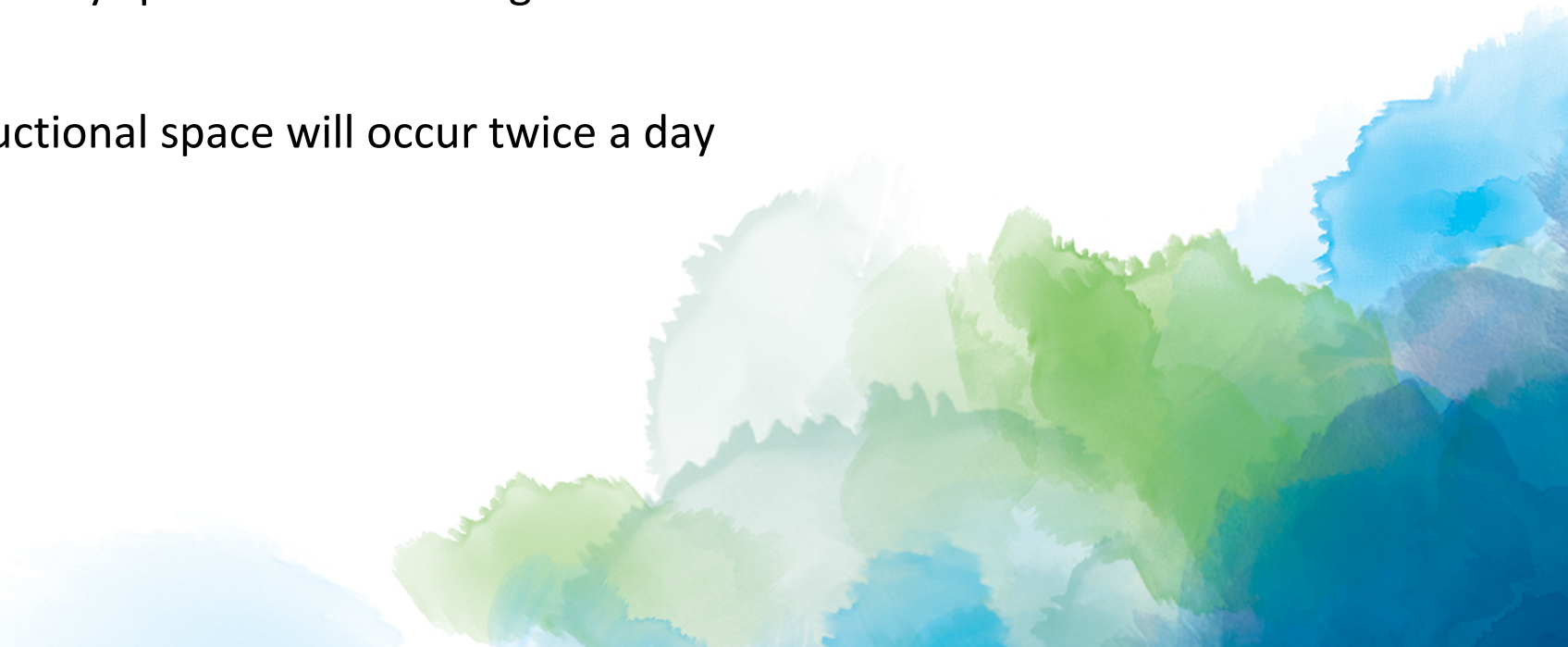
Physical Requirements

Building and Classrooms

- The protocols for main campus building access have now been successfully exercised for months with great acceptance

- In order to comply with Ministry requirements, self assessments and active screening are mandatory for all campus visitors

- Reminder – the Nipissing Safe app is the easiest way to perform your self assessment

Physical Requirements

HVAC and Air Purification

<u>3 Main Guidelines</u>

1) Fresh Air – Nipissing's rooftop air handling units allow the appropriate amount of fresh air to reduce re-circulated supply

2) Run Times – all of the heating and cooling systems are programmed to run with earlier start times and continue running whether occupied or vacant

3) Filtration – all of the air circulation systems have fresh filters to provide clean air

*Purifiers – we have sourced a number of stand alone air purification units that will be deployed to high occupancy classrooms

Technology

Classroom Upgrades

- Seven classrooms have been upgraded to allow for synchronous teaching through Zoom as well as recording of the lecture

- In-person, individualized faculty education sessions are underway in a demo classroom – to date these session have been well received

- Detailed written instructions are being prepared

- Support staff and student employees will be available to assist faculty in all classrooms

- As this is a pilot with plans for improvements, we welcome all suggestions from faculty and students and will incorporate them into future upgrades

Thank you

From David, Michelle and Heather

Operating Revenues
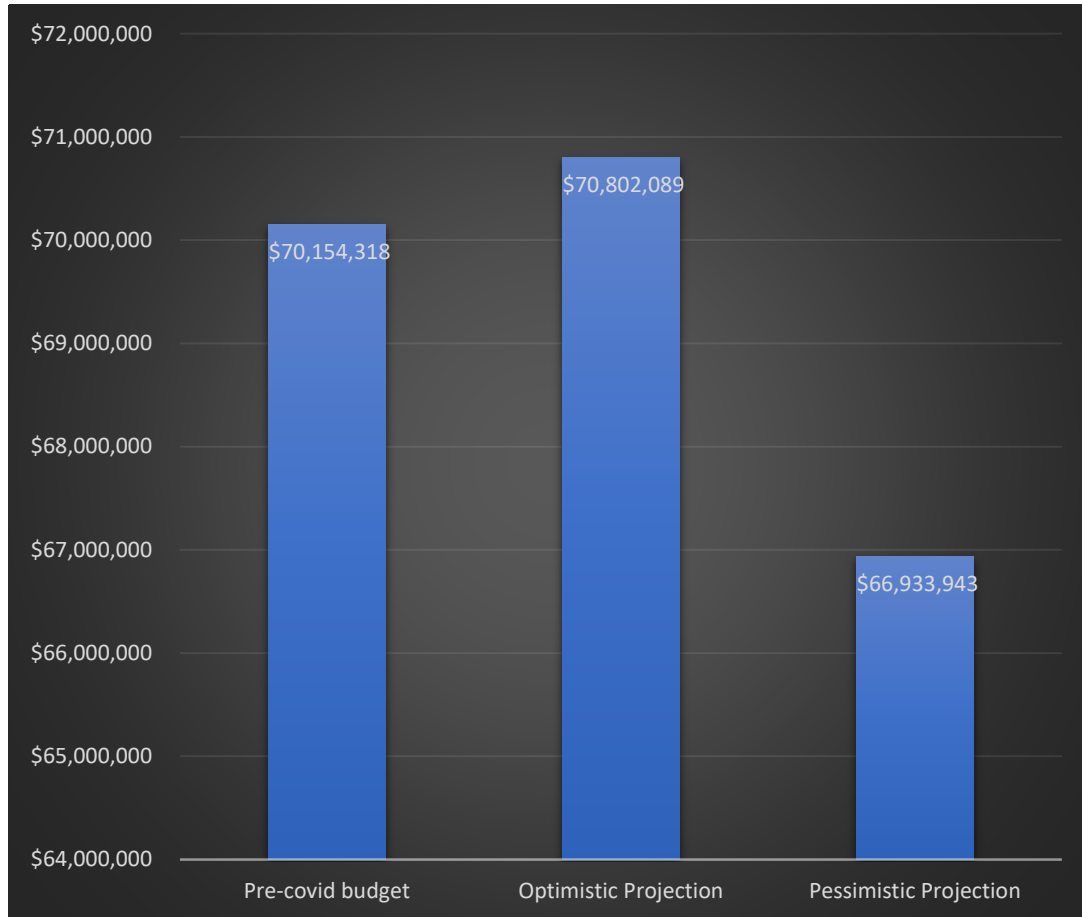
Optimistic: $600K better than budget

- $4.2M additional funds
    - $1.2M additional FRP funds to be spent on FRP projects
    - $3M additional Covid relief

- $3.6M revenue shortfall
    - $2 million shortfall in international tuition (100 students * $20,000)

    - $700k shortfall in domestic tuition compared to budget

    - $900k shortfall in other revues such as cafeteria commissions, summer camps, etc...

Pessimistic: $3.2M shortfall from budget

- $1.2M additional FRP funds to be spent on FRP projects

- $4.4M revenue shortfall
    - Same shortfalls as above, plus additional $800k in tuition if no additional tuition revenue was billed

Operating Expenditures
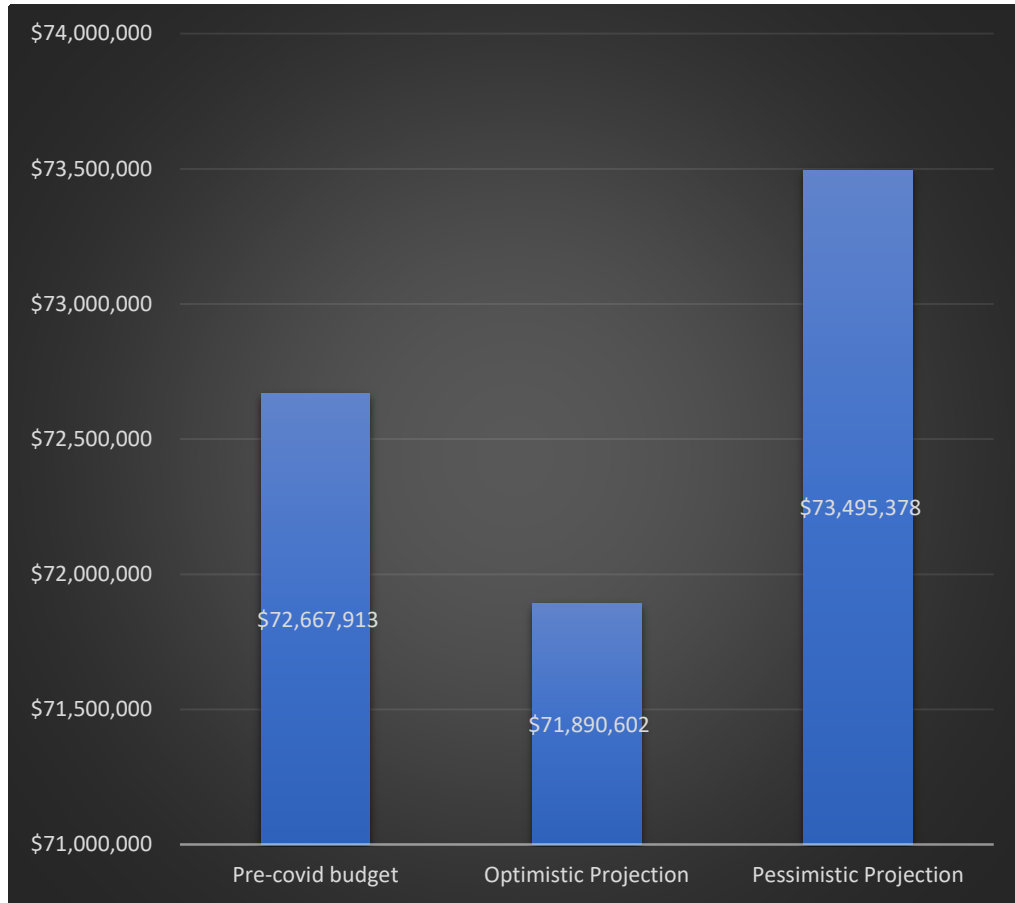
Optimistic: Approx. $800K better than budget

+ $2.5M savings in salaries & benefits due to savings in PT Academic delaying of filling vacant positions and contracts

+ $2.1M savings in various budget lines

- $1.4M estimate of total COVID related expenses

- $1.2M additional expenses related to FRP spending

- $1.2M budgeted ancillary surplus transfer

Pessimistic: Approx. $800K over budget

- Same net savings as above

- $1.6M ancillary deficit to be absorbed by Operating

- $1.6M deficit - $800k savings = $800K over budget

Net Operating Budget Impact
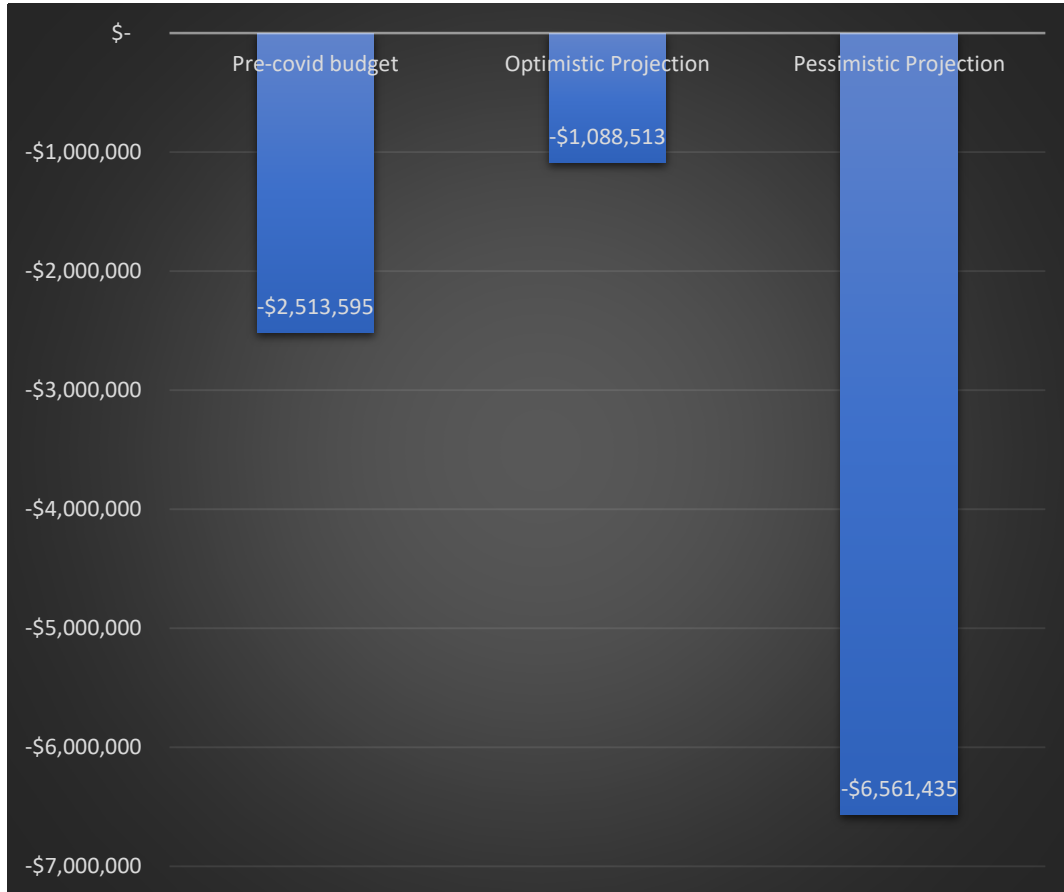
Optimistic: Approx. $1.4M better than budget

Pessimistic: Approx. $4M over budget

$5.4M difference reconciled:
- $3M Covid relief funding
- $1.6M Ancillary deficit
- $800k additional revenue shortfall

Alumni Report to Senate
December, 2020

NUAAB
The NUAAB met in November to discuss internal nominations for the interim roles of President and Vice-President. We are happy to announce Lisa Snider will fill the role of President and Laurel Muldoon will fill the role of Vice-President. Both individuals will fill the roles until the end of April. The NUAAB will now pause over the holidays and reconvene in January.

NU Café
November was Career Month on the café platform. We hosted several talks and workshops over the month in conjunction with Nipissing's Career Services Coordinator. Introductions will pause over the holidays and resume in January. We are also looking to launch a small book club in January to engage with our members. Join the Café today and join the conversation!

Alumni Office
With the pandemic continuing to be top of mind, the alumni office and the NUAAB will be pivoting to develop a long-term strategy in order to strengthen and maintain connections, events and services that bring our Nipissing community together. We look forward to engaging with you in new ways in 2021.

Alumni Awards
Alumni awards videos will be posted on our social media channels shortly. We're looking forward to sharing this incredible line-up with you. Please share widely and thank you to all those who submitted applications for these awards.

NUSU Senate Report
December 10th, 2020

Food Bank
Our student food bank continues to be located at Chancellor's House Residence. Next Wednesday, December 16th will be the last day until we open back up on Wednesday, January 6th.

We are extremely thankful to everyone who has donated this year. Recently, Dr. Kristen Ferguson and her Bachelor of Education J/I 2022 students made a monetary donation. We also received a substantial food donation from Calvin Presbyterian Church. For anyone looking to donate to our food bank please contact us and we will provide you with further details.

Virtual Wellness Week
Our Wellness Week was held virtually and we had great engagement with our students. We shared information about physical, emotional, social, spiritual and intellectual wellness. Undergraduate and graduate students were able to attend events such as Bingo and Trivia , and were able to win prizes throughout the week. Thank you to SDS and Dr. Casey Phillips for donating prizes to our week.

Movember
We would like to thank the Lakers Men's Volleyball Team for partnering with us on our Movember campaign. Thanks to the generosity of many people we were able to raise $4280 for men's health.

Executive Elections
Our executive elections for the 2021/2022 year will be taking place in January. Students received the election information and package a couple of weeks ago. We are encouraging all students to think about this opportunity over the winter break. All packages are due on January 20th. As faculty, if you know of students who show great leadership potential, or you think would be a good fit, please direct them to our website or the email with information.

COVID
Over the past month or so, we were grateful to participate in spaces such as faculty councils to engage in open discussion around the experiences of our faculty and

students this semester. Topics of discussion included office hours, micro assignments, discussion boards, student/faculty communication, and how content is distributed.

We have recently put out another survey to our students, hoping to create some comparative data points from our previous survey, and also ascertain what is on our students minds for the winter semester. So far the qualitative data has been in line with the mentioned topics.

Students are stressed and struggling with these circumstances, so we are hoping to utilize this data to continue to work together to create a successful environment for all moving forwards and continue to build upwards.

Some student feedback has been wonderful so far, and have mentioned many faculty going the extra mile to make the best of online learning. We also are very thankful for the online but also oncampus support available to our students through SDS and SLT to support our students mentally but academically as well.

12 Days of Giveaways
NUSU has been hosting 12 Days of Giveaways in which we give away a prize each day and highlight an organization for people to give to. We have had tremendous engagement and it has been a fun way to engage in the holiday spirit with our students as we prompt them to answer questions around favourite holiday traditions and more.

Holiday Cards
Each year students write holiday cards which will be delivered to patients at the hospital on Christmas Day. These cards are a way to let people know that someone is thinking of them over the holidays. This year we are proud to partner with residence on this project. Thank you to all of the students who participated in this initiative.

Student Centre
We are now at the end of construction for the long awaited NUSU Student Centre. While the Student Centre is nearing completion, we are not quite ready to welcome students and the university community into the space as of yet. We are working diligently with Nipissing University to create processes and plans to safely host students, and the university community.

While there is not much we can share at this time, we wanted to let you know where the project stands. NUSU will remain working predominantly from home, and email is still the best way to contact us.

NUSU Office
The NUSU Office and student food bank will be closed from Wednesday, December 16th until Wednesday, January 6th. We wish everyone a safe and happy winter break.

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NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

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January 7, 2021

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There was a meeting of the Senate Executive Committee on January 7, 2021. The meeting took place by Zoom conference.

The following members participated:
C. Sutton (Interim Chair), A. Vainio-Mattila, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Colborne, J. Allison, T. McParland, T. Sibbald, H. Mackie, S. Landriault (Recording Secretary, n-v)

Regrets: J. McAuliffe, M. Litalien

The purpose of the meeting was to set the agenda for the January 15, 2021 Senate meeting.

Under Business Arising from the Minutes of the Senate meeting of December 11, 2020, the Dean of Teaching will advise of the proposed dates and times for conversations on secure on-line testing and alternative assessment options.

Following a request and a suggested revision, members agreed that the draft minutes be revised to state that it is preferable that substantive question be provided to the Senate Secretary in writing in advance of the Senate meeting.

The Report of the Academic Curriculum Committee dated December 10, 2020 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Teaching and Learning Committee dated December 9, 2020 was provided to the Senate Executive for inclusion in the Senate Agenda.

Respectfully submitted,

C. Sutton
Interim Chair
Senate Executive Committee

Motion 1:   That Senate receive the Report of the Senate Executive dated January 7, 2021.

Report of the
Academic Curriculum Committee

December 10, 2020

The meeting of the **Academic Curriculum Committee** was held on Thursday, December 10, 2020 at 2:00 pm by Zoom Conference. The following members participated:

MEMBERS PRESENT:

Arja Vainio-Mattila	Pavlina Radia	John Nadeau
Debra Iafrate	Andrew Ackerman	Charles Anyinam
Darren Campbell	Julie Corkett	Douglas Gosse
Chris Greco	Alexandre Karassev	James Murton
Charlotte Foster	Mykayla King	

ABSENT WITH REGRETS:
Nancy Black, Ashley Locke, Natalie Muylaert

GUESTS:
Reade Davis, Beth Holden, Kristen Lucas, Pat Maher, David Tabachnick

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached. The Academic Curriculum Committee also discussed the Learning Outcomes presentation.

Respectfully submitted,

Dr. Arja Vainio-Mattila
Provost & Vice-President, Academic Research

MOTION 1:   That Senate receive the Report of the Academic Curriculum Committee, dated December 10, 2020.

FACULTY OF ARTS AND SCIENCE

English

MOTION 2:   That Senate approve the addition of ENGL 2816 "Illness, Death, and Dying on Stage" to the Academic Calendar as outlined in the attached template.

Environmental Studies

MOTION 3:   That Senate approve the creation of ENST 5106: Multispecies Ethnography as outlined in the template.

MOTION 4:   That Senate approve the addition of ENST 5106: Multispecies Ethnography to the list of eligible MES Specialty Courses.

History

MOTION 5:   That Senate approve the addition of HIST 1306 Animating the Land: Nbisiing Nishnaabeg Histories as outlined in the attached template.

MOTION 6:   That Senate approve the addition of HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada as outlined in the attached template.

MOTION 7:   That Senate approve the addition of HIST 2447 Indigenous Treaties in Canada as outlined in the attached template.

MOTION 8:   That Senate approve the addition of HIST 3307 Gaa Bi Kidwaad Maa Nbisiing: The Stories of Nbisiing Nishnaabeg as outlined in the attached template.

MOTION 9:   That Senate approve the addition of HIST 3306 Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island as outlined in the attached template.

Mathematics

MOTION 10:   That Senate approve MATH 6207 - Graduate Seminar in Mathematics II as a new required 3 credit course in the MSc Mathematics (Thesis) program.

MOTION 11:   That Senate approve MATH 6206 - Graduate Seminar in Mathematics I as a new required 3 credit course in the MSc Mathematics (Thesis) program.

MOTION 12:   That Senate approve to change MSc Mathematics – Thesis option program requirements as outlined in the attached document.

Political Science

MOTION 13:   That Senate consider motions 15-20 as an omnibus motion.

MOTION 14:   That Senate approve motions 15-20 as an omnibus motion.

MOTION 15:   That Senate approve that the certificate in Peace and Violence Prevention Studies be changed to the certificate in Conflict Resolution and Negotiation.

MOTION 16:   That Senate approve the creation of POLI 2117 Protests, Power & Politics.

MOTION 17:   That Senate approve the creation of POLI 3126 Extremism and Armed Conflict.

MOTION 18:   That Senate approve the creation of POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping.

MOTION 19:   That Senate approve the creation of POLI 4006 Diplomacy.

MOTION 20:   That Senate approve that the 3-credit courses POLI 2117 Protests, Power & Politics, POLI 3126 Extremism and Armed Conflict, POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping, and POLI 4006 Diplomacy be added as program requirement for the Certificate in Conflict Resolution and Negotiation as described in the attached chart.

LEARNING OUTCOMES PRESENTATION

The Academic Curriculum Committee were encouraged to view the Learning Outcomes Presentation by Doug Gosse. Doug Gosse gave an overview of the presentation and indicated that the goal is to provide consistency with learning outcomes. Pat Maher and Doug Gosse answered questions and clarified that existing learning outcomes do not have to be revised until they come back through the review process.

Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

MOTION: Moved by _____, seconded by _____ that ARCC recommend to the Arts & Science Executive to add ENGL2816 "Illness, Death, and Dying on Stage" to the Academic Calendar.

Justification (rationale): This course would serve Nipissing students looking for an elective, particularly those interested medical humanities, while simultaneously deepening the knowledge of drama sought by our own majors.

Course Code	ENGL2816
Course Title	Illness, Death, and Dying on Stage
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other 1 credit
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students learn about theatrical representations of illness, death, and dying through the study of dramatic genres and movements from classical Greece to the contemporary period. They employ the skills of close reading to investigate play-texts, and assess dramatic representation within specific genres and movements. They also engage in comparative analysis.
Course Prerequisite	3 credits of English at the 1000-level, excluding ENGL1551 and ENGL1552
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	Click here to enter Restriction
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	Three hours of lecture per week.
Is this course [Cross-Listed](#)? If so, with	☐ Yes ☑ No

what department?	If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	
Course Grouping or Stream	Does this course belong to a Group or Stream? ☑ Yes ☐ No If yes, please specify: Group 2
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the [Quality Assurance website](#).	Students who successfully complete this course will: 1. distinguish between dramatic genres and movements. 2. show proficiency with close-reading dramatic texts. 3. analyze the relationship between dramatic form and representation. 4. analyze the ways in which a given dramatic text or form reacts to, builds upon, or differs from an earlier dramatic text or form. 5. construct and sustain analytical arguments about drama in essay format. 6. communicate ideas and arguments orally in discussion and presentations.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the [Departmental Curriculum Approval form](#) to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

MOTION #1: Moved by_____, seconded by_____that the Arts & Science Executive recommend to the ACC to approve the creation of ENST 5106: Multispecies Ethnography as outlined in the template.

MOTION #2: Moved by_____, seconded by_____that the Arts & Science Executive recommend to the ACC the addition of ENST 5106: Multispecies Ethnography to the list of eligible MES Specialty Courses

Rationale:
The Master of Environmental Science/Environmental Studies (MESc/MES) program relies exclusively on faculty members based in other departments to offer its core and elective courses. Since many faculty members affiliated with the program are in smaller departments and have considerable teaching and administrative responsibilities associated with running other programs, they are generally not able to teach in the MESc/MES programs. This has resulted in: a shortage of viable electives for Environmental Science/Environmental Studies students; a lack of coverage of some contemporary perspectives and topics in the graduate curriculum; and increased pressure on faculty members in larger departments, such as Geography, to offer the sufficient number of courses needed each year to run the graduate program. The Environmental Studies stream is particularly lacking at present, with only three eligible elective courses, none of which are offered every year and one of which is a special topics course.

The Anthropology undergraduate program currently has a 4th year seminar course: ANTH 4106: Multispecies Ethnography, which explores a variety of contemporary perspectives in Environmental Studies and addresses contemporary topics and bodies of literature that are currently lacking from the MES program. While it is also not offered every year, creating an associated course at the graduate level which could be offered concurrently with this senior undergraduate seminar would be a valuable addition to the MES program and would enable Anthropology faculty members to offer graduate courses without undermining the integrity of the Anthropology undergraduate program. Accordingly, it is proposed that ENST 5106: Multispecies Ethnography be created and that it be listed as an eligible elective course in the MES program.

Course Code	**ENST 5106**
Course Title	Multispecies Ethnography
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students explore the ways in which scholars in the social sciences and humanities have problematized the once taken-for-granted division between nature and culture, stressing that human beings should not be considered separately from the more-than-human communities in which they live. Students examine ethnographic works that position animals, plants, fungi and microbes both as cultural entities and as agents of history. Topics may include: domestication and wildness, the cultural life of pets, and biotechnology.
Course Prerequisite	This course is restricted to MES/MESc students, but is open to students from other graduate programs upon approval.
Course Corequisite	N/A
Antirequisite	N/A
List any restrictions or special notes for this course.	
Is this a Topic Course?	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☑ No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable.	3 hours per week
Is this course [Cross-Listed](#)? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications	ENST 5106: Multispecies Ethnography must be added to the list of eligible MES Specialty Courses.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the [Quality Assurance website](#).	Students who successfully complete this course will: 1) Analyze the binary separation between the ideas of nature and culture (Cartesian dualism) in the Western tradition, and its relationship to the conceptualization of environmental issues; 2) examine how emergent biotechnologies are challenging dichotomous ways of thinking. 3) identify and describe a variety of perspectives from the social sciences and humanities about the relationships between humans and non-humans; 4) explore the contradictory roles that animals (and notions of animality, wildness, and domestication) have played in Euro-American societies;

	5) identify and describe the forces that have contributed to the rise of post-humanist perspectives and the debates and critiques that have accompanied them; 6) assess synergies between posthumanism and indigenous knowledge; 7) review various ethnographic works exploring non-humans, such as animals, plants, fungi, and microbes, as agents of cultural and historical change.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the [Departmental Curriculum Approval form](#) to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No This course will be run concurrently with Anthropology 4106: Multispecies Ethnography and will be taught by existing faculty members in Anthropology. While graduate students will be asked to do additional readings and assignments, no new library resources are required.

Comparative Data – ENST 5106: Multispecies Ethnography

Equivalent Course(s) and Titles	Non-Equivalent but 50% or more overlap
	ENST 610UA Animals and Society: This course analyzes the ways that animal and human lives intersect. Specifically, it examines how relationships with animals both reflect and shape social life, culture, and how people think about themselves. We will explore the myriad and contradictory positions that animals occupy in society [e.g., as pets, pests, mascots, and food] and deconstruct the social origins of these seemingly natural categories. We will also take a grounded look at what actually happens when humans and animals interact, which sheds new light on the nature of human and animal consciousness. Fundamentally, students will learn how the roles that animals take on in our lives, and the ways that we think about and relate to them, are inherently social processes that are patterned by geography, culture, class, gender, and so on. Central questions include: How do ideas about, and relationships to, animals vary across time and space? How and why did pets become honorary members of the American family?Why are some animals, but not others, granted moral status and legal protection in society? How do humans and animals coordinate interaction without language?
	AN307u Animals and People: This course explores anthropological and related approaches to human relationships with non-human animals. It will consider the ways in which animals may be food, commodities, companions, kin, pests, wildlife, workers, spirits, and scientific objects in a variety of social, cultural and political settings.

COURSE TEMPLATE

MOTION: That ARCC approve the addition of HIST 1306 Animating the Land: Nbisiing Nishnaabeg Histories.

A) Descriptive Data:

Course Code	**HIST 1306**
Course Title	Animating the Land: Nbisiing Nishnaabeg Histories
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students examine the history of Nbisiing Nishnaabeg, its community, and territory, with particular attention to the knowledge, values and worldview of the Nishnaabeg. Students explore diverse topics, including community life, education, territories and treaties, foodways and feasting, through teaching and learning relationships with Elders and knowledge keepers, circle discussions, and experiential learning.
Course Prerequisite	N/A
Course Corequisite	N/A
Antirequisite	HIST 1006 Nbisiing Nishnaabeg Histories if taken in 17SI, 18SI, 19SI, or 20WI
Restriction	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☑ Yes ☐ No In this course students build relationships with Elders and knowledge holders, lands and waterways, and Nishnaabeg ways of teaching and learning. This experiential learning supports Indigenization and decolonization. It occurs inside and outside the classroom in circle discussions where students learn how to approach and learn from Elders (e.g. modelled and taught through work with course visitors), through assignments that mobilize diverse knowledge-mobilization skills (e.g. working with moose hide), and through time spent outside on the land (e.g. gatherings where students learn about animals and plants as teachers).
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify

COURSE TEMPLATE

Cross-Listing	☐ Cross-Listed - this course may be credited towards *Click here to enter cross-listing information*
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Successful graduates of this course will: • demonstrate a basic knowledge of key concepts in and approaches to the study of history. • identify and interpret key themes in the history of Nbisiing Nishnaabeg territory. • evaluate continuities and changes in the history of Nbisiing Nishnaabeg territory. • analyze primary and secondary sources. • analyze historical arguments. • demonstrate basic skills in research and writing at the university level. • demonstrate skill and confidence in classroom discussion. • demonstrate confidence in approaching Elders and knowledge holders for the purpose of building relationships.

MOTION: That ARCC approve the addition of HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada.

A) Descriptive Data:

Course Code	**HIST 1236**
Course Title	Strong, Resilient, and Wise: Women in Twentieth Century Canada
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students explore the stories of women and their communities in 20th century Canada. Framed by the themes of strength, resilience and wisdom, students explore histories of politics, activism, and resistance, violence, colonialism, family and community, war and conflict. Students examine Indigenous-authored sources and teaching and learning relationships with Nishnaabekwe (women).
Course Prerequisite	N/A
Course Corequisite	N/A
Antirequisite	HIST 1006: Women in Canada if taken in 17WI or 18FA
Restriction	
Instructional Method	☑ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify: click here to specify
Cross-Listing	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Successful graduates of this course will: • demonstrate a basic knowledge of key concepts in and approaches to the study of history. • identify and interpret key themes in the history of women in 20th century Canada. • evaluate continuities and changes in the historical experiences of women in 20th century Canada.

COURSE TEMPLATE

	- analyze primary and secondary sources - analyze historical arguments. - demonstrate basic skills in research and writing at the university level. - demonstrate skill and confidence in classroom discussion.

COURSE TEMPLATE

MOTION: That ARCC approve the addition of HIST 2447 Indigenous Treaties in Canada.

A) Descriptive Data:

Course Code	**HIST 2447**
Course Title	Indigenous Treaties in Canada
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	~~In this course, s~~Students examine the ways in which Canadian treaties, negotiated at different times and places and under different political circumstances, differ. Students learn about and compare agreements from the earliest "Peace and Friendship" treaties, made in Mi'kmaqi, to the modern treaties like the "Nisga'a Final Agreement". Indigenous-authored sources predominate.
Course Prerequisite	Six credits of History at the 1000 level or 24 credits completed.
Course Corequisite	N/A
Antirequisite	HIST 3147 or HIST 2026 Canada's Treaty History taught in 18WI and 20WI
Restriction	N/A
Instructional Method	☑ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No
Cross-Listing	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will be able to: • demonstrate knowledge of the histories of Indigenous treaties and treaty making in Canada. • demonstrate knowledge of the Canada / US border, its origin, and its meaning to First Nations people in both countries. • analyze the rights and properties that First Nations people defend and maintain through treaties. • evaluate the challenges faced by Indigenous leaders who negotiate with Canada, its provinces and territories.

COURSE TEMPLATE

	- communicate knowledgeably about Indigenous treaties in Canada, orally and/or in writing. - analyze primary and/or secondary sources - demonstrate skill in research and writing at the university level - demonstrate skill in classroom discussion

MOTION: That ARCC approve the addition of HIST 3307 Gaa Bi Kidwaad Maa Nbisiing: The Stories of Nbisiing Nishnaabeg.

A) Descriptive Data:

Course Code	**HIST 3307**
Course Title	Gaa Bi Kidwaad Maa Nbisiing: the Stories of Nbisiing Nishnaabeg
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Through teaching and learning relationships with Elders and knowledge keepers, students explore the history of Nbisiing Nishnaabeg territory. Circling from time immemorial to the present and back again, course material centers dibaajimowin (everyday stories) of family and community life, celebration and feasting, education, and governance through teaching circles and experiential learning.
Course Prerequisite	Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed
Course Corequisite	N/A
Antirequisite	HIST 3146 Nbisiing Nishnaabeg if taken in 18WI
Restriction	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☑ Yes ☐ No In this course, students build relationships to Elders and knowledge keepers, land and waterways, and Nishnaabeg ways of teaching and learning. This experiential learning supports indigenization and decolonization. It occurs inside and outside the classroom in circle discussions where students learn how to approach and learn from Elders (e.g. taught through work with course visitors), through assignments that mobilize diverse knowledge-mobilization skills (e.g. story work through quilting), and through time spent outside on the land (e.g. outside students learn about animals and plants as teachers).
Instructional Method	☐ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☑ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No

COURSE TEMPLATE

	If yes, please specify: click here to specify
[Cross-Listing](#)	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: • demonstrate a comprehensive knowledge of key themes in the history of Nbisiing Nishinaabeg territory. • evaluate continuities and changes in the history of Nbisiing Nishnaabeg territory. • demonstrate knowledge of the study of Nishnaabeg history through Nishnaabeg ways of knowing and being. • analyze different forms of stories, storytelling, and story listening. • analyze primary and/or secondary sources. • communicate effectively orally and in writing • demonstrate confidence in approaching Elders and knowledge holders for the purpose of building relationships.

COURSE TEMPLATE

MOTION: That ARCC approve the addition of HIST 3306 Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island

A) Descriptive Data:

Course Code	**HIST 3306**
Course Title	Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description	Students examine the political network of Indigenous nations in the Great Lakes region who joined together in 1763 to stop unilateral British actions in their territories. Thirteen Indigenous nations launched coordinated attacks against eleven British forts, destroying eight and immobilizing three. Obwandiyag's War forced the British to acknowledge Indigenous sovereignty in the Treaty of Niagara. While often forgotten, this historical resistance remains pertinent in Canadian courts today.
Course Prerequisite	Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed
Course Corequisite	N/A
Antirequisite	HIST 3147 taught as Pontiac's War in 19SS and 20SS
Restriction	
Instructional Method	☑ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36 hours
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify
Cross-Listing	☐ Cross-Listed - this course may be credited towards Click here to enter cross-listing information

COURSE TEMPLATE

Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: • demonstrate a comprehensive knowledge of the political and economic circumstances of thirteen indigenous nations in the Great Lakes region. • demonstrate a comprehensive knowledge of Obwandiyag's War, its causation, consequences, and outcomes • analyze the most common mechanisms of settler colonialism • discuss the legacies and consequences of settler colonialism • analyze primary and/or secondary sources • communicate effectively orally and in writing. .

MATH 6207 - Graduate Seminar in Mathematics II

MOTION: To approve MATH 6207 - Graduate Seminar in Mathematics II as a new required 3 credit course in the MSc Mathematics (Thesis) program.

JUSTIFICATION (Rationale):
There is a long (17+ years) tradition of Research Seminars in the Department of Computer Science and Mathematics. The seminar meets every week during the Academic Year for approximately 90 minutes. It is well-attended by the Mathematics and Computer Science faculty members, students, and sometimes faculty members from other departments. Moreover, often it features invited speakers, who are prominent researchers from other universities in Canada and abroad. The Thesis route in MSc Mathematics program is a research-intensive option and thus active participation in the Seminar of students enrolled in this program will immensely benefit their studies.

Course Code	**MATH 6207**
Course Title	Graduate Seminar in Mathematics
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students participate in the Department of Computer Science and Mathematics Research Seminar for the second year of their Thesis route. Students pose questions, solve problems, and give at least three talks, closely related to their research area. Students attend all meetings of the Seminar. Students receive a "pass" or "fail" grade by the completion of the course.
Course Prerequisite	MATH 6207 - Graduate Seminar in Mathematics I
Course Corequisite	None
Antirequisite	N/A
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	This course is restricted to students registered in the MSc Mathematics (Thesis route) program
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☑ Yes ☐ No Students will give talks in a seminar
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	90 minutes of seminar per week
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No

	If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	The course will be a new requirement for MSc Mathematics (Thesis) program. This course is the second in the sequence of Graduate Seminars in Mathematics. The Graduate Seminars in Mathematics will replace current 6-credit requirement of graduate MATH elective courses.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: • thoroughly study some of the current research topics reviewing recent publications; • present such topics to peers and other researchers; • convey advanced mathematical ideas, both orally and in writing; • pose their own research questions and problems; • indicate possible directions to approach solution of such problems; • present research findings and ideas in scientific forums; • convey complex mathematical ideas to general audience.
Will this request affect another faculty other than your own?	☐Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐Yes ☑ No Click here to enter additional resources

MATH 6206 - Graduate Seminar in Mathematics I

MOTION: To approve MATH 6206 - Graduate Seminar in Mathematics I as a new required 3 credit course in the MSc Mathematics (Thesis) program.

JUSTIFICATION (Rationale):
There is a long (17+ years) tradition of Research Seminars in the Department of Computer Science and Mathematics. The seminar meets every week during the Academic Year for approximately 90 minutes. It is well-attended by the Mathematics and Computer Science faculty members, students, and sometimes faculty members from other departments. Moreover, often it features invited speakers, who are prominent researchers from other universities in Canada and abroad. The Thesis route in MSc Mathematics program is a research-intensive option and thus active participation in the Seminar of students enrolled in this program will immensely benefit their studies.

Course Code	**MATH 6206**
Course Title	Graduate Seminar in Mathematics
Course Credits	☑ 3 credits ☐ 6 credits ☐ Other Click here to specify
Course Description *(restricted to 50-75 words, present tense and active voice)*	Students participate in the Department of Computer Science and Mathematics Research Seminar for the first year of their Thesis route. Students pose questions and solve problems in the Seminar. Students attend all meetings of the Seminar. Students give at least two expository talks in the Seminar. Students receive a "pass" or "fail" grade by the completion of the course.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	N/A
List any restrictions or special notes for this course. *For example "This course is restricted to BPHE students".*	This course is restricted to students registered in the MSc Mathematics (Thesis route) program
Is this a Topic Course? *(Topic courses are courses that students can take more than once for credit.)*	☐ Yes ☑ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☑ Yes ☐ No Students will give talks in a seminar
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of laboratory work.*	90 minutes of seminar per week

Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No If yes, click here to enter department
Program Implications *For example, changing a required 6 credit course to 3 credit course.*	The course will be a new requirement for MSc Mathematics (Thesis) program. This course is the first in the sequence of Graduate Seminars in Mathematics. The Graduate Seminars in Mathematics will replace current 6-credit requirement of graduate MATH elective courses.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: • perform literature search to better understand a research topic and/or present such topic to peers and other researchers; • convey advanced mathematical ideas, both orally and in writing; • apply advanced mathematical topics with confidence; • identify some current trends in mathematics; • pose their own research questions and problems; • convey complex mathematical ideas to peers and researchers that are not specialists in the chosen research area.
Will this request affect another faculty other than your own?	☐ Yes ☑ No *If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.*
Will additional resources be required? If so, please list them. *(ie. additional faculty, library resources or new laboratory space)*?	☐ Yes ☑ No Click here to enter additional resources

Motion: To change MSc Mathematics – Thesis option program requirements as outlined below.

Old requirements:

MATH 6100   Thesis in Mathematics   12 cr.
MATH 5066   General Topology   3 cr. MATH
5086   Functional Analysis   3 cr.
6 credits from other 5000-level and 6000-level MATH courses

New requirements:

MATH 6100   Thesis in Mathematics   12 cr.
MATH 5066   General Topology   3 cr. MATH
5086   Functional Analysis   3 cr.
MATH 6206   Seminar in Mathematics I   3 cr. MATH
6207   Seminar in Mathematics II   3 cr.

OR

MATH 6100   Thesis in Mathematics   12 cr.
MATH 5236   Advanced Numerical Methods   3cr.
MATH 5246   Optimization 3cr.
MATH 6206   Seminar in Mathematics I   3 cr. MATH
6207   Seminar in Mathematics II   3 cr.

Rationale: The Thesis route in MSc Mathematics program is a research-intensive option and thus active participation in the Seminar of students enrolled in this program will immensely benefit their studies. The two proposed Seminar in Mathematics courses will be a Pass/Fail courses and are not intended to be counted as a teaching load of any faculty member. The courses will be overseen by the MSc Mathematics Graduate Chair. Thus the proposed change promises to be a sustainable option for the delivery of the program. The seminar meets every week during the Academic Year for approximately 90 minutes. It is well-attended by the Mathematics and Computer Science faculty members, students, and sometimes faculty members from other departments. The speakers for the seminar are faculty members, visiting researchers, graduate and undergraduate students. The seminar features talks presenting original research of the faculty members as well as expository research talks.   Providing additional option of 6 credits of required courses (Advanced numerical methods and

Optimization) will give students more flexibility in case they are interested in applications of mathematics.

POLITICAL SCIENCE

MOTION #1: That ACC recommend that the certificate in Peace and Violence Prevention Studies be changed to the certificate in Conflict Resolution and Negotiation.

Rationale: The proposed name better reflects the substance of the content of the certificate. The proposed name describes the practical and theoretical elements of the certificate and conforms it to comparable courses of study.

University of Saint Paul Conflict Studies
Algonquin Certificate in Conflict Management
Carleton Diploma in Conflict Resolution
York Diploma in Dispute Resolution
University of Waterloo Peace and Conflict Studies Program (PACS)
University of Winnipeg Conflict Resolution Studies
Mount Saint Vincent University Peace and Conflict Studies (Minor)

MOTION #2: That ACC recommend the creation of POLI 2117 Protests, Power & Politics.

Rationale: This course adds to the second-year offerings of the certificate, providing more breadth in the growing area of Conflict Resolution, as well as giving political science students a new option to understand the history, context, and politics of protest movements.

Descriptive Data:

Course Code	**POLI 2117**
Course Title	**Protests, Power & Politics**
Course Credits	✿ 3 credits ☐ 6 credits ☐ Other
Course Description	Students examine contemporary issues of social and political upheaval that spur protest movements and consider why some movements succeed while others fail; the choice to use violent or peaceful means to achieve their ends; and the dynamic between protestors and the government. A core component is

	consideration of the history, development and contemporary character of protest movements.
Course Prerequisite	Any 18 Credits Completed
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	☼ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☐ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify:
Cross-Listing	☐ Cross-Listed - this course may be credited towards
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: o demonstrate a comprehensive knowledge of the intersection between protests, power, and politics o analyze why some movements are successful and some movements fail o discuss international protest movements o analyze the composition and character of particular protest movements o interpret different government responses to protest movements around the world o evaluate the legitimacy of political power

MOTION #3: That ACC recommend the creation of POLI 3126 Extremism and Armed Conflict

Rationale: This course adds to the third-year offerings of the certificate, providing more breadth in the growing area of Conflict Resolution, as well as giving political science students a new option to gain a more comprehensive understanding of state and non-state extremism.

Course Code	**POLI 3126**
Course Title	**Extremism and Armed Conflict**
Course Credits	☼ 3 credits ☐ 6 credits ☐ Other
Course Description	Students examine the character and composition of left-wing and right-wing extremist movements. Students learn about the history, development, and motivations of extremist movements. Students consider the tools and policy options that have been used to prevent and address extremism. Topics include international and domestic movements from the armed lone wolf terrorists to the well-organized and well-funded terrorist cells operating overseas.
Course Prerequisite	POLI 2117 (Protests, Power and Politics)
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	☼ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☑ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify:
Cross-Listing	☐ Cross-Listed - this course may be credited towards

Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: • identify the political spectrum and what separates major ideologies • evaluate different extremist groups in relation to their historical and ideological roots • analyze different theories and models that explain extremist movements • distinguish why some groups use peaceful means and how they succeed and fail • analyze why other groups embrace violence and how they succeed and fail • investigate a variety of policy options and other tools that have been used to curb violent extremism domestically and overseas

MOTION #4: That ACC recommend the creation of POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping.

Rationale: This course adds to the third-year offerings of the certificate, providing more breadth in the growing area of Conflict resolution, as well as giving political science students a more in-depth study of international relations, organizations, and Canadian foreign policy.

Course Code	**POLI 3316**
Course Title	**International Peacemaking, Peacebuilding & Peacekeeping**
Course Credits	✿ 3 credits ☐ 6 credits ☐ Other
Course Description	Students consider the dynamic among peacemaking, peacebuilding, and peacekeeping in the context of international peace and security. Students explore both successful and failed international peace operations. Students examine the role of the United Nations, Canada's changing relationship to peace operations, as well as the topic of women as peace mediators.
Course Prerequisite	POLI 2707
Course Corequisite	

Antirequisite	
Restriction	
Instructional Method	✡ lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ☐ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☐ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify:
Cross-Listing	☐ Cross-Listed - this course may be credited towards
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: • compare peacemaking, peacebuilding, and peacekeeping • examine the historical context in which these three activities develop • analyze some of the major actors that undertake these activities, including the unique strengths and weaknesses • examine examples of peacemaking, peacebuilding, and peacekeeping from around the world • contrast international organizations through which these activities are initiated, overseen, and undertaken • evaluate the performance of Canadian government agencies and departments tasked with peacemaking, peacebuilding, and peacekeeping

MOTION #5: That ACC recommend the creation of POLI 4006 Diplomacy

Rationale: This course adds to the fourth-year offerings of the certificate, providing more breadth in the growing area of Conflict resolution, as well as giving political science students a seminar related to sub-discipline of international relation.

Course Code	**POLI 4006**
Course Title	**Diplomacy**
Course Credits	✿ 3 credits ☐ 6 credits ☐ Other
Course Description	Students examine the origins of diplomacy in relation to the modern nation-state. Students learn the "nuts and bolts" of diplomacy, as well as obstacles to successful diplomatic missions. Topics include preventing violent conflict; the role of non-state citizen diplomacy; and the role of communications technology and social media as they impact contemporary diplomatic practices.
Course Prerequisite	At least three credits of the following: POLI 2306, 2207, 2707, 3226 or 3206
Course Corequisite	
Antirequisite	
Restriction	
Instructional Method	☐ Lecture ☐ tutorial ☐ laboratory work ☐ studio work ☐ private study ☐ service learning ✿ seminar ☐ clinical practice ☐ practical work ☐ online delivery ☐ independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? ☐ Yes ☐ No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? ☐ Yes ☑ No If yes, please specify:
[Cross-Listing](#)	☐ Cross-Listed - this course may be credited towards
Learning Outcomes *(6-8 points, visible, measurable and in active voice)*	Students who successfully complete this course will: • discuss different definitions and forms of diplomacy • analyze the historical and political context of diplomacy • examine how diplomacy serves the needs of specific governments • evaluate how diplomacy contributes to maintaining a peaceful and stable global system • explain why diplomatic efforts breakdown and are sometimes followed by violent conflict • analyze classic case studies of diplomacy in action

Decanal Comments
Include certification from the relevant Dean(s) that the modified degree/major is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, a clear commitment that the modified program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.

I support the modification of the existing certificate. It aligns with the Nipissing University and Faculty of Arts and Science strategic goals. The certificate will be of great appeal to students and our community at large. I foresee an opportunity to build on the certificate and consider a Major in Conflict and Resolution in the future. I support the request for an LTA position provided that overall enrolments in this area will warrant it.

MOTION #6: That ACC recommend that the 3-credit courses POLI 2117 Protests, Power & Politics, POLI 3126 Extremism and Armed Conflict, POLI 3316 International Peacemaking, Peacebuilding & Peacekeeping, and POLI 4006 Diplomacy be added as program requirement for the Certificate in Conflict Resolution and Negotiation as described in the chart below.

Rationale: The addition of these courses will provide more options and depth for students enrolled in the certificate. It will also provide greater flexibility in course scheduling.

Program Requirement:

The certificate in Peace and Violence Prevention Studies consists of at least 9 credits of the courses outlined below:

POLI 2316	Negotiating International Agreements	3 cr.
POLI 2607	On Conflict Resolution	3 cr.
UNIV 3006	Experiential Learning for Arts and Science Students	3 cr.
POLI 2117	Protests, Power, and Politics	3 cr.
POLI 3126	Extremism and Armed Conflict	3 cr.
POLI 3316	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.
POLI 3216	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
POLI 3236	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.
POLI 4006	Diplomacy	3 cr.

Plus 6 credits from the following list:

POLI 2306	The Origins of International Relations	3 cr.
POLI 2307	The Cold War and After	3 cr.
POLI 2707	Canada and the World	3 cr.
POLI 3226	American Foreign Policy in the 21st Century	3 cr.
POLI 3256	Multiculturalism in Canada and the World	3 cr.

Learning Outcomes

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Nov. 26, 2020

LEARNING OUTCOMES
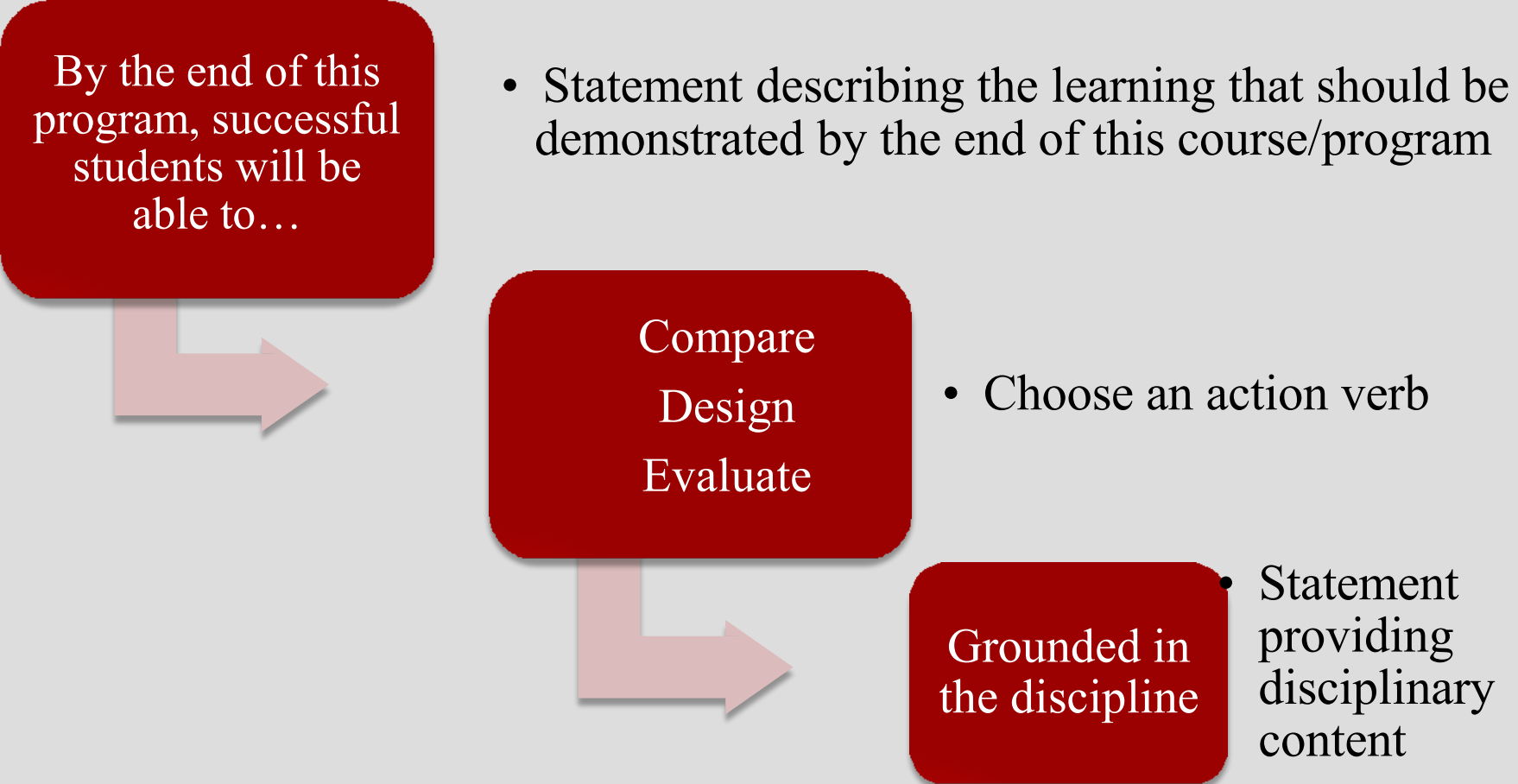
- Learning outcomes express what the instructor intends the student to be able to do (Battersby, 1999).

- Learning outcomes:
    - describe the knowledge or skills students should acquire by the end of an assignment, class, course, or program;
    - help students understand why that knowledge and those skills will be useful to them, and;
    - describe learning that is significant and enduring.

WHY WRITE LEARNING OUTCOMES?

1. Shape assessment and evaluation activities
2. Shown to enhance students engagement and success

4. Help professors reflect and connect their courses to their program, disciplinary standards, and have potential applications beyond the course

Anatomy of a Learning Outcome

By the end of this program, successful students will be able to…

- Statement describing the learning that should be demonstrated by the end of this course/program

Compare Design Evaluate

- Choose an action verb

Grounded in the discipline

- Statement providing disciplinary content

(Kolomitro & Gee, 2015)

Effective Learning Outcomes & Backward Design

- Are your learning outcomes concise (clearly stated)?

- How well do they reflect the (a) degree level expectations & content of your course, (b) your assessment (informal) and evaluation (formal) strategies, (d) your instructional activities, and?

(Wiggins & McTighe, 2006)

Your assessment and evaluation strategies will be *formative* and *summative*

Examples

Cultural Studies
Student who successfully complete this course will:
- examine ways in which culture is formed, practiced and constituted.

Art History - Student who successfully complete this course will:
- **interpret** art works to establish a perspective on the subject matter and the meaning of their imagery (iconography).

Drama-Student who successfully complete this course will:
- **examine** both the structure of the modern "musical" and its production methodology.

Environmental Studies-Student who successfully complete this course will:
- **communicate** perspectives on complex environmental challenges to both professional and lay audiences.

Chemistry-Student who successfully complete this course will:
- **apply** quantitative principles to effectively describe the nature of chemical reactions.

(Kolomitro & Gee, 2015)

VERBS

- Verbs like *identify, define, follow, & list* connote memory-based learning (lower-order thinking)

- Verbs like *evaluate, critique, create, & justify* connote more cognitively complex or deeper learning (higher-order thinking)
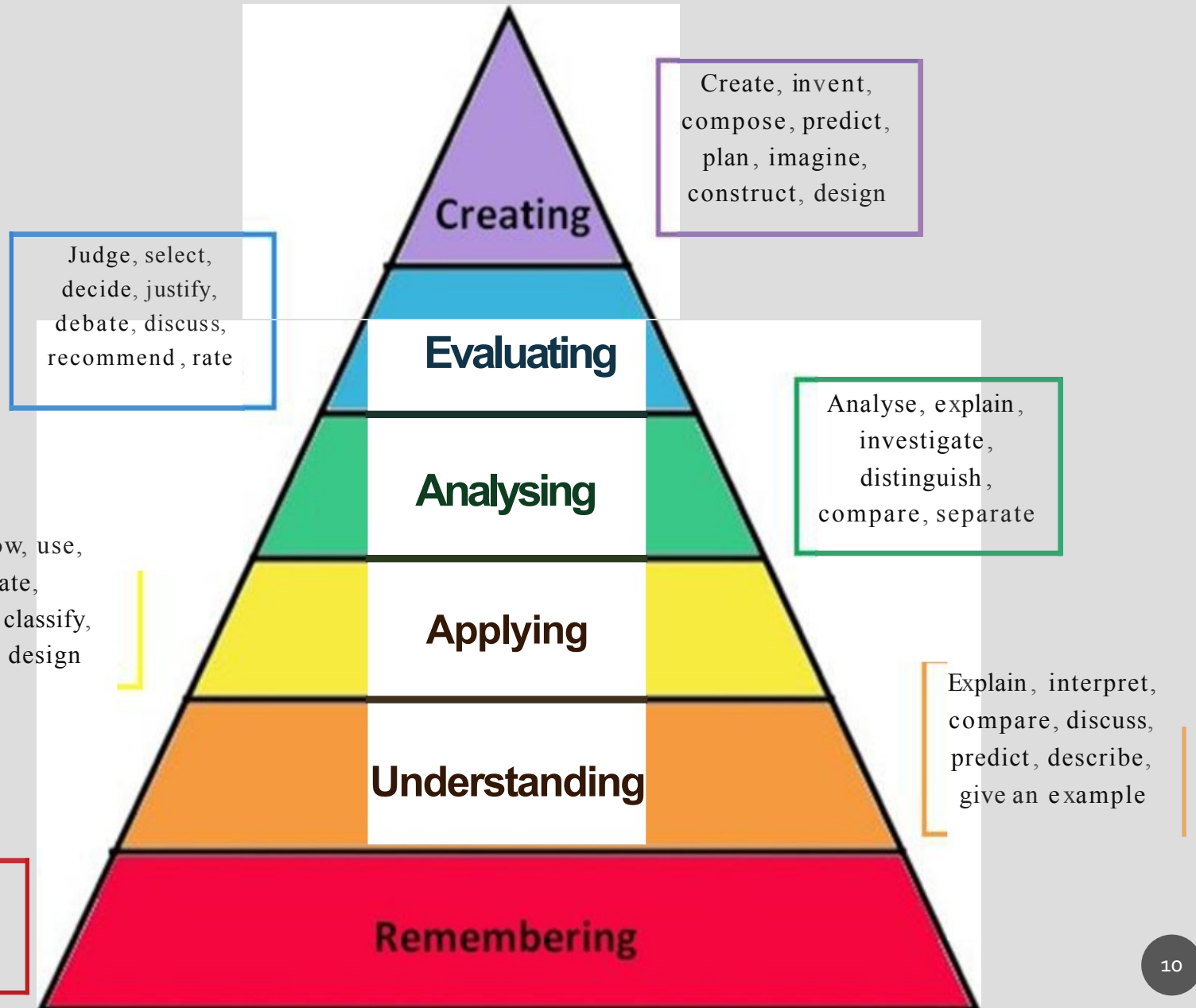
(Kolomitro & Gee, 2015)

AVOID VAGUE VERBS

- Understand
- Know
- Appreciate
- Gain knowledge of
- Be aware
- Cover
- Learn
- Realize
- Comprehend
- Become acquainted with…

(Kolomitro & Gee, 2015)

USEFUL VERBS FROM BLOOM'S REVISED TAXONOMY

- Remember: recall of information
  define, identify, list, name, recall, repeat, state

- Understand: demonstration of comprehension
  classify, describe, locate, report, restate, summarize

- Apply: applying knowledge in a new context
  employ, illustrate, solve, use

- Analyze: supporting assertions through the use of evidence and arguments; identifying causes and patterns
  compare, contrast, criticize, distinguish, examine, question, test

- Evaluate: coming to a judgment on the value of information or the validity of arguments
  appraise, argue, assess, defend, predict, select, support

- Create: combining or grouping knowledge to come to new conclusions
  assemble, collect, construct, develop, formulate, organize, propose

Bloom's Revised Taxonomy, Centre for Excellent in Learning and Teaching (CELT), Iowa State University: https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

Bloom's Revised Taxonomy

Creating — Create, invent, compose, predict, plan, imagine, construct, design

Evaluating — Judge, select, decide, justify, debate, discuss, recommend, rate

Analysing — Analyse, explain, investigate, distinguish, compare, separate

Applying — Solve, show, use, illustrate, complete, classify, compare, design

Understanding — Explain, interpret, compare, discuss, predict, describe, give an example

Remembering — State, name, list, describe, label, relate, find

RESOURCES

- Learning Outcomes at the University of Guelph: https://www.uoguelph.ca/vpacademic/avpa/outcomes/

- Developing Learning Outcomes, University of Toronto: https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/

We are inspired by the words of *Tatanka Iyotake* (Sitting Bull), "Let us put our minds together and see what kind of life we can make for our children."

QUALITY ASSURANCE
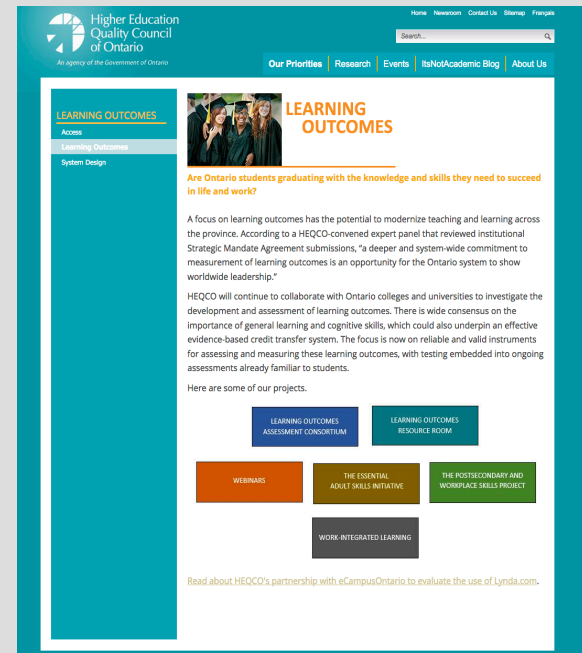
EXAMPLE OF LEARNING OUTCOMES

ARH5000: Art in Renaissance Italy

Students who successfully complete this course will:

- **identify and describe** the political, religious, economic, and social uses of art in Italy during the Renaissance

- **identify** a range of works of art and artists

- **analyze** the role of art and of the artist in Italy at this time

- **analyze** the art of the period according to objective methods

- **link** different materials and types of art to the attitudes and values of the period

- **evaluate and defend** their response to a range of art historical issues

Developing Learning Outcomes, University of Toronto: https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/

REFERENCES

- Battersby, M. (1999) So, what's a learning outcome anyway? US Department of Education.

- Bloom's Revised Taxonomy, Centre for Excellent in Learning and Teaching (CELT), Iowa State University: https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

- *Building a Strong Fire (*2018). Indigenous Quality Assurance Standards in Ontario Colleages: https://www.canadorecollege.ca/corporate/indigenous-education/indigenous-quality-assurance

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Expanded Taxonomy of Learning

Taxonomy	Definition	Related LEARNING VERBS	What the Student Does	What the Teacher Does	Assessments
Remember	Recall specific bits of information	Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline	Responds Absorbs Remembers Recognizes	Directs Tells Shows Examines	Students recognize, recall or find information.
Understand	Construct meaning from information	Explain, restate, find, describe, review, relate, define, clarify, illustrate, diagram, outline, summarize, interpret, paraphrase, transform, compare similarities and differences, derive main idea, arrange, convert, defend, discuss, discuss, estimate, extend, generalize, give examples, locate, report, translate	Explains Translates Demonstrates Interprets Summarizes	Demonstrates Listens Questions Compares Examines	Students organize previously learned material, rephrase it, describe it in their own words, use it for making comparisons, change from one form of representation to another.
Apply	Use methods, concepts, principles, and theories in new situations	Apply, practice, employ, solve, use, demonstrate, illustrate, show, report, paint, draw, collect, dramatize, classify, put in order, change, compute, construct, interpret, investigate, manipulate, modify, operate, organize, predict, prepare, produce, schedule, sketch, translate	Solves novel problems Demonstrates Uses knowledge constructs	Shows Facilitates Observes Criticizes	Students use previously learned information in order to solve a problem or to complete familiar or unfamiliar tasks.
Analyze	Identify how parts relate to one another or to a larger structure/purpose	Analyze, dissect, detect, test, deconstruct, discriminate, distinguish, examine, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, solve, diagram, determine evidence and conclusions, appraise, break down, calculate, criticize, debate, experiment, identify, illustrate, infer, inspect, inventory, question, relate, select	Discusses Uncovers Lists Dissects Compares and contrasts	Probes Guides Observes Acts as a resource	Students will 1) identify reasons, causes, & motives; 2) consider available evidence to reach a conclusion, inference or generalization; 3) analyze a conclusion, inference or generalization to find supporting evidence.
Evaluate	Judge the value of something based on criteria, processes, or standards	Coordinate, judge, select/choose, decide, debate, evaluate, justify, recommend, verify, monitor, measure, the best way, what worked, what could have been different, what is your opinion, test, appraise, assess, compare, conclude, contrast, criticize, discriminate, estimate, explain, grade, interpret, rate, relate, revise, score, summarize, support, value	Judges Disputes Forms opinions	Accepts Lays bare the criteria Harmonizes	Students judge the merit and value of an idea, a solution to a problem, an aesthetic work, etc.
Create	Generate a coherent functional whole; recognize new patterns	Create, hypothesize, design, construct, invent, imagine, discover, present, deduce, induce, bring together, compose, pretend, predict, organize, plan, modify, improve, suppose, produce, set up, what if, propose, formulate, solve (more than one answer), arrange, assemble, categorize, collect, combine, devise, explain, generate, manage, perform, prepare, rearrange, reconstruct, relate, reorganize, revise, argue for	Generate Hypothesize Plan Design Produce Construct Argues	Reflects Extends Analyzes Evaluates	Students will 1) produce original work or communication; 2) make predictions; 3) solve problems; 4) invent, hypothesize, devise a procedure; argue for a position; present a work of art or music to be juried

Learning Taxonomy – Krathwohl's Affective Domain

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study	

Level and Definition	Illustrative Verbs	Example
Receiving refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses	Listening to discussions of controversial issues with an open mind. Respecting the rights of others. Listen for and remember the name of newly introduced people.
Responding refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interest"; that is, those that stress the seeking out and enjoyment of particular activities.	answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes	Completing homework assignments. Participating in team problem-solving activities. Questions new ideals, concepts, models, etc. in order to fully understand them.
Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.	completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works	Accepting the idea that integrated curricula is a good way to learn. Participating in a campus blood drive. Demonstrates belief in the democratic process. Shows the ability to solve problems. Informs management on matters that one feels strongly about.
Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.	adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes	Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility fro one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.
Characterization by a value or value set. The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "life-style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies	A person's lifestyle influences reactions to many different kinds of situations. Shows self-reliance when working independently. Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence.

Source: http://assessment.uconn.edu/docs/LearningTaxonomy_Affective.pdf
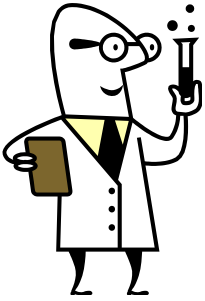
Psychomotor Domain

Learning Outcomes Related To Skills

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Basic Knowledge
Basic Skills
Level

More Sophisticated Skills
Higher Level Abilities
Critical Understanding of Performance

Spiritual Domain
(transcend self-interest)

Honouring

Definition

Conscious or aware of learning that is not based in material or physical things, and transcends narrow self-interest.

Sample verbs

Consider
Meditate on
Be aware
Seek
Open
Allow
Listen
Observe

Value/d

Definition

Building relationships that honour the importance, worth, or usefulness of qualities related to the human spirit.

Sample verbs

Empathize
Honour
Acknowledge
Balance
Exemplify
Serve
Recognize
Respect

Connect/ed

Definition

Link, build, and sustain positive relationships with someone or something [ie. community, culture, etc].

Sample verbs

Consult
Work with
Bond
Support
Relate to
Respond
Care for
Cooperate
Participate
Provide
Develop
Build

Empower/ed

Definition

Provide and feel supported by an environment that encourages strength and confidence, especially in controlling one's life and claiming one's rights.

Sample verbs

Express
Gain
Speak out about
Advocate
Act upon
Defend
Influence
Engage in
Re-imagine
Prepare
Maintain

Self-Actualize/d

Definition

Ability to honour and be honoured as a unique individual within a group, in order for each member to become what each is meant to be.

Sample verbs

Become
Self-define
Use resources
Create
Progress Reinforce
Remain
Possess
Sustain
Dream
Envision
Guide

Figure 2. Sample verbs and progression for creating outcome statements.

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NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

December 9, 2020

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The following members participated:
Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher, John Allison, Alex Karassev, Roxana Vernescu, Nancy Black, Charlotte Foster (A&S Undergraduate student representative), Sarah Pecoskie-Schweir (EPS Undergraduate student representative), Ashley Locke (Graduate student representative), Lorrie Tunney (Recording Secretary).

Guests: Hannah Mackie (NUSU)

Regrets: Veronika Williams

The Teaching and Learning Committee (TLC) met and received updates from the Dean of Teaching on matters related to teaching, professional development opportunities, Teaching Chairs, etc.

The TLC discussed the use of Lockdown Browser/Respondus Monitor exams, and issues or concerns that have been raised. The TLC expects to continue discussions around 'secure online exams' in the months to come.

The TLC also discussed the development of an institutional course syllabus template, with the initial goal to identify all possible elements that could/should be included in one. The TLC will work in the coming months to consult broadly to help narrow down those elements that are best included in a common syllabus as opposed to those elements that may best be included in a course-specific/assignment specific supplement.

Finally, the TLC discussed a request from the Graduate student representative to develop/offer workshops for Teaching Assistants (undergraduate and/or graduate). The TLC will consult with the Dean of Teaching as well as the Dean of Graduate Studies and Research to best determine where such a workshop(s) might sustainably be developed and offered. In the meantime, the Dean of Teaching will look into how existing Teaching Hub learning opportunities might be made available to TA's.

Respectfully submitted,

G. Raymer
Chair
Teaching and Learning Committee

MOTION 1:   That Senate receive the Report of the Teaching and Learning Committee, dated December 9, 2020.