

Nipissing University
Minutes of the Academic Senate Meeting

January 17, 2020

2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), A. Vainio-Mattila, P. Maher, P. Radia, N. Black

A. Ackerman, O. Atari, A. Burk, D. Campbell, L. Chen, N. Colborne, S. Connor, H. Earl, A. Hatef, L. Hoehn, B. Kelly, M. Litalien, K. Lucas, S. Renshaw, S. Srigley, D. Tabachnick, H. Teixeira, R. Vernescu, H. Zhu

C. Anyinam, D. Hay, T. Horton, D. Jarvis, D. Lafrance Horning, L. Manankil-Rankin, K. McCullough, P. Millar, C. Ricci, A. Schinkel-Ivy, T. Sibbald

C. Irwin, O. Pokorny

E. Lougheed

N. Muylaert, S. Pecoskie-Schweir

ABSENT WITH REGRETS:

C. Sutton, J. McAuliffe, C. Richardson, D. Iafrate

N. Kozuskanich

J. Allison, C. Hachkowski, A. Kociolek, G. Raymer, M. Sullivan

S. Kidd, B. Ray

H. Mackie, T. Sullivan, C. Foster

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: January 17, 2020

MOTION 1: Moved by S. Renshaw, seconded by M. Litalien that the agenda of the Senate meeting of January 17, 2020 be approved.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: December 13, 2019

MOTION 2: Moved by N. Muylaert, seconded by S. Pecoskie-Schweir that the minutes of the Senate meeting of December 13, 2019 be adopted.
CARRIED

The Speaker opened the meeting with a welcome to the traditional territory:

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

BUSINESS ARISING FROM THE MINUTES

MOTION 3: Moved by A. Vainio-Mattila, seconded by P. Maher that Senate consider Motions 2-3 as an omnibus Motion.
CARRIED

MOTION 4: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve Motions 2-3 as an omnibus Motion.
CARRIED

MOTION 5: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve the admission average for the Criminal Justice program be changed to 70%, effective January 2020 intake.

MOTION 6: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the progression average for the Criminology Stream, the Corrections Stream, the Policing Stream, and the Legal Studies & Administration stream be increased from 60 percent to 70 percent and that student program averages will be assessed after their second year.
CARRIED

REPORTS FROM OTHER BODIES

The President began his report by acknowledging the tragic deaths of two of our students on December 17, 2019 and January 7, 2020. He advised that the University works in concert with the family's wishes, and provides as much information as possible to the university community. He thanked the Assistant Vice-President Students, counsellors, and all of the faculty and staff that attended the funeral services. Community initiatives discussed included Ignite North Bay, a volunteer run event where speakers have 5 minutes to inform, enlighten and inspire with the goal to recruit new citizens and encourage new businesses to North Bay. Ongoing discussions with government officials included: the student choice initiative whereby students may opt out of paying some non-tuition fees, the 10% tuition fee reduction, Mental Health initiatives, a central strategy on international students, the MOU to establish a French university in Ontario, expected upcoming nursing announcements, and the recently established scholarships in honour of the 57 Canadian victims of the Iran plane crash.

The Provost and Vice-President Academic and Research provided a written update on the Annual Academic Action Plan 2019-2020 which was sent out to Senators by email prior to the Senate meeting. The update is attached to the Minutes. The Provost advised that the draft SMA3 was submitted in December. As discussions are still ongoing in regards to the SMA3, the document is still in draft format and not yet available to the public. In response to a question regarding supports for international students, the Provost advised that all of our students are individuals with individual needs. Adding new students will require rethinking around the resources that are directed at supporting students as well as the pedagogies. In late February, Nipissing University, together with the City of North Bay and the Local Immigration Partnership, will hold an International Symposium to identify services and needs that exist for newcomers. The Provost advised that she recently met with and is looking forward to working with

the new Vice-President Academic at Canadore College, Dr. Ahmed Obaide. The committee for the Search/Appointment/Reappointment of the Dean, Faculty of Education and Professional Studies has been established and will be announced as per the CA following the first meeting. The Provost advised that 15 applications have been received in response to the cluster hire in Indigenous Education. Following a meeting with the NUFA President to outline the process, the Deans and the Chairs of departments of which candidates have applied to, will meet to rank the candidates and then the departments will determine if they wish to receive the applicants. The Provost was pleased to announce the upcoming Research Showcase on January 22 celebrating seven of our researchers who received SSHRC or NSERC funding in 2019. As well, she was pleased to announce that the launch of the new Teaching Hub will take place on February 6.

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

On behalf of the Joint Board/Senate Committee on Governance, Senate representative Dr. David Tabachnick, reported that a very positive meeting had been held on December 13, 2019. A vigorous discussion on the hiring of senior academic Administrators was held. The meeting Minutes will be forwarded for inclusion in the Senate Agenda once they have been approved.

NUSU Faculty of Arts and Science student representative, Natalie Muylaert, provided a Report. The Report is attached to the Minutes.

QUESTION PERIOD

In response to a question regarding the possibility of changing the stop light at the main entrance on College Drive to a four-way stop, the Director of Facility Services advised that further talks will be held with the City of North Bay concerning traffic, lighting and city buses.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 7: Moved by M. DeGagné, seconded by P. Millar that the Report of the Senate Executive Committee dated January 9, 2020 be received.
CARRIED

ACADEMIC CURRICULUM COMMITTEE

December 2, 2019 Report

MOTION 8: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated December 2, 2019 be received.
CARRIED

FACULTY OF ARTS AND SCIENCE

English Studies

MOTION 9: Moved by A. Vainio-Mattila, seconded by K. Lucas that Senate approve the addition of ENGL 4697 Honours Essay as outlined in the attached template.
CARRIED

A request was made to ensure that full course titles are included in the Senate Agenda and Minutes, ACC Reports and supporting documentation.

MOTION 10: Moved by A. Vainio-Mattila, seconded by K. Lucas that Senate approve the addition of ENGL 4797 Creative and Critical Writing Honours Essay as outlined in the attached template.

CARRIED

Non-Substantive (for information only):

- Banking of ENGL 4695 Honours Essay
- Banking of ENGL 4795 Creative and Critical Writing Honours Essay

MOTION 11: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the modification of the English Honours Specialization program requirements be revised as outlined below.

Current Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in English Studies.

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL 4000 level		6 cr.

Proposed Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in English Studies.

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL Honours Seminars		6 cr.

CARRIED

MOTION 12: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that the modification of the English Major program requirements be revised as outlined below.

Current Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in English Studies.

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

ENGL	1000 level	3 cr.
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ENGL Literary History I	3 cr.
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ENGL Literary History II	3 cr.
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ENGL	27 cr.
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Breadth Requirements:

ACAD 1601	3 cr.
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Social Science and/or Professional Studies	6 cr.
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Science	6 cr.
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Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level.

A maximum of 6 credits of cross-listed courses may count toward an English Studies Major.

Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) **at the 4000 level in each Major**. Please refer to the Honours double major degree requirement section for further information.

Proposed Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in English Studies.

Students must complete the required three credits of introductory English Studies with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

ENGL	1000 level	3 cr.
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ENGL Literary History I	3 cr.
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ENGL Literary History II	3 cr.
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ENGL	27 cr.
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Breadth Requirements:

ACAD 1601	3 cr.
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Social Science and/or Professional Studies	6 cr.
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Science	6 cr.
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Note:

Students are limited to a maximum of 6 credits of English Studies Topics courses at the 1000 level. A maximum of 6 credits of cross-listed courses may count toward an English Studies Major. Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) of Honours Seminars in English Studies. Please refer to the Honours double major degree requirement section for further information.

CARRIED

Gender Equality & Social Justice**Non-Substantive (for information only):**

- Modification of the title from GEND 3326 Digital Beasts to GEND 3326 Virtual Animals.

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

- Minor modifications to the title and course description from HIST 2166 Survival: Canada in Global Environmental History to HIST 2166 Survival: People and Nature in Northern North America to the Industrial Era as outlined below:

Old Description:

While historians have traditionally ignored it, nature is a player in history, setting out the possible means of survival available to any particular time and culture. Students will consider ways in which peoples in northern North America have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place since the last ice age. The global history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development in the northern North American context, will be considered. Students will gain an understanding of the fundamental environmental bases of Canadian and global history.

New Title and Description:**Survival: People and Nature in Northern North America to the Industrial Era*****Short Title (for WebAdvisor): Survival: People and Nature***

Students consider how, since the last ice age, people in northern North America/Turtle Island have shaped nature in order to ensure their survival, and ways in which nature has shaped the variety of societies existing in this place. The course considers history of key human-nature interactions -- from hunting, fishing, and farming to industrialization -- and their development. Students gain an understanding of the fundamental environmental bases of Canada.

Non-Substantive (for information only):

- Minor modifications to the course title from HIST 2167 Bodies and Nature in the Environmental Era to HIST 2167 The Environmental Era: Creating and Protecting Nature in Modern Canada as follows:

New Title**The Environmental Era: Creating and Protecting Nature in Modern Canada*****Short Title (for WebAdvisor): Environmental Era in Canada***Philosophy

MOTION 13: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate consider Motions 14-26 as an omnibus Motion.

CARRIED

MOTION 14: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve Motions 14-26, excluding Motion 18 as an omnibus Motion.
CARRIED

MOTION 15: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 2306 The Pre-Socratics and Plato as outlined in the attached template.

MOTION 16: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 2307 Aristotle and the Schools as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2305 Origins of Western Philosophy.

MOTION 17: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 2506 Thinking Clearly as outlined in the attached template.

MOTION 18: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 2507 Bullshit, Bias, and Propaganda: Reasoning about the Irrational as outlined in the attached template.

Following discussion regarding a concern expressed when the course title listed above appears on student transcripts, and a request that quotations be added, it was noted that the course title is well explained in the course outline. The majority of Senators voted that the course title remain as is.

CARRIED

Non-Substantive (for information only):

- Banking of PHIL 2505 Reasoning and Logical Argument.
- Banking of PHIL 4105 Directed Study

MOTION 19: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 2246 Philosophy of Art as outlined in the attached template.

MOTION 20: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 2526 Contemporary Moral Issues as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 2525 Contemporary Moral Issues.

MOTION 21: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 3766 Special Topics in Philosophy as outlined in the attached template.

Non-Substantive (for information only):

- Banking of PHIL 3757 Special-Topics in Social-Political Philosophy.

MOTION 22: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the creation of PHIL 4106 Directed Study as outlined in the attached template.

Non-Substantive (for information only):

- Change in title for PHIL 2706 from “Ethical Theory: Moral and Ethical Perspectives” to “The Right and the Good: An Introduction to Moral Philosophy”.

MOTION 23: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the modifications to the requirements for the Honours Specialization – Philosophy as follows:

From:

Current Requirements:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

To:

Proposed Requirements:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

MOTION 24: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the modifications to the requirements for the Specialization – Philosophy as follows:

From:

Current Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
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<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and the Human Condition	3 cr.
<u>PHIL 2305</u>	Origins of Western Philosophy	6 cr.
<u>PHIL 2505</u>	Reasoning and Logical Argument	6 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

To:**Proposed Requirements:**

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

<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

MOTION 25: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the modifications to the requirements for the Major – Philosophy as follows:

From:**Current Requirements:**

Students must complete 36 credits in the Major as follows:

<u>PHIL 1116</u>	Introduction to Western Philosophy	3 cr.
<u>PHIL 1117</u>	Values and the Human Condition	3 cr.
<u>PHIL 2305</u>	Origins of Western Philosophy	6 cr.
<u>PHIL 2505</u>	Reasoning and Logical Argument	6 cr.
<u>PHIL 3336</u>	Reason and Experience in Modern Philosophy	3 cr.
<u>PHIL 3337</u>	Idealism and Critics	3 cr.
PHIL Upper level		12 cr.

To:**Proposed Requirements:**

Students must complete 36 credits in the Major as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		12 cr.

MOTION 26: Moved by A. Vainio-Mattila, seconded by T. Sibbald that Senate approve the modifications to the requirements for the Minor – Philosophy as follows:

From:**Current Requirements:**

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2305	Origins of Western Philosophy	6 cr.
PHIL Upper level		9 cr.

To:**Proposed Requirements:**

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL Upper level		9 cr.

CARRIED

Psychology

Non-Substantive (for information only):

- Modification of the course description for PSYC 3216 Psychological Measurement I: Measuring Achievement as outlined below:

Old Description:

The fundamentals of test construction and use are discussed in the contexts of classical and modern test theory. Students will be introduced to the elements of test standardization, reliability, validity and item analysis. In particular, the pros and cons of using essay tests and objective tests to measure achievement will be discussed in association with test norms, test bias, testwiseness, guessing, as well as legal and ethical issues. Students undertake a project to create and then evaluate an achievement test after an item analysis has been completed. This course should be useful to students who aspire to become a teacher.

New Description:

Students explore the concept of test-wiseness to help them identify and understand unintentional cues in achievement tests that give away the answers. Students explore these test construction errors further in the procedures for developing and validating achievement tests. Students also learn the basic principles of psychological measurements that must be applied to evaluate psychological tests; analyze and interpret test score achievements; and to assess ethical issues in psychological and educational testing.

Non-Substantive (for information only):

- Modification of the course title and course description from PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, Intelligence, and Other Psychological Constructs to PSYC 3217 Psychological Measurement II: Measuring Attitude, Personality, Interest, IQ and Emotional Intelligence as outlined below:

Old Description:

Students examine a survey of theories and techniques in measuring attitude, personality, vocational interest, intelligence, emotional intelligence, and other psychological constructs using questionnaire surveys and observations. Students create a survey (questionnaire) to measure a psychological construct or an attitude and, from the data collected, determine its psychometric properties.

New Description:

The majority of existing psychological tests measure only the dark side of human behaviours. In this course, students learn that the full range of human behaviours needs to be explored so that the scores of such tests properly reflect the psychological statuses of the individuals tested. Students apply this approach to discuss and evaluate theories and techniques related to measuring attitude, personality, vocational interest, IQ, emotional intelligence (EQ/EI), and other related psychological constructs.

Religions and Cultures

MOTION 27: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate consider Motions 28-35 as an omnibus Motion.
CARRIED

MOTION 28: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve Motions 28-35 as an omnibus Motion.
CARRIED

MOTION 29: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the addition of Group III in Religions and Cultures as outlined in the attached document.

MOTION 30: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve to replace the current Group I and Group II courses in Religions and Cultures with three groups (Group I, Group II, and Group III) as outlined in the attached document.

MOTION 31: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the modification of the Honours Specialization program requirements in Religions and Cultures as follows:

From:

Current Program Requirements in Religions and Cultures:

Honours Specialization

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

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT Upper Level	45 cr.
RLCT 4000 level	6 cr.

To:

Proposed Program Requirements:

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

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	42 cr.
RLCT 4000 level	6 cr.

MOTION 32: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the modification of the Specialization program requirements in Religions and Cultures as follows:

From:

Current Program Requirements

Specialization

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

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	45 cr.

To:
Proposed Program Requirements

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

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	42 cr.

MOTION 33: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the modification of the Major program requirements in Religions and Cultures as follows:

From:
Current Program Requirements
Major

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
RLCT Group I*	3 cr.
RLCT Group II**	3 cr.
RLCT upper level	27 cr.

To:
Proposed Program Requirements

Students must complete 36 credits in the Major as follows:

RLCT 1000 level	3 cr.
RLCT Group I	3 cr.
RLCT Group II	3 cr.
RLCT Group III	3 cr.
RLCT Upper Level	24 cr.

MOTION 34: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the addition of RLCT 2166 Issues in Religion and Law as outlined in the attached template.

MOTION 35: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the addition of RLCT 2206 Religion and Popular Culture as outlined in the attached template.
 CARRIED

Sociology

MOTION 36: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate consider Motions 37-41 as an omnibus Motion.
 CARRIED

MOTION 37: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve Motions 37-41 as an omnibus Motion.
CARRIED

MOTION 38: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of “SOCI 2096 Sociology of Education: Social Theory and Education” as outlined in the attached template.

MOTION 39: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of “SOCI 2097 Sociology of Education: Social Issues in Education” as outlined in the attached template.

MOTION 40: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that SOCI 2091 Sociology for Educators: Social Theory & Education be deleted as outlined.

MOTION 41: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that SOCI 2092 Sociology for Educators: Social Theory & Education be deleted as outlined.
CARRIED

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

MOTION 42: Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that EDUC 5447 Current Issues in the Teaching & Learning of Boys and Men be added to the list of Graduate Studies in Education courses.
CARRIED

In-Service Education

MOTION 43: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the addition of EDUC 1385 International Languages, Part I - German be approved.
CARRIED

Indigenous Education Programs

Non-Substantive (for information only)

- That the title of EDUC 1010 ACADP Practicum I be changed to EDUC 1010 ICADP Practicum I.
- That the title of EDUC 2010 ACADP Practicum II be changed to EDUC 2020 ICADP Practicum II.

MOTION 44: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the admission requirements for the Teacher of Indigenous Language as a Second Language be changed from:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a teacher of Anishnaabemwin;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.);
- *Recent Criminal Reference Check including a Vulnerable Sector Screening;
- **Completion of an Anishnaabemwin Language Assessment that includes a written and oral component.

To:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a **teacher of Indigenous Languages**;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

CARRIED

MOTION 45: Moved by A. Vainio-Mattila, seconded by S. Pecoskie-Schweir that Senate approve the admission requirements for the Indigenous Teacher Education Program be changed from:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Aboriginal Classroom Assistant Diploma Program (ACADP);
 - Native Classroom Assistant Diploma Program (NCADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university.
2. Proof of Aboriginal ancestry
3. A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program.
4. Valid Criminal Reference Check including a Police Vulnerable Sector Check (PVSC).

To:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - **Aboriginal/Native/Indigenous** Classroom Assistant Diploma Program;
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university.
2. Proof of **Indigenous** ancestry
3. A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program

CARRIED

MOTION 46: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the admission requirements for the Indigenous Classroom Assistant Diploma Program be changed from:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- Recent Criminal Reference Check including a Vulnerable Sector Check

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 ACADP Practicum I;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of all components of Part I and Part II of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Recent Criminal Reference Check including a Vulnerable Sector Check

Or

- Successful completion of Part I of the Native Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
- Successful completion of EDUC 1063 Information Technology in Classrooms (minimum 60% average);
- Recent Criminal Reference Check including a Vulnerable Sector Check.

To:

ICADP Part I:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;

ICADP Part II:

- Successful completion of ICADP Part I courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 1010 **ICADP** Practicum I;

Or

- Successful completion of all components of Part I and Part II of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;

Or

- Successful completion of Part I of the Aboriginal Classroom Assistant Diploma Program within four years from enrolment;
- Successful completion of the following courses:
 - EDUC 2012 Working with Indigenous Children with Special Needs I (minimum 60% average);
 - EDUC 1063 Information Technology in Classrooms (minimum 60% average);
 - **EDUC 1124 Introduction to Numeracy Strategies (minimum 60% average)**
 - **EDUC 1023 Introduction to Literacy Strategies (minimum 60% average)**

CARRIED

MOTION 47: Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that the following progression requirements be added to Academic Standing and Progression, Section 1.4 Education:

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety.

CARRIED

MOTION 48: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the Academic Standing and Progression, Section 2.0 Good Academic Standing be changed from:

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

To:

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program (**Concurrent and Consecutive**), the **Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program**, where students must achieve a minimum program average of 70%, with no mark lower than 60%.

CARRIED

Bachelor of Education

MOTION 49: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve that EDUC 4762 Proactive and Inclusive Classroom Management be added to the Bachelor of Education program requirements for all divisions.
CARRIED

MOTION 50: Moved by A. Vainio-Mattila, seconded by K. McCullough that Senate approve that EDUC 4766 Technology Enriched Teaching and Learning be removed from the Bachelor of Education program requirements for all divisions.
CARRIED

PATHWAY

For information only:

The Business Fundamentals Integrated Project has been sponsored by ONCAT and is a collaboration between the four northern universities and the six northern colleges. This pathway will allow a student to graduate with a BA or BSc and a college certificate in Business Fundamentals. This pathway adheres to our current transfer credit policies.

December 18, 2019 Report

MOTION 51: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated December 18, 2019 be received.
CARRIED

FACULTY OF ARTS & SCIENCE

Biology & Chemistry

MOTION 52: Moved by A. Vainio-Mattila, seconded by L. Chen that Senate approve that the number of hours for **BIOL 2557 Genetics**: be changed from “**Three hours of lecture and three hours of laboratory work per week for one term**” to “**Three hours of lecture and two hours of laboratory work per week for one term**”.
WITHDRAWN

A request was made to withdraw Motion 52 for further discussion by the Department. The Chair of the Academic Curriculum Committee, Dr. Arja Vainio-Mattila, approved that the Motion be withdrawn.

English Studies

Non-substantive:

- To change the course title for **ENGL 3276 Native Literatures of North America**, to **Indigenous Literatures of North America**.

Non-substantive:

- To change the course description for **ENGL 3276** as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native and non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the **last two centuries**, with an emphasis on the modern and contemporary periods of the **twentieth-century**. Specific course content varies from year to year. **Native Studies** students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3276](#). This course may be credited towards **Native Studies**.

New Description:

Students engage with Indigenous literatures of North America, focusing on the modern and contemporary periods of the **twentieth- and twenty-first centuries**. Specific course content varies from year to year. **Indigenous Studies** students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3276](#). This course may be credited towards **Indigenous Studies**.

Non-substantive:

- To change of the learning outcomes for **ENGL 3276** as follows:

OLD OUTCOMES

Students who successfully complete this course will demonstrate:

1. a broad knowledge of the history, major authors, and essential features of **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES

Students who successfully complete this course will:

1. Demonstrate a broad knowledge of the history, major authors, and essential features of **Indigenous** literature in North America
2. Analyze and evaluate the construction of the emerging canon of **Indigenous** literature.
3. Explain how **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.

6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Non-substantive:

- To change the course title for **ENGL 3277 Topics in the Native Literatures of North America**, to **Topics in the Indigenous Literatures of North America**.

Non-substantive:

- To change the course description for **ENGL 3277** as follows:

Old Description:

This course offers an historical and self-reflexive exploration of **Native** North American literature in English (with some work in translation) and its meaning for us as Canadians, both **Native** and **non-Native**. After some grounding readings and presentations from the oral tradition of **Native** 'mythology,' the class will focus on works written in the last two centuries, with an emphasis on the modern and contemporary periods of the twentieth-century. Specific course content varies from year to year. **Native** Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards **Native** Studies.

New Description

Students explore a specific topic in the **Indigenous** literatures of North America. Specific course content varies from year to year. **Indigenous** Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards **Indigenous** Studies.

Non-substantive:

- To change of the learning outcomes for **ENGL 3277** as follows:

OLD OUTCOMES**Students who successfully complete this course will demonstrate:**

1. a detailed knowledge of a specific topic in the **Native** literature in North America.
2. an ability to analyze and question the construction of the emerging canon of **Native** literature.
3. an awareness of how **Native** literature in English fits into the larger context of English literary history.
4. an ability to construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
5. an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.

NEW OUTCOMES**Students who successfully complete this course will:**

1. Demonstrate a detailed knowledge of a specific topic in the **Indigenous** literature in North America.
2. Analyze and question the construction of the emerging canon of **Indigenous** literature.
3. Explain how a specific topic in **Indigenous** literature in English fits into the larger context of English literary history.
4. Develop and express ideas comfortably and respectfully in class discussion as well as small-group interaction.
5. Apply critical and theoretical methodologies to close readings of diverse texts.
6. Construct and sustain analytical arguments, including the ability to gather, assess, and integrate appropriate secondary sources.
7. Communicate logical, analytical arguments in clear, correct, and persuasive prose.

Psychology

MOTION 53: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the modification of the instructional hours for **PSYC 2126 Scientific Method and Analysis I** as outlined.

Old Structure:

Hours: Three hours of lecture per week for one term.

New Structure:

Hours: Two hours of lecture and one hour of lab per week for one term.

CARRIED

MOTION 54: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the modification of the instructional hours for **PSYC 2127 Scientific Method and Analysis II** as outlined.

Old Structure:

Hours: Three hours of lecture per week for one term.

New Structure:

Hours: Two hours of lecture and one hour of lab per week for one term.

CARRIED

MOTION 55: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of **PSYC 3226 Positive Psychology** as outlined in the attached template.

CARRIED

Sociology & Anthropology

MOTION 56: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate consider Motions 57-73 as an omnibus Motion.

CARRIED

MOTION 57: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve Motions 57-73 as an omnibus Motion.

CARRIED

MOTION 58: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that the flex-time enrolment option be available to students in the MA Sociology program.

MOTION 59: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the addition of SOCI 2016 Classical Sociological Theory or ANTH 2016 Classical Sociological Theory as a prerequisite for SOCI/ANTH 2017 Contemporary Sociological Theory.

MOTION 60: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the prerequisite for ANTH 3407 Anthropological Theory from “SOCI/ANTH 2016 Classical Sociological Theory, SOCI/ANTH 2017 Contemporary Sociological Theory and ANTH 3036 Qualitative Research Methods” to “30 credits or permission of the instructor.”

MOTION 61: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3407: Anthropological Theory from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”

- MOTION 62: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3006: Anthropology of Development in the Canadian North from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 63: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3027: Anthropology, Aboriginal Peoples, and the Law from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 64: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3036: Qualitative Research Methods from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 65: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3046: The Living and the Dead from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 66: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3367: Special Topics in Anthropology I from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 67: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 3376: Special Topics in Anthropology II from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 68: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve to change the course hours for ANTH 4106: Multispecies Ethnography from “three hours of lecture per week for one term” to “three hours of seminar per week for one term.”
- MOTION 69: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the creation of ANTH 3106: Food and Culture as outlined in the attached template.
- MOTION 70: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the creation of ANTH 3206: Narrative and Memory as outlined in the attached template.
- MOTION 71: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that the course delivery format and contact hours of the course SOCI 1016 Introduction to Sociology be changed from “two hours of lecture and one hour of seminar per week for one term” to “three hours of lecture per week for one term”.
- MOTION 72: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve that the course delivery format and contact hours of the course SOCI 4127 Advanced Social Data Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.
- MOTION 73: That Senate approve that the course delivery format and contact hours of the course SOCI 5217 Quantitative Analysis be changed from “1.5 hours of lecture and 1.5 hours of lab per week for one term” to “2 hours lecture and 1 hour lab per week for one term”.
- CARRIED

FACULTY OF EDUCATION AND PROFESSIONAL STUDIESCriminal Justice

MOTION 74: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate consider Motions 75-79 as an omnibus Motion.

CARRIED

MOTION 75: Moved by A. Vainio-Mattila, seconded by P. Millar that Senate approve Motions 75-79 as an omnibus Motion.

CARRIED

MOTION 76: Moved by A. Vainio-Mattila, seconded by P. Millar that Senate approve that CRJS 4347 Applied Criminological Theory be moved out of the list of core requirements for students in Criminal Justice, and that it be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.

MOTION 77: Moved by A. Vainio-Mattila, seconded by P. Millar that Senate approve that CRJS 3086 Law and Society, and CRJS 3087 Law and Society II be moved out of the list of core requirements for students in Criminal Justice, and that they be added to the stream requirements for Criminology, Corrections, Policing, and Legal Studies & Administration.

MOTION 78: Moved by A. Vainio-Mattila, seconded by P. Millar that Senate approve that the current list of Criminology and Criminal Justice Studies Stream electives be separated into separate lists (one list of stream electives for the Criminology Stream and another list of stream electives for the Criminal Justice Studies Stream).

MOTION 79: Moved by A. Vainio-Mattila, seconded by P. Millar that Senate approve that the phrase “restricted to students in the following streams: Criminology, Corrections, Policing, and Legal Studies and Administration” be added to the following courses: CRJS 4006 Issues in Forensic Mental Health, CRJS 4016 Issues in Family Law, CRJS 4026 Criminal Organizations, CRJS 4346 Field Placement, CRJS 4356 Community Corrections, CRJS 4466 Program and Policy Evaluation, CRJS 4477 Penology, CRJS 4916 Policing and Society, CRJS 4917 Criminal Investigation.

CARRIED

AMENDMENT OF BY-LAWS

MOTION 80: Moved by T. Sibbald, seconded by T. Horton that Articles 6.3(a)(vii), 6.3(b), and 8.4(b)(iii) of the Senate By-Laws be amended to include reference of a Consent Agenda as outlined below:

6.3 Order of Business

- (a) The order of business observed at all regular meetings of Senate shall normally be as follows:

- (i) Acknowledgement of the traditional territory of the Robinson-Huron Treaty of 1850;
 - (ii) Approval of the Agenda;
 - (iii) Approval of the minutes of the previous meeting(s);
 - (iv) Business arising from the minutes;
 - (v) Reading and disposing of communications;
 - (vi) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented (President, PVPAR, VPFA, Deans, Students, and Others);
 - (vii) Question period;
 - (viii) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
 - (ix) Consent Agenda including motions of standing committees not set apart for discussion and debate within Senate. These motions shall be voted on by Senate as an omnibus motion;
 - (x) Other business (which includes substantive motions);
 - (xi) Motions from Question period;
 - (xii) Amendment of By-Laws;
 - (xiii) Elections;
 - (xiv) New business (requiring a motion to consider);
 - (xv) Announcements;
 - (xvi) Adjournment
- (b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.
- (c) Motions from Senate Committees will appear under the heading 'consent agenda' unless set apart by that committee for discussion and debate within Senate. All supporting documentation will be included in the agenda circulated to Senators. At the time the agenda is approved, at the request of any Senator, a motion shall be removed from the consent agenda and placed under the appropriate standing committee to be discussed. No motion or vote is required for a motion's removal from the consent agenda. Simple questions about any motion do not require removal from the consent agenda. All motions remaining on the consent agenda will be voted on by Senate as an omnibus motion.
- (d) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

8.4 Committee/Ad Hoc Committee Reports

- (a) Written reports of Senate standing or ad hoc committee should be clear and concise. Each recommendation intended for Senate consideration should be clearly stated within the main body of the report, and accompanied by an adequate rationale.
- (b) At the end of each written report submitted for Senate consideration, a list of motions shall be provided, as follows:
 - (i) a motion that Senate receive the report (required even if the report includes no other recommendations for Senate consideration); and

- (ii) a motion for each individual recommendation within the report, carefully worded to reflect the appropriate Senate action being proposed (i.e. that Senate approve the implementation of a new program, that Senate recommend to the President, for conveyance to the Board, the addition of a new tenure-track position, etc.).
 - (iii) committees bringing motions to Senate may (by majority vote) designate them to be excluded from the 'consent agenda' and included in the Senate Agenda as part of a written report from the committee.
 - (c) A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee's procedures or the adequacy of the report's analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns.
 - (d) Carrying a motion to receive a written report in no way binds Senate to accept the individual recommendations within it.
 - (e) Senate may amend the individual motions presented at the end of a written report, but may in no way alter the main body (including the recommendations) of the report itself.
 - (f) Oral reports of Senate standing or ad hoc committees shall be permitted, provided that they are brief and for information only. Such oral reports shall not require a motion to receive.
 - (g) That all reports sent to Senate committees from Senate for revisions, or documents that have undergone substantive revisions by a Senate standing committee, clearly identify any changes made to the document using track changes or some other form of highlighting.
- DEFEATED

MOTION 81: Moved by T. Sibbald, seconded by D. Campbell that Senate By-Laws Articles 2.6 and 5.1 be amended, and Article 5.3 be deleted to reflect revisions to the NUSU membership, voting and elections as outlined below:

2.6 Terms of Office

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

- (i) the terms of the three (3) student Senators chosen by and from the NUSU Executive, which shall run from 01 May each year to 30 April the following year; and
- (ii) the terms of the graduate student Senator elected by and from the graduate students, and the undergraduate student Senators elected by and from the undergraduate students, shall run from 01 May each year to 30 April of the following year.

5.1 Eligibility to Vote

- (a) All undergraduate students currently registered at the time of the election shall be eligible to vote for the undergraduate student representative in their respective Faculty. Students in Concurrent Education or completing double majors in two different Faculties shall be required to declare one Faculty for purposes of the election.
- (b) All graduate students currently registered at the time of the election shall be eligible to vote for the graduate student representative.
- (c) In order to vote, currently-registered undergraduate and graduate students shall be required:
 - (i) to vote by e-mail according to established election procedures, using their University-assigned e-mail address.

CARRIED

ELECTIONS

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

D. Campbell - ACCLAIMED

NEW BUSINESS

MOTION 82: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate move in camera.
CARRIED

MOTION 83: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate move out of camera.
CARRIED

ADJOURNMENT

Senate was adjourned at 3:55 p.m.



.....
M. DeGagné (Chair)



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

Update on the Annual Academic Action Plan 2019-2020

16th January 2020, Arja Vainio-Mattila

IA1 Re-organize Senate Policies - ongoing

The draft outline will be going to the next Senate By-Laws Committee

IA2 - Revision of Senate Policies - ongoing

Working on this at the same time as above. This one is more challenging because we're having a difficult time finding out when policies were last reviewed, some of the information in the policy document isn't a policy and some policies aren't in the document but should be. Once IA1 is finalized this initiative should move quicker.

IB1 - Create a SEM Plan - ongoing

This has been delayed as a result of SMA3, the committee is scheduled to meet again on January 29th. The committee has met twice (May & August) and we gave presentations on our current funding model, new funding model and a proposed strategic enrolment framework. At our next meeting we plan to finalize our purpose statement and identify the data required to move forward.

IC Strategy for Indigenous Education - paused

This initiative is waiting for the results of the Cluster Hire process

ID1 Internationalization Strategy - ongoing

The Committee has been formed and has started to meet.

ID3 External response to international recruitment - ongoing

We have joined the Local Immigration Partnership, and are in preparation for a partnership event with service providers in the community

IE1 Dashboards for Monitoring - ongoing

We have invested in 14 licenses for PowerBI Pro that will allow the IR office to share reports (in the form of interactive visual dashboards) amongst the active PowerBI user group.

Currently the 14 members include the Deans of EPS and A&S and their administrators, the Registrar (and some Associate Registrar's), the PVPAR, VP Finance and the AVP students and a hand full of "Directors".

Beginning in December 2019 we deployed our first dashboard that tracks our 2020 Applications. This dashboard (which contains about 8 sub-reports) was demonstrated at the January 13th Provost Council and our office will continue to tweak this dashboard to meet the needs of our end users (e.g, we will add a view regarding International enrolment ASAP).

We are currently in the process of creating additional dashboards and anticipate them being ready for sharing amongst the relevant members of the PowerBI user group in the next 3-8months

- SMA 3 Metrics Tracking
- Student Profile (i.e., dynamic dashboard that allows us to break down our student body by program and see key demographic details)
- Financial Reporting (e.g., Tuition projections vs. Actual; Department spend vs. previous years and/or YTD) -- these will be developed in direct consultation with the Director and VP of Finance

IIA1 Strategic Research Plan

- Approved 2019 – completed
- Posted as PDF on NU website – completed
- Summary submitted to CRC – ongoing
- Meeting with External Relations & Advancement to launch web version – ongoing
- Meeting with FASS to create interactive web/condensed version – ongoing
- Financial metrics are in place – completed
- Publication metrics – email sent to PVPAR requesting access to publication data in year end reports - ongoing

IIA2 Equity, Diversity and Inclusion

- Developed EDI statements for CRC process and posted online – completed
- Research Co-ordinator served as EDI officer for CRC renewal process – Aug- Oct 2019
- Representation of the EDI officer during current conversations (new allocations and upcoming available position) Dec-Jan – ongoing
- EDI Policy is in draft form
- Environmental scan (Ontario and ACCRU) of offices of responsibility for EDI – ongoing

IIA3 Canada Research Chairs

- Developed Policy on Management of Canada Research Chair allocations at Nipissing University - May 15, 2019
- Submitted three applications for renewal - October 2019
- Developed Policy on Management of Canada Research Chair Allocations at Nipissing University - May 15, 2019
- Held two meetings of CRC Advisory Committee to establish research areas for replacement of one Tier 2 CRC who has completed 2 terms (i.e., 10 years) and the new allotment of a Tier 2 CRC - ongoing

IIA4 Communications

- Meetings with External Relations - Advancement to plan for communication strategy - ongoing
- Process and conversations within OGSR - ongoing

Initiative II.A.5. Other Initiatives - Innovation	
Goal	Innovation management and community relations
Description	Establish a process to commercialize research and measure impact on the community.
Responsibility	Office of GSR and External Relations
Success Measures	Number and amount of industry and community investment in research. Develop and hire Innovation Officer.
Timeline	Fall 2020 for hiring - Ongoing
Progress Jan 2020	<ul style="list-style-type: none"> - Dean attended Expert Panel on Intellectual Property consultation (Sudbury) - October 2019 - Dean and Cristin Christopher, External Relations, met with City of North Bay to discuss research and community impact - December 2019 - Mayor and City Managers tour of research facilities – December 2019

Initiative II.A.6. Other Initiatives: Research Success	
Goal	Inform the community on the increase in research funding/success.
Description	Create interactive metrics and dashboards
Responsibility	Office of GSR and Institutional Planning
Success Measures	Increase in the number of grant submissions and awards year over year and increase the number of knowledge translation units.
Timeline	Winter 2020 - Ongoing
Progress Jan 2020	Will meet with Director, Institutional Planning and Research to develop the metrics and dashboards to university standards - ongoing

Initiative II.A.7. Other Initiatives: Centres and Institutes	
Goal	Increase community and institutional profile of Centres and Institutes
Description	Review of existing Centres and Institutes. Approved new Centres. Review policy for Centres and Institutes.
Responsibility	Office of GSR
Success Measures	Funding and knowledge mobilization metrics linked to the Centres.
Timeline	Winter 2020 - Ongoing
Progress Jan 2020	<ul style="list-style-type: none"> - Include funding for Centres and Institutes in Budget – completed - Review policy for Centres and Institutes – ongoing - Establish database of active Centres and Institutes – ongoing - Approved Centre for War and Atrocities (CWAG) – Fall 2019 - Liaise with Facilities to establish space for CWAG – ongoing - Office of GSR to work with CWAG to develop a CFI proposal to support the Centre – winter/spring 2020

IIB1 Dean of Teaching - complete

Dr. Pat Maher started in the position in October 2019.

IIB2 Teaching Hub - ongoing

The Teaching Hub is slated to open on Feb. 6, 2020. So all aspects of the physical infrastructure have come together (renovation, AV, furniture). In addition, we have developed the virtual infrastructure (appropriate email addresses, booking system, Twitter account, website, etc.) that will launch at the same time. We have begun to plan some of the programming - both initial offerings in Feb-Apr 2020; but also ongoing events and training. The ongoing programming is highly dependent on the current budgeting process.

IIB3 Teaching Chairs - ongoing

Dean of Teaching is exploring opportunities to connect the Teaching Chairs to programming at the Teaching Hub, and is developing the programme itself in consultation with the Chairs (comparing their deliverables to expectations, what new expectations we might set with the Teaching Hub coming online, next priority areas, etc.). The plan is to launch a call for the next two Teaching Chairs by March 2020

IIB4 Strategic Plan for Teaching - ongoing

Consultation has started with other institutions on best practices relating to this initiative.

IIC Library - ongoing

We are experiencing slight increases in the number of our instruction sessions for Nipissing and Canadore.

As a result of the transition to our new library system (Omni), a number of our online tutorials needed to be removed; we are in the process of re-doing/updating those to reflect our new system. We also offered drop in sessions for students, faculty and staff to learn about Omni.

We continue to provide instructive guidance/assistance at our Info Desk (we are seeing slight increases to our interactions at the desk) and we continue to reach out to faculty to offer and encourage library instruction sessions.

The Library is also exploring its connections to the Teaching Hub and to the First Year Foundations Programme.

IIIA1 Tenure Track Faculty Positions

Positions in place by July 2020

- TT hire completed in GESJ
- TT hires in progress with search committee:
 - o Political Science
 - o Social Work
 - o Potentially 3-4 positions through Cluster Hire of Indigenous Scholars in Various Disciplines
- TT advertisement ongoing in Nursing

Positions in place by July 2021

- Discussions have started with Deans to establish priorities

IIIA2 Sabbaticals - in process

IIIA3 Teaching releases: Administrative

- Deans are identifying needs for 2020-21

IIIA3 Teaching releases: Research

- Deans are identifying needs for 2020-21

IIIB3 Strategic Plan for Graduate Studies

Preliminary discussion of new Interdisciplinary Doctoral program – ongoing

- Preliminary discussions of new MSc in Nursing program and/or health stream in the MEd program - ongoing
- Environmental scan of similar institutions' Strategic Plan for Graduate Studies - ongoing
- Initial discussion of Graduate Plan with Graduate Coordinators/Chair at GSC Retreat - September 2019
- Draft plan complete – presentation and deliberation of plan at GSC - winter 2020.
- Submitted proposal to increase GA rate to be more in line with other Ontario universities – September 12, 2019
- Submitted proposal to offer an International Graduate Student tuition subsidy – December 17, 2019

IIIB4 Degree Architecture

We're in the process of creating a chart listing all programs (degree, certificates, diplomas) and their current structure, this will help us identify areas of inconsistency. We hope to have this chart completed by mid-February.

IIIC1 Quality Assurance

The expedited institutional quality assurance audit will be carried out by Ontario Universities Quality Council in early March.

Current reviews:

English Studies

Process has been initiated for:

Child and family Studies

Gender Equality and Social Justice

History (undergraduate and graduate)

Religions and Culture

Senate Update for January 17, 2020 - NUAAB

- NU Café: This mentoring and networking platform is an excellent tool for the NU community to connect and share their career-related goals and conversations. Sign up today online. Just type NU Cafe into the search bar on the main website and go from there. The next set of introductions will be happening February 4th.
- NUAAB returns from their Christmas break Jan 21. We are energized and excited to welcome 4 new members to the board: Laurel Muldoon, Nathan Snider, Dawn Lamothe, and Hugh McDermid. We would also like to announce that Jade Nighbor has stepped down from her role as NUAAB president after becoming Nipissing University's Digital Marketing Manager in External Relations. On behalf of NUAAB and Nipissing University, we would like to sincerely thank Jade for her dedication and commitment to the alumni board. Jade has led the board through significant positive changes, and her values and direction have put the team on a fantastic path. Thank you, Jade! The position of board president will remain vacant until NUAAB moves forward with filling the position. In the meantime, we are pleased to announce that Mitchell Crown has agreed to sit as the NUAAB representative on the Nipissing University Board of Governors.
- Alumni love reading about what their former professors and departments are researching and up to. Please email Bridgette Perron at alumni@nipissingu.ca to have additions to our alumni e-newsletter. NUAAB will be making an exciting gift announcement at the upcoming Donor Social on February 4th, 2020. If you haven't RSVP'd to the event, or would like more information, feel free to reach out to the Advancement office at giving@nipissingu.ca

NUSU Senate Report - January

NDP - Chris Glover

MPP Chris Glover from Spadina-Fort York and the Official Opposition Critic for Colleges and Universities will be visiting campus on January 27th. MPP Glover will be speaking with students and hearing how recent changes have impacted them.

Dave Marshall Leadership Awards

Just as a reminder the Dave Marshall Leadership Awards are due January 31st. 25 full-time students are recognized for their outstanding extracurricular contribution to their academic program, to the campus, or to the greater community.

NUSU Elections

NUSU Elections will be taking place over the next two weeks. We are looking forward to the incoming candidates, and the exciting atmosphere of political debate.

Ian Campeau

Ian Campeau will be coming to speak on February 5th. Ian Campeau is the co-founder and former member of the music group A Tribe Called Red. He uses his notoriety to draw attention to issues of racism, gender based violence, stigmas of mental health, and other forms of oppression. Ian will be speaking to Indigenous students in the afternoon and will give a public talk in the evening. Advertising will be going out early next week and we invite everyone to attend this presentation. Thank you to Dr. DeGagne for partnering on this initiative with us.

Building Update

The student centre is still on schedule and on budget. In the last month the exterior glass was installed on the South faces of study nooks and the second floor corridor, as well as the West wall of the lobby and study areas.

Spirit Week

This week NUSU has created a new event called Spirit Week. Spirit Week has been able to showcase different groups such as clubs, athletic students, alumni, staff and faculty. We have featured student artwork and research, had our mascot Louie take pictures with students, and given out prizes. Tonight's basketball games (Women's at 6pm and Men's at 8pm) will be raising money for the Canadian Cancer Society. As we are playing against Laurentian University, we are excited to be welcoming 100 Laurentian University students who will be attending the games. We hope to see you all there!

Sunshine Awards

This week we also were able to give out Sunshine Awards. Students nominate Nipissing University staff and faculty who have had a positive influence in their lives. 60 faculty and staff received a cupcake and a certificate. This initiative allows us to not only showcase the great work being done but creates an environment of positivity and appreciation.

Alumni Throwback

Over the next few Thursdays we will be showcasing alumni. We have asked each person 5 questions including: "What is your best memory of Nipissing University", "Advice for current students" and "Favourite places to go in North Bay." The response was amazing and in contacting these former students they have spoken about looking forward to coming back up to North Bay in the Fall for the new student centre opening.

Military Women's Hockey Game

This weekend marks the inaugural Military Appreciation Night with the Women's Hockey Team. The game will take place on Saturday, January 18th at 7:30pm at Memorial Gardens. We encourage you all to support this initiative!