

SENATE AGENDA

Friday, February 9, 2018

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: January 12, 2018
3. BUSINESS ARISING FROM THE MINUTES
4. READING and DISPOSING of COMMUNICATIONS
5. QUESTION PERIOD
6. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

**SENATE EXECUTIVE COMMITTEE**

MOTION 1: That the Report of the Senate Executive Committee dated February 1, 2018 be received.

**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

MOTION 1: That the Report of the Academic Quality Assurance and Planning Committee dated January 26, 2018, be received.

7. OTHER BUSINESS
8. AMENDMENT of BY-LAWS

MOTION 1: The Senate approve that Article 10.3.2 Graduate Standing & Petitions Subcommittee be added to the Senate By-Laws as outlined below:

10.3.2 Graduate Standing & Petitions Subcommittee

- (a) Ex Officio Members:
  - (i) the Registrar, (non-voting), who shall be chair; and
  - (ii) the Dean, or designate, of each Faculty.
- (b) Members Elected by Faculty Council:
  - (i) one (1) faculty Senator or non-Senator with Graduate Faculty status from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair; and
  - (ii) one (1) graduate student representative from a PhD Program;
  - (iii) two (2) graduate student representatives from a Masters Program

- (c) Terms of Reference:
    - (i) to periodically review the University's policies and criteria with respect to defining and assessing graduate academic standing, and make recommendations to the Graduate Studies Committee as necessary and appropriate, for conveyance to Senate;
    - (ii) to consider and rule on petitions by graduate students for exceptions to University academic regulations\*;
    - (iii) where it appears that graduate degree program requirements or other academic regulations are giving us rise to otherwise avoidable student petitions, to draw this to the attention of the Graduate Studies Committee or other individuals for further consideration and possible action;
    - (iv) through the degree audit process, to identify graduating students who are eligible for consideration for major graduate academic awards and to forward this information to those charged with making final selections;
    - (v) to rule on the admissibility of candidates who fail to meet normal University admission requirements, but who, in the opinion of the Registrar, deserve special consideration; and
    - (vi) to deal with such other matters as may be assigned from time to time by the Graduate Studies Committee or by Senate.
- \* decisions in (ii) are final and may not be appealed

MOTION 2: That Senate approve that Article 9.1 Senate Executive Committee be amended as outlined below:

#### 9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
  - (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) the Academic Deans, or their designates;
  - (iv) the Speaker; and
  - (v) the Deputy Speaker.
- (b) Members Elected by Faculty Council:
  - (i) one (1) tenured or tenure-track faculty Senator\* from each Faculty elected by Senate; and
  - (ii) one (1) student Senator from the NUSU Executive.

\*tenured faculty preferred
- (c) Terms of Reference:
  - (i) to call Senate meetings and prepare the agendas of Senate;
  - (ii) to approve Senate minutes for circulation prior to adoption;
  - (iii) to manage the workflow of Senate and its committees/subcommittees in order that business is carried out in an expeditious and timely fashion;
  - (iv) to ensure that Senate By-Laws are followed and that Senate decisions are properly recorded, transmitted and implemented;
  - (v) to consider, for approval and conveyance to Senate, reports and recommendations of the By-Laws & Elections Subcommittee and Honorary Degrees Subcommittee;
  - (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;
  - (vii) the Senate Executive may act on behalf of Senate when quorum of Senate cannot be established, or when the regularly scheduled Senate meeting is delayed, to deal with any urgent matter that is within the responsibility of Senate, with the understanding that all such actions will be reported at the next meeting of Senate;

- (viii) to approve degree audits for all undergraduate students who have applied to graduate, and to recommend all candidates to Senate for the conferring of undergraduate degrees, diplomas and certificates;
- (ix) meetings at which candidates for honorary degrees are discussed shall be conducted *in camera* and considered strictly confidential; and
- (x) to deal with such other matters as may be assigned from time to time by Senate.

9. ELECTIONS

- Elect one representative from each faculty to serve on the Chancellor's Teaching Award Selection Committee
- Elect one representative from each faculty to serve on the CASBU Teaching Award Selection Committee

10. 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 ~~participating on other university related committees~~

11. NEW BUSINESS

MOTION 1: That Senate consider receipt of the Report on Graduation Applicants dated February 7, 2018.

MOTION 2: That Senate receive the Report on Graduation Applicants dated February 7, 2018.

MOTION 3: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 7, 2018.

12. ANNOUNCEMENTS

13. ADJOURNMENT

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

February 1, 2018

There was a meeting of the Senate Executive on February 1, 2018.

The following members participated:

M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, C. Richardson, M. Tuncali, R. Vanderlee,, N. Colborne, J. Allison, A. Weeks, S. Lamorea, S. Landriault (Recording Secretary, n-v)

Regrets: B. Hatt, P. Millar

The purpose of the meeting was to set the agenda for the February 9, 2018 Senate meeting.

Members of the Senate Executive were in agreement that the Motion regarding references to the Academic Deans in the Senate By-Laws (appeared as a Notice of Motion in the January 12, 2018 Senate Agenda) be removed from the February 9, 2018 Senate Agenda as further changes will be put forward at the next By-Laws and Elections Subcommittee meeting.

The Provost requested that elections for one representative from each faculty to serve on the Chancellor's Teaching Award and CASBU Teaching Award Selection Committees be added to the Agenda.

As a follow up to the January 9, 2018 Senate Executive meeting, further discussion took place regarding Reports from Other Bodies and Announcements in the Senate Agenda. Members agreed that the placement of the President, Provost, Vice-President, Finance and Administration, NUSU Student Representative and Others be removed from Announcements and added to Reports from Other Bodies. As well, a suggestion was made and members agreed, that the Indigenization Steering Committee be added to Reports from Other Bodies.

The Report of the Academic Quality Assurance and Planning Committee dated January 26, 2018 was provided to the Senate Executive for inclusion in the Senate Agenda.

A Report on Graduation Applicants will be provided by the Registrar's Office on February 7, 2018 for consideration to be received under New Business in the Senate Agenda.

MOTION 1: Moved by M. DeGagné, seconded by A. Vainio-Mattila that the Senate Executive approves the February 9, 2018 Senate Agenda.  
CARRIED

Respectfully submitted,

*Original signed by:*

M. DeGagné  
Chair  
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated February 1, 2018.

**Report of the  
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

**Friday, January 26, 2018**

The fourth meeting of the Academic Quality Assurance and Planning Committee was held on Friday, January 26, 2017. The following members were in attendance:

**COMMITTEE MEMBERS:**

Arja Vainio-Mattila (Chair)	Nancy Black	Reehan Mirza
Jim McAuliffe	Steven Cairns (Skype)	Carlo Ricci
Carole Richardson	Blaine Hatt	Katrina Srigley
Murat Tuncali	Debra Iafrate	Cory Tremblay
Rick Vanderlee	Alex Karassev	John Vitale
Anahit Armenakyan	Kristina Karvinen	Janet Zimbalatti

Regrets: Adam Higgins, Tysina Mein, Kaitlyn Walker

Guest: Mary Pat Sullivan

Recording Secretary: M. Storms

The following 4-year post IQAP follow-up reports were received and reviewed: Religions and Cultures; BA, Child and Family Studies; BA in Social Welfare and Social Development (SWLF); Classical Studies; History; Philosophy; Biology, Environmental Biology and Technology; Computer Science and Mathematics; Economics; Gender and Equality and Social Justice; Political Science and Psychology.

The following 18-month post IQAP follow-up reports were received and reviewed: Bachelor of Social Work, Master of Science in Kinesiology and Native Studies.

Members discussed the role, function, name and terms of reference of the Academic Quality Assurance and Planning Committee. The following amendment to the terms of reference was approved and will be forwarded on to the By-Laws and Elections Subcommittee:

AQAPC is responsible for review of new academic programs and has the authority to recommend new programs for Senate approval.

AQAPC is responsible for reviewing and providing Senate the substantive outcomes of cyclical review of existing academic programs. AQAPC is responsible for reporting to Senate the recommendations resulting from program reviews.

Respectfully submitted,

*Original signed by:*

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

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated January 26, 2018, be received.

## **Four Year Report IQAP**

**January 2018**

By: Gillian McCann

Chair

Religions and Cultures, Nipissing University

In the four years since the IQAP report for Religions and Cultures was submitted RLCT has continued to build on the strengths noted by the external reviewers including high impact teaching practices and interdisciplinary approaches to religious studies. With limited staffing resources we have been able to offer a wide variety of cutting edge courses including the newly created “Religion, Justice and Animals’ and “Religion and Social Justice”

We implemented three of the our key suggestions given at the end the report and now have the ATLA database recommended by the reviewers available for Nipissing students. We have divided the RCLT 1025 “World Religions” into two courses RLCT 2146 World Religions: East and RLCT 2147 World Religions: West All our offerings, except for one, are now three credits. We have offered Summer/Spring courses on line for three consecutive years.

We have not implemented the suggestion regarding a second year required course. The reason for this is that historically theory courses of this type for religion majors have not enrolled well. For the past four years we have been concerned with stabilizing our numbers as the changes in the Education faculty impacted RLCT directly. Now that our numbers have

stabilized and are growing we are planning to revisit this idea at our next retreat.

In the period since the review we have created a new Introductory course as suggested. This course RLCT 1206 “What Does It All Mean?” serves as a gateway into Religious Studies, introducing students to the field and key concepts, and has consistently enrolled well. Opportunities for students to engage in experiential learning have included taking students to the Sons of Jacob Synagogue and had invited speakers such Elder John Sawyer and Lorraine Whiteduck Liberty speak in our classes. Students in Dr Susan Srigley’s courses have also volunteered with hospice care in North Bay.

In as far as we can RLCT has worked with Advancement to improve our presence on the website and now includes written testimonials from former students and a video interview was done with former student Dr Michael Agnew who is now an academic working at McMaster. We have also created a Facebook page that is updated regularly for both current students and alumni.

In the fall of 2017 RLCT participated along with English Studies in a meet and greet for students where they could have t-shirts printed with the logo of their department. RLCT faculty has participated in all the iterations of the Interdisciplinary Offerings at Nipissing. We have worked toward Indigenizing our curriculum and Dr Cindy Pelletier has met with me and with the entire department to discuss this. We have also been in communication with Social Work and Nursing to ensure that our offerings

are available and attractive to their students. As a result of these changes we have seen the numbers in RLCT rise for two consecutive years.



# 4-YEAR POST IQAP FOLLOW-UP REPORT

January 2018

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
BA, Child & Family Studies	Last review: 2012/2013 Next review: 2021	Dean, Faculty of Applied & Professional Studies

## PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
That the Department reviews its curriculum to see how a stronger emphasis on youth and services specific to youth could be included as a core area of focus in the curriculum	50%	CHFS Department	By next review
That the chairs of both CHFS and Social Work evaluate areas of close collaboration between both programs including “service learning opportunities”, case management, advocacy in child and youth services and program evaluation as additions to the curriculum	50%	CHFS Department	By next review The suggested curriculum additions have been made, however further and ongoing collaboration between CHFS and Social Work is expected to take place

## SUMMARY OF PROGRESS TO DATE

Since its last IQAP review in 2012/2013, the Child and Family Studies (CHFS) Program has been focused on establishing itself at its new location on the North Bay campus. The program was first offered in North Bay in 2016/2017 and has experienced healthy and growing enrolments over the past two years.

CHFS has been active in expanding learning options for students, seeking to improve their learning experience and career preparedness. Generally speaking, the applied and professional content of the program has been enhanced by making course and program options more directly applicable to professional fields of practice, especially in growing areas of focus and employment. CHFS has incorporated practical, work-related knowledge and skills into the program to prepare students for practice in related fields. These initiatives include:

- The incorporation of education-related courses into the curriculum to enhance and highlight the CHFS/Concurrent option for students. Options for CHFS students now include: PSYC 2020: Developmental Psychology for Educators, PSYC 3405: Psychology of Education and SOCI 2091/2: Sociology for Educators I/II
- CHFS faculty involvement in the development and delivery of the Social Work program. The formation of the School of Human and Social Development has helped to facilitate the sharing of resources and pedagogy between CHFS, Social Work and Social Welfare and Social Development.
- The addition of practical, work-related courses such as CHFS 3017 - Case Management in Health and Social Services Sectors, CHFS 3036 - Ethics and Professional Standards, CHFS 4016 - Program Evaluation and Outcomes Management, and CHFS 4106 - Assessment and Intervention Planning
- The addition of practice-related certificates for students to supplement their degree. These include Applied Behaviour Analysis (ABA) – Lifespan; Applied Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorders (ASD); and Program Evaluation and Research (PEAR)
- The addition of practicum courses in strategic areas including applied research and evaluation, autism spectrum disorders and applied behaviour analysis
- The addition of Fieldwork in the area of applied and behavior analysis through CHFS 4316 Fieldwork in ABA

With the formation of the School of Human and Social Development, CHFS' program development has been consciously pursued with Social Work in mind. CHFS faculty members generally have research interests directly related to social work, with a focus on areas like child development, children's rights, child welfare, caregiving, and social justice/equity issues impacting children and families. Faculty members also have practical front-line experience in social service fields. In short, there already exists a broad range of research and practical experience related to social work. Just as the CHFS / Education partnership has enhanced logical connections and provided more opportunity for students, a similar relationship with Social Work is foreseen. This collaborative relationship will be enhanced over the next few years through program and course development and will be facilitated by the recent cross appointment of faculty (Dr. Waldock).

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Conduct an assessment of collaborative opportunities with related programs (education, social work, psychology)	CHFS Department	By next review
Increase number of college transfer students through the establishment of transfer agreements/advanced standing policies	CHFS Department/Registrar	By next review
Establish community connections/partnerships in North Bay area to facilitate student practicums	CHFS Department	By next review
Increase faculty complement by one full-time, tenure track position	CHFS Department/VPAR	2018/2019

#### CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

CHFS will work diligently over the next four years to make substantial progress on the list of action items cited in this report in order to meet students' evolving needs and aspirations and to take full advantage of the collaborative opportunities that exist on the North Bay campus. Further investment in the program, through the addition of at least one full-time tenure track faculty member, will be necessary in order to carry out some of these initiatives and for the program to meet its full potential.

## 4-YEAR POST IQAP FOLLOW UP REPORT

January 2018

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
BA in Social Welfare and Social Development (SWLF)	Last review: 2013 Next review: 2021	Dean, Faculty of Applied and Professional Studies

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
That the School review its curriculum to determine whether further changes are needed to ensure that the following areas are adequately covered: democratic pedagogy, applied and community research, anti-oppression pedagogy and information literacy	100% Generally complete (see details below)	Department	Complete

### SUMMARY OF PROGRESS TO DATE

This summary highlights the outcomes of the 2013 IQAP review in Social Welfare and Social Development (SWLF) and the initiatives undertaken since the review. It also describes the department's plans for the next three to four years.

In 2013, the Social Welfare and Social Development program received a positive assessment from the external reviewers. As noted in the Final Assessment Report, the reviewers (and PPC) recommended we consider deepening the use of democratic and anti-oppressive pedagogy, which they described as "active listening and collective processes on knowledge construction through problem-solving and shared inquiry." The faculty read a number of the books recommended by the reviewers and met a few times in Winter 2014 to hold discussions on these issues, as well as on how to improve the assignments in our courses, from the first-year introduction to the final capstone seminars. Because we are a small department, with just three full-time faculty, these discussions have continued from time to time on an informal basis.

As for applied and community-based research, we noted we already had a course in Community Service-learning for Social Development (SWLF 2995). Since the review, we have cross-listed SOCI 3036 (Qualitative Research Methods) into the program.

We gave some thought to offering a separate course on information literacy, but decided against it because of the lack of faculty resources and the fact that we regularly incorporate the development of critical skills and research skills, in various guises, in all our courses.

With respect to curriculum, in 2014 Senate approved the creation of SWLF 3166: Housing and Homelessness, while also cross-listing roughly 20 courses into SWLF. In 2016, Senate approved the creation of SWLF 3426: Race, Ethnicity, and Social Welfare, while also cross-listing seven courses into SWLF, including four from Child and Family Studies.

The other two opportunities for improvement that were highlighted in the last review related to (a) staffing and (b) college partnerships to improve student recruitment. Each is described in more detail below.

### **(a) Staffing**

The reviewers' main concern was the need to stabilize the faculty complement and increase it by one full-time faculty member (from three to four). They noted that SWLF has the "absolute minimum resources to offer the honours program that was long in the making." The three full-time faculty had to cover a wide range of courses, hence future program stability "requires one additional tenure stream appointment" (that is, a fourth faculty member) in order to avoid burnout and to help "ensure program continuity during sabbaticals and research leaves." In addition, the program was said to need "a core faculty complement large enough to sustain the program through the unavoidable turnover in part-time faculty positions."

The third faculty position, which was an LTA at the time of the review, was converted to a tenure-track position in 2014. The department has not yet been granted a fourth tenure-track position.

In terms of immediate staffing needs, the landscape has changed somewhat since the review, with Dr. Patriquin planning to move to a half-time appointment in July 2019. This potential loss of a half-time position, in conjunction with increased enrollments, will necessitate the creation of another tenure-track position (bring the full-time faculty complement to 3.5). This, combined with LTA sabbatical replacements, should result in the program having sufficient faculty for the next few years. (See the SWLF 5-Year Plan, dated November 2017, for more detailed plans and information.)

### **(b) College Partnerships to Improve Student Recruitment**

The reviewers recommended that we should build better linkages with college programs "where students might be interested in completing a degree post-diploma." As a result, the department put in place two college partnerships which should help us recruit more students over the following years:

- In May 2015, Senate approved revisions to the advanced standing policy for CAAT Social Service Worker (SSW) graduates, making it one of the most generous policies in the province.
- In May 2016, Senate approved the creation of a collaborative degree-diploma program with Canadore College, which enables students to earn a BA4 Honours Specialization in SWLF and a two-year Social Service Worker diploma in just four years. The MOU between Nipissing and Canadore was signed in February 2017.

The launch of the professional years of the Bachelor of Social Work program in 2017-18 has also helped attract more students to SWLF, especially to SWLF 1006, which became a required course for the BSW in 2017. In 2017-18, SWLF 1006 has 165 students enrolled – 86 in the Fall and 79 in the Winter (data as of 13 January 2018). As well, it is anticipated that second- and third-year SWLF courses will also see an increase in enrollment due to interest from second-year BSW majors.

Similarly, the formation of the School of Human and Social Development and relocation of the Child and Family Studies program from Muskoka to North Bay has the potential to result in increased demand for SWLF electives.

## LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Increase faculty complement:	SWLF Department/Faculty/VPAR	
<ul style="list-style-type: none"> <li>LTA 1 (10 months) for July 2018 to cover a sabbatical</li> </ul>		Prior to July 2018
<ul style="list-style-type: none"> <li>New tenure-track for July 2019 to give the program 3.5 faculty</li> </ul>		Prior to July 2019
<ul style="list-style-type: none"> <li>LTA 1 (10 months) for July 2021 to cover a sabbatical</li> </ul>		Prior to July 2021
Add two new courses to the academic calendar:	SWLF Department	2019-2020
<ul style="list-style-type: none"> <li>SWLF 3136: Education and Social Development</li> <li>SWLF 3466: Disability and Social Welfare</li> </ul>		
Explore opportunities for additional experiential learning courses in the community or abroad either as SWLF 3916 (Selected Topics in Social Welfare) or as a new course	SWLF Department	Ongoing/By next review

## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

With the addition of a few elective courses as well as investment in faculty, SWLF will be well positioned to address students' programmatic needs and continue on a growth trajectory leading up to the next IQAP review period.

## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Classical Studies	May 1, 2014	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
New Myth and Religion Course	100	Dr. Richard Wenghofer	Completed
Mediterranean Travel Course	90	Dr. Richard Wenghofer	April, 2018
Course Material in Classical Tradition	100	Dr. Richard Wenghofer	Completed
Streamlining of Program Structure	100	Dr. Richard Wenghofer	Completed
Review of Language Requirements	100	Dr. Richard Wenghofer	Completed

### SUMMARY OF PROGRESS TO DATE

The Classical Studies program at Nipissing has fully implemented all of the recommendations of PPC arising out of the last IQAP Review of the Classical Studies program in May 2014. Accompanying this template (see below) is a detailed description of the actions taken by the Classical Studies program in response to the most recent IQAP Review.

### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Request for additional tenure track position	Dr. Richard Wenghofer	Completed

## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

In May 2014 the external reviewers for the IQAP Review of the Classical Studies program at Nipissing University was received. What follows below is a point-by-point response of the Classical Studies program to the recommendations made by the external reviewers contained in Section C – Opportunities for Improvement and Enhancement.

1. “The appointment of a third faculty member seems vital to sustaining the quality of the programs.”

The Classical Studies Program (CSP) requested an additional faculty member in December of 2013 (ahead of the review). This request was denied at the time. Since then, the faculty complement situation has become more challenging still as Dr. Ilse Mueller, the former Program Coordinator, died in October of 2016. Another tenure track position was requested in December 2016 in order to replace Dr. Mueller, but this request was also denied. The CSP, which used to have one tenured faculty, one tenure track faculty, and one limited term appointment (LTA), has now been reduced to one tenured faculty and one LTA. To remedy this serious situation, we have again requested a tenure track position to replace Dr. Mueller and have also requested an LTA position in order to bring up the faculty complement to what it was prior to Dr. Mueller’s departure.

2. “Enhanced administrative support.”

The reviewers indicated that the lack of departmental administrative support, as found at all other Ontario universities, has been pointed out by previous reviewers in 2005 and continues to be a problem. Administrative work is not an effective use of faculty time which should be devoted to research and teaching rather than clerical work. As this item is not within the power of the CSP to remedy, this point is left for the relevant parties to consider.

3. “We suggest that the website for the program be improved for the purposes of recruitment, for example a YouTube video by one of the professors that highlights some of the unique features of the program.”

The CSP has already revised the CSP website and continues to do so as the program evolves.

4. “We would recommend that the program coordinator consider revising Myth and Religion courses (CLAS 2006 and CLAS 2007) to a one semester course in mythology at the second year level. If necessary there could be an additional third year course in religions of the ancient world (which could include Christianity).”

This change has already been made. CLAS 2006 – Myth and Religion in Ancient Greece and CLAS 2007 – Myth and Religion in Ancient Rome have been replaced by CLAS 2017 – Ancient Myth and Religion (currently awaiting Senate approval). In addition, the CSP has established a new third year course, CLAS 3067 – Religious Conflict in the Ancient World which addresses, among other matters, the rise, spread, and ultimate triumph of Christianity in the Roman Empire.

5. “The possibility of a course that incorporates some form of travel to the Mediterranean could be a very strong incentive for students, based on our knowledge of other programs. As we have noted, art and archaeology are not areas of strength at Nipissing, but there are several available at other institutions for summer travel, or for archaeological experience. We recommend that Nipissing’s Classical Studies program investigate these possibilities.”

The CSP is currently in the process of repurposing the course CLAS 3505 – Directed Studies into a Summer Course abroad. Two models are currently under review by the CSP. One approach would be to attach the course to one of the existing field schools (i.e. the British School at Athens, the British School at Rome, the Balkan Heritage Field School, the British Museum etc.) where students would undertake one of their summer programs for credit (through CLAS 3505). Alternatively, the CSP could simply develop its own summer study course abroad (again through CLAS 3505) where the curriculum and location would be determined by the research interests and area of expertise of the faculty member teaching the course. In either case, our now deceased colleague, Dr. Ilse Mueller, has left part of her estate as an endowment for a Classical Studies scholarship at Nipissing and it is the intention of the CSP to apply those funds to defray the cost of travel for this course for the scholarship recipient.

6. “We encourage the current faculty to consider creating a course in the Classical Tradition that includes films, but is not exclusively based on films (which can be an expensive project), to broaden the appeal of Classical Studies for non-majors.”

The CSP now has a course, CLAS 2706 – The Ancient World in Modern Popular Media, which addresses this recommendation directly. Additionally, the CSP is in the process of overhauling the entire Classical Studies curriculum. These changes, which will embed a greater concentration on Classical Tradition across all CSP courses, have already passed through ARCC and USC and are now awaiting final approval from senate.

7. “We recommend streamlining the program requirements....i.e. students would be required to take a certain number of second and third year courses, rather than selections from particular groups....”

As mentioned above, the CSP is in the process of overhauling the entire Classical Studies curriculum. The primary purpose of the curriculum overhaul is to address the very issue raised in this particular comment. The list of courses that students must take has been reduced. Aside from these core courses (CLAS 1006, 1007, 3316, 3436, 4436, and 4427), students must take a stipulated number of courses at the 2000, 3000, and 4000 levels depending upon the degree program in which the student is enrolled.

8. “We wonder whether the requirement to take one of the two ancient languages as part of an Honours (as distinct from a Specialized Honours) program in Classical Studies would improve the rate of survival – or simply discouraging students from registering in the program in the first place. Therefore we suggest that faculty canvass students to get a feeling for how this might affect enrollments. It may be noted that at the University of Guelph the requirement to take three semesters of either Greek or Latin has not prevented more than fifty Major Honours students from facing the challenge.”

As mentioned above, the CSP is in the process of overhauling the entire Classical Studies curriculum. Among the changes in degree requirements that have been tabled are changes to the Honours Specialization Program, which stipulate that students enrolled in this particular program must take a minimum of 18 credits in either ancient Greek or Latin (or both). This constitutes three semesters in ancient Greek and/or Latin as per the recommendation and is an increase in the number of language credits under the former degree structure which only required 12 credits. We have not undertaken a study of student feelings on the language requirement since for those who wish to go on to graduate studies, proficiency in the languages is not negotiable, and for those who do not wish to go on to graduate school, the other degree programs (i.e. the Specialization, the Major, and the Minor) have no language requirements.

9. “The student Classics Club could consider networking with similar clubs at other Ontario institutions in order to generate new projects and possibly collaborate in student conferences, and other endeavors.”

In the recent past the Classical Studies Club was one of the largest student clubs at NU with around 100 members, however, since the vitality of the club ebbs and flows with the changing student body, it has languished of late. This year, however, we have encouraged a new group of Classical Studies students to revive the Classical Studies club which we see as an important amenity for NU students and a useful vehicle for marketing the program as a whole. In the past, the club has held movie nights, ROM fieldtrips, and arranged for guest speakers from other institutions. The new club, which is currently enrolling new members, will continue these activities and develop new ones, especially with a view to community engagement (i.e. theatrical productions, public talks etc.). We are very much looking forward to the revival of our club.

Dr. Richard Wenghofer,  
Program Coordinator,  
Classical Studies,  
Nipissing University



## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
History	February 27, 2028	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
Program Review, Methods Course	100	History	Completed
Hist 1405 as “transition to university course”	NA	History	Course no longer offered – 1 <sup>st</sup> -year program revised

### SUMMARY OF PROGRESS TO DATE

We will respond here to the two major recommendations of PPC. Other recommendations have also become newly important given changed circumstances since the site visit in 2014 and will be considered as well.

#### ***Progress on PPC Recommendations from Final Assessment Report:***

The reviewers stated that History was a “high perform[ing]” department offering a student education of “impressive” quality (as well as maintaining “very high quality” faculty scholarship). “The basis of [this] ... success” has been “the essential pedagogy” of “seminar and small class formats.” We agree and strengthening this format has been the focus of our work over the last 4 years.

*Course review and methods course:* The department rejected the idea of reconstituting a formal “methods” course. Such would be incongruent with the university’s open degree structure and out of line with current trends in pedagogy. Instead the department has focused on connecting the research, writing and analytical skills developed in history courses to community concerns and professional opportunities through experiential learning courses and experiential opportunities throughout our program. We now regularly offer an experiential summer travel course. In the summer of 2017 and upcoming in 2018 students will take part in seminars at Holocaust and D-Day battle sites. We integrate the Undergraduate Research Conference into our courses and field a strong suite of students every year. In 2019 we will offer an oral history course on Nipissing First Nation. Our environmental history courses offer land-based learning opportunities. We have also largely re-organized our courses along topical, rather than national themes, which are more meaningful to and popular with students.

*Hist 1405 and “transition to university”:* Hist 1405 is no longer regularly offered as Education does not require a Canadian history course. However, the department’s 1<sup>st</sup>-year seminars are offered in all our introductory courses and are an existing and successful high impact practice that offer crucial support for 1<sup>st</sup>-generation, rural and indigenous

students transitioning to university. They are an essential part of the department's move towards an active learning posture and key to the marketing of the program. Since 2014 we have lost both of our seminar instructor positions. In partial response, we are creating 1<sup>st</sup>-year courses that combine seminar instruction by tenured faculty with experiential learning components and considering transition to university seminars that will be supported by all faculty members and will be required of all students taking 1<sup>st</sup>-year History courses. However, there is still the need to support 1<sup>st</sup>-year seminars with dedicated faculty for courses, especially for courses popular enough that they require multiple seminars. We look forward to working with the Dean, the university and possibly other programs on ways to accomplish this goal.

**Progress on other Recommendations:**

The department continues to work with and support other programs, such as Nursing, Physical Education, Geography Criminal Justice and Classics through the development of service courses, cross-listed courses and, in the case of Classics, joint supervision of graduate students. We continue to develop relationships with the community, in particular, the Office of Indigenous Initiatives, Nipissing and Dokis First Nations, the Indigenous Friendship Centre, CFB North Bay, Discovery North Bay Museum, and the national Heritage Fair program. Though funding to the discretionary budget has been cut, we have been able to continue to support some work by elders through the generous support of the Dean and through re-allocating funds. This and other efforts to support reconciliation and respond to the recommendations of the TRC require stable funding. The department has innovated in, and greatly expanded, our online course offerings. Online courses allow the program to reach a wider range of students, including students with diverse learning styles, those looking to accelerate their progress through the program by taking summer courses, and students who are not on-campus students and are in under-served regions such as the James Bay coast.

**LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW**

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Secure support for 1 <sup>st</sup> -year seminars	Chair, History	Winter 2018
Review of program offerings	Department	Ongoing
History journal experiential learning project	Dr. Connor/Dr. Earl	Fall 2018
Public history/museum studies course	Chair, History	Fall 2019

**CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS**

- Secure 1<sup>st</sup>-year seminars. The seminar is pedagogically important to the delivery of the History program. Seminars are integral to our first-year program and they form the basis of our fourth year offerings. Seminars are also a high-impact practice, which differentiates the Nipissing University History Department from other universities and is a direct pathway to the MA program. Diverse formats at first year is also a high impact differentiated practice, as it reaches/recruits students with different interests and skills. The department has taken steps to teach most 1st-year seminars with existing faculty, but there is still the need to support 1st-year seminars with dedicated faculty for large courses that they require multiple seminars. We look forward to working with the Dean, the university and possibly other programs on ways to accomplish this goal.
- MA Program. The department will continue to refine its successful MA program. We note that MA students do not just materialize. The History Department actively recruits potential graduate students. Members of the department put countless hours into recruiting, grooming, meeting with, and supporting students who want to be in our program. The MA in History is a successful program largely because faculty are doing this work, with very limited extra support or recognition. The Graduate Advisor position is essential, but so too is the relationship building and recruitment work that is often invisible outside the department.

- Given the recent review of use of space at the university, we would like to point out the ongoing need for dedicated department space for students and faculty.
- Further experiential learning initiatives: we are developing a history journal experience for 4<sup>th</sup>-year students and a public history/museum studies course.
- We require support in teaching pre-modern history.
- Efforts to support reconciliation and respond to the recommendations of the TRC require stable funding.
- We note that all this work has taken place in the context of the loss since 2014 of 3.5 tenured faculty and 2 seminar instructors, as well the loss of a cross-appointment with Bracebridge. This has meant a cost-savings to the university of 29% of the departmental budget. The department is pleased that, following the reviewers' recommendation, our LTA position in European and International History is being converted to tenure-track.

## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Philosophy	2014-15	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
A new course in Philosophy of Law has now been approved and will be offered for the first time in the 2018-19 academic year; this represents at least some attempt to meet need identified in recommendation 8.	N/A	Philosophy	2018-19

### SUMMARY OF PROGRESS TO DATE

There were no specific recommended actions listed in the final report, though the actual report by the external reviewers contained a number of important and helpful suggestions.

### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
N/A		

Although there were no specific recommended actions listed in the Final Report, the Philosophy Program would like to note the following:

1. Recommendation 4 concerned targeting writing assistance for students struggling with their coursework: the assistance currently provided by Student Development Services is inadequate, which was the point of the recommendation; and it is equally clear that the implementation of ACAD as a mandatory course has not solved this problem (while the decision to count ACAD as a humanities credit has seriously damaged enrollments in Philosophy). The recommendation calls, in essence, for an appropriately staffed writing centre and, unfortunately, no relevant reply is offered in the Final Report.
2. The response from PPC repeatedly objects that the recommendations of the reviewers exceed the IQAP mandate: indeed, this complaint is raised in some form to four or five of the eight recommendations. This is unfortunate for two reasons:
  - (a) It is simply not the case that, for instance, whether administrative tasks are unduly downloaded onto faculty is irrelevant to the “appropriateness and effectiveness of the academic unit’s use of human, physical and financial resources.” The point is clearly that such administrative burdens are an inappropriate and ineffective use of our resources. Much the same could be said for many of the other recommendations: to wit, we cannot make effective use of our research potential if taking sabbatical threatens our ability to offer an honours program.
  - (b) The recommendations made by the external reviewers are good-faith proposals for how the Philosophy program could best be supported and enhanced and, in some cases (as in the necessity of sabbatical replacements), regarding the protection of the minimal conditions under which the program can adequately perform its tasks. Insofar as PPC is charged with considering both the financial and academic aspects of program development, this is the sort of independent, expert advice which ought to be received appreciatively and without the undue narrowness reflected in the oft-repeated reply mentioned above. They are, after all, recommendations not binding declarations.

## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Biology, Environmental Biology and Technology (DEPT of BIOL & CHEM)	March 1, 2013	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
1. Multi-Year Course Planning Strategy	20	Chair, DEPT BIOL & CHEM	Mar 31, 2018
2. More Balance Of Course Offerings By Reducing Ecology Courses	70	Chair, DEPT BIOL & CHEM	Mar 31, 2018
3. That the Department of Biology and Chemistry reviews how to include student representation in Departmental committees and meetings	80	Chair, DEPT BIOL & CHEM	Feb 15, 2018
5: That the Department investigates how it could participate in the Ontario Summer Field Course program	100	Chair, DEPT BIOL & CHEM	Sep 1, 2017

### SUMMARY OF PROGRESS TO DATE

[The unit will prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and any comments from PPC]

The Final Assessment Report arising from the academic review of Biology and Chemistry asks the Department to respond to four of the five recommendations given at the end of the document (D. Recommendations, p. 10).

**RECOMMENDATION 1: That the Department adopt a multi-year course planning strategy, two or three years.**

**Response:** The Department is in full agreement with this recommendation and we have had conversations related to this on several occasions over recent years. We recognize the importance of having a predictable path for our students to complete program and certificate requirements in a timely and convenient manner. Since the external review we now offer a more diverse range of courses in Biology and Chemistry. Many of our courses (mostly Ecology courses – see Recommendation #2), are now offered on rotation. However, the greatest challenge to advance planning for course offerings is the inability to predict staffing, in that faculty members may a) receive a course teaching release; b) apply and be approved for a sabbatical leave; and c) be replaced (or not) during a sabbatical leave. The Department is developing a consistent multi-year plan for our course offerings so that students can plan ahead, and we will attempt to adhere to the plan as best we can, given the variables mentioned above.

**RECOMMENDATION 2: That the Department provides more balance within its course offerings by reducing the number of Ecology courses offered.**

**Response:** Considering that Biology is a broad foundational discipline that prepares students for a diverse range of careers, we agree that our course offerings should be diverse and have balance. We aim to provide students with a well-rounded undergraduate experience that includes excellent preparation for graduate/professional programs or the workplace keeping in mind the diverse career paths down which a Biology degree can lead. While there is some overlap between the Environmental Science and Ecology courses, they target different audiences, and take different perspectives. Courses based on principles of Ecology include a wide range of specialized areas related to natural resources, which are the foundation of the Northern Ontario economy. Our strength in Ecology arises from opportunities presented by our natural surroundings and the collaborations and partnerships in environmental and natural resource sectors. Rather, we would aim to achieve balance by strengthening those areas of Biology where our curriculum has gaps. Since the external review, the Department has added “non-Ecology” courses (e.g., Evolution, Cell and Molecular Biology) with plans to add others (e.g. Medical Histology) soon. Following Stage 1 Approval, the Department has been working on a Stage 2 document for a proposed program in Biomedical Science. Based on the many inquiries about our offerings in Biomedical Science (in addition to Environmental Science) from prospective students at the annual University Fair, the proposed program will attract additional students to the University and broaden our undergraduate course offerings. Given the high degree of student satisfaction at Nipissing University expressed in various provincial and national surveys and the fact that Biology has grown to have the greatest number of FTEs in the Faculty of Arts and Science, we are clearly moving in the right direction.

**RECOMMENDATION 3: That the Department of Biology and Chemistry reviews how to include student representation in Departmental committees and meetings.**

**Response:** At the time of the external academic review, student representatives were not participating in departmental meetings and committees. In past years, however, student representatives have been invited to, and have participated in meetings of the Department and on departmental hiring committees. The Department has never been opposed to having student representation. In consultation with (student) members of the Nipissing University Biology Society executive, we are working to finalize a nomination procedure for student representatives and will continue to invite Biology student representatives to participate in the business of the Department.

**RECOMMENDATION 5: That the Department investigates how it could participate in the Ontario Summer Field Course program.**

**Response:** The Ontario Universities Program in Field Biology (OUPFB) (<http://www.oupfb.ca/modules.html>) is a provincial network which allows Biology students from different universities to participate in a range of provincial, national and international field courses offered annually by member Universities. On various occasions, our Department has discussed the possibility of joining this group. In March, 2013, we invited Dr. Jim Staples of the University of Western Ontario to give a presentation to our Department on the OUPFB. However, given the way that our limited number of field courses are operated and funded, where approval to run the course can be rescinded, depending on enrollment, our concern is that our small Department does not have the autonomy or resources needed to regularly mount,

and manage a course that is open to students from across the province. Participation in this network depends on the willingness of individual field course instructors to take on the associated logistical challenges. However, the Galapagos Field Course, that we hope to offer for a third time in Spring 2019, could work under the OUPFB banner. We will continue to investigate how we might participate in the OUPFB. It is ironic, however, that this Recommendation appears to directly conflict with Recommendation #2.

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Develop a 3-year plan for course offerings	Chair, BIOL & CHEM	Mar 31, 2018
Include student representatives at departmental meetings and on committees	Chair, BIOL & CHEM	Feb 15, 2018
New Honours Program in Environmental Chemistry (Stage 2 Planning Document in progress)	Chair, BIOL & CHEM	Sep 1, 2018
New Honours Program in Biomedical Science (Stage 2 Planning Document in preparation)	Chair, BIOL & CHEM	Sept 1, 2018

#### CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

[The unit may describe initiatives and plans for the coming 3 to 4 years in preparation for the next program review. Units may wish to consider Section C of the Final Assessment Report which describes opportunities for improvement and enhancement]

Following on the interest in and success of our new Certificate in Forest Resource Management and Conservation, the Department is engaged in talks with forestry professionals about opportunities for more education and research opportunities in Forest Science.



## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Computer Science and Mathematics, undergraduate	2013	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
The Department should explore the possibility of using a different programming language in first year Computer Science courses, and present the findings of that analysis to Dean for further action if warranted.	100	Department	Completed
The department should ensure that the Computer Science curriculum be reviewed to ensure that it meets ACM/IEEE-CS guidelines.	100	Department	Completed
The issue of “project and work experience” is an issue much broader than Mathematics and Computer Science. The Faculty of Arts and Science has developed a mechanism to incorporate this in many of its programs. PPC recommends that the Department investigate how to integrate project and work experience into the curriculum of both Mathematics and Computer Science.	100	Department	Completed
PPC recommends that the		Dean	

Dean and the Department Chair meet with the Dean of Education to ensure that the curriculum continues to meet the needs of Education Faculty.

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## SUMMARY OF PROGRESS TO DATE

**Recommendation:** The Department should explore the possibility of using a different programming language in first year Computer Science courses, and present the findings of that analysis to Dean for further action if warranted.

**Responsible:** Department.

**Projected Date:** December 2016.

**Response:** The department discussed the recommendation, and its possible implication to the structure and delivery of the programming courses in several meetings in 2016. It was decided that the first year programming course COMP 1557 Introduction to Computer Science will continue to be taught using C++. The department is capable of using another language as introductory programming language, but at this time deems that the disadvantages of such a change outweigh the advantages. The more important is to teach students how to design a process to solve a problem. A language is only a tool to convey their ideas.

**Recommendation:** The department should ensure that the Computer Science curriculum be reviewed to ensure that it meets ACM/IEEE-CS guidelines.

**Responsible:** Department.

**Projected Date:** May 2017.

**Response:** The department is reviewing its curricula on an ongoing basis. Currently, the undergraduate curriculum in Computer Science conforms to the ACM/IEEE-CS guidelines.

**Recommendation:** The issue of “project and work experience” is an issue much broader than Mathematics and Computer Science. The Faculty of Arts and Science has developed a mechanism to incorporate this in many of its programs. PPC recommends that the Department investigate how to integrate project and work experience into the curriculum of both Mathematics and Computer Science.

**Responsible:** Department.

**Projected Date:** May 2017.

**Response:** In addition to the opportunities available to students at Faculty level, the department regularly offers to senior year and honours students a variety of courses that are project-based and involve work, under the supervision of a faculty member, on theoretical and practical topics of current significance aligned with the departmental research strengths in Topology, Applied Mathematics, Computational Physics, Robotics, Collaborative Systems and Graphics. Further, many of our students are involved in Math Circles, Electronics Labs, Robotics club and various mathematics and programming competitions. While these are extra-curricular opportunities, they enhance students’ learning experience and professional development

**Recommendation:** PPC recommends that the Dean and the Department Chair meet with the Dean of Education to ensure that the curriculum continues to meet the needs of Education Faculty.

**Responsible:** Dean.

**Projected Date:** December 2016.

**Response:**

LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

The department is developing Minor in Physics with a projected start date of Fall 2018 and undergraduate program in Data Science with a projected start date of Fall 2019.

# 4-YEAR POST IQAP FOLLOW-UP REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
ECONOMICS	Fall 2014	Dean of Arts Science

## PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
That the Department develops options to provide first-year students with remedial courses or tutorial help to ensure they have the analytical skills to succeed in the Economics program.	100%	ECONOMICS	
The next hire in Economics reflect the University's mission as a university of the North	0%	Dean of Arts Science	No specified date

## SUMMARY OF PROGRESS TO DATE

The PPC recommended that Economics provide students in first year remedial courses or tutorials to ensure that students have the analytical skills they need to succeed in the Economics program. In response, the contact hours for both introductory courses, ECON 1006 Introduction to Microeconomics and ECON 1007 Introduction to Macroeconomics, were amended. For each course, 3 hours of lecture is supplemented with 1 hour of tutorial. These changes were in effect for Fall 2017. In addition, upper-year economics students were hired as teaching assistants to help run the tutorial sessions.

The PPC also recommended that the next hire in Economics reflect the University's mission as a university of the North. In response, Economics has submitted proposals for additional faculty with rationale in keeping with the University's mission. No timeline was specified for the hiring and we have not been successful in our requests for additional faculty members.

## LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
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## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

A proposal for a degree in Mathematical Economics is currently in Stage 2 of the approval process. We will continue to advocate for a new hire in economics that will allow us to expand our course offerings and provide additional support for students.

# 4-YEAR POST IQAP FOLLOW-UP REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Gender Equality and Social Justice	March 22, 2013	Dean of Arts Science

## PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
#1 That the Department undertake a curriculum review to identify core skills and competencies acquired by students in GESJ	100	GESJ Department	Attached is an audit of GESJ curriculum with a view to core competencies
#2 That the Faculty of Arts & Science review existing cross-listed/cross-coded courses with a view to increase the number of such courses.	100	Arts & Science Faculty	Attached is an audit of GESJ's cross-listed/cross-coded curriculum. Please note it is a Departmental policy to cross-list wherever possible thus the percentage of GESJ cross-listed curriculum is around 70%

## SUMMARY OF PROGRESS TO DATE

Four years beyond the IQAP Review of 2013 the primary recommendation of the reviewers remains outstanding – the conversion of the longstanding LTA position in critical race, post-colonial and settler studies. It cannot be emphasized enough that this position needs to be permanently stabilized asap. PPC notes that according to the “Quality Assurance Framework Reviewers are asked to comment on the Appropriate and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its programs”.....and that “reviewers must recognize the institution’s autonomy to determine priorities for funding space, and faculty allocation.” The LTA2 in GESJ to which

the reviewer's comments are applied is part of the existing faculty resources and has been for nearly ten years. Thus, the recommendation appears to be wholly appropriate and in line with the Quality Assurance Framework.

The remaining recommendations of the reviewers were largely considered to be 'outside the scope' of the review process by PPC; at best they fell within the purview of the Dean's overall concerns for Arts and Science. Worth noting, however, is that at the time of the review GESJ was working to initiate a collaborative BA Honours Degree in Human Rights and State Violence. The proposal for this new degree largely grew out of GESJ's unique specialization in the area of Human Rights and Social Justice – it is one of the core streams in GESJ. The proposal was completed and underwent the review and approval process through the various on campus committees, including Senate, however, it was ultimately shelved primarily because of a lack of teaching resources. In the view of the proposers, the proposal was dependent on at least one additional tenure track position being funded. In the wake of the demise of this proposal, GESJ has returned to an earlier plan to create a certificate in Human Rights. If efforts for a BA Honours in Human Rights are revived we will be happy to collaborate with those efforts. We believe that the addition of a certificate for non-majors through GESJ is something we can accomplish quickly and it will provide a value added complement to overall existing programming. It will also complement a degree should that ever become available.

With respect to the 5<sup>th</sup> recommendation, GESJ continues to administer the development and delivery of the INTD courses. To date we have offered 6 iterations of the second year, high impact, concept course (DIRT, SLOTH, SECRETS, GENIUS, WATER AND WHITE. See here for more information: <http://justcurriculum.nipissingu.ca>).

We have developed a 1<sup>st</sup> and 3<sup>rd</sup> year version of the course where the 1<sup>st</sup> year version has a particular view to recruitment. To date we have been unable to offer either of these courses due to insufficient faculty although it is our hope that the first year course will be offered in the near future in light of the strategic goals of the university regarding recruitment and retention.

With the closure of the Muskoka campus, and the growth of the Child and Family Studies program, GESJ is strongly positioned to serve students who have moved up to North Bay. There is significant content complementarity between the two programs and the development of cross-listed programming will serve to strengthen interdisciplinary teaching and programming.

Some faculty in GESJ have also expressed interest in exploring online possibilities regarding an INTD recruitment course oriented simultaneously to both 1<sup>st</sup> year students as well as potentially year 12 high school students.

GESJ will continue to develop strategies to profile both the GESJ program as well as its interdisciplinary collaborators both within and outside the institution. We continue to believe the GESJ program could be a destination program for Nipissing. At the very least it is a flagship program in the area of social justice studies – something that Nipissing would appear to be developing – if unintentionally – as a niche concentration. To this end, GESJ is interested in the possibility of collaborating on an MA in Social Justice in the near future, should that be in line with the overall strategic plan of the University.

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Below is a list (not exhaustive) of some of the immediate goals of the program.	GESJ Department	2018-2020
1. Develop 2-3 Certificates: Human Rights, 2. Media Studies. And possibly 3. Sexuality Studies,	GESJ Department	2018-2019
2. Explore 2 <sup>nd</sup> year Methods Course		

3. Strengthen Experiential Learning Pathways through a redevelopment of the Social Justice Practicum. We are working on a number of possibilities for experiential learning including an embedded placement similar to the Hong Kong trip but at Wild at Heart in Lively, as well as a trip to the Canadian Museum for Human in Winnipeg that will be built around a condensed summer course based on Memory.	GESJ Department	2018-19
4. Develop additional 4 <sup>th</sup> year programming to supplement the one 4 <sup>th</sup> year required course we offer and to better prepare students for post graduate study.		
5. Continue Developing INTD as well as Interdisciplinary Course Options	GESJ Department	Ongoing
6. Department name Change	GESJ Department	2018-19

**CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS**

GESJ conducts regular reviews of the existing curriculum. We also reflect on program goals and strategic directions – typically in consultation with students and cognate programs both within and outside the university. Hence the review is an ongoing one for us. A priority for us going forward will be to finalize the proposal to change the name of the program from Gender Equality and Social Justice to Social Justice Studies. We anticipate concluding this process in the coming academic year.

The other longer range project for us is exploring the potential for a cross-faculty, collaborative MA in Social Justice Studies.



## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Political Science	2015	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
1. That the NU Political Science Program be maintained with at least three full-time positions.	Conversion of LTA proposed for 2019/20.	Dean	2018/19
2. That the Program consider the addition of new courses to give the Program greater breadth and appeal.	100%	Program Coordinator	2016
3. That the Program periodically review its list of cross-listed courses to ensure that courses taught in other programs advance the goals of the Political Science Program.	0%	Program Coordinator	2018
4. That the Program consider the introduction of a second first-year course to attract students to Political Science.	100%	Program Coordinator	2016
5. That the Program make concerted efforts to bring the Political Science Program and its offerings to the attention	100%	Program Coordinator and Faculty	On-going

of NU students.

#### SUMMARY OF PROGRESS TO DATE

2 new 2000-level courses added- Conflict Resolution and Negotiating International Agreements- along with a Certificate in Conflict Resolution and Violence Prevention and active UNIV 3006 experiential learning opportunities for students

1 new 1000-level course added- Globalization and Global Citizenship

MOU signed with CIAN for the offering of non-for-credit, professionally accredited courses in Alternative Dispute Resolution

Proposal to Dean of Arts and Science for conversion of LTA to tenure-track in 2019/20

Active promotion of Political Science Program through Open Houses, Nipissing Up-Close, and telephone campaigns

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Review of cross-listed courses	Program Coordinator & Faculty	2018

#### CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

The Political Science Program requires the conversion of its LTA to a tenure-track position to sustain the degree as is.

The Political Science Program has seen growth in its courses in Conflict Resolution and Negotiating International Agreements, with full courses and, for the first time in the program's history, multiple sections added to a course to meet the demonstrated needs of our students. The development of more courses in the Conflict Resolution and Violence Prevention Certificate should continue to produce growth, and will require a fourth full-time position in Political Science, to be met in the medium term with an LTA.

The development of professionally accredited courses in Alternative Dispute Resolution in fulfillment of our MOU with the Canadian International Institute for Applied Negotiations promises the opportunity for further growth, and should be of interest both to our students and as not-for-credit offerings to members of the community.

## 4-YEAR POST IQAP FOLLOW-UP REPORT

### PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Psychology	November 22, 2012	Dean of Arts Science

### PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
Faculty Hiring Plan	80	Department/Chair	Spring 2018
Course Cycling	100	Department/Chair	N/A

### SUMMARY OF PROGRESS TO DATE

#### PPC Final Recommendations (May 2016)

(1) That the Department develop a faculty staffing strategy to be submitted to the Dean in the event of additional resources being made available as part of the normal budgetary process.

Departmental Report: The department has met several times since the report was finalized and has had preliminary discussions surrounding a staffing strategy. It was noted by the department that for the last several new faculty hires, a strategy of advertising widely with a call for applications from varied backgrounds and research areas has allowed us to select the best candidate regardless of area. Ideally, the department can now focus its recruitment efforts when additional resources become available. The department has struggled somewhat with the natural tension between building upon areas of strength such as social neuroscience and hiring to fill gaps in research and teaching areas within the broad field of Psychology. The department will continue to address this challenge over the coming months and be ready when there is a signal that a new position has been approved.

(2) That the Department prepare a plan to cycle more second and third year courses in order to be able to offer more fourth year courses.

Departmental Report: This process has been completed with more of our fourth year courses being offered yearly, additional advanced third year courses being added to our offerings and additional cycling of second and third year courses. For example, the second year course in Perception PSYC2907 is now offered biannually and is cycled with the third year course in Cognition 3705. This plan has allowed for the addition and more regular offering of third and fourth year courses.

## LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION

## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

[The unit may describe initiatives and plans for the coming 3 to 4 years in preparation for the next program review. Units may wish to consider Section C of the Final Assessment Report which describes opportunities for improvement and enhancement]

# 18-MONTH POST IQAP FOLLOW-UP REPORT

January 2018

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Bachelor of Social Work	Last review: 2013	Dean of Applied and Professional Studies

## PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
Minor revisions to Stage II program proposal document	100%	Social Work Department	Completed in 2012

At the PPC meeting on November 23, 2012, minor revisions to the Stage II program proposal document were recommended by PPC. These revisions were completed and Senate approved the proposal on December 14, 2012. The University then submitted the finalized proposal to Quality Council on May 1, 2013.

## SUMMARY OF PROGRESS TO DATE

Since approval to deliver the Social Work program was granted by Quality Council in 2014, much progress has been made. Below are some program highlights:

### Quality Council Correspondence

- On May 1, 2013, the University submitted its Stage II Program Approval Proposal to the Ontario Universities' Council on Quality Assurance (OUCQA)
- On March 13, 2014, OUCQA informed Nipissing that the Social Work program was approved to "Commence with Report"
- On February 2, 2017, Nipissing submitted a first report to OUCQA reporting on the appointment of a Director of the Social Work program
- On March 1, 2017, OUCQA provided a response recommending that the Social Work program be "Approved to Continue, without Condition"
- On November 15, 2017, Nipissing submitted a second report to OUCQA that provided:
  - An update on the implementation of the faculty and staff hiring plan
  - A list of placements confirmed for the practicum component
- On December 15, 2017, OUCQA provided a response recommending that the Social Work program be "Approved to Continue, without Condition"

## Student Recruitment

- The first cohort of social work major students were admitted into the program in Fall 2015
- 14 students were accepted into the first of two professional years in September 2017
- The following is a table showing the number of social work majors by year of study as of January 2018:

Year of Study	Number of BSW Majors
1	61
2	31

## Faculty and Staff

- Director of Social Work and Full Professor, Mary Pat Sullivan, was hired effective 5 October, 2016
- Anne Wagner, Associate Professor, and Mark Duffie, Assistant Professor, were appointed effective 1 July, 2017
- Field Education Coordinator was hired effective 14 August 2017
- The following Proposed Faculty and Staff Plan for 2017-2021 was submitted to Quality Council on November 15, 2017

Academic Year	3 <sup>rd</sup> Year Students	4 <sup>th</sup> Year Students	Equivalent Number of Courses <sup>1</sup>	Tenure Track Faculty <sup>2</sup>	Staff	Approximate FSR
2017/18	14	-	13 (11) <sup>3</sup>	3 FTE	1 FTE	1:5
2018/19	40	14	25 (20)	5 FTE	1 FTE	1:9
2019/20	40	40	25 (22)	5 FTE	2 FTE <sup>4</sup>	1:16
2020/21	40	40	25 (22)	5 FTE	2 FTE	1:16

<sup>1</sup> The required courses in the generalist years are include here. For the planning purposes, the each Field Practicum course (SWRK3505 & SWRK4605) is being considered equivalent to 2 courses given the complexities involved in their delivery. Social Work Professional Skills Development (SWRK3216) is being considered equivalent to 2 courses as it will be delivered in 2 sections as the number of students grow. In this model, the total number of courses also only includes the delivery of 2 of 6 electives offered in 4<sup>th</sup> year.

<sup>2</sup> Social work registered faculty.

<sup>3</sup>( ) number of courses that will be delivered by full-time tenure track faculty as per the Collective Agreement. The shortfall will be covered by part-time instructors.

<sup>4</sup> Includes the Field Education Coordinator and a Field Education Clerk (as per CASWE recommendations).

## Curriculum and Program Delivery

- Substantial revisions to curriculum completed and approved by Senate in December 2016
- Consultation with Indigenous academics and social work practitioners on curriculum content and methods of assessment commenced December 2016
- Social Work Community Advisory Circle Terms of Reference approved February, 2017
- BSW Program and Field Education Handbooks completed September, 2017
- Social Work Information Hub, Twitter account and Facebook page developed September, 2017
- Consultation to address Indigenous student recruitment and alternative models of BSW delivery commenced October 2017
- Social Work Student Association developed September, 2017
- Initiatives to develop a participatory model of social work education with 'experts by experience' commenced December, 2017

## Field Education

As of November 2017, the Bachelor of Social Work Field Education placement standings are as follows:

- 24 organizations accepting students for the 2017/18 academic year. Although we only have 14 students this will allow for last minute re-allocation if need be
- 15 organizations have agreed to accept students, but not until 2018/19 academic year
- 9 organizations currently on hold due to staffing/program capacity, but interested in students for 2018/19 or 2019/20 academic year

- 9 organizations have been contacted and waiting for response to confirm suitability and capacity
- 11 agencies have been contacted and found to be unsuitable or lack capacity

*Total agencies engaged or in active outreach: 57*

- 14 organizations have been identified as possible placement sites and due to be contacted. Further sites are being explored for contact
- The Department is currently exploring alternative models of placement delivery to enhance our capacity in a highly competitive environment, for example:
  - The development of student learning units at key organizations such as the Children’s Aid Society (talks underway), North Bay Regional Hospital, etc
  - Process for out-of-province or international placements
  - Delivering alternative field education courses in the spring/summer
  - Developing capacity in volunteer sector using external registered social workers to support students in community development field education work on behalf of the sector
  - Placements in the far north

## **Research & Scholarship**

Current externally funded projects:

- ‘Academic Researchers in Challenging Times (2017-2021) Acker, S.S. (PI) (OSIE/University of Toronto), Wagner, A.E. (Nipissing University), Haque, E. (York University) and McGinn, M.K. (Brock University) *SSHRC-CSRH, \$127.61*
- ‘Echoes around the Home’ (2017-18) Firth, N. (PI) (University College London) and Sullivan, M.P. (Nipissing University) *UCL Collaborative Social Science Domain, £4,000*
- ‘Seeing What They See: Compensating for Cortical Visual Dysfunction in Alzheimer’s Disease’ (2014-18) Crutch, S. (PI), Tyler, N. (University College London), Sullivan, M.P. (Nipissing University), Gilhooly, M., Gilhooly, K., McIntyre, A. (Brunel University London), Lengyel, I. (University College London), Frost, C. (London School of Hygiene and Tropical Medicine) and Peto, T. (Moorfields Eye Hospital) *Economic and Social Research Council and National Institute for Health Research, £2.7 million*

Current internally funded projects:

- ‘Old and Lonely: The Loneliness Narrative, Moral Regulation and the Media’ (2018-20) Sullivan M.P. (PI) (Nipissing University) and Victor, C.R. (Brunel University London) *Nipissing University Start Up Award, \$5,000*

## **Accreditation**

- In April 2017, an application for Pre-Accreditation status was submitted to the Canadian Association for Social Work Education (CASWE).
- On June 6, 2017, CASWE responded with a decision to defer Pre-Accreditation on account of various gaps identified by the Commission on Accreditation.
- Nipissing’s next progress report is due to CASWE on April 1, 2018.

LIST OF ACTION ITEMS LEADING UP TO 4-YEAR FOLLOW-UP REPORT

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
<b>Faculty &amp; Staff:</b>		
Appoint 2 full time tenure track faculty for 2018-2019 including 1 Indigenous scholar	VPAR/SW Department	September 2018
Hire 1 full time Field Education Clerk	SW Department	2018
<b>Physical Space:</b>		
Secure dedicated departmental space <ul style="list-style-type: none"> <li>• Reception and administrative area and minimum 6 offices</li> <li>• Minimum of 2 dedicated social work classrooms/teaching areas for active learning and skill development</li> </ul>	SW Department/Facilities	Awaiting University's space review
<b>Curriculum and Program Delivery:</b>		
Establish a program delivery model specific to Indigenous field of study	SW Department/OII, Partnership Manager	2019/20 academic year
Develop SWRK 1007 for online delivery	SW Department	September 2020
Develop 1-2 certificates (e.g. Dementia Care, Social Work Enterprise)	SW Department	September 2020
Establish Experts by Experience Partnership Committee	SW Department	October 2018
<b>Student Recruitment &amp; Engagement:</b>		
Establish reserved student positions for Indigenous students	SW Department/Registrar	September 2018
Establish 1-2 scholarships/awards for BSW students	SW Department/Meghan Venasse/Advancement	September – December 2018
Establish Social Work alumni group	SW Department	Summer 2019
<b>Research &amp; Scholarship:</b>		
Submit edited book proposal on northern, rural and remote social work	SW Department	September 2019
Submit internal funding application for community based social work research project in cooperation with the Community Social Work Advisory Circle	SW Department	January – March 2019
Establish a social work research seminar series	SW Department	September 2018
<b>Accreditation:</b>		
Obtain pre-accreditation status from CASWE (Canadian Association for Social Work Education)	SW Department/University	June 2018



## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

While much has been accomplished to date to get the Social Work program up and running, addressing the shortage of faculty and staff within the department will be vital to the future growth and sustainability of the program as well as the attainment of pre-accreditation status from CASWE.

# 18-MONTH POST IQAP FOLLOW-UP REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
Master of Science in Kinesiology	December 18, 2014	Dean of Education

## PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
The hiring of a new tenure-track faculty member (this is addition to the person already in place in your faculty who will be awarded a CRC);	100	BPHE: Dr. Mark Bruner was awarded a Tier 2 Canada Research Chair in Youth Development through Sport and Physical Activity beginning July 1, 2015. Prior to that Dr. Bruner held a tenure-track position in the School of Physical and Health Education beginning August 1, 2010. The School of Physical and Health Education lost a faculty member (Dr. Ryan Graham) in the fall of 2015. To support the new MSc in Kinesiology program, Nipissing University advertised and filled two (2) tenure-track positions in the School. Drs. Alison Schinkel-Ivy and Aaron Kociolek began their tenure track positions at Nipissing University on July 1, 2016. Drs. Schinkel-Ivy and Kociolek are active in the MSc in Kinesiology program as supervisors and both teach courses at the graduate level. Recently, Dr. Kociolek was awarded an NSERC Discovery Grant to support his research program. A significant portion of the grant will be used to support graduate students.	July, 2016
The hiring of a full-time laboratory technician	100	Kevin O'Reilly was hired as the School of Physical and Health Education Laboratory Technologist (full time). His appointment began on July 13, 2015. The Laboratory Technologist is responsible for providing technical support, coordinating lab facilities, and maintaining inventory for all MSc in Kinesiology teaching and research laboratories. The Technologist works	July 13, 2015

closely with professors, lab instructors, graduate students and research assistant

Confirmation that library resources to support this graduate program have been added to the University's collection	100	This will confirm that resources in support of the MSc in Kinesiology program have been added to the Harris Learning Library collection. Specifically: Journal of the American Medical Association (JAMA) and the Journal of Physical Activity and Health (part of the SportDiscus fulltext database, holdings, 2004 - current) were acquired. This program is also supported by several Health Sciences and Allied Health databases, such as Medline, EMB Reviews, CINAHL, Proquest Nursing & Allied Health Source, Journals @ OVID Full Text, ALT Health Watch, ScienceDirect, and Anatomy TV.	July 2016
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**SUMMARY OF PROGRESS TO DATE**

The MSc Kinesiology program, housed within the School of Physical and Health Education and Schulich School of Education, is a two-year research-intensive master's program. The MSc Kinesiology program accepted its first cohort of students in Fall 2016. The initial cohort of 8 students included 4 former NU students, drawn from the BPHE program. In Fall 2017, the program welcomed its second cohort, consisting of 9 students, 7 of whom were graduates of the BPHE program at NU. Currently, there are 16 students enrolled in the program (1 withdrawal). As of January 15, 2018 there are 10 applications for a Fall 2018 intake. Based on the OCGS program proposal, the MSc Kinesiology program aims to admit 12 students each year. The initial OCGS program proposal included 11 faculty members (with plans for an additional hire). Currently, there are 14 faculty with full status in the MSc Kinesiology program and an additional 2 with associate status. Faculty affiliated with the program are drawn from the School of Physical and Health Education, School of Business, and the departments of Psychology, and Math and Computer Science. There are two additional faculty applications for status in the program pending from outside the School of Physical and Health Education.

Students in this program are required to take three 3-credit courses (Research Methods, Statistics, Integrative Seminar), in addition to their Thesis (18 credits) and one 3-credit elective course in their area of specialization (e.g., Biomechanics, Exercise Physiology, Sport & Exercise Psychology, Health Promotion, Sensory-Motor Behaviour). Based on the available faculty workload, only 1 elective course was offered in 2016-2017 (Health Promotion), with 2 electives offered in 2017-2018 (Biomechanics & Ergonomics, Advanced Cardiovascular and Environmental Exercise Physiology).

Student thesis research includes diverse topics, such as: correlates of physical activity among adults with multiple sclerosis, mediolateral perturbation training on young adults, relationship between heat and hypoxia during 20km time trial, effects of age in older adulthood on balance control during activities of daily living.

**LIST OF ACTION ITEMS LEADING UP TO 4-YEAR FOLLOW-UP REPORT**

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
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## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

[Please add concluding summary regarding next steps, etc]

Nipissing University  
Minutes of the Academic Senate Meeting

January 12, 2018

2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), A. Vainio-Mattila, C. Sutton, C. Richardson, M. Tuncali, R. Vanderlee, D. Iafrate, N. Black

A. Armenakyan, L. Chen, M. Sullivan

R. Breton, A. Burke, N. Colborne, R. Gendron, A. Hatef, A. Karassev, B. Kelly, L. Kruk, E. Mattson, G. McCann, P. Nosko, S. Renshaw, K. Srigley, D. Tabachnick, T. Vassilev, A. Weeks

J. Allison, B. Hatt, T. Horton, M. Parr, C. Peltier, C. Ricci, W. Richardson, G. Sharpe, T. Sibbald

C. Cho

O. Pokorny, L. Rossi

J. Zimbalatti

S. Lamorea, T. Somerville, J. Brunet, A. Higgins, K. Walker

ABSENT WITH REGRETS:

J. McAuliffe

L. Manankil-Rankin, P. Millar

S. Connor, T. Parkes, H. Teixeira

C. Hachkowski, G. Rickwood

N. Allaire

T. Curry

S. McArthur

S. Dunstall, T. Mein, C. Tremblay

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: January 12, 2018

MOTION 1: Moved by K. Srigley, seconded by M. Tuncali that the agenda of the Senate meeting of January 12, 2018 be approved.

CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 10, 2017

MOTION 2: Moved by G. McCann, seconded by A. Armenakyan that the minutes of the Senate meeting of November 10, 2017 be adopted. The December 8, 2017 Senate meeting was adjourned due to a lack of quorum. The Speaker advised that announcements were made but Minutes were not taken. Senate business can only be conducted if quorum requirements have been met.  
CARRIED

BUSINESS ARISING FROM THE MINUTES

As the joint agreement between the Board of Governors and Senate stipulates that Senate representation is required, J. Murton and M.A. Parr resigned from the Senate Budget Advisory Committee. A call was put forward for nominations for two Senators to serve on the Senate Budget Advisory Committee.

T. Horton – ACCLAIMED

A. Burk - ACCLAIMED

QUESTION PERIOD

Concerns were expressed related to the curriculum changes, in particular the adding of new courses and the lack of comparative data, in the USC Reports included in the Senate Agenda. In response, it was advised that the Nursing curriculum changes were a result of an extensive curricular assessment by both internal and external individuals. The courses are not new courses but courses that have been modified. It was thought that the comparative data was not required as the information was imbedded in the documents. The Provost advised that a question had been received regarding the template and the implications of adding new courses. This item will be added to the agenda for discussion at the January Academic Quality Assurance and Planning Committee meeting.

A question was asked regarding the process for approval of posted positions within the University. The Vice-President, Finance & Administration responded explaining that all new and replacement positions are approved at the Budget Committee. Each department must make a case for the position and provide cost information and rationale. The Committee also compares staffing levels with other Universities in Ontario. Given our current budget constraints, all positions are reviewed closely.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILSSENATE EXECUTIVE COMMITTEE

MOTION 1: Moved by M. DeGagné, seconded by A. Weeks that Senate receive the Report of the Senate Executive Committee dated December 4, 2017.  
CARRIED

MOTION 2: Moved by M. DeGagné, seconded by K. Srigley that Senate receive the Report of the Senate Executive Committee dated January 9, 2018.  
CARRIED

**PLANNING AND PRIORITIES COMMITTEE**

MOTION 3: Moved by A. Vainio-Mattila, seconded by L. Chen that the Report of the Planning and Priorities Committee dated November 24, 2017, be received.  
CARRIED

MOTION 4: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate grant approval for the creation of a Department of Classical Studies and Modern Languages (merging of the Classical Studies, French, Spanish and Russian Programs).  
CARRIED

MOTION 5: Moved by A. Vainio-Mattila, seconded by A. Armenakyanhat the Report of the Planning and Priorities Committee dated December 15, 2017, be received.  
CARRIED

**UNDERGRADUATE STUDIES COMMITTEE**

MOTION 6: Moved by M. Tuncali, seconded by L. Chen that the Report of the Undergraduate Studies Committee, dated November 29, 2017 be received.  
CARRIED

**1. FACULTY OF APPLIED & PROFESSIONAL STUDIES****Criminology and Criminal Justice**

MOTION 7: Moved by M. Tuncali, seconded by L. Chen that Senate approve the revision of the course title CRJS 3416 Aboriginal Legal Studies to Indigenous Legal Studies.  
CARRIED

MOTION 8: Moved by M. Tuncali, seconded by G. McCann that Senate approve the removal of the registration restrictions for CRJS 2926 Forensic Science.  
CARRIED

MOTION 9: Moved by M. Tuncali, seconded by K. Srigley that Senate approve the creation of CRJS 3356 Vulnerable Populations.  
Senator Peltier advised that there is objection to the term, "Vulnerable Populations", and asked that future use of this term be taken into consideration.  
It was noted that a Statement of Need was not included.  
CARRIED

MOTION 10: Moved by R. Gendron, seconded by A. Burk that Senate approve the creation of CRJS 3356 Vulnerable Populations be tabled.  
DEFEATED

**Nursing**

MOTION 11: Moved by M. Tuncali, seconded by K. Srigley that Senate approve Motions 12-20, 22-23, 25-26, 28, 33 & 34 as outlined as an omnibus Motion (Motions are revisions).  
CARRIED

- MOTION 12: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 1006 Professional Self Awareness be revised in the curriculum of the Collaborative BScN Program.
- MOTION 13: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 1016 Nursing and Health be revised in the curriculum of the Collaborative BScN Program.
- MOTION 14: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 1017 Aging and Health be revised in the curriculum of the Collaborative BScN Program.
- MOTION 15: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 1026 Clinical Practicum: Nursing Healthy Individuals be revised in the curriculum of the Collaborative BScN Program.
- MOTION 16: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 1027 Clinical Practicum: Nursing Older Adults be revised in the curriculum of the Collaborative BScN Program.
- MOTION 17: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 1037 Health Assessment be revised in the curriculum of the Collaborative BScN Program.
- MOTION 18: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 2007 Concepts in Mental Health Nursing be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 19: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 2016 Health Challenges be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 20: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 2026 Nursing Individuals experiencing Health Challenges be revised in the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 22: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 2037 Pharmacology be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 23: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 2047 Professional Foundations in Nursing be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 25: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 2526 Pathophysiology be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 26: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 3007 Community Health Nursing be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.



- MOTION 28: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 3027 Nursing Communities and Populations be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 33: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 4026 Clinical Practicum: Advanced Clinical Practice be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 34: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that NURS 4036 Complex Health Challenges be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.  
CARRIED
- MOTION 35: Moved by M. Tuncali, seconded by K. Srigley that Senate approve Motions 21, 24, 27, 29-32, 36-38 as outlined as an omnibus Motion (Motions are additions to the programs).  
CARRIED
- MOTION 21: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 2036 Development of Nursing Knowledge be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 24: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 2207 Clinical Practicum: Nursing Individuals experiencing Mental Health Challenges be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 27: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 3017 Maternal Child Care be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 29: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 3116 Nursing Research 1 be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 30: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 3117 Nursing Research 2 be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 31: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 3217 Clinical Practicum: Maternal Child Nursing be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 32: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 4024 Clinical Practicum: Nursing Preceptorship be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 36: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 4067 Principles of Management, Leadership and Change be added in the curriculum of the Collaborative BScN and RPN Bridging Program.

MOTION 37: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 4126 Transition to Professional Practice be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

MOTION 38: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve that NURS 4436 Advanced Studies in Aging and Health be added in the curriculum of the Collaborative BScN and RPN Bridging Program.  
CARRIED

### **Social Work**

MOTION 39: Moved by M. Tuncali, seconded by L. Chen that Senate approved Motions 40-48 as outlined as an omnibus Motion.  
CARRIED

MOTION 40: Moved by M. Tuncali, seconded by L. Chen that Senate approve the deletion of SWRK3305 Individual Practice Across the Life Span (6 credits) and replace it with two 3-credit courses: SWRK3356 Individual Practice Across the Life Span I (3 credits) and SWRK3357 Individual Practice Across the Life Span II (3 credits).

MOTION 41: Moved by M. Tuncali, seconded by L. Chen that Senate approve the minor changes to SWRK4206 Social Work Research.

MOTION 42: Moved by M. Tuncali, seconded by L. Chen that Senate approve that SWRK3406 Aboriginal Communities and Metis Nation be renamed SWRK3406 Indigenous Perspectives and Social Work Practice.

MOTION 43: Moved by M. Tuncali, seconded by L. Chen that Senate approve that SWRK4306 Aboriginal Wellness be renamed SWRK4306 Indigenous Wellness.

MOTION 44: Moved by M. Tuncali, seconded by L. Chen that Senate approve that SWRK4316 Aboriginal Child Welfare be renamed SWRK4316 Indigenous Child Welfare.

MOTION 45: Moved by M. Tuncali, seconded by L. Chen that Senate approve an increase in total contact hours for SWRK3505 Field Education I from 375 hours field education plus 6 hours field integration seminars to 375 hours field education plus 8 hours field integration seminars.

MOTION 46: Moved by M. Tuncali, seconded by L. Chen that Senate approve an increase in total contact hours for SWRK4605 Field Education II from 525 hours field education plus 6 hours field integration seminars to 525 hours field education plus 10 hours field integration seminars.

MOTION 47: Moved by M. Tuncali, seconded by L. Chen that Senate approve the following pre-requisites for SWRK3406, SWRK3506, SWRK3806, and SWRK3106: SWRK1007, SWLF1006, SWRK2006 and SWRK2106 or equivalents.

MOTION 48: Moved by M. Tuncali, seconded by L. Chen that Senate approve the following pre-requisites for all 4000 level courses: SWRK3505; SWRK3216; SWRK3406; SWRK3356; SWRK3357; SWRK3506; SWRK3806; SWRK3316; and SWRK3106.  
CARRIED

## 2. FACULTY OF ARTS AND SCIENCE

### Computer Science and Mathematics

MOTION 49: Moved by M. Tuncali, seconded by S. Lamorea that Senate approve a Minor in Physics.  
CARRIED

### English

MOTION 50: Moved by M. Tuncali, seconded by R. Breton that Senate approve that the prerequisite for ACAD 3006, Mentoring the Writer, be changed as follows:

**Old prerequisite:**

An overall average of 80%; and 54 credits completed including ACAD 1601.

**New prerequisite:**

An overall average of 75%; and 54 credits completed including ACAD 1601.

CARRIED

MOTION 51: Moved by M. Tuncali, seconded by R. Breton that Senate approve that ACAD 3006, Mentoring the Writer, be added to the list of courses cross-listed with ENGL and that, thus, the following sentence be added to the description: "This course may be credited toward English Studies."

CARRIED

### French

MOTION 52: Moved by M. Tuncali, seconded by L. Chen that Senate approve that the course description for FRENCH 2707 Culture française/French Culture be modified as follows:

**FREN 2707 Culture française**

**NEW COURSE DESCRIPTION:** Les étudiants explorent les divers aspects de la culture française. Le contenu comprend l'étude de sujets variés tels que les écrivains, la musique, le théâtre, les événements culturels, la musique, les traditions culinaires et autres sujets au choix. Les étudiants développent une compréhension et une appréciation de la culture française au niveau mondial en participant à diverses activités.

\*Students explore various aspects of French culture. The content includes the study of diverse subjects such as writers, music, theater, cultural events, culinary traditions and other topics. Students develop an understanding and appreciation of French culture at a global level by participating in various activities.

CARRIED

### History

MOTION 53: Moved by M. Tuncali, seconded by K. Srigley that Senate approve the addition of HIST 2026: Major Themes in Historical Studies.

CARRIED

### Religion and Cultures

MOTION 54: Moved by M. Tuncali, seconded by R. G. McCann that Senate approve the addition of RLCT 3066 Religion, Spirituality and Social Justice to the Religions and Cultures curriculum.

CARRIED

• December 11, 2017 Report

MOTION 55: Moved by A. Vainio-Mattila, seconded by G. McCann that the Report of the Undergraduate Studies Committee, dated December 11, 2017 be received.  
CARRIED

## 1. FACULTY OF APPLIED & PROFESSIONAL STUDIES

### Child and Family Studies

MOTION 56: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.  
CARRIED

## 2. FACULTY OF ARTS AND SCIENCE

### Biology and Chemistry

MOTION 57: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate consider Motions 59-61 as an omnibus motion.  
CARRIED

MOTION 58: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve Motions 59-61 as an omnibus motion.

MOTION 59: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve that the prerequisites for BIOL/CHEM 3306, Enzymology, be changed as follows:  
Old Prerequisite: CHEM 1006 and CHEM 1007  
New Prerequisite: CHEM 1006, CHEM 1007 and BIOL2206/CHEM 2207 (Introduction to Biochemistry)

MOTION 60: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve that the lab component from BIOL 3007 (ENSC 3007) be removed.

MOTION 61: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve that the course description for BIOL 3007 (ENSC 3007) be modified.  
CARRIED

### Classics

MOTION 62: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate consider Motions 64-85 as an omnibus motion.  
CARRIED

MOTION 63: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve Motions 64-85 as an omnibus motion.

MOTION 64: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2126 – *Latin and Greek for Scientific and Medical Terminology* - to the list of courses offered by the Classical Studies Program.

- MOTION 65: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2016 – *Education in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 66: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2017 – *Ancient Myth and Religion* - to the list of courses offered by the Classical Studies Program.
- MOTION 67: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 68: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2326 – *Gods and Heroes: Epic Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 69: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2327 – *Drama and Performance in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 70: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2336 – *The Ancient Novel* - to the list of courses offered by the Classical Studies Program.
- MOTION 71: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 72: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2436 – *The Rise and Fall of Democratic Athens* - to the list of courses offered by the Classical Studies Program.
- MOTION 73: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest* - to the list of courses offered by the Classical Studies Program.
- MOTION 74: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2446 – *The Rise and Fall of the Roman Empire* - to the list of courses offered by the Classical Studies Program.
- MOTION 75: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 2447 – *Famous Figures of the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 76: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 3016 – *Economy and Social Class in the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 77: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 3017 – *Warfare in the Ancient World* - to the list of courses offered by the Classical Studies Program.

- MOTION 78: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 3316 – *Topics in the Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 79: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 3436 – *Topics in the History of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 80: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 4436 – *Theory and Method in Classical Studies Research* - to the list of courses offered by the Classical Studies Program.
- MOTION 81: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 3136 – *Advanced Latin Studies* - to the list of courses offered by the Classical Studies Program.
- MOTION 82: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 3236 – *Advanced Studies in Ancient Greek* - to the list of courses offered by the Classical Studies Program.
- MOTION 83: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 4116 – *Readings in Select Latin Authors* - to the list of courses offered by the Classical Studies Program.
- MOTION 84: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve the addition of CLAS 4117 – *Readings in Select Ancient Greek Authors*- to the list of courses offered by the Classical Studies Program.
- MOTION 85: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve changing the prerequisite for CLAS 4427 from CLAS 4416 or CLAS 4417 to CLAS 4436 – *Theory and Method in Classical Studies Research*.  
CARRIED
- MOTION 86: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate consider Motions 88-91 as an omnibus motion.  
CARRIED
- MOTION 87: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate approve Motions 88-91 as an omnibus motion for a Major Modification in the Classical Studies Program.
- MOTION 88: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate approve changing the degree requirements for an Honours Specialization (60 credits) in Classical Studies.

**FROM:**

Students must complete CLAS 1006 and CLAS 1007 with a minimum of 60% in each.  
12 Credits from CLAS 1106, 1107, 2116, 2117 OR CLAS 1206, 1207, 2216, 2217  
One of CLAS 2416 or 2417  
One of CLAS 2426 or 2427  
Two of CLAS 2306, 2307, 2316, 2317, 3326, and 3327  
Six Credits of *CLAS 4416 and 4427* OR *CLAS 4417 and 4427* OR *CLAS 4495*  
An additional 24 Classical Studies credits at the upper level

**TO:**

1. Students must complete **BOTH** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **AND** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
2. **Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)
3. **Both** CLAS 4436 – *Theory and Method in Classical Studies Research* (3 cr.) **AND** CLAS 4427 – *Honours Seminar in History and Culture* (3 cr.)
4. 18 credits in Ancient Greek Language and/or Latin.
5. An additional 24 credits in Classical Studies (or cross-listed) courses of which at least 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 89: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate approve changing the degree requirements for a Specialization (54 credits) in Classical Studies.

**FROM:**

1. Students must complete CLAS 1006 and 1007 with a minimum of 60% in each.
2. One of CLAS 2416 and CLAS 2417
3. Two of CLAS 2306, 2307, 2316, 2317, 3326, 3327
4. Two of CLAS 2006, 2007, 2406, 2407
5. Three of CLAS 3066, 3097, 3206, 3207, 3416, 3417
6. An additional 21 Classical Studies (or cross-listed) upper year courses

TO: Students must complete **BOTH** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **AND** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.  
**Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)  
 An additional 42 credits from upper year Classical Studies (or cross-listed) courses, of which 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 90: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate approve changing the degree requirements for a Major Degree (36 credits) in Classical Studies.

FROM: Students must complete CLAS 1006 and 1007 with a minimum of 60% in each  
 One of CLAS 2416 or 2417  
 One of CLAS 2426 or 2427  
 Two of CLAS 2306, 2307, 2316, 2317, 3326, 3327  
 An additional 18 upper year Classical Studies credits or cross-listed credits.

TO: Students must complete 3 credits from **both** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **and** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.  
**Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)  
 An additional 24 upper year Classical Studies credits, of which 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 91: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate approve changing the degree requirements for a Minor (18 credits) in Classical Studies.

**FROM:** A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below. Students must complete CLAS 1006 – *The Civilization of Ancient Greece* and CLAS 1007 – *The Civilization of Ancient Rome*.  
 Any 12 Credits of upper year courses in Classical Studies

TO: A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below. Students must complete CLAS 1006 – The Civilization of Ancient Greece and CLAS 1007 – The Civilization of Ancient Rome.  
Any 12 upper year Classical Studies credits with at least 3 credits at the 3000 level.  
CARRIED

MOTION 92: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the banking of the following list of courses currently listed under Classical Studies in the Nipissing University Academic Calendar:

CLAS 2006 – Myth and Religion in Ancient Greece  
CLAS 2007 – Myth and Religion in Ancient Rome  
CLAS 2306 – The Historians of Ancient Greece  
CLAS 2307 – The Historians of Ancient Rome  
CLAS 2316 – Introduction to Greek Literature in Translation,  
CLAS 2406 – Warfare in Ancient Greece  
CLAS 2407 – Warfare in Ancient Rome  
CLAS 2416 – The History of Ancient Greece  
CLAS 2417 – The History of Ancient Rome  
CLAS 2426 – Famous Figures in Ancient Greece  
CLAS 2427 – Famous Figures in Ancient Rome  
CLAS 2506 – Greek Art and Architecture  
CLAS 3097 – Women in the Roman World  
CLAS 3116 – Selected Latin Authors I  
CLAS 3117 – Selected Latin Authors II  
CLAS 3126 – Advanced Ancient Greek I: Prose  
CLAS 3127 – Advanced Ancient Greek II: Poetry  
CLAS 3207 – Slavery in the Roman World  
CLAS 3326 – Greek Drama and Theatre  
CLAS 3327 – Roman Comedy  
CLAS 3416 – Topics in Greek History and Culture  
CLAS 3417 – Topics in Roman History and Culture  
CLAS 4106 – Advanced Reading in Latin Prose Authors  
CLAS 4107 – Advanced Readings in Latin Poetry  
CLAS 4416 – Selected Topics in Greek History and Culture  
CLAS 4417 – Selected Topics in Roman History and Culture  
CARRIED

MOTION 93: Moved by A. Vainio-Mattila, seconded by G. McCann that Senate consider Motions 95-98 as an omnibus motion.

MOTION 94: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve Motions 95-98 as an omnibus motion.

MOTION 95: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the cross-listing of the following Classical Studies course with FAVA as a credit towards the Fine Art History and Visual Studies Stream: CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome*.



- MOTION 96: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the cross-listing of the following Classical Studies courses with English: CLAS 2326 – *Gods and Heroes: Epic Literature in Ancient Greece and Rome*, CLAS 2327 – *Drama and Performance in Ancient Greece and Rome*, CLAS 2336 – *The Ancient Novel*, and CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome*.
- MOTION 97: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the cross-listing of the following Classical Studies courses with program in Religions and Cultures: CLAS 2017 *Ancient Myth and Religion*.
- MOTION 98: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the cross-listing of the following Classical Studies courses with the program in History: CLAS 2436 – *The Rise and Fall of Democratic Athens*, CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest*, CLAS 2446 – *The Rise and Fall of the Roman Empire*, and CLAS 2447 – *Famous Figures of the Ancient World*.  
CARRIED

### **Computer Science and Mathematics**

- MOTION 99: Moved by A. Vainio-Mattila, seconded by T. Vassilev that Senate approve the addition of MATH 1011 – Quantitative Reasoning be approved.  
*During the discussion of this motion concerns were raised about giving university-level credit, towards any degree program requirement, for a grade 11 equivalent course.*  
CARRIED
- MOTION 100: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve that the prerequisites be added for MATH 1911 Finite Mathematics as follows.  
Prerequisites:  
MATH 1011 or MCR3U (Grade 11 Functions).  
CARRIED
- MOTION 101: Moved by A. Vainio-Mattila, seconded by T. Vassilev that Senate approve that the prerequisites be added for MATH 1912 Elementary Calculus as follows  
Prerequisites:  
MATH 1011 or MCR3U (Grade 11 Functions).  
CARRIED

### **Fine and Performing Arts**

- MOTION 102: Moved by A. Vainio-Mattila, seconded by J. Allison that Senate approve the Admissions Policy Proposal for graduates of advanced three-year diploma programs in Graphic Design.  
CARRIED
- MOTION 103: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate consider Motions 104-111 as an omnibus motion.  
CARRIED
- MOTION 104: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve Motions 104-111 as an omnibus motion.

MOTION 105: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the creation of a new course, FILM 2006 World Cinema be added to the Academic Calendar under FILM.

MOTION 106: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the creation of a new course, FILM 2206 Canadian Films be added to the Academic Calendar under FILM.

MOTION 107: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the creation of a new course, FILM 3106 The Director's Cinema be added to the Academic Calendar under FILM.

MOTION 108: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the creation of a new course, FILM 3206 Experimental Films be added to the Academic Calendar under FILM.

MOTION 109: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that FILM 2105 World Cinema be deleted.

MOTION 110: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that FILM 2845 The Director's Cinema be deleted.

MOTION 111: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that FAVA 2047 Sculpture II be deleted.  
CARRIED

### **French**

MOTION 112: Moved by A. Vainio-Mattila, seconded by R. Gendron that Senate approve the creation of a new course FREN 3016– La traduction vers le français: une introduction/An Introduction to French Translation.  
CARRIED

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

MOTION 113: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate consider Motions 113-118 as an omnibus motion.  
CARRIED

MOTION 114: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve Motions 113-118 as an omnibus motion for a Major Modification in the Gender Equality and Social Justice Program.

MOTION 115: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve changing the degree requirements for an Honours Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

#### **From (Existing Requirements)**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

GEND 1000 level	6 cr.
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Group 1	6 cr.
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Group 2	6 cr.
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Group 3	6 cr.
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<a href="#">GEND 3306</a>	Ideas of Power	3 cr.
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<a href="#">GEND 4005</a>	Honours Essay or	6 cr.
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<a href="#">GEND 4205</a>	Honours Seminar	
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GEND upper level courses or courses cross-listed with GEND	27 cr.
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#### **To (New Requirements)**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 63 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

GEND 1000 level	63 cr.
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Group 1	6 cr.
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Group 2	6 cr.
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Group 3	6 cr.
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<a href="#">GEND 3306</a>	Ideas of Power	3 cr.
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<a href="#">GEND 4005</a>	Honours Essay or	6 cr.
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<a href="#">GEND 4205</a>	Honours Seminar	
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GEND upper level courses or courses cross-listed with GEND	2730 cr.
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MOTION 116: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve changing the degree requirements for a Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

#### **From (Existing Requirements)**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

GEND 1000 level	6 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
<a href="#">GEND 3306</a> Ideas of Power	3 cr.
GEND upper level courses or courses cross-listed with GEND	27 cr.

**To (New Program Requirements)**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required 6 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

GEND 1000 level	6 3 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
<a href="#">GEND 3306</a> Ideas of Power	3 cr.
GEND upper level courses or courses cross-listed with GEND	27 30 cr.

MOTION 117: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve changing the degree requirements for a Major in Gender Equality and Social Justice (GESJ) as outlined below:

**From (Existing Program Requirements)**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	6 cr.
Group 1	6 cr.
Group 2	6 cr.

Group 3	6 cr.
*GEND upper level courses or courses cross-listed with GEND	12 cr.

\*Students pursuing the Honours double major must also take [GEND 3306](#).

**To (New Program Requirements)**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required 63 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	63 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.

*GEND upper level courses or courses cross-listed with GEND	1215 cr.
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\*Students pursuing the Honours double major must also take [GEND 3306](#).

MOTION 118: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve the Major Modification for changing the degree requirements for a Minor in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	6 cr.
GEND upper level	12 cr.

**To (New Program Requirements)**

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	63 cr.
GEND upper level	1215cr.

CARRIED

MOTION 119: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate consider Motions 121-126 as an omnibus motion.  
CARRIED

MOTION 120: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve Motions 121-126 as an omnibus motion.

MOTION 121: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve the creation of a new course, GEND 2376 Selected Topics in Kid Media be added to the Academic Program under GESJ.

MOTION 122: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve the creation of a new course GEND 2286 Contagion be added to the Academic Calendar under GESJ.

MOTION 123: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve the creation of a new course, GEND 3086 Women and HIV be added to the Academic Calendar under GESJ.

MOTION 124: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve the creation of a new course, GEND 2067 HIV/AIDS, Health and Social Change be added to the Academic Calendar under GESJ.

MOTION 125: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve that RLCT 2205 Sacred Cinema be cross listed with the GESJ program.

MOTION 126: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate approve that GEND 3067 HIV/AIDS, Health and Social Change be deleted.  
CARRIED

Non-Substantive:

That the name of the cross-coded course RLCT 2076 and GEND 2076 be aligned as Conflict and Conversion.

### **Geography/History**

MOTION 127: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve that a new fourth year course, GEOG-4326 Environmental Hydrology, be created.  
CARRIED

MOTION 128: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve that the existing third year course, GEOG-3096 Environmental Hydrology, be deleted.  
CARRIED

MOTION 129: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate consider Motions 130-133 as an omnibus motion.  
CARRIED

MOTION 130: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve Motions 130-133 as an omnibus motion.

MOTION 131: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve that the new third year course, GEOG-3237 Global Environmental History, be created.

MOTION 132: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve that the new third year course, HIST-3237 Global Environmental History, be created.

MOTION 133: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve that GEOG-3237 Global Environmental History and HIST 3237 – Global Environmental History be cross-coded.

CARRIED

MOTION 134: Moved by A. Vainio-Mattila, seconded by E. Mattson that Senate approve that GEOG-4977 Human Geography Field Camp be unbanked.

CARRIED

### **History**

MOTION 135: Moved by A. Vainio-Mattila, seconded by K. Srigley that Senate approve the banking of the following courses.

*Courses:*

HIST 4255 Victoria's Britain: Gender, Class and Culture in the Age of Empire

HIST 4495 Britain in the Twentieth Century

HIST 4505 Topics in Medieval History

CARRIED

MOTION 136: Moved by A. Vainio-Mattila, seconded by K. Srigley that Senate approve to re-classify the History Breadth Requirement from Group II Social Science to Group I Humanities.

CARRIED

### **Psychology**

MOTION 137: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate consider Motions 139-142 as an omnibus motion.

CARRIED

MOTION 138: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate approve Motions 139-142 as an omnibus motion.

MOTION 139: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate approve the addition of PSY-2706 Evolutionary Psychology.

MOTION 140: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate approve the creation of a new course, PSYC-3326: Hormones and Social Behaviour, be added to the Academic Calendar under PSYCHOLOGY.

MOTION 141: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate approve the creation of a new course, PSYC-3517: Research Methods in Social Neuroendocrinology, be added to the Academic Calendar under PSYCHOLOGY.

MOTION 142: Moved by A. Vainio-Mattila, seconded by A. Weeks that Senate approve that a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ – be approved for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

CARRIED

**Sociology/Anthropology**

MOTION 143: Moved by A. Vainio-Mattila, seconded by K. Srigley that Senate approve the creation of a new Certificate in Archaeological Monitoring (Non-Standalone).

CARRIED

**3. SCHULICH SCHOOL OF EDUCATION****In-Service**

MOTION 144: Moved by A. Vainio-Mattila, seconded by S. Lamorea that Senate approve that the course EDUC 2545 Native Languages, Part II be added to the list of In-Service offerings.

CARRIED

MOTION 145: Moved by A. Vainio-Mattila, seconded by C. Richardson that Senate approve that the following In-Service courses be banked:

EDUC 1105 Primary Education, Part I

EDUC 1155 Music – Vocal (Primary/Junior), Part I

EDUC 1225 Teaching Students Who Are Deaf/Blind, Part I

EDUC 1295 Teaching Students Who Are Blind, Part I

EDUC 1335 Co-operative Education, Part I

EDUC 1495 Integration of Information and Computer Technology in Instruction, Part I

EDUC 2295 Teaching Students Who Are Blind, Part II

EDUC 2335 Co-operative Education, Part II

EDUC 2495 Integration of Information and Computer Technology in Instruction, Part II

EDUC 2645 Teaching Writing, Part II

EDUC 3155 Music – Vocal (Primary/Junior), Part III

EDUC 3295 Teaching Students Who Are Blind, Part III

EDUC 3335 Co-operative Education, Part III

EDUC 4000 Principal's Course, Part I: The Principal as School Leader

EDUC 4010 Principal's Course, Part II: The Principal and Change

EDUC 4785 Teaching Students with Intellectual Needs (giftedness)

EDUC 4790 Education in the Senior Division – French

EDUC 4875 Teaching Students with Communication Needs (Autism Spectrum Disorder)

CARRIED

**Physical and Health Education**

MOTION 146: Moved by A. Vainio-Mattila, seconded by C. Richardson that Senate consider Motions 147-160 as an omnibus motion.

CARRIED

MOTION 147: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve Motions 148-160 as an omnibus motion.

MOTION 148: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-1037 Leadership and Professionalism.

MOTION 149: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the deletion of PHED-2037 Physical Activity and Sport Leadership.



- MOTION 150: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-2056 Injury Prevention and Care.
- MOTION 151: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the deletion of PHED-3056 Injury Prevention and Care.
- MOTION 152: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the deletion of PHED-4016 Injury Prevention and Care.
- MOTION 153: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-3113 Special Practical V.
- MOTION 154: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-3227 Special Practical VI.
- MOTION 155: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-3256 Advanced Injury Prevention and Care.
- MOTION 156: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the deletion of PHED-4056 Advanced Injury Prevention and Care.
- MOTION 157: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-4104 Special Practical VII.
- MOTION 158: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the creation of PHED-4126 Special Practical VIII.
- MOTION 159: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve the deletion of PHED-1027 Physical Activity and Sport Leadership.
- MOTION 160: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve that PHED-3086 Group Dynamics in Sport and Physical Activity be renumbered as PHED-4286, and that PHED-3086 be added as an antirequisite.  
CARRIED

### **GRADUATE STUDIES COUNCIL**

- MOTION 161: Moved by M. Tuncali, seconded by R. Gendron that the report of the Graduate Studies Council dated November 27, 2017 be received.  
CARRIED
- MOTION 162: Moved by M. Tuncali, seconded by K. Srigley that Senate approve that the course SOCI 5417 Qualitative Analysis be cross-listed with Environmental Sciences/Studies.

### **Rationale:**

The MES/MESc program places an emphasis on interdisciplinary studies and includes students who have graduated from a wide variety of undergraduate programs. Many of these students pursue research projects that involve qualitative analyses and others have a strong interest in learning these methods as a part of their training in the program. Given that we anticipate regular enrolment of MES/MESc students in this course, we suggest cross-listing SOCI 5417 with the Environmental Studies/Sciences program for reasons of

efficiency and to facilitate this positive interaction between two of our graduate programs. The MA in Sociology approved this request at the graduate faculty meeting held on November 15th, 2017.

CARRIED

MOTION 163: Moved by M. Tuncali, seconded by E. Mattson that Senate approve that the title and description of ENST 5326 Topics in Watershed Analysis and Modeling be changed as described below.

From:

**Original name:** Topics in Watershed Analysis and Modeling

**Original Description:**

A course that focuses on study of hydrologic processes, use of tools for watershed analysis, field data collection techniques, sampling and analysis of natural tracers (e.g. stable isotopes, hydrochemistry), use of data in the conceptualization and development of catchment models.

To:

**Modified name:** Topics in Environmental Hydrology

**Revised Description:**

Students will explore topics related to the study of hydrologic processes and linkages to water quality, including storage and movement of water, solutes and nutrients within varying landscapes and impacts of human activities. Field data collection, analytical techniques, environmental isotopes, and modeling approaches will be considered.

**Rationale:**

The description has been changed to reflect the content as delivered in recent offerings of the course, where students have largely explored hydrologic processes (that control storage and movement of water). Reference to ‘analysis of natural tracers (e.g. stable isotopes, hydrochemistry)’ is replaced with a more general reference to making ‘linkages with water quality’ (for example movement of solutes and nutrients). The final sentence offers a list of methods/approaches that will be considered consistent with the existing description, but revising wording to be more general and/or clarifying. For example ‘sampling and analysis of natural tracers’ is replaced with a more general ‘analytical techniques’, environmental isotopes – previously worded as stable isotopes is now more general and inclusive; revision to modeling approaches from ‘the conceptualization and development of catchment models’ is again more general, and less specific to a catchment.

CARRIED

#### AMENDMENT OF BY-LAWS

MOTION 164: Moved by D. Tabachnick, seconded by S. Lamorea that Senate approve that Article 9.4.1(a) Student Appeals Committee be amended as outlined below:

##### 9.4.1 Individual Appeal Panels

- (a) Members (to be determined by the Student Appeals Committee):
- (i) three (3) faculty members of the Student Appeals Committee from outside the appellant’s Faculty, with the two (2) members who have served longest on the Committee acting as Chair and Vice-Chair;
  - (ii) one (1) faculty member of the Student Appeals Committee from the appellant’s Faculty, but outside the appellant’s program area(s);
  - (iii) one (1) student member or graduate student member of the Student Appeals Committee from outside the appellant’s Faculty;

- (iv) one (1) student member or graduate student member of the Student Appeals Committee from the appellant's Faculty; and
- (v) the Registrar.

\* For individual graduate appeals, one graduate student member must be on the panel.

CARRIED

MOTION 165: Moved by D. Tabachnick, seconded by K. Srigley that Senate approve that Article 10.3.1 Graduate Studies Leave and Time Extensions Subcommittee be added to the Senate By-Laws as outlined below:

- (a) Members:
  - (i) Three graduate faculty members of the Faculty of Graduate Studies from different Programs, selected at large (one of whom will be elected Chair)
  - (ii) A quorum will comprise of all members of the committee
  - (iii) Meetings will be held a minimum of two times a year between September and June
- (b) Terms of reference:
  - (i) To carry out Senate-approved graduate program policies of time extensions and leaves of absence.
  - (ii) To review and develop policies and procedures for leaves and time extensions

CARRIED

### **November 28, 2017 By-Laws and Elections Subcommittee Report**

- **Notice of Motion** Article 10.3.2 Graduate Standing & Petitions Subcommittee be added to the Senate By-Laws as outlined below:

#### 10.3.2 Graduate Standing & Petitions Subcommittee

- (a) Ex Officio Members:
  - (i) the Registrar, (non-voting), who shall be chair; and
  - (ii) the Dean, or designate, of each Faculty.
- (b) Members Elected by Faculty Council:
  - (i) one (1) faculty Senator or non-Senator with Graduate Faculty status from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair; and
  - (ii) one (1) graduate student representative from a PhD Program;
  - (iii) two (2) graduate student representatives from a Masters Program
- (c) Terms of Reference:
  - (i) to periodically review the University's policies and criteria with respect to defining and assessing graduate academic standing, and make recommendations to the Graduate Studies Committee as necessary and appropriate, for conveyance to Senate;
  - (ii) to consider and rule on petitions by graduate students for exceptions to University academic regulations\*;
  - (iii) where it appears that graduate degree program requirements or other academic regulations are giving us rise to otherwise avoidable student petitions, to draw

- this to the attention of the Graduate Studies Committee or other individuals for further consideration and possible action;
- (iv) through the degree audit process, to identify graduating students who are eligible for consideration for major graduate academic awards and to forward this information to those charged with making final selections;
  - (v) to rule on the admissibility of candidates who fail to meet normal University admission requirements, but who, in the opinion of the Registrar, deserve special consideration; and
  - (vi) to deal with such other matters as may be assigned from time to time by the Graduate Studies Committee or by Senate.
- \* decisions in (ii) are final and may not be appealed

- **Notice of Motion** Article 9.1 Senate Executive Committee be amended as outlined below:

**(Amendment in bold):**

9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
  - (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) the Academic Deans, or their designates;
  - (iv) the Speaker; and
  - (v) the Deputy Speaker.
- (b) Members Elected by Faculty Council:
  - (i) one (1) tenured or tenure-track faculty Senator\* from each Faculty elected by Senate; and
  - (ii) one (1) student Senator from the NUSU Executive.

\*tenured faculty preferred
- (c) Terms of Reference:
  - (i) to call Senate meetings and prepare the agendas of Senate;
  - (ii) to approve Senate minutes for circulation prior to adoption;
  - (iii) to manage the workflow of Senate and its committees/subcommittees in order that business is carried out in an expeditious and timely fashion;
  - (iv) to ensure that Senate By-Laws are followed and that Senate decisions are properly recorded, transmitted and implemented;
  - (v) to consider, for approval and conveyance to Senate, reports and recommendations of the By-Laws & Elections Subcommittee and Honorary Degrees Subcommittee;
  - (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;
  - (vii) **the Senate Executive may act on behalf of Senate when quorum of Senate cannot be established, or when the regularly scheduled Senate meeting is delayed, to deal with any urgent matter that is within the responsibility of Senate, with the understanding that all such actions will be reported at the next meeting of Senate;**
  - (viii) to approve degree audits for all undergraduate students who have applied to graduate, and to recommend all candidates to Senate for the conferring of undergraduate degrees, diplomas and certificates;
  - (ix) meetings at which candidates for honorary degrees are discussed shall be conducted *in camera* and considered strictly confidential; and

- (x) to deal with such other matters as may be assigned from time to time by Senate.

### December 19, 2017 By-Laws and Elections Subcommittee Report

- **Notice of Motion** that references to the Academic Deans in the Senate By-Laws be amended as outlined below:

***(Amendment in bold):***

#### General Definitions

- 1.1 (m) “Dean” means the Dean of an academic faculty or the Dean of Graduate Studies and Research of the University:

#### Senate Membership and Terms of Office

##### 2.1 *Ex Officio* Senators

- (a) The following shall be *ex officio* voting members of Senate:
- (i) the President;
  - (ii) the Provost Vice President Academic and Research;
  - (iii) The Vice President responsible for Finance and Administration
  - (iv) the ~~Academic Deans~~ **Dean of the Schulich School of Education;**
  - (v) **the Dean of Applied and Professional Studies;**
  - (vi) **the Dean of Arts & Science;**
  - (vii) **the Dean of Graduate Studies and Research;**
  - (viii) the Registrar;
  - (ix) the Executive Director, Library Services, ~~and~~

##### 9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
- (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) the ~~Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
  - (iv) **the Dean of Applied and Professional Studies, or designate;**
  - (v) **the Dean of Arts & Science, or designate;**
  - (vi) **the Dean of Graduate Studies and Research, or designate;**
  - (vii) the Speaker; and
  - (viii) the Deputy Speaker.

##### 9.2 Planning and Priorities Committee (PPC)

- (a) *Ex Officio* Members:
- (i) the PVPAR, or designate, who shall be Chair;
  - (ii) one (1) representative chosen by and from the Board of Governors;
  - (iii) the ~~Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
  - (iv) **the Dean of Applied and Professional Studies, or designate;**
  - (v) **the Dean of Arts & Science, or designate;**
  - (vi) **the Dean of Graduate Studies and Research, or designate;**
  - (vii) the Registrar (non-voting); and
  - (viii) the Executive Director of Library Services, or designate (non-voting).

##### 9.3 Undergraduate Studies Committee (USC)

- (a) *Ex Officio* Members:
- (i) PVPAR, or designate, (Chair) (non-voting)

- (ii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
- (iii) **the Dean of Applied and Professional Studies, or designate;**
- (iv) **the Dean of Arts & Science, or designate; and**
- (v) the Registrar, or designate.
- one of the Deans, on a rotating basis shall be Vice-Chair

### 9.3.1 Undergraduate Standing & Petitions Subcommittee (S&P)

- (a) *Ex Officio* Members:
  - (i) the Registrar, (non-voting), who shall be Chair; and
  - (ii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
  - (iii) **the Dean of Applied and Professional Studies, or designate;**
  - (iv) **the Dean of Arts & Science, or designate.**

### 9.5 Teaching & Learning Committee (T&L)

- (a) *Ex Officio* Members:
  - (i) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
  - (ii) **the Dean of Applied and Professional Studies, or designate;**
  - (iii) **the Dean of Arts & Science, or designate; and,**
  - (iv) the Executive Director of Library Services, or designate (non-voting)
  - **one of the Deans shall be Chair.**

### 10.1 Research Council (RC)

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

### 10.3 Graduate Studies Committee (GSC):

- (a) Members:
  - (i) the Dean of Graduate Studies and Research, or designate, Chair (non-voting)
  - (ii) the Registrar or designate (non-voting)
  - (iii) the Executive Director of Library Services or designate (non-voting)
  - (iv) ~~the Deans of all Faculties, or designate~~ **Dean of the Schulich School of Education, or designate;**
  - (v) **the Dean of Applied and Professional Studies, or designate;**
  - (vi) **the Dean of Arts & Science, or designate;**
  - (vii) Graduate Coordinators / Graduate Chairs from each graduate program, or designate
  - (viii) 1 graduate student from each level of graduate studies

- (ix) 1 graduate student Senator (non-voting).

***Non-substantive change provided for informational purposes:***

In order to better reflect the terms of reference, the Planning and Priorities Committee (PPC) has requested to be renamed the Academic Quality Assurance and Planning Committee. The By-Laws and Elections Subcommittee approved this request.

**REPORTS FROM OTHER BODIES**

**Board of Governors**

On behalf of the Board of Governors, Senator Zimbalatti provided an update from the January 11, 2018 Board of Governors' meeting. Items discussed were programs and recruitment, an enrolment update, endowments, Nursing program partnerships, Research Ethics Report, sponsorship of the turf field from North Bay Youth Soccer and the sale of the Bracebridge Campus. Appreciation was expressed to Toivo Koivukoski for the cross-country ski trails as well as the efforts of the university in regards to the progress made with the IQAP reports. It was also advised that the budget process is on track, a memo of understanding has been signed with the Alumni Association and the wireless hardware in the student residences is being upgraded. Congratulations were also expressed to NUSU for their hard work on the Student Centre as construction plans continue to be finalized.

**Council of Ontario Universities (Academic Colleague)**

Senator McCann reported that at the December meeting a presentation and discussion was held with Bill Cormack, President of the Guelph Faculty Association. An item of discussion was the challenges in coordinating sector wide resistance to impositions like metrics coming from the provincial government. It was agreed that administration, senates and unions all need to work more cooperatively to improve the sector. A discussion was held regarding inviting the President of OCUFA, Gyllie Phillips, to speak. The results of the Faculty at Work survey which was created in response to the issue of job precarity in academia, a first of its kind, were presented. 25,000 full and part-time academics were surveyed. Part-time faculty teach 53% in Humanities and Social Sciences, and 37% in Professional Schools. The highest was in education and law. Part-time faculty teach about 45% of all courses, and 92% teach at the undergraduate level. The Graduate Program Outcome Survey completed between 2009-2014, shows high levels of satisfaction. 94-98% of the graduates are employed. Dr. Mahadeo Sukhai presented on, "The Landscape of Accessibility and Inclusion in Post-Secondary Education". This presentation was of information gleaned from an ongoing project that emerged from the Canadians with Disabilities Act. Dr. Sukhai made clear that we have a long way to go on this file especially in disciplines like the sciences, which pose particular challenges, and in regard to experiential learning.

**Joint Board/Senate Committee on Governance**

Senator Tabachnick reported that collegiality is being practiced as well as being discussed and the meetings have been very positive. It has been a good opportunity to get to know the Board members. The By-Laws and Elections Subcommittee has been presented with the proposed terms of reference as well as a statement of the importance of collegial governance. Further successful future meetings are anticipated.

**NEW BUSINESS**

MOTION 166: Moved by A. Vainio-Mattila, seconded by R. Vanderlee that Senate consider receipt of the Report of the Undergraduate Studies Committee, dated January 10, 2018.

CARRIED

MOTION 167: Moved by A. Vainio-Mattila, seconded by R. Vanderlee that Senate receive the Report of the Undergraduate Studies Committee, dated January 10, 2018.

CARRIED

## **FACULTY OF APPLIED & PROFESSIONAL STUDIES**

### **Social Work**

MOTION 168: Moved by A. Vainio-Mattila, seconded by R. Vanderlee that Senate approve that students will be withdrawn from the Bachelor of Social Work program should they receive more than one grade of 'Unsatisfactory' in the Field Education courses (SWRK3505 & SWRK4605).

**Rationale:** In social work high quality professional practice is at the cornerstone of the Canadian Association for Social Work Education's standards. This motion confirms our commitment to these standards. Unlike other academic courses, the delivery of a field practicum relies heavily on our community partners. It is highly unlikely that a social work practice setting would accept responsibility for a student with repeated 'unsuccessful' attempts in field education. According to our departmental policies any student in this circumstances would also be reviewed under our Professional Suitability policy. Approval of this motion is consistent with other professional programs in the university (e.g. BScN, BPHE).

CARRIED

MOTION 169: Moved by A. Vainio-Mattila, seconded by C. Richardson that Senate approve that all students must complete the Bachelor of Social Work professional years within four (4) of the original date of admission.

**Rationale:** The context for professional practice changes rapidly which impacts on curriculum delivery. Any student continuing in the program for an extended period is at risk in terms of the currency of their knowledge for future employment. Approval of this motion is consistent with other professional programs in the university (e.g. BEd).

CARRIED

## ANNOUNCEMENTS

The President announced that after 18 months spent working closely with the Town of Bracebridge, the Dewey Educational Group were welcomed as the new owners of the Bracebridge Campus educational facility. In honour of the long-standing relationship between the Town of Bracebridge and Nipissing University over the past two decades, the university announced the creation of a new legacy fund specifically for students from the Muskoka region.

The Provost and Vice-President Academic and Research announced that a series of conversations to address three themes have been scheduled in the January, February and March. The first session held will be to discuss internationalization at NU. Everyone is welcome to attend. The Provost thanked the speakers and organizers of NU2042. Faculty were invited to inform the Provost of any publications or significant information. The Provost provided a summary chart of the Quality Assurance process. The reports will be included on the agenda for the Academic Quality Assurance and Planning Committee meeting on January 26. The Provost thanked faculty and administration for their responses. The Quality Assurance Institutional Audit Report must be provided to Quality Assurance by January 31. On February



7, members of Quality Assurance will be on campus to provide a workshop. One representative from each review committee should attend. Stephen Tedesco will provide information on the in house process.

The Dean of the Schulich School of Education advised that the Paul Nelson Memorial Hockey Game will be held on January 26. Funds raised support the annual Paul Nelson Memorial Scholarship. Organizers are hoping to create an endowed scholarship.

Senator Lamorea advised that the VP Governance had resigned. NUSU wished him the best of luck with his courses. She advised that club days are coming up. Student Centre construction plans continue to be finalized with the hopes that shovels will be in the ground by April.

ADJOURNMENT

Senate was adjourned at: 4:40 p.m.

*Original signed by:*

.....  
M. DeGagné (Chair)

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

### **Statement of need for CRJS 3356 Vulnerable Populations**

This is not a required course. The course will be added to the Criminology and Criminal Justice Studies Stream list of electives. It is expected that predominantly criminal justice students will take this course. The course has been offered as a selected topics course for 3 years, and has been well subscribed each year. Last term the course had 59 students who were registered in it.

The addition of this course will broaden the selection of elective courses made available to students. The course topic is a much needed addition to the list of criminal justice electives as explores how individuals experience and interact with the justice system, and encourages students to critically examine issues around vulnerability. There is no prerequisite, so the course may also appeal to students from other disciplines such as nursing or social work who will encounter vulnerable persons in the course of their work.