

722nd Meeting of Senate

Wednesday, September 18, 2024 at 4 p.m.

IN PERSON – Sankey Chamber, Mackenzie Chown Complex
Remote participation MS TEAMS-

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A G E N D A

Approx. Timing	#	Agenda Item	Action
4:00	1.	Call to Order	
4:01	2.	Approval of the Agenda (including consent items)	Approval
4:02	3.	Business Arising from the Minutes	
ACTION ITEMS			
4:05	4.	Reports of Standing Committees	
	4.1	<u>Planning Priorities and Budget Advisory Committee</u>	<u>DECISION</u>
	4.2	<u>Governance Committee</u>	<u>DECISION</u>
4:30	5.	<u>Convocation - Fall 2024</u>	<u>DECISION</u>
DISCUSSION ITEMS			
4:35	6.	<u>Report of the President and Vice-Chancellor</u>	Information
4:40	7.	<u>Report of the Provost and Vice-President, Academic</u>	Information
4:45	8.	<u>Report of the Vice-President, Research</u>	Information
	9.	Two Row Council - N/A	
	10.	Generative Discussion - N/A	
4:55	11.	Other Business	
Approx. 5:00	12.	Adjournment	
CONSENT ITEMS			
	13.	Minutes	
	13.1	<u>Senate-Elect Meeting #2 held on May 29, 2024</u>	Approval
	13.2	<u>721 Meeting of Senate held on May 29, 2024</u>	Approval
	14.	<u>Approval over the Summer Months</u>	Information
	15.	<u>Report of the Academic Colleague</u>	Information
	16.	<u>Report of the Actions of the Board of Trustees</u>	Information
	17.	Reports of Standing Committees	
	17.1	<u>Academic Review Committee</u>	<u>DECISION</u>
	17.2	<u>Undergraduate Program Committee</u>	<u>DECISION</u>
	17.3	<u>Governance Committee</u>	<u>DECISION</u>
	17.4	<u>Teaching and Learning Policy Committee</u>	Information
	17.5	<u>Research Scholarship Policy Committee</u>	Information
	17.6	Information and Technology Infrastructure Committee- N/A	
	17.7	Graduate Studies Committee- N/A	
	17.8	Undergraduate Student Affairs Committee - N/A	
	18.	<u>Proposed Schedule of Academic Dates 2025 - 2026</u>	Information



TO: Yvonne Roussel
University Secretary & Associate Vice-President, Governance & Policy

FROM: Liz Clarke
Chair, Planning, Priorities and Budget Advisory Committee

DATE: September 11, 2024

REPORT TO SENATE 722, September 18, 2024

ACTION ITEMS - FOR APPROVAL

1. Strategic Plan Update

MOVED (Clarke/)

THAT Senate approve those provisions of the Brock University Institutional Strategic Plan 2025 that deal with and relate to the educational policy of the University; and

that Senate endorse all the other provisions of the Brock University Institutional Strategic Plan that deal with University matters other than those specifically assigned by the Brock University Act to the Senate.

Rationale: On June 24, 2024 and September 5, 2024 the committee received an update on the Strategic Plan. Please see appendix 1.

CONSENT ITEMS - FOR INFORMATION

The following items are reported to Senate from the meeting of the Planning Priorities and Budget Advisory Committee held on September 5, 2024.

- The committee received a presentation on the Graduate Student Funding Budget (attached as appendix 2).
- The committee received a copy of the draft 2025-2026 Budget Planning Schedule (attached as appendix 3).

Appendices

Appendix 1: [Strategic Plan Update](#)

Appendix 2: [Graduate Student Funding Budget](#)

Appendix 3: [Budget Planning Schedule](#)

REPORT TO PLANNING, PRIORITIES, AND BUDGET ADVISORY COMMITTEE

RECOMMENDATION ITEM

TOPIC: Strategic Plan Update

September 5, 2024

Lesley Rigg, President and Vice-Chancellor

MOTION

That the Planning, Priorities, and Budget Advisory Committee recommend that Senate approve those provisions of the Brock University Institutional Strategic Plan 2025 that deal with and relate to the educational policy of the University; and

that Senate endorse all the other provisions of the Brock University Institutional Strategic Plan that deal with University matters other than those specifically assigned by the Brock University Act to the Senate.

KEY BACKGROUND

- The strategic plan revitalization project began last July, with the selection of a consultant and a call for steering committee members in early September.
- The steering committee kicked off in November and developed a process framework- plan, learn, analyze, decide and implement.
- The learn phase included consultation with 1800+ stakeholders through interviews, focus groups and surveys. Including a consultation with Senate.
- The steering committee leveraged the key insights collected during consultation efforts and drafted key ideas to support the development of each element of the Strategic Plan. This included a recommended shift to a purpose statement (from a Vision and Mission) and guiding principles (from Values).
- Additional consultation with Board, SAC, BUSU and GSA representatives, Senate, and the Executive Team occurred in April as part of the decide phase, updating on process and gathering feedback on the initial elements and overall direction of the plan.
- During May and June, four drafting sessions were held with the steering committee to draft the key elements of Brock's Strategic Plan: Purpose, Guiding Principles, and Strategic Directions and Priorities.

- In June, a draft of the plan was presented for consultation and feedback to the Board and both the outgoing and incoming members of PPBAC.
- In July, SAC was consulted on the draft and additional meetings were held with Indigenous and EDI leadership on campus to review the final draft of the plan.

NEXT STEPS

- Development of communication and marketing plan for hopeful launch of successful Strategic Plan pending Senate and Board approval.
- Work continues this fall on the development of the Implementation Plan-identification of operational plans, KPIs and the annual reporting framework.
- In December an update on the Implementation Plan will be provided to Senate (through PPBAC) and Board.
- In January 2025 the launch of the Implementation Plan.

APPENDICES

- Appendix 1.1 : Final Draft Strategic Plan (16 pages)

An aerial photograph of the Brock University campus during sunset. The sun is low on the horizon, casting a warm glow over the buildings and trees. The campus features several large, modern buildings with flat roofs and some with red accents. A prominent tall, cylindrical building is visible in the background. The foreground shows a parking lot with a few cars and a road with a crosswalk.

Brock
University

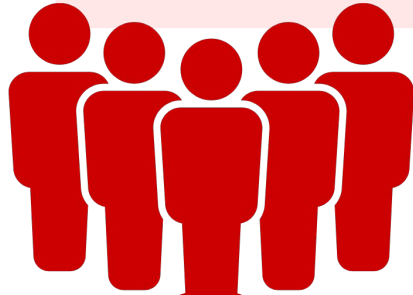
FINAL DRAFT
September 5, 2024

24 focus groups

19 one-on-one interviews



2 surveys
internal & external



2000+ total consultations

80+

Board Members & Senators

370+

Students

450+

Staff & Admin

150+

Community Partners

150+

Faculty, Instructors, & Librarians

+ over **500** internal and external stakeholders self-identified as Alumni throughout the consultation process.



Purpose

Transforming people, reimagining the future

Through curiosity, creativity, and courage

Brock offers individuals the opportunities and space to realize their full potential, equipping them with the tools necessary to reshape the world, both in big and small ways.

Curiosity – embracing the spirit of research and learning in everything that we do.

Creativity – thinking and acting in ways that encourage and achieve authentic breakthroughs.

Courage – pushing for better, in ourselves, with our peers, and in the world.



Guiding Principles

**Champion one
another**

**Break down
barriers**

**Lead by
example**

**Learn through
curiosity**

Champion one another

We are stronger together. The desire to support our peers is part of who we are. We value and celebrate one another, building connections that last a lifetime.

Break down barriers

Access unlocks potential. We are on a journey to a more equitable and inclusive tomorrow. We welcome diverse perspectives and create the conditions for everyone to flourish and thrive.

Lead by example

Our actions matter. We believe strongly in our responsibility to act with honesty, integrity, collegiality, inclusivity, and transparency. We earn the respect and admiration of others – making our university, our region, and our world a better place.

Learn through curiosity

We quest for knowledge. We embrace new thinking and welcome fresh ideas. Natural optimists, we have the creativity and courage to challenge conventional thinking to generate, translate, and mobilize knowledge for a better future.



Strategic Directions & Priorities

- 1. Shape tomorrow through research, discovery, and knowledge**
- 2. Build sustainable futures**
- 3. Realize you matter**
- 4. Bring the world to Brock, and Brock to the world**

Shape tomorrow through research, discovery, and knowledge

There are no limits to discovery, learning, and knowledge. As a comprehensive institution, we bring together research, scholarship, and creative activity to generate breakthroughs and tackle the grand challenges facing our world. Our hands-on approach to learning empowers our community, providing them with the courage, practical skills, and insights to spark innovation and make a meaningful impact. Our Academic and Research Plans do not exist in isolation: they reinforce one another in our pursuit of a better tomorrow. Focusing on our existing areas of strength, we will:

- 1.1** Identify, celebrate, and become known for our key areas of research and academic distinction.
- 1.2** Focus on areas of research and hands-on learning that will prepare Brock community members for the future.
- 1.3** Grow global awareness of our research breakthroughs through purposeful knowledge translation, commercialization, and mobilization.
- 1.4** Foster a vibrant research culture that welcomes and values diverse perspectives, identities, and lived experiences.
- 1.5** Deepen connectivity and transdisciplinarity within and across our research enterprise and teaching and learning initiatives.
- 1.6** Promote diverse perspectives and deepen understanding of Indigenous cultures and histories through the building of trusted and reciprocal relationships, research, scholarship, and creative activity.

Build sustainable futures

We are committed to delivering on the environmental, social, and economic needs of the present, without compromising the ability of future generations to meet their own needs. We will:

2.1 Differentiate the Brock teaching and learning experience by providing learners with diverse opportunities and inclusive success pathways to sustain their futures beyond Brock.

2.2 Support the sustainable development of our campus and surrounding communities through collaboration and ongoing partnerships.

2.3 Engage actively in the global dialogue on environmental sustainability through academic pursuits, research initiatives, and partnerships.

2.4 Ensure a sustainable and resilient financial future that allows us to safeguard the needs of the Brock community.

Realize you matter

Brock feels different, because we *are* different. We believe in supporting people to develop on their own terms and in their own ways. We work towards fostering an equitable, inclusive and accessible environment in which everyone works hard and feels supported in doing so. We will:

- 3.1** Enrich learning, work, research, and creative activity to retain a thriving and healthy Brock community.
- 3.2** Engage in trust-building efforts that dismantle systemic barriers, empower *all* underserved communities.
- 3.3** Continue to advance our leadership in the student experience.
- 3.4** Cultivate a philosophy of personal growth, where all diverse individuals are encouraged, celebrated, and empowered to develop on their own terms.
- 3.5** Foster an inclusive campus culture that attracts and retains top talent from across Canada and around the world.

Bring the world to Brock, and Brock to the world

We are creating more powerful learning opportunities – achieving research breakthroughs that deliver global impact – by welcoming international students, researchers, and scholars, as well as people with international experiences to our campus. We all benefit from international perspectives: from those who join Brock from abroad, to students, faculty, and staff whose research and study takes us elsewhere. We will:

- 4.1** Globalize our campus through the recognition and inclusion of diverse perspectives, academic curricula, and international experiences.
- 4.2** Enhance Brock's impact and connections provincially, nationally, and globally through research collaborations, knowledge mobilization, academic partnerships, and exchanges.
- 4.3** Cultivate and deepen meaningful relationships across the Niagara region, to better serve our diverse communities.
- 4.4** Strengthen bonds with our alumni at home and across the world to expand our global network of Brock ambassadors.

Planning, Priorities and Budget Advisory Committee

Sept 5, 2024

Key Background

- 2024-2025 budget (current year):
 - Change from \$9.5 million in 2023 to \$7,727,000 in 2024
 - Operating budget funded centrally from revenue generated through tuition, ancillary, and government grants
 - University-funded FGS fellowships of \$5.53 million (\$7.51 million in 2023-24)
 - University-funded entrance scholarships and awards for excellence, research awards, and bursaries of \$1.17 million (\$1.02 million in 2023-24)
 - Scholarships funded two-thirds by the MCU, in the amount of \$1.02 million (\$1.02 million in 2023-24), with an offsetting grant revenue of \$0.68 million (\$0.68 million in 2023-24)

Incoming 25-26 Research-Based Master's Student Fellowship Funding Proposals

- **Consultation with Graduate Council throughout Jan - July 2024**
- Guiding principles
 - Students
 - To fund students to the best of our ability
 - Providing support so they can complete on time
 - Recognizing the diversity of our students
 - Research Enterprise
 - Supporting the comprehensive status of our University
 - Recognizing the importance of graduate students for successful grant applications, fulfilling granting obligations, generating research and disseminating findings
 - Increasing our reputation
 - Diversity of Programs
 - Fulfilling our graduate degree learning expectations that require research for all types of masters' degrees (professional, course-based, research-based (MRP and Thesis))
 - Different training models across disciplines

Considerations for 2025-26 Budget

- Number of new research-based master's students
 - Minimum to sufficiently maintain programming and support research
- International Students
 - Maintain 70% domestic and 30% international students across the University
- Development and EDI initiatives to be preserved
 - DGS excellence
 - Indigenous fellowships
 - Emergency bursaries
 - Entrance/development awards for professional/course-based students
 - Horizon scholarship (funded by President, Provost, and VPR offices)
- Continuing students – no change
- PhD students – no change
 - System limitations
- NOTE: We are unable to allocate a dollar amount and support differential funding on a per student basis due to system limitations

Graduate Student Funding Budget Proposal for 2025-26

- Maintain current 2024-25 amount: **\$7,727,000**
 - **Includes all funding items**
- Funding for research-based masters:
 - Divide amount of fellowship dollars allocated to incoming master's by 70% domestic and 30% international
 - Allocate based on domestic and international enrolments per Faculty
 - Achieve 90% of 2023-24 actuals
- Fellowship amounts

Degree	Domestic	International
Masters	\$8500	\$15,500
PhD	\$14,000	\$20,500

Next Steps

- SGSC - September 17
- Update to Graduate Council - September 19
- Board of Trustees for preliminary approval - September 26

- Creation of Working Group on Graduate Funding
 - Terms of Reference drafted
 - Call for membership to come out this month

Questions?

DRAFT Preliminary 2025-26 Budget Schedule
 Subject to finalization from certain committees

Deliverable	Action	University	PPBAC	Other Committees	Senate	BoT (FPI)
2024-25 First Trimester Forecast update memo sent (workbooks available to certain units)	Release	31-Jul-24				
2024-25 First Trimester Forecast update submitted	Submission	21-Aug-24				
2025-26 Budget Schedule	Release		05-Sep-24			
2024-25 First Trimester Financial Update and Forecast	Information					25-Sep-24
2025-26 Undergraduate Scholarship budget preliminary update	Feedback			USAC Oct. Meeting		
2024-25 First Trimester Financial Update and Forecast	Information					
2025-26 Domestic & VISA Tuition and other student fees preliminary update	Feedback		24-Oct-24			
2025-26 Undergraduate & Graduate Scholarship budget preliminary update	Feedback					
2025-26 Budget & Fiscal Framework update	Information					
2025-26 Budget input workbooks available	Release	04-Nov-24				
FINAL* 2025-26 Domestic & VISA Tuition and other student fees	Information					
FINAL* 2025-26 Undergraduate & Graduate Scholarship budget	Information					
FINAL* 2025-26 Capital and Related Projects budget	Information		28-Nov-24			
2025-26 Budget & Fiscal Framework update	Information					
FINAL* 2025-26 Capital and Related Projects budget	Recommendation			IT&I Nov. Meeting		
2025-26 Budget & Fiscal Framework update	Information		12-Dec-24			
FINAL* 2025-26 Domestic & VISA Tuition and other student fees	Decision					04-Dec-24
FINAL* 2025-26 Capital and Related Projects budget	Decision					
FINAL* 2025-26 Undergraduate & Graduate Scholarship budget	Decision					
2025-26 Non-Faculty Budget Input Workbooks	Submission	09-Dec-24				
2024-25 Second Trimester Forecast input workbooks available	Release	16-Dec-24				
2025-26 Budget & Fiscal Framework update	Discussion		13-Jan-25			
2025-26 Faculties & Library Budget Input Workbooks	Submission	06-Jan-25				
2024-25 Second Trimester Forecast submitted	Submission	13-Jan-25				
2025-26 Budget & Fiscal Framework update	Discussion		10-Feb-25			
2024-25 Second Trimester Financial Update and Forecast	Information					05-Mar-25
2025-26 Fiscal Framework Update	Decision					
Budget update - high level - seeking comment	Discussion					
FINAL* 2025-26 Budget (Topic Sheet) - presented to receive comments	Recommendation		24-Mar-25			
2024-25 Second Trimester Financial Update and Forecast	Information					
PPBAC to present final comments on the budget	Discussion					
FINAL* 2025-26 Budget (Topic Sheet) - vote on final report to Senate	Recommendation		31-Mar-25			
FINAL* 2025-26 Budget (Topic Sheet)	Feedback				16-Apr-25	
Reflect on 2025-26 Budget Process	Discussion		14-Apr-25			
FINAL* 2025-26 Budget (Topic Sheet)	Approval					01-May-25
FINAL* 2025-26 Budget (Book)	Approval					
Response to PPBAC and Senate's comments on the budget	Information					
FINAL2025-26 Budget (Book) - available online	Release	06-May-25				
FINAL* 2024-25 Audited Financial Statements	Approval					25-Jun-25

Note: The above schedule also does not include operational meeting dates such as Executives, SAC, Budget Developers, and One-on-one as needed.



Report to Senate #722, September 18, 2024

TO: Yvonne Roussel
University Secretary and Associate Vice-President, Governance and Policy

FROM: Alison Braley-Rattai
Chair, Governance Committee

DATE: September 18, 2024

ACTION ITEMS

1. **Amendment to Faculty Handbook Section II: 8.2.4 a)**

MOVED (Braley-Rattai/)

THAT Senate approve an amendment to Faculty Handbook Section II: 8.2.4. as follows (highlight indicates insertion, strikethrough indicates deletion):

8.2.4

Faculty Handbook sections are assigned to Senate committees as follows:

- a) Governance Committee - Section II; advise on Section I; Section III: A:~~6.4~~6.3, C:12
- b) Graduate Studies Committee - Section III: A: 1 and B: 1-12 (with the exception of FHB III: B.11.2.B (“Method of Appeal to the Student Appeals Board”) and FHB III: B.11.2.B (“Hearings at the Senate Student Appeals Board”))
- c) Information Technology and Infrastructure Committee - Section III: C: 5
- d) Undergraduate Program Committee - Section III: A: 1, 7, 8
- e) Undergraduate Student Affairs Committee - Section III: A: 2, 3, 4, 5, 9, 14
- f) Research and Scholarship Policy Committee - Section III: C: 2, 3, 4, 9 and 10
- g) Academic Review Committee: Section III: C: 11 and 15;
- h) Teaching and Learning Policy Committee: - Section III: A:6.1, 6.2, 6.3, 10, 11, 13 and Section III: C: 1, 6, 7, 8 and 13; and
- i) Student Appeals Board - Section III: A12; FHB III: B.11.2.B (“Method of Appeal to the Student Appeals Board”); FHB III:B.11.2.B (“Hearings at the Senate Student Appeals Board”)

[Senate 198, 232, 321, 376, 516, 549, 624, 638, 659, 676, 721]

RATIONALE/BACKGROUND

- At its meeting held on April 11, 2018, Senate approved a motion to delete FHB Section III: A.6.3 - Academic Accommodations for Students with Disabilities, as it was incorporated into a new Section III: C.13.
- The amendment resulted in a renumbering of Section III: A, with 6.4 becoming 6.3.
- The proposed amendment is an editorial change to align the numbering in Sections III: A.6 and II: 8.2.4.

CONSENT ITEMS - FOR APPROVAL

1. Appointment of Scrutineers for 2024-2025

MOVED (Braley-Rattai/)

THAT the following two Senators, who are not standing for election in the 2025-2026 term, be appointed to serve as scrutineers for elections held during the 2024-2025 term:

Dan Malleck
Tamara El-Hoss

RATIONALE

- [Faculty Handbook 2:9.5.1 \(n\)](#) requires the Governance Committee, at the start of its term, to recommend to Senate the appointment of two Senators, who are not standing for election, to serve as scrutineers for any elections held in accordance with FHB II: 3.4 and 3.6 during the current term.
- On August 28, 2024 the Secretariat sent an email to Senators asking those interested in serving as scrutineers to put their names forward for consideration by 9:00 a.m. on Wednesday, September 11th.

CONSENT ITEMS - FOR INFORMATION

1. Elections Subcommittee 2024-2025

MOVED (Webber/Ribaric)

THAT the Governance Committee appoint the following members of the Governance Committee, who are not standing for election in the 2025-2026 term, to serve as members of the Elections Sub-Committee for elections held during the 2024-2025 term:

Alison Braley-Rattai
Irene Blayer

Fayez Elayan

RATIONALE

- Faculty Handbook 2:9.5.1 (p) requires the Governance Committee, at the start of its term, to appoint three of its members, who are not standing for election, to serve on an Elections Sub-Committee for any elections held in accordance with FHB II: 3.4 and 3.6 during the current term.
- The Elections Sub-Committee is a sub-committee of the Governance Committee; therefore, only members of the Governance Committee are eligible to serve on the Elections Sub-Committee. Members were asked to consider serving and those interested put their names forward at the meeting held on Sept. 11, 2024.
- The Elections Sub-Committee is referred any dispute by the University Secretary that arises in relation to the election (FHB II: 3.4.2).
- In accordance with the Senate Electorate Guidelines (available at the following link: <https://brocku.ca/university-secretariat/wp-content/uploads/sites/82/Senate-Electorate-guidelines.pdf>), the Elections Sub-Committee is authorized to make determinations regarding eligibility to vote in Senate elections.

2. Postponed motion re: Faculty Handbook Section III: C.15

The Committee reviewed a motion postponed from the May 22, 2024 meeting of Governance which read as follows:

THAT the Governance Committee recommend to Senate that until the appropriate Senate Committee conducts its review of the postponed motion and makes its own recommendations regarding intake pauses into undergraduate and graduate programs, that all future program pauses comply with the current Section III: C.15 of the Faculty Handbook and relevant legislation.

MOVED (Vainio-Mattila/Webber)

THAT consideration of the motion be deferred until the April 2025 meeting of the Governance Committee, pending further consultation and development under the direction of the Provost and Vice-President, Academic.

3. MOU Referral from Senate

At the direction of Senate, the Committee discussed issues raised during the May 8, 2024 meeting of Senate related to memoranda of understanding. It was agreed that the Chair of Governance will consult with the President and any other appropriate University administrators and report to Governance at a future meeting.

4. Senate Bylaw Review Working Group

The Committee discussed establishing a subcommittee to begin work with the Secretariat on a comprehensive Senate Bylaw review. It was agreed that a call would be circulated to all members of Senate, with expressions of interest to be reviewed by the Governance Committee.

Memo

TO: Nota Klentrou, Chair, Senate
FROM: Geraldine Jones, Registrar & Associate Vice-President Enrolment Services
RE: Convocation – Fall 2024
DATE: September 10, 2024

Normal process requires that the Registrar presents Senate with a summary of the number of undergraduate and graduate degrees and certificates to be conferred.

Attached is a summary of the number of undergraduate and graduate degrees and certificates to be conferred during Fall 2024 Convocation.

A listing of the candidates, by name and degree, is available in the Office of the Registrar and Enrolment Services. The attached summary is as of September 10, 2024.

MOVED (/) That the Fall 2024 Convocation Degrees and Certificates be approved as submitted.

September 10, 2024



Attach.

2024 FALL CONVOCATION TOTALS

(As of September 10, 2024)

Graduate and Undergraduate Degrees and Certificates

Graduate Studies

Faculty	Degree/Certificate	Total
Applied Health Sciences	Applied Health Sciences	138
	Doctor of Philosophy	4
	Master of Arts	9
	Master of Applied Gerontology	18
	Master of Public Health	73
	Master of Professional Kinesiology	21
	Master of Science	13
Education	Education	43
	Doctor of Philosophy	2
	Master of Education	41
Goodman School of Business	Goodman	148
	Master of Professional Accounting	9
	Master of Accountancy	51
	Master of Business Administration (consecutive)	19
	Master of Public Health (consecutive)	19
	Master of Business Administration	45
	Master of Science	4
	Graduate Diploma	1
Humanities	Humanities	23
	Doctor of Philosophy	2
	Master of Arts	21
Mathematics & Science	Mathematics and Science	25
	Doctor of Philosophy	5
	Master of Science	20
Social Sciences	Social Sciences	63
	Doctor of Philosophy	3
	Master of Arts	50
	Master of Applied Disability Studies	6
	Master of Business Economics	1
	Master of Sustainability	3
Graduate Studies	Total	440

Undergraduate Studies

Faculty	Degree/Certificate	Total
Applied Health Sciences	Applied Health Sciences	133
	Bachelor of Arts (3 Year)	3
	Bachelor of Applied Health (3 Year)	5

2024 FALL CONVOCATION TOTALS

(As of September 10, 2024)

	Bachelor of Child Health (Honours)	2
	Bachelor of Kinesiology (Honours)	9
	Bachelor of Kinesiology	5
	Bachelor of Physical Education (Honours)	1
	Bachelor of Physical Education With Major	1
	Bachelor of Public Health (Honours)	21
	Bachelor of Recreation and Leisure Studies (Honours)	17
	Bachelor of Recreation and Leisure Studies With Major	6
	Bachelor of Recreation and Leisure Studies (3 Year)	2
	Bachelor of Sport Management (Honours)	33
	Bachelor of Sport Management With Major	3
	Bachelor of Science (Honours)	22
	Bachelor of Science (3 Year)	3
Education	Education	82
	Bachelor of Education	32
	Bachelor of Arts (Honours)	1
	Bachelor of Arts (3 Year)	2
	Bachelor of Early Childhood Education (Honours)	12
	Bachelor of Education Adult Education	25
	Bachelor of Education Aboriginal Adult Education	1
	Certificate in Adult Education	1
	Certificate in Aboriginal Adult Education	3
	Gidayaamin Aboriginal Women's Certificate	2
	Certificate in Canadian Culture and Education Studies	3
Goodman School of Business	Goodman	76
	Bachelor of Accounting (Honours)	9
	Bachelor of Business Administration (Honours)	48
	Bachelor of Business Administration	19
Humanities	Humanities	36
	Bachelor of Arts (Honours)	20
	Bachelor of Arts (3 Year)	15
	Bachelor of Music (Honours)	1
Math & Sciences	Mathematics and Science	73
	Bachelor of Science (Honours)	39
	Bachelor of Science With Major	11
	Bachelor of Science (3 Year)	22
	Bachelor of Computing and Business (Honours)	1

2024 FALL CONVOCATION TOTALS

(As of September 10, 2024)

Social Sciences	Social Sciences	170
	Bachelor of Arts (Honours)	69
	Bachelor of Arts With Major	29
	Bachelor of Arts (3 Year)	67
	Bachelor of Business Economics (Honours)	4
	Bachelor of Science (Honours)	1
Undergraduate Studies	Total	570
Grand Total		1010

G. Jones, University Registrar & AVP Enrolment Services



Report to Senate of the President and Vice-Chancellor

September 18, 2024

Dear Colleagues,

I hope everyone had a wonderful summer break and has enjoyed the return of the vibrancy to campus that the beginning of fall term brings. I had the opportunity to participate in welcome week activities including move-in weekend and new student orientation where we welcomed thousands of new students beginning their post-secondary journey at Brock University.

It has been a busy spring and summer, including some of the following key highlights:

- Senior Administration Update
 - I would like to welcome Dr. Arja Vainio- Mattila Provost and Vice-President, Academic to Brock. Arja officially arrived in mid-July and has been actively engaging with campus, meeting with faculty, students and staff. Arja's breadth of experience and collaborative approach to leadership are some of the many reasons why she is a great addition our Brock community. Welcome, Arja!
 - In accordance with Policy on Appointment & Reappointment of the President and Vice-Presidents I have begun the process of assembling the Advisory Committee for the search for the Vice-President, Administration and Services. The portfolio is responsible for Facilities Management, Campus Safety Services, Office of People & Culture, Information Technology Services, Internal Audit and Risk Management, and Ancillary Services. Over the coming weeks there will be a consultation with Senate gathering input for the advisory committee.
 - Brad Clarke has accepted the Acting, Associate Vice-President, Equity, Diversity and Inclusion while as Chelsea Takalo is on parental leave. Brad will remain steadfast in his leadership to the Student Affairs & Services portfolio, while also providing strategic leadership around matters of equity, diversity, and inclusion for the Brock community.
- Scotiabank Announcement:
 - During a funding announcement on August 7, [Scotiabank announced a \\$500,000 donation](#) to Brock's Indigenous Plus program. Developed by Brock's Co-op, Career and Experiential Education unit in partnership with the Hadiya'dagénhahs First Nations, Métis and Inuit Student Centre, the new immersive, experiential learning program will expose students to a wide range of career and mentorship opportunities, including many led by Indigenous community members. The Indigenous Plus program is one way in which Brock University is working to foster a culture of inclusivity, accessibility, reconciliation and decolonization on campus.
- Premier Doug Ford visits Brock:
 - On August 21st, [Premier Doug Ford toured the University's](#) new Engineering and Science Design Studio and CCOVI for a tour of the winery production floor, for an in-depth look at research on invasive species and sustainable pest management, and an overview of the Clean Plant Program. The Premier's visit to campus was a great opportunity to showcase the industry-leading research that happens on our campus and reiterate Brock's importance to the local community, being built from our community, as well as the impact we are having on the global stage.

- Strategic Plan update:
 - I am pleased to update that with the support of PPBAC, I am bringing forward the final draft of the strategic plan at the September meeting of Senate. I look forward to sharing the plan, a document that truly has been developed by the Brock community and captures the strength and uniqueness of Brock. This plan is different, ambitious, and unifying – and I am so excited for the future it will guide us towards. Work will continue over the fall on the development of the Implementation Plan- mapping operational plans, measures of success and an annual reporting framework.
- 60th Anniversary:
 - Over the course of the past several months, a 60th Anniversary steering committee led by Brad Clarke, has been actively engaging with campus partners creating a line-up of celebration events and activities. Many events, like homecoming weekend, are existing annual events with the addition of 60th celebration elements. We marked the beginning of our 60th year with a drone shot on the lawn in front of the Schmon Tower last week and over homecoming weekend happening September 20-22 we will officially kick-off Brock's 60th celebrations. Thank you to all of those involved in the preparation and planning. Information about Brock's 60th Anniversary can be found on brocku.ca/60.

Working towards a financially sustainable future

As communicated in a letter to the community posted in [The Brock News](#), from myself and the Provost, Brock continues to face significant financial challenges. For years the University has found ways to ensure it remains financially sustainable through a number of strategies including hiring pauses, internal reviews and budget reductions. We have also worked together with the Brock community to identify revenue generation opportunities, including implementation of ideas shared in response to a call-out made in February. Recently, the provincial government gave a number of Ontario universities, including Brock, a mandate to perform third-party efficiency reviews. Details about the reviews and opportunities for community consultation and engagement will be communicated in the coming weeks.

It is critical that we work together to ensure the institution's sustainable and resilient financial future. As always, we remain deeply committed to providing an exceptional student experience and supporting world-changing research and discovery.

Sincerely,



Lesley Rigg, PhD
President and Vice-Chancellor

**Report to Senate of the Provost & Vice-President, Academic
September 18, 2024**

Dear Senate colleagues,

I am pleased to provide my first report as Brock's Provost & Vice-President, Academic. I have had the chance to meet many of you in my short time here, and I look forward to meeting many more of you in the weeks to come.

In news from the Provost's portfolio:

- The Curriculum Development Initiative has officially launched, with the Steering Committee meeting for the first time at the end of August. The CDI will provide a critical opportunity for academic units to update their curriculum and better align it with the expectations of students. The Steering Committee is tasked with developing the framework that departments will employ in the coming months to complete this work.
- Brock University has launched a new model to support the expansion of its non-credit programming and improve access for learners. The non-credit programming model centralizes non-credit offerings through Brock Professional and Continuing Studies (Brock PCS), which will support the development of new non-credit programming at the University. This includes pre-program research, internal approvals, budgeting, instructional design, identifying subject matter experts, marketing, registration and customer service. A hybrid model will be implemented for the Goodman Group's refocused executive education programming, as well as the Cool Climate Oenology and Viticulture Institute (CCOVI), with paid marketing and registration being managed through Brock PCS.
- The search for the next Dean of the Faculty of Applied Health Sciences has also begun, with Professor Peter Tiidus completing his second term on June 30, 2025. The advisory committee has met twice and a job ad should be posted soon.
- I would like to congratulate Brock students, alumni, staff, and faculty members who were involved in either the Paris Summer Games or the World Rowing Championships which visited the Niagara Region in August. These world-class events intersected with the personal goals and professional work of many members of our community.
- Finally, the Yousef Haj-Ahmad Department of Engineering welcomed its first cohort of approximately 30 students this month, as Brock's academic programming in the area of engineering gets underway. An engineering lab has been set up in MC H-block as renovations to more permanent space continue.

Faculty news

On September 19, the Faculty of Math & Science will kick off its 2024-2025 colloquium series, "Research at the Speed of Light", with Nobel Prize winner Dr. Donna Strickland from the University of Waterloo. Dr. Strickland will deliver a talk on new research in the area of laser and matter interactions. The University and local communities are invited to this talk, which will take place in STH 202 at 7:00 PM.

The 2024 FMS Undergraduate Research Symposium took place in the Pond Inlet on August 8 and featured 17 posters. Attendees were impressed by the quality of research and mentorship that has taken place in FMS during the summer. We all extend our thanks to the main organizer, Dr. Gavin Hester (Physics), the volunteers and poster judges for their efforts and contributions and we look forward to growing the event in years to come.

Earlier this summer, the International Network on Leave Policies and Research Canadian Team, including Professor of Sociology Andrea Doucet and Project Manager Jennifer Turner, hosted the 21st International Network on Leave Policies and Research Annual Seminar in Montreal, Quebec at Université TÉLUQ. The seminar's theme was "Reimagining Care/Work Policies Across the Life Course: Parental Leaves, Care Leaves, Childcare, and Employment Policies." Minister Karina Gould (Leader of the Government in the House of Commons, Canada) and Marie Gendron (CEO, Conseil de gestion de l'assurance parentale, Québec) both gave opening remarks.

Political Science student Valentina Guerra Pinilla was awarded Export Development Canada's 2024 Latin+ Community Leader Scholarship. This \$5,000 scholarship is for post-secondary students of Latin American origin or descent who demonstrate dedication to the advancement of the Latin+ community in Canada or abroad.

Administrative news

Welcome Week is especially important for students from equity-deserving groups and those from historically under-represented backgrounds. Orientation is an opportunity to welcome students with information and support to set them up for success. Furthermore, we know that some do not engage with or do not have a natural entry point into orientation events. Students have shared in past survey responses and informal feedback that having a peer in an affinity group with a similar identity supports them in engaging. Considering this, a cross-campus orientation working group dedicated to improving access and inclusion created:

1. An event planner's checklist includes a "Know Before You Go" accessibility feature included in Experience BU posts;
2. An orientation access and inclusion training slide deck, which will be used in onboarding presentations for student staff throughout the campus at the end of August.

A communications strategy was also implemented to ensure ongoing communication with incoming students throughout the Spring and Summer. Communication included direct email (through the orientation@brocku.ca email account) and social media outreach, and connected students to timely information and details about various orientation experiences and how they can get involved.

On August 22, CPI collaborated with the Office of the Provost to welcome 15 new faculty members and professional librarians to the Brock campus to share University resources. We are grateful for the thoughtful and wise advice provided by the early-career faculty members' panel, which included Gavin Hester, Faculty of Math & Science; Samantha McAleese, Faculty of Social Sciences; Mohammed Estaiteyeh, Faculty of Education; Sarah Stang, Faculty of Humanities; John Krzczkowski, Faculty of Applied Health Sciences; Sadia Jahanzeb, Goodman School of Business; and Nicole Stradiotto, University Library.

Monday, September 30 is a non-instructional day at Brock, in recognition of the National Day of Truth and Reconciliation. CPI is partnering with multiple departments across campus, led by Brad Clarke, Associate Vice-President, Student Services and Professor Robyn Bourgeois, Vice-Provost, Indigenous Engagement, to provide a day of meaningful reflection. Visit [experienceBU](#) to view the many events. Everyone is also encouraged to wear their orange t-shirts on September 30.

Brock was announced as the host for the Canadian Association for University Continuing Education (CAUCE)'s 71st annual conference, which will be held in May 2025. This is a significant national event, and one for which Brock is pleased to welcome the community onto campus.

Sincerely,

Arja Vainio-Mattila
Provost & Vice-President, Academic



September 11, 2024

Report to Senate #722-September 18, 2024

The Vice-President Research portfolio includes Brock's seven Research Institutes and the four research facilitation units: Office of Research Services (ORS); Office of Research Ethics (ORE); Animal Research; and Brock LINC. Below, I provide some highlights from my office and these units since our last meeting in May. I look forward to working with the committee throughout the 2024-2025 session, as we collectively work to advance and champion Brock research, scholarship, and creative activity.

Research Awards

Dr. Val Fajardo, Associate Professor of Kinesiology and Canada Research Chair in Tissue Remodelling and Plasticity throughout the Lifespan, was awarded the [CIHR-IMHA Inclusive Research Excellence Prize](#). This national prize recognizes Dr. Fajardo's major contributions to advancing knowledge and innovation through his active commitments to Open Science.

LINC Updates

Following the award of \$300K [intellectual property development funding](#) to expand the university's capacity for commercialization, two new contract staff members have been hired: Noshin Hashim is our newest Business Development Manager and Caitlin Sande has taken on the role of Research Partnerships Officer.

Brock's IP and technology portfolio represents many of the active research disciplines at the University and is now being [marketed for licensing](#).

Entrepreneurial excellence has been recognized through [Navigate program pitch winners](#), [Laura Sabia Entrepreneurial Awards](#), and Entrepreneurship Co-op Awards.

Brock LINC launched the first cohort of [Blueprint](#), a prototype development program for physical and digital prototypes. 8 participants will complete the program in November.

Brock LINC Fall events and workshops are [live](#).

Guide to Navigating Research at Brock University

In conjunction with the New Faculty Orientation hosted by the Provost's Office, the Research Enterprise team launched a guide to help new members of the Brock University community integrate and thrive as scholars and researchers. It provides an overview of the research structure, supports, and commonly used abbreviations and acronyms at Brock. All new faculty should have received a copy of this document via email. This guide was created as one of the action items to promote Black Flourishing and specifically to enhance onboarding supports. For questions, comments, or to receive a copy, please contact [Syna Thakur](#), Brock's Equity, Diversity, and Inclusion in Research Advisor.

Change in Funding for Lab PPE Costs

The Office of Research Services (ORS) would like to inform the Brock research community about an important change regarding the provision of personal protective equipment (PPE), including gloves, for research activities. These expenses are eligible under most research grants, including those offered by the Tri-agencies; thus, effective January 1, 2025, ORS will no longer cover these costs. In anticipation of this shift, ORS requests that researchers include allocations for PPE expenses in their budget planning and build these costs into future research grant proposals.

ORS and the VP, Research remain committed to providing financial support for various research activities. By reallocating funds previously used for PPE, we will be able to enhance support for other direct costs of research that may not otherwise be eligible for external research grants. This includes support that is offered through a suite of [internal funding programs](#) administered by ORS. This change is designed to maximize the overall impact and efficiency of the research support provided by the Research Enterprise.

If you have any questions or need guidance on how to incorporate PPE costs into your grant budgets, please do not hesitate to contact orsadmin@brocku.ca to ensure your email is routed appropriately.

Research Ethics Beacon

The Office of Research Ethics (ORE) launched the first edition of the Research Ethics Beacon on September 9th. The Beacon is a quarterly newsletter committed to educating the Brock community on the responsible and ethical conduct of human participant research. Each issue will contain information on the Research Ethics Board(s) at Brock, the ethics review process, and regulatory requirements. A special section called "The Beacon Brief" will cover educational topics relevant to human participant research at Brock. The ORE welcomes questions, topic suggestions, and feedback at reb@brocku.ca.

The first issue introduces the research ethics supports at Brock and provides important information on multi-jurisdictional research for new researchers bringing ongoing projects to Brock, and researchers involved in collaborative research projects involving partners outside of Brock.

Sign up now by emailing reb@brocku.ca. Don't miss this important new resource.

Events and Outreach

- May 9. Hosted [UNESCO Niagara Escarpment Biosphere review](#) team
- May 17. [Meeting and tour with John Kelly](#), Deputy Minister of Agriculture, Food and Rural Affairs and Assistant Deputy Ministers, Randy Jackiw and Gregory Wootton
- May 22-23. Ontario Council on University Research monthly meeting
- May 23-24. Alliance of Canadian Comprehensive Research Universities annual general meeting
- June 3. CCOVI Executive Committee meeting
- June 6. [Experts Wine Tasting](#) (hosted by CCOVI)
- June 10. [CCOVI tour with the Honourable Andrea Khanjin](#), Minister of Environment, Conservation and Parks and Sam Oosterhoff Associate Minister of Energy-Intensive Industries
- July 3. Canada Research Chairs and Associate Deans Research meeting
- August 15. CCOVI Executive Committee meeting
- August 22. New Faculty Orientation
- August 30. Neutrons Canada annual general meeting

- September 4. Several members of the Research Enterprise team participated in the Brock 60th anniversary photoshoot
- September 5. Meeting with Intellectual Property Ontario to discuss recent funding and future planning
- September 10. Meeting with Dr. Ginger Grant Dean, Research and Innovation Humber Polytechnic

M. McGinn
Acting Vice-President, Research



Senate

MINUTES OF MEETING #2 OF THE

2024-25 SENATE-ELECT

WEDNESDAY, MAY 29, 2024, 3:00 PM

IN PERSON (SANKEY CHAMBER) / REMOTE PARTICIPATION (TEAMS)

PRESENT: 2023-24 Chair: Senator Don Cyr; 2023-24 Vice Chair: Senator Larry Savage

Ex-officio Members: Senators Mark Arthur, Robyn Bourgeois, Carleigh Charlton, Brad Clarke, Suzanne Curtin, Jennifer Guarasci, Rajiv Jhangiani, Geraldine Jones, Tim Kenyon, Ingrid Makus, Michelle McGinn, Carol Merriam, Nicole Nolan, Brian Power, Lesley Rigg, Christian Santesso, Peter Tiidus, Mary-Louise Vanderlee, Thomas Winger, Barry Wright, Christopher Yendt

Elected Members: Senators Anteneh Ayanso, Michael Berman, Poling Bork, Alison Braley-Rattai, Amanda Burk, Christene Carpenter-Cleland, Mark Chrabalowski, Liz Clarke, Rosemary Condillac, Andrew Dane, Dustin Duncan, Tamara El-Hoss, Bareket Falk, Kimberley Gammage, Catherine Hands, Nicholas Hauck, Asmara Kaleem, Nota Klentrou, Daniel Krowchuk, Kelli-an Lawrance, Dan Malleck, Tim Murphy, Marcel Oestreich, Unyong Pyo, Colin Rose, John Ross, Brian Roy, Michael Savage, Angus Smith, Kirsty Spence, Tek Thongpapanl, Daniel Tochukwu, Francine Vachon, Michelle Vine, Michelle Webber, Dawn Zinga, Alicia Zorzetto

REGRETS: Senators Julia Baird, Peter Berg, Irene Blayer, Nabihah Ghafoor, Larissa Lobo, Kevin Magee, Hilary Pearson, Matthew Royal, Mohammed Isam Shaikh, Dawn Trussell

RESOURCE: Yvonne Roussel, Secretary of Senate
Margaret Thompson, Recording Secretary of Senate
Stacey Duncan, Assistant Secretary

ALSO

PRESENT: Other members of the Brock University community

1. Welcome and Call to Order

The Senate Chair welcomed members, called the meeting to order and provided a land acknowledgement.

2. Approval of the Agenda

MOVED (Tochukwu/Lawrance)

THAT the Agenda, including consent items, be approved.

CARRIED

3. Business Arising from the Minutes - None

4. Report of the Governance Committee-Elect

[The Report of the Governance Committee-Elect dated May 29, 2024 had been posted with the meeting materials together with Appendix 1 - Proposed 2024-2025 Nominations for Senate and Senate Committees.]

The Senate Vice-Chair took over the chair for the remainder of the meeting.

The Senate Vice-Chair provided an overview of the process that will be utilized during today's meeting with respect to nominations/elections.

4.1 Senate Chair Nomination

The Senate Vice-Chair asked if there were any nominations from the floor of Senate for the position of Senate Chair.

Senator Tiidus, seconded by Senator Gammage, nominated Senator Klentrou who agreed to let her name stand. There were no further nominations presented from the floor of Senate.

The Chair of the Governance Committee-Elect then referred members to the Report and the recommended nomination from the Governance Committee-Elect.

Senator Braley-Rattai, seconded by Senator Clarke, nominated Senator Cyr who confirmed his willingness to let his name stand.

Senators Tiidus and Braley-Rattai were each provided an opportunity to expand on the rationale for their stated nomination.

A secret ballot was then conducted which ended in a tie vote. A second secret ballot was conducted that also ended in a tie vote. Following a third secret ballot, it was announced that Senator Klentrou had received a majority of votes. The Senate Vice-Chair declared **Nota Klentrou as Chair of Senate for a two-year term ending in 2026.**

On a motion by Senator McGinn, seconded by Senator Tochukwu and carried, Senate approved that the ballots be destroyed.

4.2 Senate Vice-Chair Nomination

In response to a question from the Senate Vice-Chair, there were no nominations received from the floor for the position.

Senator Braley-Rattai presented the Governance Committee-Elect's nomination of Senator Michelle Webber to serve as the Vice-Chair of Senate for a two-year term. Senator Webber confirmed her willingness to let her name stand.

MOVED (Braley-Rattai/Carpenter-Cleland)

THAT Senate-Elect elects Michelle Webber as Vice-Chair of Senate for a two-year term ending in 2026.

CARRIED

4.3 Nominations for Senate and Senate Committees

Senator Braley-Rattia referred members to the nominations to Senate Committees as outlined in Appendix 1. Due to the election of Nota Klentrou as Chair of Senate, she noted that the position of Chair of the Research and Scholarship Policy Committee will be amended to read "TBD".

MOVED (Braley-Rattai/Lawrence)

THAT Senate-Elect elects the individuals outlined in Appendix 1 to the Report to fill the upcoming Senate Committee vacancies as amended.

CARRIED

5. **Other Business**

5.1 2024-2025 Senate Meeting Schedule

The Senate Vice-Chair referred members to the 2024-25 Senate meeting schedule and strongly encouraged Senators to attend Senate orientation. A correction was noted that the date of June 2, 2025 should read June 4, 2025.

6. **Adjournment**

The meeting adjourned at 4:02 p.m.

Consent Item

7. **Minutes of Previous Meeting**

The Minutes of the previous meeting of Senate-Elect held on May 8, 2024 had been approved by consent.



(Circulated Prior to Approval)

Senate

MINUTES OF MEETING #721 (2023-24)

SENATE

WEDNESDAY, MAY 29, 2024, 3:30 PM*

(*actual start time 4:10 PM)

IN PERSON (SANKEY CHAMBER) & REMOTE (MICROSOFT TEAMS)

PRESENT: *Chair:* Senator Don Cyr; *Vice Chair:* Senator Larry Savage

Ex-officio Members of Senate: Mark Arthur, Peter Berg, Robyn Bourgeois, Carleigh Charlton, Brad Clarke, Suzanne Curtin, Jennifer Guarasci, Rajiv Jhangiani, Geraldine Jones, Tim Kenyon, Ingrid Makus, Michelle McGinn, Carol Merriam, Brian Power, Lesley Rigg, Peter Tiidus, Mary-Louise Vanderlee, Thomas Winger, Barry Wright, Christopher Yendt, Rakha Zabin

Members of Senate: Anteneh Ayanso, Michael Berman, Alison Braley-Rattai, Christene Carpenter-Cleland, Mark Chrabalowski, Liz Clarke, Rosemary Condillac, Maureen Connolly, Drew Dane, Fayez Elayan, Kimberley Gammage, Nabiha Ghafoor, Samantha Hajna, Nicholas Hauck, Nota Klentrou, Kristian Knibutat, Kelli-an Lawrance, Dan Malleck, Tim Murphy, Marcel Oestreich, Michael O'Sullivan, Unyong Pyo, Monica Rettig, Brian Roy, Michael Savage, R. Angus Smith, Kirsty Spence, Tek Thongpapanl, Oguejiofor Tochukwu, Francine Vachon, Michelle Webber, Shannon Welbourn, Lilian Zabeneh

REGRETS: Senators Julia Baird, Irene Blayer, Bareket Falk, Amy Friend, Alyan Hassan, Jingyu Li, Larissa Lobo, Kevin Magee, Nicole Nolan, Hilary Pearson, Mohammed Isam Shaikh, Samrath Singh, Dawn Trussell, Terrance Wade, Dawn Zinga

RESOURCE: *Secretary of Senate:* Yvonne Roussel
Recording Secretary of Senate: Margaret Thompson

ALSO: Other members of the Brock University community

1. Call to Order

The Chair welcomed members and staff, called the meeting to order at 4:10 p.m., and provided a land acknowledgement.

2. Approval of Agenda

The Chair referred members to the Agenda. He noted the late addition of Agenda Item

12 - Consultation re Appointment of the Dean of the Faculty of Education and asked for Senate's consideration to waive the Five-Day Rule.

MOVED (Charlton/Tochukwu)

THAT the Five-Day Rule be waived to allow for the consultation regarding the appointment of the Dean of the Faculty of Education.

CARRIED

The Chair of the Undergraduate Program Committee noted that a motion contained within the consent portion of the Committee's Report regarding a viability review ought to have been placed on the Agenda for discussion/decision and asked that the item be lifted from consent. The Senate Chair noted that the matter will be considered as Agenda Item 4.3.

MOVED (Webber/Spence)

THAT the Agenda, including consent items, be approved as amended.

CARRIED

3. Business Arising from the Minutes - None

4. Reports of Standing Committees

4.1 Teaching and Learning Policy Committee

[The Report of the Teaching and Learning Policy Committee dated May 22, 2024 had been posted with the meeting materials.]

Senator Carpenter-Cleland, Chair of the Teaching and Learning Policy Committee presented the Report.

a) Faculty Handbook Sections III: A. 9 (Examination) and III: A.10 (Evaluation)

MOVED (Carpenter-Cleland/Spence)

THAT Senate approve that Faculty Handbook Sections III: A. 9. (Examination) and III: A. 10. (Evaluation) be revised as outlined in Appendix 1 of the Report.

CARRIED

4.2 Governance Committee

[The Report of the Governance Committee dated May 29, 2024 had been posted with the meeting materials.]

Senator Webber, Chair of the Governance Committee, presented the Report.

a) Proposed Amendment to Faculty Handbook Section II: 9.6.1 Senate Graduate Studies Terms of Reference

MOVED (Webber/Zabin)

THAT Senate approve the amendment to the Senate Graduate Studies Committee Terms of Reference in Faculty Handbook Section II: 9.6.1 as outlined in the Report.

CARRIED

b) Proposed Amendments to Faculty Handbook Section II: 8.2.4 Amendments to the Faculty Handbook

MOVED (Webber/Carpenter-Cleland)

THAT Senate approve the amendments to the Faculty Handbook Section II: 8.2.4 Amendments to the Faculty Handbook as outlined in the Report.

CARRIED

c) Proposed Amendments to Faculty Handbook Section II: 7.1.8 Senate and Senate Committee Meeting Formats and Guidelines

MOVED (Webber/Murphy)

THAT Senate approve the amendments to Faculty Handbook Section II: 7.1.8 Online Meetings as outlined in the Report.

CARRIED

4.3 Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated May 29, 2024 had been posted with the meeting materials.]

a) Viability Review

MOVED (Murphy/Klentrou)

THAT Senate approve that Biophysics undergo a viability review as outlined in Appendix 30 of the Report.

In response to a question raised, Senator Murphy noted that the outstanding “Dean’s Report” will be completed, and confirmed that the Department is in agreement with the Report.

CARRIED

5. Convocation - Spring 2024

[A Memo from the Registrar and Associate Vice-President, Enrolment Services had been posted with the meeting materials together with the 2024 Spring Convocation Totals.]

Senators were referred to the Memo from the Registrar and Associate Vice-President, Enrolment Services.

MOVED (Zabin/Charlton)

THAT the Spring 2024 Convocation Degrees and Certificates be approved as submitted.

CARRIED

6. Report of the Chair

[The Report of the Chair dated May 24, 2024 had been posted with the meeting materials.]

The Chair of Senate presented the Report for the information of Senate that included data from the Higher Education Quality Council of Ontario and extended his appreciation to those retiring from Senate and to staff who provide support to Senate and its Committees.

7. Report of the President and Vice-Chancellor

[The Report of the President and Vice-Chancellor dated May 29, 2024 had been posted with the meeting materials.]

The President and Vice-Chancellor provided highlights of the Report that included information on the President's activities, the search for Brock's next Provost and Vice-President, Academic, and the next Strategic Plan.

8. Report of the Interim Provost and Vice-President, Academic

[The Report of the Interim Provost and Vice-President, Academic dated May 29, 2024 had been posted with the meeting materials.]

The Interim Provost and Vice-President, Academic provided highlights of the Report that included information regarding faculty and administrative news items during which he provided an oral update on a program approval.

9. Report of the Acting Vice-President, Research

[The Report of the Acting Vice-President, Research dated May 29, 2024 had been posted with the meeting materials.]

The Acting Vice-President, Research provided highlights of the Report which included information regarding internal research awards, summer workshop and drop-in session, and strategic planning.

10. Two Row Council

Senator B. Clarke provided an oral update on the activities of the Two Row Council from its recent meeting. Items reported on included the upcoming Indigenous Peoples'

Awareness week and planning underway for the National Day of Truth and Reconciliation.

11. Generative Discussion - N/A

12. Consultation re: Appointment of the Dean of the Faculty of Education - *In camera*

The Chair noted that a motion was required to move *in camera* for the consultation. Non-Senators and Senator Vanderlee retired from the meeting.

MOVED (Tochukwu/Lawrence)

THAT Senate move *in camera*.

CARRIED

Senate moved *in camera* at 4:46 p.m.

[During the *in camera* session, and in keeping with the Appointment Procedures for Academic Administrators, the Interim Provost and Vice-President, Academic consulted with Senate regarding the appointment of the Dean of the Faculty of Education.]

Senate resumed open session at 5:00 p.m.

13. Other Business

Student Medical Self-Declaration Form

The Chair of the Undergraduate Student Affairs Committee noted that at the previous meeting of Senate, the Committee had reported for information that it had reviewed and provided feedback on a revised medical self-declaration form to the Vice-Provost, Teaching and Learning and the Associate Vice-President, Students. He noted that the revised form was now posted on the student wellness website and questioned if Senate approval ought to have been sought.

Following discussion, Senate provided a directive that the revised medical self-declaration form posted be reverted back to the current form until the policy components within the form are reviewed by the appropriate Senate Committees and submitted to Senate for consideration of approval.

14. Adjournment

Prior to adjourning, the Senate Chair and Senate Vice-Chair were recognized and thanked for their service and leadership.

On a motion by Senator Tochukwu, the meeting adjourned at 5:22 p.m.

CONSENT ITEMS

15. Minutes of Previous Meetings

[The Minutes of the previous meetings of Senate been posted with the meeting materials.]

By consent, Senate approved the Minutes of the 720th meeting of Senate held on May 8, 2024 and the Minutes of the Special Meeting of Senate held on May 21, 2024.

16. Report of the Academic Colleague - N/A

17. Report of the Actions of the Board of Trustees - N/A

18. Reports of Standing Committees

18.1 Academic Review Committee

[The Report of the Academic Review Committee dated May 22, 2024 had been posted with the meeting materials.]

By consent, Senate approved the following motion:

THAT the Program Proposal Brief for the Master of Athletic Therapy, to be offered by the Kinesiology Department, be approved for submission to the Quality Council.

RE: Master of Sustainability Program:

THAT the Request for Major Modification to remove the MRP from Scheme C of the Sustainability Science and Society program be approved.

THAT the Request for Major Modification to increase online course offerings be approved.

18.2 Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated May 29, 2024 had been posted with the meeting materials.]

By consent, Senate APPROVED the changes to the Undergraduate calendar as outlined in the Report.

18.3 Planning, Priorities and Budget Advisory Committee

[The Report of the Planning, Priorities and Budget Advisory Committee dated May 22, 2024 had been posted with the meeting materials.]

Senate received the Report for information by consent.

18.4 Undergraduate Student Affairs Committee

[The Report of the Undergraduate Student Affairs Committee dated May 29, 2024 had been posted with the meeting materials.]

Senate received the Report for information by consent.

18.5 Research and Scholarship Policy Committee

[The Report of the Research and Scholarship Policy Committee dated May 29, 2024 had been posted with the meeting materials.]

Senate received the Report for information by consent.

19. Student Awards - Distinguished Graduates and Deans Medals - *In Camera*

[A confidential Memo from Lauren Lidstone, Student Financial Services Officer dated May 23, 2024 had been posted in the Senate SharePoint site.]

By consent, Senate received the confidential Memo regarding student awards for information.

20. Annual Reports of Standing Committees

By consent, Senate received the Annual Reports of the Senate Standing Committees and the Appeals Board.



Senate

To: Senate
From: University Secretary
Re: Approvals over the Summer Months
Date: September 18, 2024

Purpose of report

The purpose of this report is to inform Senate regarding all decisions made by the Chair and Vice-Chair of Senate over the summer months, in accordance with the summer decision making provisions of the Faculty Handbook (included at the end of this report for reference). Under FHB 2: 7.1.1 E, Senate may rescind any decision made by the Chair and Vice-Chair of Senate over the summer months.

Motions approved during summer 2024

Motions from the Graduate Studies Committee

1. Graduate Academic Calendar

THAT Senate approve the Computer Science course addition for the 2024-25 Graduate Calendar as outlined in Appendix 1

THAT Senate approve the Biotechnology and Chemistry program revisions for the 2024-25 Graduate Calendar as outlined in Appendix 2 and Appendix 3, respectively.

THAT Senate approve the Applied Health Sciences course revision for the 2024-25 Graduate Calendar as outlined in Appendix 4.

THAT Senate approve multiple administrative program revisions for the 2024-25 Graduate Calendar as outlined in Appendix 5.

THAT Senate approve the Applied Health Sciences program revision for the 2024-25 Graduate Calendar as outlined in Appendix 6.

Motions from the Undergraduate Program Committee

1. Physics Calendar Revision

THAT Senate APPROVE the addition of PHYS 1P90 to the 2024-2025 Undergraduate Calendar as outlined in Appendix 1.

2. Classics Calendar Revision

THAT Senate APPROVE the revision of Combined Major Program to the 2024-2025 Undergraduate Calendar as outlined in Appendix 2.

3. Nursing Calendar Revision

THAT Senate APPROVE the addition of NUSC 3P11 to the 2024-2025 Undergraduate Calendar.

FHB SUMMER DECISION MAKING PROVISIONS

FHB II: 7.1.1 E.

From the day after the Spring convocation until the first day of the Fall/Winter session, the Chair and Vice-Chair of Senate shall have authority to make decisions on any routine or uncontroversial matter, as determined in accordance with the Consent Agenda Guidelines approved by the Governance Committee, which is submitted to the University Secretariat from either a Senator or a Senate Committee, provided that:

- i. prior to making any decision, the Chair shall notify Senators that they have been requested to make a decision regarding an item and invite Senators to submit input no later than 5 days following the distribution of the notice;
- ii. all decisions shall be communicated to Senators following the decision and reported to Senate at its first meeting following the decision; and
- iii. Senate may rescind any decision made by the Chair and Vice-Chair of Senate under this section.



To: University Secretariat
From: Don Cyr, Academic Colleague
Date: Sept 11th, 2024
Re: **Academic Colleague's Report to Senate 722nd**

INTRODUCTION

Colleagues, it with much eagerness that I return to the role of Academic Colleague for Brock University. A role that I served in from 2017-19 through 2020-21.

Many of you may be somewhat unfamiliar with the Academic Colleagues (ACs) and perhaps even the COU. Some interesting background reading can be found in:

Fallis, G., & Rose, M. (2008). [The role of academic colleagues in the Council of Ontario Universities](#). *Council of Ontario Universities*

Written by the late Marilyn Rose (Brock University) the report is an example of earlier work the AC's used to do – written reports on a topic but which has been discontinued for several years. The above report provides a fairly concise description of the role and activities of the ACs. I would say that other than the discontinuation of formal studies or reports, not much has changed.

In addition:

Monahan, E. (2004). *Collective autonomy: A history of the Council of Ontario Universities, 1962-2000*. Wilfrid Laurier Univ. Press. The full text can be found [here](#)

The latter tells the story of the establishment of the COU but, what is also of interest, is the time period in which it was written. The 1990's were a period of constraint in terms of the funding of universities in Ontario on the part of the provincial government, alleviated somewhat during the 2000's due to the growth of domestic and international enrollment and government funded capital projects after the 2008 financial crisis. The sector now finds itself again in a period of budgetary struggles and so some of chapters of the book are of interest.

The typical meetings of the ACs involves an evening meeting, often with a guest speaker. The day after is a morning meeting with an update from the COU executive, a topic of discussion, and a roundtable of events/issues at the different institutions.

AUGUST 13TH AND 14TH MEETING

August 13th Evening Meeting.

The guest speaker and topic was:

[Glen Jones](#), Professor of Higher Education, OISE, Ontario Research Chair in Postsecondary Education Policy and Measurement

Topic: [The Future of the Higher Education Sector](#)

Professor Jones spoke to the above linked article (2019) in *University Affairs*, providing a summary of what he thinks has changed or are current issues:

Responding to the Truth and Reconciliation Commission (TRC): Universities are grappling with concerns about maintaining momentum in their responses to the TRC's calls to action. Despite some progress, there is still a long way to go in achieving true decolonization. The creation of a new sector of self-governing Indigenous institutes presents potential opportunities for collaboration, but this also underscores the need for ongoing commitment to Indigenous issues in higher education.

International Engagement: The landscape of international engagement is evolving, with hybrid conferences and connections becoming more prevalent. However, challenges such as the federal cap on international students, the fall of Ontario's Public/Private College Partnership Programs (PCPPs), and Canada's global reputation are at the forefront. There is also a growing concern about whether Canada has learned from past experiences, particularly in terms of how internationalization is perceived domestically.

Expanding Credentials: The push towards micro-credentials is seen by some as a solution to the skills gap, but there is criticism that this trend represents a “fetishization” of credentials over substantive learning. In response to the cap on international undergraduate students, new master's programs are being developed. Additionally, Ontario colleges are now allowed to offer three-year applied degrees (transitioning from diplomas) and applied master's programs, with several expected to emerge in the coming year.

Leadership and Stability: Leadership instability is a growing concern, as more university presidents fail to complete their initial terms, and the average term in office is decreasing. Similar issues are seen with Vice-Presidents of Academic (VPA) and deans in professional areas. Additionally, there are ongoing concerns about diversity in senior appointments, which continue to challenge the leadership structures within universities.

Increasing Politicization in University-Government Relationships: There is a noticeable increase in government intervention and accountability measures, exemplified by Ontario's Bill 166, which grants the government new authority over issues such as student mental health, racism, hate, and student costs. Similar initiatives are emerging in British Columbia and Alberta. While polarization and partisan politics are more pronounced in the United States, Canada is beginning to see some of these dynamics as well. Despite this, universities still enjoy a high level of autonomy and public support compared to other countries, and they continue to be recognized for providing high-quality higher education.

The following are some of the questions posed to Professor Jones and answers:

Question: How can we translate the general public support for universities into stronger government support?

Answer: The key is to leverage public sentiment to advocate for policies that reflect the broader societal value of higher education. This involves ensuring that the government recognizes the critical role universities play in society and the economy.

Question: What are the reasons behind the cap on international students?

Answer: The government implemented the cap after realizing that not all institutions were acting in the best interests of students. The aim was to ensure that the influx of international students did not compromise the quality of education and student experience.

Question: Is there an advantage to having a university president serve more than one term?

Answer: Generally, yes. A term of 5 to 7 years is often ideal. It usually takes about two years for a president to fully understand the role, after which they can effectively implement changes. However, staying too long can lead to stagnation.

Question: Why are presidential terms getting shorter?

Answer: The shortening of terms is often linked to the relationship between the president and the board. Conflicts or misunderstandings with the board can result in presidents leaving their positions prematurely.

Question: What are the issues with university boards?

Answer: Board members sometimes fail to understand the limitations of the president's role, particularly in a university setting where the senate plays a significant role and consensus-building is crucial. This can lead to unrealistic expectations and friction between the board and the president.

Question: Are there problems attracting faculty to administrative positions?

Answer: Yes, there are significant challenges. Faculty members face pressures to maintain their research productivity, and administrative roles often come with few rewards, making these positions less attractive.

Question: What is the role of faculty members who serve on the board? Should they be restricted from participating in personnel committees?

Answer: The effectiveness of faculty members on boards varies. In some cases, they are restricted from serving on personnel committees, which raises questions about the best practices for involving faculty in board governance.

Question: What insights did you gain from auditor general reports?

Answer: A key takeaway was the need for cybersecurity experts to be included on university boards, as this area is becoming increasingly critical for institutional governance.

Some may be interested in a relatively new book co-authored by Jones:

Antonowicz, D., & Jones, G. A. (2023). [*The Role of University Governing Boards in Canadian Higher Education: Sociological Perspectives on the Form and Functioning of Boards*](#). Taylor & Francis.

Post Presentation Discussion

After the presentation there was some discussion regarding issues raised:

International Students – Issues: The discussion revealed a somewhat naive understanding of why international students choose to come to Canada. There seems to be a lack of recognition that immigration opportunities, rather than solely educational aspirations, might be a significant motivating factor for these students.

Competition from Colleges: There was a suggestion that universities should collaborate more closely with colleges, especially in the area of research. However, this collaboration faces challenges due to differing funding systems. College faculty members often do not receive individual research funding, which is typically directed more towards research centers, making collaboration between universities and colleges difficult to navigate.

August 14 Morning Meeting

COU UPDATE

Strategic Mandate Agreements (SMAs) have now been received at a high level, with more detailed information expected in October.

Context: The current environment is constraining universities while allowing colleges to expand, leading to the implementation of a cap on international students, with Ontario at the forefront of this effort. Colleges recently reported a historic high of a \$1 billion surplus, while universities are facing historic lows and deficits.

The Council of Ontario Universities (COU) has requested the implementation of the blue-ribbon panel's recommendations. However, these recommendations are time-limited and do not provide room for growth in the sector. The Strategic Mandate Agreement (SMA) limitations on funding of student enrollment has not changed, indicating that the government does not intend to fund growth within the university sector. Unlike colleges, which have seen significant international growth, universities have been more moderate in this area. Changes to international student enrollment will likely have financial repercussions for universities, and the impact will depend on the final enrollment numbers.

The government has stated that it will review the funding formula in two years, but what this will entail remains unclear. University executive heads are under significant stress as they navigate these challenges and work with their faculties to manage the situation.

Between 2020 and 2024, there was a 12% increase in domestic university high school applications, but government funding constraints are limiting the sector's ability to respond. The COU is expected to release a statement on this issue. The existing funding corridor will continue to impose limits, leading to higher admission standards. Despite this, universities boast higher employment rates than colleges. It is important to note that university deficits do not appear on the ministry's books, unlike those of colleges.

There is a pressing need for public discourse on the value of universities. The rising costs of student services have further strained university budgets, and the government has expressed concern about potential decreases in support for mental health services.

To raise awareness about the challenges and contributions of universities, it is essential to engage alumni, industries, and other stakeholders. Universities must be seen as an investment, and both broad and localized narratives are needed to convey their value effectively.

Questions and Answers

Q: There is a shortage of teachers and other professionals—shouldn't that be a concern for the government? Is the government considering moving education programs to colleges as well?

A: The government appears to favor colleges, largely because their electoral base aligns with them and colleges' finances are reflected in public accounts. It wouldn't be surprising if the government made similar moves as with nursing programs. However, it's worth noting that nursing applications to universities have actually increased.

Q: Improved communication is needed both within universities and from the Council of Ontario Universities (COU). Another concern is that lower entrance grades result in a greater need for funding student support services.

A: The province is seeking more control over universities, which is evident from the increased number of attestation letters sent to colleges. It's possible that the narrative around enrollment caps is limiting the choices available to Ontario students.

Q: Are there any changes to the SMA 4 framework?

A: Bilateral negotiations are scheduled for October, but there have been no technical briefings yet. More information will be forthcoming. It's likely that there will be no changes to the funding corridors, but the current communications from the government are still at a very high level.

Q: How is the COU leveraging university boards in these discussions?

A: Executive heads have requested a meeting with the heads of university boards to discuss this idea.

Q: What about student associations? Are students concerned about larger class sizes and other costs?

A: The COU has met with Ontario student unions to address these concerns and will continue to engage with them.

Q: What is the COU doing to amplify the voice of Indigenous peoples, especially considering that colleges don't seem to address this and also the significance of the Scarborough Charter?

A: The government may tend to dismiss these issues as "wokism," making it difficult to predict the impact on government policy. Even research is not a priority for the government unless it relates to commercialization.

ROUNDTABLE DISCUSSION

A standard agenda item at the AC meetings is a roundtable report of what is happening at the various institutions. The following notes provide a summary:

Nipissing: The strategic plan has been adopted, and a draft of the academic plan is under consideration. There is ongoing debate regarding the minimums for classroom enrollment.

Laurentian: Applications have increased by 10% this year, which is a positive sign for the university.

Carleton: The University is awaiting the arrival of a new president in January. A new nursing program is under review with the Ministry of Colleges and Universities (MCU), along with some other new programs. However, there is a decline in enrollment, particularly among international students.

Toronto Metropolitan University (TMU): There have been significant administrative changes, including the appointment of a new chancellor and the removal of the Dean of Arts, which has caused discontent among the faculty. The budget remains bleak, and there is currently no new academic plan.

University of Toronto: The search for the next president has begun. A recent report focusing on decolonizing the curriculum is under consideration, and discussions on this topic are ongoing.

Wilfrid Laurier University: The Milton campus has achieved its enrollment targets. The university is conducting at least four upcoming searches, and it is on its third provost in five years. There is a general sense of skepticism and morale is low. Collective bargaining is also underway.

OCAD University: The University continues to struggle with budgetary challenges, and class sizes are a concern. Efforts are being made to increase class sizes through curriculum review.

York University: The new Markham campus has opened, with enrollment outcomes varying across programs. There have been changes in administrative positions, and labor negotiations are ongoing. Financing for the Markham campus is also a concern. The university experienced a vote of no confidence by the faculty association concerning the president.

Trent University: The president recently retired, and a long-time faculty member has taken on the role, providing stability. The university appears to be in a good financial position, and the opening of a new residence is welcome. The cap on international students will not affect Trent.

University of Guelph: The University has significantly exceeded its enrollment targets, leading to challenges in accommodating the additional students. The Arts department is pleased, but the situation presents logistical issues. A new provost is coming from the University of Calgary, and several dean searches are underway. A review of programs and administration is ongoing, causing concern among staff. Collective bargaining is also in progress. The university is well over the enrollment corridor, but tuition revenue and associated costs will be decentralized.

Royal Military College (RMC): Significant budget cuts remain an issue, leading to questions about which programs to continue. There have also been changes in deans.

University of Waterloo: In early July, the university made national news by suing protestors on campus. There are ongoing discussions about responsible investing with regards to Israel. A new Dean of Arts has been appointed. Faculty increases are planned, which will result in some budgetary challenges.

McMaster University: There are leadership changes and ongoing searches for a new president, as well as for Vice-Presidents of Academic (VPA) and Research (VPR).

Ontario Tech University: The University is conducting three dean searches and seeking a deputy provost. It is also a bargaining year.

University of Ottawa: There is a discussion about equalizing the teaching load across faculties while maintaining a focus on research. A new vice provost has been appointed. The university has faced challenges with protestors.

Lakehead University: A new president has been appointed, and a search for a new Vice-President Academic (VPA) will begin. The budget was balanced, but undergraduate enrollment might be slightly declining. A new collective agreement was reached after two years of bargaining.

University of Windsor: Student protests lasted for some time, but a final agreement has been reached. International student enrollments are at risk due to the poor Canada-India relationship, which is affecting many course-based master's programs.

Algoma University: The president significantly increased international student numbers over a short period, leading to significant administrative problems. There was a strong vote of no confidence in the president, supported by student groups, although the board supported the president. There have been significant changes in senior administrators, resulting in low morale and much uncertainty. International student numbers have since been significantly reduced.

Western University (UWO): Enrollment targets appear to have been met for both domestic and international students. There is significant debate over the processes for dealing with student illnesses. A balanced budget has been approved.

NEWSWORTHY ITEMS

The COU does have a daily e-mail that is sent out detailing any recent sector news and/or government news. I will, in the future, attempt to report on anything I judge to be of interest along with other news sources:

Higher Education Strategies has produced its regular [State of Postsecondary Education in Canada](#) – an interesting read with demographic projections.

Globe and Mail Article on the Challenges ahead : [Financial deficits, public pressure make for challenging year ahead for postsecondary institutions](#)

“In just three years, the share of Canadians with a positive impression of the country’s universities had dropped nine percentage points. It tumbled from 59 per cent in 2021 to 50 per cent in 2024, according to a survey conducted by Abacus for Universities Canada.”

[Canadian universities see international students' enrolment down 45 per cent after rule change.](#) 'The system is just hanging on' *Toronto Star*, Sept 6th, 2024

[Is a University Degree Still Worth It?](#) *CBC Radio*, Sept 6th, 2024

[The Globe and Mail](#) reports on a new [RBC analysis](#) which shows that the average earnings of Ontario university graduates are slipping, though a degree still provides the best path to a higher income for students. Sept 9th, 2024

[Daily Hive](#) reports on the financial pressures anticipated by colleges and universities resulting from the federal cap on international students, Sept 9th, 2024

The financial challenges for many colleges/universities in the US has continued:

[What's Behind the Academic-Program Cuts You've Seen This Summer](#) *The Chronicle of Higher Education*.

[Nobody Knows Where the Line Is](#), *The Chronicle of Higher Education*. Challenges in dealing with external consultants.

AGENDA ITEM – Discussion Item for Senate

The November meetings will be a joint meeting between ACs and Executive Heads. They meet as a group twice a year. The October meeting of the ACs will involve a discussion around a potential topic for the joint November meeting.

The main topic/question that will be considered is most likely:

What strategies can be employed in order to increase the perception of the value of the university sector/education to the general public? Although the perception of the value of universities is fairly robust, it is on the decline over the past few years while the perception of the value of the college sector has been increasing.

Looking for any suggestions or perspectives on this issue.

An interesting opinion piece by Alex User highlighting the difference between the two difficult time periods for postsecondary (the 1990's and the current) and government responses. Some suggestions regarding the focus that lobbying should take.

[*Eating the Future*](#), Sept 9th, 2024

NEXT AC MEETING:

Tuesday October 2nd Evening and Wednesday October 3rd Morning

BOARD BRIEF to SENATE
Senate Meeting #722 - September 18, 2024

The 2023-24 [Board of Trustees held its Annual Meeting on June 27, 2024](#). During the meeting, the Board of Trustees undertook the following actions:

- received the Report of the Chair of the Board, and passed the following motion:
 - that gratitude and appreciation be extended to the following Trustees who are retiring, or have recently retired, from the Board for their commitment, service, and dedication to Brock University and to our community: Stephanie Thompson, Don Cyr, Rakha Zabin, and Carleigh Charlton
- received the Report of the President and Vice-Chancellor
- received the Report of the Provost and Vice-President, Academic, and
 - concurred with the establishment of the new academic programs approved by Senate during the 2022-2023 or 2023-24 academic year and certified that the programs can be financed by institutional resources
- received the Report of the Vice-President, Research
- received the Report of the Audit Committee, and
 - approved the audited Financial Statements of Brock University for the year ended April 30, 2024
 - approved the internally restricted net assets in Appendix 4 of the Report
 - approved that KPMG LLP be reappointed as the auditors for the University audit engagements with fiscal year ending in 2025
- received the Report of the Capital Infrastructure Committee, and
 - approved that the Student Alumni Centre site be reserved as the location for the Brock University Students' Union's (BUSU) New Student Centre Project ("Project"), as further described in Appendix 1 of the Report, until the end of the 2025 calendar year in order to provide BUSU further time to confirm the construction costs and financing plan for the Project
- received the Report of the Financial Planning and Infrastructure Committee
- received the Report of the Human Resources Committee
- received the Report of the University Community and Experience Committee
- received the Report of the Governance/Nominating Committee, and
 - approved that Greg Berti, Brian Lang, Anne McCourt, and JoAnna Roberto each be re-elected as a community member of the Board of Trustees for a three-year term, effective July 1, 2024 to June 30, 2027
 - approved that Lucy He be elected as a community member of the Board of Trustees for a three-year term, effective July 1, 2024 to June 30, 2027
 - approved the Board Committee Memberships for 2024-25
 - approved that Kevin Magee and Réjeanne Aimey each be elected to serve as a Board member representative on Senate for a one-year term effective July 1, 2024 to June 30, 2025
 - approved the following addition to the Board Bylaw:
2.8 University Funding Budget
The University Funding Budget shall be prepared and presented to the Board as balanced or with a surplus. In cases where a balanced funding budget cannot be achieved when presented to the Board for approval, the deficit can be presented as a mitigation target, provided a plan to achieve the mitigation target is included.
 - approved amendments to the following Committee Charters: Human Resources Committee, Audit Committee, University and Community Experience Committee

- approved amendments to the Board of Trustees Diversity and Inclusion Policy
- received an update on admissions and enrolment
- met *in camera* and considered confidential items

BOARD ACTIONS TAKEN VIA CONSENT AGENDA:

- approved the Minutes of the previous meetings held on May 2 and May 28, 2024
- received the Reports of the Actions of the University Senate from the 720th and 721st meetings of Senate

THIS SUMMARY CONSTITUTES AN UNOFFICIAL RECORD UNTIL SUCH TIME AS THE MINUTES OF THE MEETING ARE APPROVED. Additional information is available on the University Secretariat website at <https://www.brocku.ca/university-secretariat/board-of-trustees>

Margaret A. Thompson, Associate Secretary

June 28, 2024

TO: Yvonne Roussel, University Secretary and Associate Vice-President,
Governance and Policy

FROM: Brian Power
Vice-Chair, Senate Academic Review Committee

DATE: September 11, 2024

REPORT TO SENATE 722, September 18, 2024

ACTION ITEMS (N/A)

DISCUSSION ITEMS (N/A)

CONSENT ITEMS - FOR APPROVAL

1. Master of Arts in English Major Modification

THAT the Request for Major Modification, to extend the thesis stream from three terms to six, in the MA in English program, be approved.

Rationale: ARC considered at its May 27, 2024 meeting the proposed request for major modification to extend the thesis stream from 3 to 6 terms in the MA in English program, and herewith submits the Request (see Appendix A) for the approval of Senate.

CONSENT ITEMS - FOR INFORMATION

1. Statement of Intent for PhD in Business Administration and Doctor of Business Administration programs (New Program)

ARC approved at its June 17, 2024 meeting a Statement of Intent for the PhD in Business Administration and Doctor of Business Administration programs, to be offered by the Goodman School of Business (See Appendix B). The proponents have been invited to move to the next step and prepare a Program Proposal Brief.

Request for a Major Modification to an Existing Program

Summary:	
Name of Program being Modified:	English MA
Academic Unit housing the Program:	Department of English Language & Literature
Proposed date modification to become effective:	September 2025 admission
Name and Position of person submitting:	Dr. Carole Lynn Stewart Professor & Graduate Program Director
Email of person submitting:	cstewart2@brocku.ca
Date of Submission:	May 10, 2024
Short Description of Modification:	Extension of the thesis stream from 3 to 6 terms

Impetus for the Major Modification

Please provide a brief explanation of what led to the program change being made (for example, recommendation from last review, evolution of the discipline, result of monitoring a new program, change in faculty expertise, student demand, efficiencies, etc.) Document the results of Program Committee or Department discussions.

The major modification that we are proposing is the extension of the thesis stream of our MA program from three terms to six.

The department has had discussions about expanding possibilities in its MA program, most recently in its December 2023 Department Retreat, which involved preparatory work for our upcoming Academic Program Review. However, the decrease in funding for students pursuing major research paper streams in MA programs at Brock has accelerated the timeline and changed those conversations to think more critically of our thesis stream. Our department has offered two streams for its MA: the Major Research Paper (MRP) and the thesis. Currently, both streams are to be completed in three terms. The MRP stream has been the major stream, and only exceptional students have hitherto been encouraged to pursue the thesis route; indeed, with only three terms to complete the thesis, the thesis stream has not been appealing to even our most outstanding students. In the history of the program, only three students have chosen that route. Partly because of the ongoing changes to funding possibilities for MA students, the department paused to reconsider the structure of its MA program and ways to provide more viable and attractive options for research-oriented students, while maintaining its MRP option. The department wishes to alter the structure and time-to-completion of its thesis stream to make it viable as a research option, rather than just as an exceptional path. This major modification also will bring our thesis stream in line with the majority of thesis timelines at Brock University, and elsewhere. This major modification will also differentiate the MRP and thesis paths more clearly and provide greater flexibility for students, and the option to pursue more creative and original research projects for the thesis path.

Detailed Description of the Proposed Changes
<p>The department proposes to change the thesis stream’s program length from three terms to six. Consequent upon this major modification will be several minor modifications to the number of courses that thesis students take and the deadlines for such things as organizing a supervisory committee and submitting a thesis proposal. The department proposes to also add one half course equivalent (HCE) variable course to the thesis path requirement. At present, two half course electives are required for the thesis, along with a professionalization course, and a methods course. This minor addition will provide students with a strong foundation to make them competitive for the PhD, excel at their thesis and complete on time, and is also the norm across many English MA’s at Ontario universities.</p>
Pedagogical Rationale for the Proposed Changes
<p>Currently, the thesis path is rarely chosen because it is impractical for most students to complete an original research project in a one-year program. It is the exceptional student indeed who can complete a solid thesis in three terms. Expanding the thesis option from three to six terms will make a full, rewarding, and successful thesis experience available to a wider range of students. Adding one more variable half-course will also give the students the foundational skills they need to complete on time and develop greater breadth of experience useful for future studies. All our MA students enter our program with abundant intellectual enthusiasm. Giving them all adequate time to complete the thesis will nourish rather than squash that enthusiasm, while pushing them to develop the advanced research, writing, and critical thinking skills that will serve them well, whether they pursue their graduate studies further or follow another career trajectory.</p>
Impact on Students
<p>Evaluation of how the proposed modification is in alignment with the relevant program-level learning outcomes.</p>
<p>The proposed modification aligns with the program’s learning objectives in several ways:</p> <ul style="list-style-type: none"> • The MA program is intended to provide a broad foundation for students pursuing either advanced studies in English studies or other career options. By expanding the number of terms to complete the program, and adding 1 HCE variable topics course, the department ensures that all students will be able to take a solid number of graduate courses in the discipline <i>and</i> write the thesis, thus having the opportunity to acquire and practice skills of research, critical and creative thinking, and effective, persuasive writing in both coursework and independent projects. • The expansion will allow the students to pursue more complex and more creative original research projects and to develop these projects further, enriching their educational experience and improving their practical skills for further academic study or non-academic careers. • Given that the thesis is uploaded to Brock’s digital repository and to the Library and Archives Canada, students will be encouraged to participate in a research culture at a higher level and engage with faculty research projects more frequently. • The expanded thesis options will generate learning outcomes relevant to professional opportunities beyond further academic studies, such as editing, publishing, curating, and creative writing for new media.

Assessment of the impact of the proposed modification on the program's students.
Along with the intellectual benefits detailed above, the proposed modification will have for future students the financial benefit of allowing them successfully to pursue a fully funded MA. No current students will be affected by the proposed modification to the program structure (our current students will complete their degrees by the fall of 2024).
Show how input from current students and recent graduates was considered as part of the development of the proposed major modification (include a statement on how the proposed modification will improve the student experience).
<p>During the departmental Graduate Committee's deliberations concerning the modification, the Graduate Program Director informally surveyed current graduate students in the program, who said that they broadly supported the proposed changes. Undergraduate students interested in the graduate program have also expressed their support for the transition to a thesis option. Discussions with the graduate students informed our own review of the feasibility of the thesis path for the majority of our students, rather than the exceptional case, and led us to decide we could not confidently say that every MA student could complete the thesis within the current three terms.</p> <p>As detailed above, the proposed modification will improve the student experience in the following ways:</p> <ul style="list-style-type: none"> • Intellectually, in the opportunity for significant coursework components to allow them to experience a variety of topics in the discipline of English, as well as the ability to pursue more complex and more creative research projects and to develop those projects further; • Financially, by having financial support for their programs from FGSPA, faculty research funding, and through TShips for both years of their program; <p>Culturally, because the added time to completion will also mean that cohorts of students will overlap; it will be possible for students to benefit from increased mentorship opportunities. In addition, the overlapping cohorts will foster a larger and more lively research culture, which will benefit students and the department as a whole.</p>
<p>Details of Resource Implications Describe any new or re-distributed resource implications (human, physical and budgetary) because of the proposed change(s).</p>
<p>1) Course offerings Currently, the department offers 7 HCE graduate courses (5F01 Professional Skills and Development, 5P00 Theoretical Foundations, and 4 variable topics half-courses) to accommodate the needs of the MRP students who have formed the majority of our yearly cohorts. To support a cohort with a majority of students in the thesis-stream, the department will offer 6 HCE (5F01 Professional Skills and Development, 5P00 Theoretical Foundations, and 3 variable topics half-courses). Offering 3 HCE variable courses, rather than the current 2 HCE variable courses for the thesis stream, will allow them to take a solid number of graduate courses in the discipline, giving them needed experience, exposure to a variety of topics and pedagogies, and thus a stronger foundation for their own MA research and for future research, should they choose to pursue a PhD. This change is particularly important now that the thesis stream will be available to a wider range of</p>

students. Offering three variable courses is also in line with other English MA thesis paths at Ontario universities. 5F01 and 5P00 will continue to provide the exceptional mentoring and training that our program has been known for, and that is arguably key to our history of exemplary completion rates and high rate of placement of our MA graduates in PhD programs.

2) TAships

As part of their funding package, students will be eligible for TA work in our courses. The department's enrollments have been healthy, ensuring sufficient opportunities for our MA students to TA first- and second-year undergraduate courses. Budgeting for TAships in these large lecture classes will need to keep in mind the department's obligations to its MA students.

Budget (If applicable)

Templates provided on [QA website](#) along with this template.

Please ensure that the Director, Academic Financial Planning & Budgeting is aware of your request and associated budget prior to submission.

N/A

Explain how the revised program aligns with the [Brock University Institutional Strategic Plan 2018-2025](#) and its 4 strategic priorities: 1) Offer a transformational & accessible academic and University experience; 2) Build research capacity across the university; 3) Enhance the life and vitality of our local region & beyond; and 4) Foster a culture of inclusivity, accessibility, reconciliation and decolonization.

- i. Our expanded thesis-stream MA will be more transformational. It will allow more students to successfully pursue an extended, and more advanced, intellectual experience than previously. Academically, the students will benefit enormously from the additional time to complete the program, and their experience at Brock University will therefore be increasingly positive.
- ii. The extended research that our thesis MA students will do will enhance a tradition of high-quality graduate research in the English department at Brock University, further developing Brock's research culture and Brock's reputation as an institution that facilitates well-developed, innovative research by promising scholars. The two-year thesis option will enable MA students to support and engage more deeply with their supervisor's research projects. This shift in orientation would also enhance the department's research capacity by having faculty consider graduate student projects as part of their research plans in applications for external funding.
- iii. Our graduate students already enhance the life and vitality of the Niagara region in various ways, formal and informal. By extending the time in which our students are in the region, the proposed modification will increase the opportunities for community engagement.
- iv. The proposed modification in time to completion will foster a culture of inclusivity and accessibility by opening the thesis option of the MA program to a wider range of students. For example, it will also allow for the development of more complex projects, projects whose interdisciplinary nature require the coordination of multiple research areas and the acquisition of a wide range of research skills. Projects aimed at addressing reconciliation and decolonization

are often of this nature, and the additional three terms would allow students who wish to undertake such projects greater opportunity to develop their projects, engage with the relevant communities, and acquire the skills necessary to produce significant work in these two fields.

Explain how the revised program aligns with the [Brock University Academic Plan 2023-2028](#) and its 5 priority areas: 1) High-Quality and Meaningful; 2) Accessible, Flexible, and Customizable; 3) Supportive & Student-Centred; 4) Equitable, Diverse, and Inclusive; and 5) Future-Oriented.

- i. The proposed modification will considerably increase the quality and meaningfulness of the work that our thesis-stream MA students are able to produce by giving them the time necessary to develop advanced research and writing skills.
- ii. As stated above, for intellectual and financial reasons the proposed modification will greatly increase the accessibility, flexibility, and customizability of the program's thesis stream. More students will be able reasonably to undertake the thesis, they will have more time to articulate diverse projects, and they will have a much greater chance of successfully completing those projects.
- iii. The department is proposing the modification largely because it is student-centred and supportive. Although the modification may come at the price of an increased unscheduled teaching load for faculty (more thesis students equal more thesis committees equal more supervisory and graduate committee work for faculty), the department is proposing the modification in order to enhance the students' experience during the thesis stream and to provide the students with the maximum intellectual and financial support available to Brock graduate students.
- iv. The proposed modification increases the department's MA program's orientation toward the future at the level of the individual student and at the level of the university as a whole by providing the students with the opportunity to further develop the skills that they will need in future graduate studies, by allowing students more opportunity to pursue projects that will have a lasting impact on the future trajectory of those studies, and by allowing them the increased opportunity to produce research that will contribute to the development of future ways of knowing, both within the Brock community and in the sphere of global knowledge-production generally.
- v. The proposed modification increases the department's MA program's orientation toward the future by providing more students with the opportunity to develop further skills that employers will find attractive, in careers where research, communications, and critical thinking skills are required.

Evidence of Consultation with affected academic and/or administrative units

Include the results of consultation(s) with other academic or administrative (e.g., Office of the Registrar & Enrolment Services or CCEE) units that will be impacted by the program changes.

Departmental conversations about possibilities for the MA program have been ongoing as part of our departmental culture, but have been the focus of several recent meetings:

- 6 December 2023 Departmental Retreat, as part of the discussion of graduate program's goals;
- 12 January 2024 Departmental meeting to discuss the implications of changes to graduate student funding—the Department tasked the Graduate Committee to pursue further explorations of options and implications;

- Graduate Committee meetings to imagine future directions for the program;
- 17 April 2024 Departmental meeting, where the whole Department discussed the Graduate Committee's reports and recommendations.

Decanal Comments

Include letter(s) from the relevant Dean(s) that the proposed major modification is appropriate and in line with the strategic direction of the Faculty. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies & Postdoctoral Affairs and the Dean(s) of the relevant Faculty or Faculties.

Please see attached letters of support from Carol Merriam, Dean Faculty of Humanities and Suzanne Curtin, Vice-Provost & Dean, Faculty of Graduate Studies and Postdoctoral Affairs.

TO: Academic Review Committee

FROM: Dr. Carol U. Merriam
Dean, Faculty of Humanities



DATE: 9 May 2024

RE: Major Modification to MA in English Language and Literature

I am writing to confirm my strong support for the proposed Major Modification to the MA programme in English Language and Literature. The proposed modification consists of expanding the time requirement for the thesis stream from three terms to six.

This modification will allow students the time to develop a more sophisticated programme of research and bring it to completion. This has not always been a possibility for thesis stream students, due to the pressures of required courses and TA work. Thesis stream students will also have more opportunities to apply for grants and awards, as these are not always possible in a three-term programme.

This modification is appropriate and, in my opinion, long overdue. It aligns with the current strategic directions of the Faculty of Humanities and the University, and has my full support.

To: Dr Carole Stewart, Department of English, Faculty of Humanities
From: Dr Suzanne Curtin, Vice Provost & Dean Graduate Studies and Postdoctoral Affairs
Date: May 10, 2024
Subject: Major Modification to MA English (Extension of the thesis stream from 3 to 6 terms;
additional course in thesis stream degree requirements)

The Faculty of Graduate Studies and Postdoctoral Affairs (FGSPA) has reviewed the Major Modification proposal to extend the MA English thesis stream from 3 to 6 terms and to add additional courses to the degree requirements for the thesis stream.

As the proponents have clearly noted, a very limited number of students have completed a thesis in the program. The proposed change aligns the program with most other MA thesis programs here at Brock University. The change also further differentiates the thesis from the MRP streams within the program allowing for greater choice for prospective students.

The proponents have sufficiently linked the proposed program change with Brock's strategic priorities, in terms of it being transformational, enhancing graduate research quality, enhanced community engagement and fostering a culture of inclusivity and accessibility. They have also sufficiently linked the proposed program change with Brock's academic plan on multiple fronts.

FGSPA can support this program change without significant impact on operational resources.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Curtin".

Dr Suzanne Curtin

Statement of Intent for a New Program

Name of Proposed Program	PhD in Business Administration (PhD) Doctor of Business Administration (DBA)
Unit Proposing Program:	Goodman School of Business
Degree Designation upon Graduation:	PhD in Business Administration (PhD) Doctor of Business Administration (DBA)
Proposed Start Date/First Enrollment:	September 2026
Proponent Contact Name (Proponent Contact Email):	Mohamed Ayadi (mayadi@brocku.ca), Anteneh Ayanso (aayanso@brocku.ca), Dirk De Clercq (ddeclercq@brocku.ca), Fayez Elayan (felayan@brocku.ca), Magnus Hultman (mhultman@brocku.ca), V Kumar (vkumar@brocku.ca), Saima Naseer (snaseer@brocku.ca), Tek Thongpapanl (nthongpapanl@brocku.ca), Samir Trabelsi (strabelsi@brocku.ca),
Date of Submission:	May 15 2024

1: Description of the Proposed Program (IQAP 2.8.1 a)

Provide a short description of the program, clearly stating the program purpose, objectives, and pedagogical rationale, including an explanation of the proposed degree nomenclature. Proponents are encouraged to contact CPI for assistance.

The Goodman School of Business intends to introduce two distinguished doctoral programs: the PhD in Business Administration and the Doctor of Business Administration (DBA).

The programs complement each through four distinct avenues: firstly, by providing a range of shared courses and specialized curriculum; secondly, by leveraging financial support from the DBA to alleviate part of the costs for the PhD program; thirdly, by enabling access to additional research funding such as SSHRC funding through the PhD program; fourthly, by appealing to diverse student demographics. Moreover, both programs offer promising prospects in industry and research, fostering opportunities for publication through mentor-facilitated networking connections. Programs may have their separate full program proposal brief (PPB) submissions.

PhD in Business Administration (PhD):

The **purpose of the program** is to train students in high-quality research methodologies, critical thinking, and specialization in their chosen interests, and preparing them for successful careers in academia, research institutions, or industry.

The **objectives** of the PhD would be designed to equip scholars with the skills and expertise to contribute original research to the field of business and management (namely, Accounting, Entrepreneurship, Ethics, Finance, Human Resource Management, Information Systems,

International Business, Marketing, Operations Management, Organizational Behaviour, and Strategy), advancing knowledge and understanding in various domains.

The **pedagogical rationale** includes emphasizing coursework, independent research, and interdisciplinary collaboration. The program cultivates students' research capabilities through theoretical frameworks, empirical techniques, and mentorship from experienced faculty (to generate, disseminate, and apply knowledge learned through rigorous and relevant research).

The designation "PhD in Business Administration" reflects the program's focus on advancing knowledge within the broader field of business administration, aligning with international standards for doctoral degrees in business and management.

Doctor of Business Administration (DBA):

With a practitioner-oriented approach, the **purpose of the program** aims to equip students with the skills, insights, and ethical leadership needed to address complex business challenges and excel in executive-level roles.

The **objectives** of the DBA program are to elevate the expertise and leadership capabilities of mid- to senior level career professionals and to emphasize applied research and practical knowledge to drive organizational innovation and strategic change.

Combining academic theory with real-world application, the **pedagogical rationale** of the DBA curriculum would integrate coursework, research projects, and experiential learning opportunities, fostering critical analysis, evidence-based decision-making, and strategic thinking.

The designation "Doctor of Business Administration" underscores the program's focus on developing advanced practitioner-scholars capable of applying theoretical knowledge to real-world business challenges, aligning with international recognition for terminal degrees in business and management.

2: Additional Considerations (IQAP 2.8.1 a)

Provide a short rationale for the program's i) structure & length (Proponents are encouraged to contact Faculty of Graduate Studies and Postdoctoral Affairs (FGSPA) for assistance), ii) considerations for major research requirements (if a research-focused program), iii) faculty expertise and iv) distribution of supervisory loads.

Length: The PhD program offers a comprehensive four-year curriculum while the DBA program is offered over three years, both of which will be delivered by esteemed faculty with extensive research and teaching experience.

Structure: Through a blend of theoretical instruction, research seminars, case studies, and rigorous and relevant research, graduates from both programs will be equipped to excel as research scholars, educators, mentors, and/or executives in their respective fields.

- A notable aspect of the PhD curriculum is its emphasis on inter-disciplinary research, bridging diverse expertise across several business areas. Such inter-disciplinary topics might include the role of sustainability in organizational strategy formation, the role of artificial intelligence in

integrated marketing and accounting, the potential of blockchain technologies for financial applications, or the use of robotics and drones in product delivery. These and other topics can serve the future needs of the marketplace.

- Within the DBA, exposure to real world implementations of case studies in business-to-business and business-to-consumer markets that use different technology platforms is emphasized. There will be the opportunity to interact with business executives to understand the business challenges and solve the problems for them. This way, data are provided by the firms and the solutions are also implemented. The doctoral students with their mentors will also get to publish rigorous and relevant research study coming out of such academic-practitioner interactions.

Considerations for major research requirements:

Both programs will include coursework which must be completed within the first two years. Students would also complete a thesis before graduating DBA (1-2 years after coursework completion), and PhD (2 years after coursework completion). The DBA thesis will focus on applied and field-based research, while the PhD thesis will focus on fundamental and/or rigorous applied research.

By covering topics that encompass working for a better world for all stakeholders, issues, and challenges facing the industries, integrating technology for building more efficiency and effectiveness in solving business problems, this program enables the doctoral students to be on par, if not better than, students from competing programs. The doctoral students will be writing scholarly papers in each year of their doctoral program that will be converted to scholarly publications.

The program prides itself on offering the latest knowledge-based empirical research, often questioning conventional wisdom. This new-age knowledge enables the doctoral students to keep themselves abreast of the most recent developments and sets them apart from the competition.

Faculty expertise: The courses in these programs offer cutting-edge information and are taught by world-renowned researchers and teachers. Interaction with such scholars provides students with first-hand access to, and an opportunity to work with, the knowledge creators.

With a faculty comprising of around one hundred distinguished subject matter experts across fields including Accounting, Entrepreneurship, Ethics, Finance, Human Resource Management, Information Systems, International Business, Marketing, Operations Management, Organizational Behaviour, and Strategy, Goodman provides unparalleled resources for academic growth. Explore the full faculty directory, research areas, and select publications at:

<https://brocku.ca/goodman/faculty-research/faculty-directory/>.

Distribution of Supervisory Loads: Subject matter experts from each of the fields will provide appropriate supervision. The distribution of the supervisory load will be equitable and demand dependent. The core faculty participating in Goodman’s MSc program would provide primary supervision.

3: Consistency with Institutional Mission and Academic Plans (IQAP 2.8.1 b)

Refer to the [Provost's website](#) for strategic planning documents including the Brock Strategic Plan 2018-2025, Strategic Mandate Agreement (2020-2025), Brock University Academic Plan (2023-2028), and other relevant Academic Plans approved by the Provost. If Faculty or Department-level strategic planning documents are available, they should be addressed as well. Requests for these documents should be referred to the Dean's Office. Proponents are encouraged to contact CPI for assistance.

The proposed programs align well with the goals, mission, and values of Brock University as outlined in the Strategic Mandate Agreement 2020-25, the Institutional Strategic Plan 2018-2025, the Academic Plan (2023-2028) and the current Goodman Strategic Plan (approved in 2024). The key connections between the proposed program and Brock's guiding documents are listed below.

Alignment with the Strategic Mandate Agreement and Strategic Plan

The Strategic Plan and Strategic Mandate Agreement (SMA) are attentive to the increasing financial pressures directed at universities. The environmental scan section of the Strategic Plan suggests, "cost inflation at universities has outpaced revenue growth for many years. Universities have responded by prioritizing enrolment growth and/or cost controls in order to achieve financial sustainability. Brock's enrolment plan and budget framework must reflect the University's commitment to excellence...while acknowledging financial pressures imposed by government's fiscal decisions".

In alignment with Brock's SMA, the proposed PhD and DBA programs will respond to the university's strategic priorities. These programs are designed to reinforce Brock's commitment to excellence while meeting the increasing demand for advanced business education.

The SMA underscores the importance of graduate employment rates, which have seen a steady increase from 94.6% in 2014/15 to 96.9% in 2018/19. The proposed PhD and DBA programs are poised to contribute to this trend by equipping graduates with in-demand skills and expertise sought after in today's job market.

Priority areas identified in the SMA, such as improving the student experience, innovation in teaching and learning, and promoting access and equity, are central to the design and objectives of the PhD and DBA programs.

In terms of improved student experience, both the PhD and DBA programs will provide students with valuable skills and knowledge that enhance their employability in high-demand occupations. Through a combination of rigorous coursework and experiential learning opportunities, students will develop practical expertise and gain a competitive edge in the job market.

In terms of innovation in teaching and learning, while drawing on successful approaches from other business schools, the PhD and DBA programs at Brock University are distinguished by their multidisciplinary approach to teaching and learning. By integrating insights from various disciplines, students will gain a comprehensive understanding of complex business challenges and develop innovative solutions.

In terms of access and equity, the PhD and DBA programs will promote equity by offering inclusive and accessible education opportunities. By leveraging the strengths of different faculties and

disciplines, these programs ensure that a diverse range of students can access high-quality education and pursue their academic and professional goals.

Moreover, the proposed PhD and DBA programs will contribute to innovation, economic development, and community engagement by bridging the gap between academia and industry. Through experiential learning components and interdisciplinary curriculum, students will learn to apply business concepts in real-world settings, fostering innovation and driving economic growth in their communities.

Alignment with Brock's Academic Plan

The Academic Plan identifies five institutional priorities namely: high quality and meaningful learning; accessible, flexible, and customizable learning; supportive and student-centered learning; equitable, diverse and inclusive learning; and future oriented learning.

- The newly proposed doctoral programs will provide engaging opportunities for critical reflection, promotion of personal and professional growth, and challenge students through a comprehensive educational experience that resonates meaningfully with students, scholars, practitioners, and community members.
- The new doctoral programs will facilitate strong business education programs catering to the diverse needs of students. Whenever possible, a range of course delivery modes will be offered including on campus, online and blended approaches. Furthermore, the programs will offer a common core curriculum to begin with which the latter years will build upon and allow for specialization. This increases the flexibility for students to consider transferring between programs to better suit their career interests. The programs would facilitate student choice and adaptability allowing year-round study opportunities and embrace open educational resources to provide an accessible, flexible, and customizable educational experience for all students.
- Supportive and student-centered learning is fostered by a strong sense of community and belonging. This is achieved by engaging students with opportunities to build social, academic, scholarly, and professional networks through on campus events and digital platforms. The new doctoral programs will provide student support for accessibility and career education through student advising, mental health and well-being services, career advising and networking opportunities. Through these actions, we aim to provide a supportive and student-centered learning environment where every student can thrive and feel supported.
- Equitable, diverse, and inclusive learning is a pillar of Brock and is reflected in the Academic Institutional Plan as well as the Faculty Strategic Plan. The Goodman doctoral programs have great potential to further the strong base of equity, diversity and inclusivity among our faculty staff and students which will in turn strengthen the socially just learning environment at Brock.
- The Goodman doctoral programs are future oriented because they will prepare students with the knowledge and skills necessary to achieve their personal, academic, and professional goals. They will augment students understanding of global issues, generate new knowledge, and enable engagement in transdisciplinary learning to proactively respond to evolving student, societal and labour, market demands.

Alignment with the Goodman School of Business Strategic Plan

The newly adopted purpose of GSB is to inspire, discover, engage, and achieve. While its vision is “Leading with meaningful sustainable impact.” The values of Passion, Professionalism, Perseverance, and Perspective all support the Strategic Themes of Exceptional Experiences, Impactful Research, Ally to Community, Accelerate Reputation, and building Intentional Culture and Capacity.

The new doctoral programs align closely with the faculty strategic plan. In particular:

- Impactful Research where the students going through the PhD program will engage in scholarly activities resulting in knowledge generation appropriate for publishable research papers in scholarly journals and enable research informed teaching practices.
- Ally to community where students in both the PhD and DBA programs engage in work that supports and advances the interests of local business and the community at large. This is done through providing intentional support to local businesses, working on research areas of particular interest to community and local businesses as well as creating opportunities to strengthen connections with alumni. Equitable, diverse, and inclusive learning runs strongly through Goodman, as evidenced by the current diverse faculty and student body. Ensuring this continues through these graduate programs will benefit both the school and the community at large.
- The programs combined will accelerate Goodman’s reputation by becoming, for the first time, a comprehensive business school offering a full suite of post-secondary programs and opening the door to additional funding, revenues, and collaborations. This will in turn improve the standings in rankings and thereby the perceived reputation of the school.

4. Resource Implications (IQAP 2.8.1 c)

Document adequacy of the unit’s planned utilization of existing human, physical and financial resources. If necessary, clearly identify and provide rationale for additional institutional resources required to support the proposed program. Evidence of Decanal consultation with the Office of the Provost, including the Provost’s sign-off on any required documentation regarding resources, is requested in #11.

To establish these two programs, the existing human resources within the Goodman School of Business will be utilized. The Goodman School of Business boasts approximately one hundred full-time faculty members who have extensive research backgrounds and supervisory experience. Affiliated faculty members will contribute to non-scheduled teaching activities such as supervision and committee service.

While it is crucial to ensure that the information and services provided meet the requirements for offering graduate programs, no additional support beyond what is typically provided by Brock’s IT services will be necessary for information technology and support. PhD and DBA students may use computer laboratory resources in line with what is provided to other PhD students, but no additional resources may be needed.

While the Institution must invest resources to administer the PhD program, the Executive DBA program can generate revenues as each student pays fees for a 3-year period. In other words, it is possible to subsidize a significant portion of one program with the other initially. However, recent studies indicate that the reputation of the business school is enhanced when rigorous and relevant research is published by the doctoral students and the faculty, the enrollment and the endowment

of the school increases (Anand, Kumar and Lahiri, 2024). There is a spillover effect for the university also whereby the entire university realizes increased enrollment and endowment.

5. Evidence of Consultation Regarding Space Needs (IQAP 2.8.1 e)

Include the results of any consultation with the Associate Director, Space Management and Planning regarding the space needs for the proposed program.

The School has ongoing meetings with Roland Mech, Associate Director, Space Management and Planning, Brock Facilities Management, and John D’Amico, Manager, IT & Physical Space has undertaken an assessment concerning space needs for doctoral program(s) at GSB. The upshot is that no additional physical space outside of Brock University is needed to offer these programs. Existing space may need to be repurposed for this program. See attached letter of support.

6. Evidence of Consultation with Career, Co-op and Experiential Education

Provide evidence that consultation has been initiated with CCEE, on administrative issues related to experiential components of the proposed program, if applicable.

The School has had meetings with Dan Lonergan, Associate Director, Experiential Education, Brock CCEE, concerning CCEE needs for doctoral program(s) at GSB. CCEE is supportive of the GSB Doctoral program. See attached letter of support.

7. Projected Enrollments and Evidence of Student Demand (IQAP 2.8.1 f)

Provide projected initial through to steady-state enrollment figures supported by evidence of local/regional, domestic and/or international demand, including duration. Proponents are encouraged to contact IPAP and CCEE for assistance.

As shown in the 2022-23 admissions data provided by AACSB, enrollment in business PhD programs across the country, from schools that have reported, is an average of 12 students with the lowest at 3 and the highest at 44. Goodman uses this data as comparators and expects similar participation, likely circa 5 students to start, and growth towards the national average going forward. It is anticipated that a steady state of new enrollments will be achieved by the time the first cohort is graduating. This is in line with graduate studies at Brock where 23 PhD’s were awarded in 2020 (last year of available data) across all available programs. This also shows that demand is much higher than enrollment as seats are likely limited by space and capacity rather than the quality of applicants.

PhD Programs 2022-23

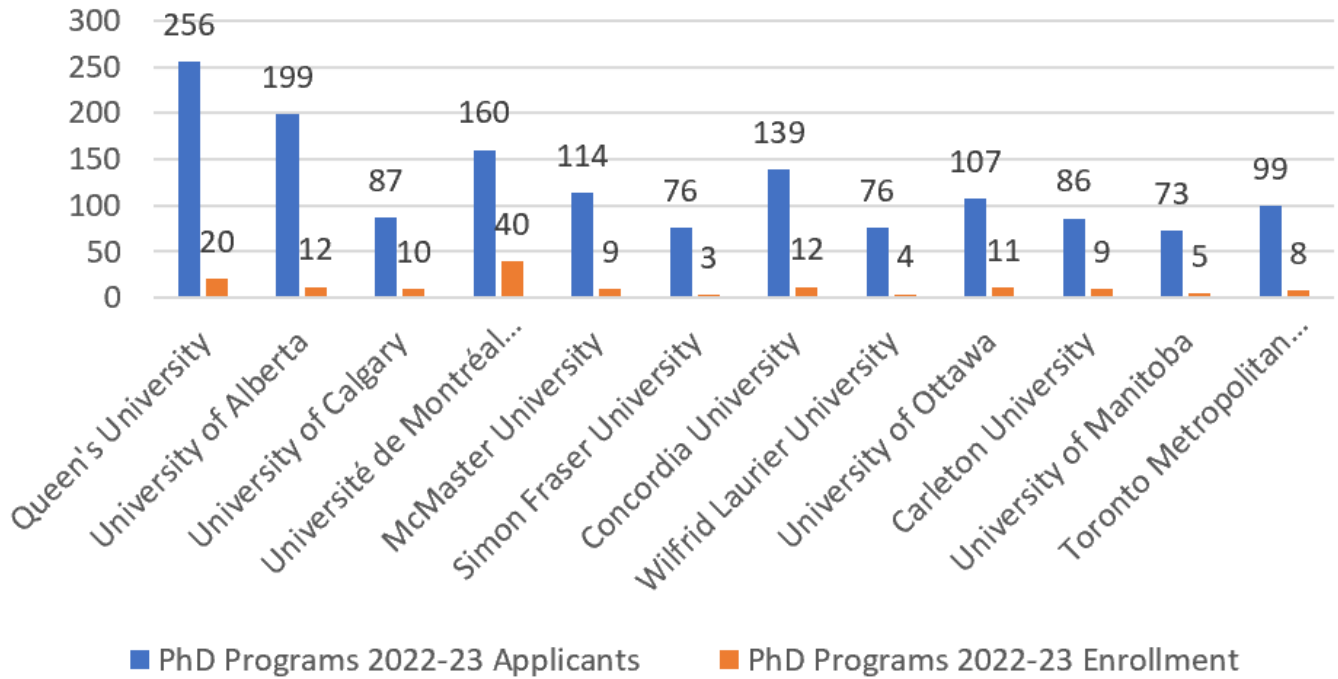


Figure 1 - Canadian PhD Program Applicants and Enrollment Numbers

A similar number of DBA students are anticipated to start (4-5) with the goal of offsetting the cost of the funded PhD with the revenue from the DBA program. The two programs reporting data have slightly higher current enrollment and this is the target Goodman will work towards.

DBA Programs 2022-23

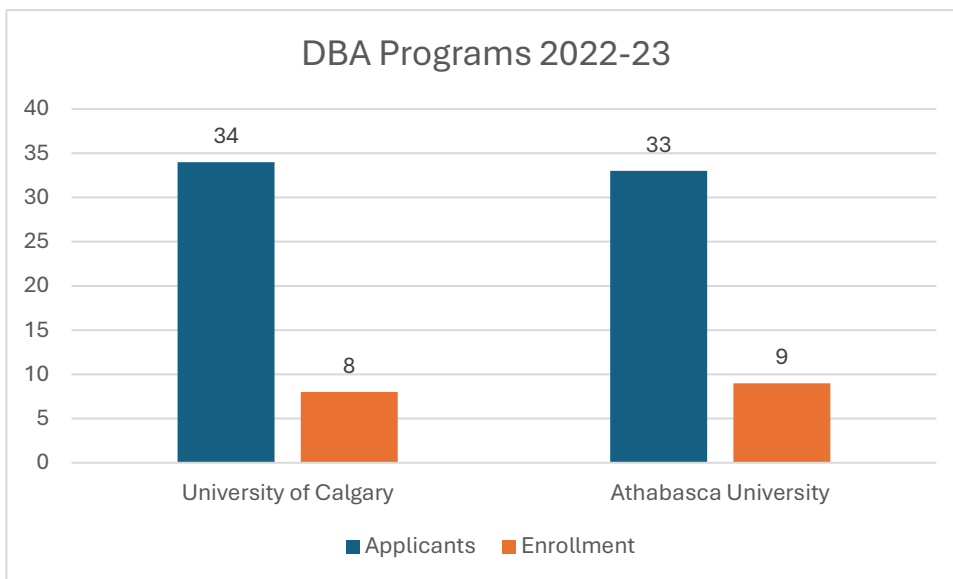


Figure 2 - Canadian DBA Program Applicants and Enrollment Numbers

Goodman has run a successful MSc program since 2007 with an average of 9 students graduating per year (min 2, max 16). Of the recent graduates from the program, here is a sampling of students who have or are pursuing doctoral-level education:

Class of 2017 MSc student -PhD at New York University

Class of 2019 MSc student -PhD at McGill University

Class of 2021 MSc student -PhD at Toronto Metropolitan University

Class of 2022 MSc student -PhD at York University

Class of 2023 MSc students -PhDs at University of Toronto, University of Miami, Temple University, and Wilfrid Laurier University

Others have completed their PhD studies and secured faculty placements at leading universities.

Many other students have gone into industry and alumni from the MSc program will be evaluated as potential participants in the DBA as they already have an affinity to Brock.

In addition, Goodman professors regularly receive enquiries from students looking for PhD supervisors. These are largely from international candidates and a sample of countries of origin includes: China, Ghana, India, Iran, Pakistan, Saudi Arabia, United Arab Emirates and United States of America.

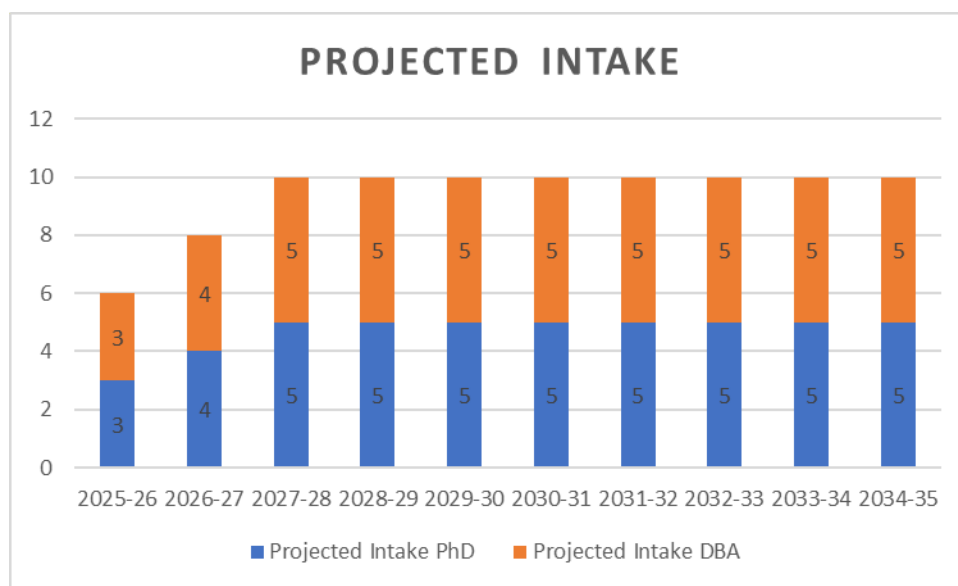


Figure 3 - Goodman PhD and DBA Programs Projected Intake

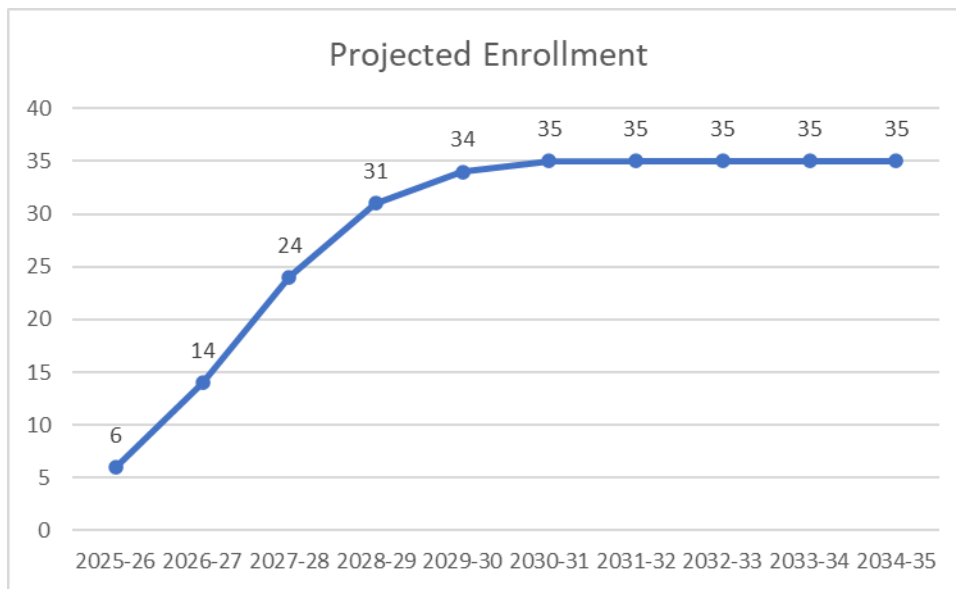


Figure 4 - Goodman PhD and DBA Programs Projected Enrollment, new and returning students.

8. Evidence of Societal Need (IQAP 2.8.1 g)

Address various dimensions of societal need for graduates (socio-cultural, economic, scientific, technological, etc.), including geographic scope and duration, with examples of career paths for graduates. Proponents are encouraged to contact IPAP for assistance.

The addition of the Goodman School of Business PhD and DBA programs represent an opportunity to expand our academic offerings and address societal needs in business education.

The introduction of a PhD program would enable deeper academic inquiry, allowing students and faculty to engage in extensive research projects. This initiative could unlock external funding opportunities and contribute valuable insights to the local economy. Furthermore, offering doctoral-level studies in the Niagara Region would provide domestic students with the option to pursue advanced education while benefiting from the region's lower cost of living. It also has the potential to attract international candidates interested in studying in Canada.

Similarly, the potential introduction of a DBA program to the Niagara Region would address a gap in the availability of such programs in Canada, particularly in Ontario. By offering DBA studies locally, we aim to stimulate economic activity and attract mid-career professionals to pursue graduate studies in the region. This initiative could also draw top talent from around the world, contributing to the intellectual and economic growth of the Niagara Region.

Our intent in exploring these programs is to align our educational offerings with societal needs, equipping graduates with the skills, knowledge, and mindset to succeed in today's rapidly changing business environment. As we move forward, we will focus on developing programs that emphasize cultural competence, ethical leadership, and innovation. Through rigorous academic training and practical experience, our graduates will be prepared to make meaningful contributions to diverse communities and workplaces, both locally and globally.

Overall, it is our commitment to expand academic opportunities, address societal needs, and prepare graduates to excel in their careers while making positive contributions to society. We look forward to further exploring and developing these potential programs in collaboration with stakeholders and partners.

The School has also had ongoing conversation with Kyle Paul, Executive Director, Institutional Planning, Analysis & Performance (IPAP). Please see attached the letter of support.

9. Duplicative Similarities (IQAP 2.8.1 h)

Provide evidence that any duplicative similarities to existing programs (internal, provincial, or national) are justifiable for reasons of public funding.

The Goodman School of Business is dedicated to ensuring the uniqueness and differentiation of its programs, tailoring each offering to meet specific educational objectives and regional needs. This commitment reflects the institution's aim to optimize the efficiency and impact of public funding while delivering innovative, high-quality educational experiences to its students.

Internally, Brock University does not offer PhD in Business Administration or DBA programs, eliminating any potential for duplication within the institution.

At the provincial level, with 23 universities in Ontario, only 10 provide a PhD in Business. Leveraging the expertise of its faculty, exemplified by the success of its MSc Program, the Goodman School of Business is poised to offer a distinctive PhD program with concentrations in vital and timely areas. These concentrations are currently under development, and additional information will be provided in due course.

Moreover, there are limited options for individuals seeking an in-person DBA program in Canada, particularly in western regions of Ontario. Recognizing this gap, the Goodman School of Business is prepared to address the demand by offering research-based graduate education tailored for professionals seeking to enhance their skills and opportunities.

The Goodman School of Business places a premium on developing programs with unique emphases and specialized content. By eschewing duplicative similarities to existing offerings, the school ensures that each program delivers a distinct educational experience, catering to diverse student interests and preparing them for unique career trajectories.

Acknowledging the specific economic and industry demands of the Niagara region and Ontario, the Goodman School of Business designs its programs to complement rather than replicate existing initiatives. This strategic approach fosters local economic growth and development while maximizing the impact of public funding.

The institution is committed to expanding accessibility and capacity within targeted fields of study without resorting to duplicative similarities. Through strategic program design aimed at accommodating a broader student population and addressing access barriers, the Goodman School of Business promotes inclusivity and diversity in higher education.

Furthermore, the Goodman School of Business fosters a culture of innovation and collaboration without duplicating existing programs. By encouraging faculty members and researchers to explore

diverse perspectives and approaches, the school drives advancements in knowledge and practice, harnessing partnerships, and interdisciplinary studies to tackle complex societal challenges.

Finally, the institution maintains a steadfast commitment to continuous improvement and quality assurance. This ensures that its programs remain relevant, competitive, and of high quality, while adhering to industry standards and best practices. Through these measures, the Goodman School of Business optimizes the value of public funding investment while avoiding any overlap.

10. Evidence of Consultation with All Academic Units Affected (2.8.1. d and j)

Programs that are transdisciplinary, dependent upon contributions from other academic units, or which affect other academic units must document consultation with the appropriate Dean(s) and Departments/Centres. Evidence will be required that the participating academic units have been consulted and agree, in principle, to participate in the delivery of the proposed program.

Please find attached the letters of support, and evidence of consultation, from the affected Academic Units namely the four academic departments within the Goodman School of Business, and the two research centres housed within the Goodman School of Business. The letters of support are indicative of unanimous support for the doctoral programs within the Goodman School of Business.

11. Letters of support from the Dean(s) (IQAP 2.8.1. i)

The Dean(s) are required to consult with the Provost at the beginning of the program proposal process, and obtain sign-off of any required documentation, including with regards to resources.

Letters of support from the Faculty Dean(s) and Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs are required to be attached, verifying consultation with the Provost and approval to move forward with the Statement of Intent and subsequent program proposal.

Please find attached letters of support from Dr. Barry Wright, Dean Goodman School of Business and Dr. Suzanne Curtin, Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs.

References

Anand, A., V Kumar, and A. Lahiri (2024), "Categorization of organizational reputation and subordinate organizations' global funding outcome: A higher education perspective, **Industrial Marketing Management**.



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1812 Sir Isaac Brock Way
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T 905-688-5550 Ext. 3908

Office of the Dean

brocku.ca/goodman/

Dr. Brian Power,
Vice-Provost & Associate Vice-President, Academic
Provost & President's Office
Brock University

March 6, 2024

Dear Dr. Brian Power,

I have reviewed the Statement of Intent for the two proposed doctoral programs: the PhD in Business Administration and the Doctor of Business Administration (DBA). I support both moving forward to full submission.

Each proposed program has the potential to be strong additions to the graduate portfolio within Brock University. It is anticipated that each program will be attractive to different cohorts of doctoral students. One training and creating the next generation of business academics, while the other developing the next generation of business professionals.

Indeed, there are positive synergies between the two graduate programs. By being situated together there will be a healthy exchange amongst the students around both theoretical and practical challenges facing business. The establishment of these two programs will position the Goodman School of Business as a leader in cutting-edge research and thought leadership.

With regards to leadership within Goodman, our faculty members are renowned experts in their respective fields. The addition of these doctoral programs will provide them with opportunities to mentor the next generation of scholars, publish pioneering research, and contribute to the development of new knowledge that addresses real-world challenges facing businesses and organizations.

In addition to its academic merits, the introduction of both PhD programs will also have a positive impact on our institution's reputation and standing within the broader academic community. By offering rigorous doctoral-level training, we will attract talented students and faculty members from around the world, further enhancing the diversity and global perspective of our academic community.

I have consulted with the Provost concerning these resource implications, and we both expect to give them particular consideration at the full-proposal stage.

I support both moving forward to full submission.

Sincerely,

Barry Wright, PhD
Dean, Goodman School of Business



To: Dr Abdul Rahimi
Copies to: Dr Tek Thongpapanl, Dr Barry Wright, Dr Brian Power
From: Suzanne Curtin, Vice Provost & Dean, Graduate Studies and Postdoctoral Affairs
Date: May 3, 2024
Subject: Statement of Intent for a PhD in Business Administration (PhD) and Doctorate in Business Administration (DBA)

The Faculty of Graduate Studies has reviewed the Statement of Intent for the proposed PhD in Business Administration (PhD) and Doctorate in Business Administration (DBA) and is pleased to extend its support for the proposal to proceed to the public consultation stage of the program proposal process.

The proposed degrees are unique and provide students with choice for more advanced graduate studies but are also complementary optimizing the delivery of both curricula. The focus of the PhD is to train students in high-quality research methodologies, critical thinking, and specialization in their chosen interests, and preparing them for successful careers in academia, research institutions, or industry. The DBA aims to equip students with the skills, insights, and ethical leadership needed to address complex business challenges and excel in executive-level roles.

The two separate and distinct programs can reach a wide target audience while addressing distinct and different learning outcomes. Furthermore, with research directed towards topics that encompass working for a better world for all stakeholders, issues, and challenges facing the industries, integrating technology for building more efficiency and effectiveness in solving business problems, the programs will have a significant real-world impact, along with a more traditional academic impact.

The pedagogical and thematic rationale for the two programs is sound, we would encourage proponents to consult broadly when developing the separate Program Proposal Briefs (PPBs) to ensure the two proposed programs maintain their unique, but complementary goals.

At the PPB stage we would additionally suggest consulting with units from across the University whose disciplinary expertise may inform or enhance the research opportunities for PhD students (e.g. the Environmental Sustainability Research Centre (ESRC), Computer Science, etc.).

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Curtin".

Dr Suzanne Curtin



Goodman School of Business
Brock University
GSBTech, GSB 463
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON L2S 3A1
T 905-688-5550 Ext. 4691

Goodman School of Business
Technical Services Department (GSBTech)

brocku.ca/goodman/

December 19, 2023

GSB PhD Taskforce
Goodman School of Business
Brock University
1812 Sir Isaac Brock Way
St. Catharines, ON L2S 3A1

Dear GSB PhD Taskforce,

In my capacity as Manager ITS and Physical Space, GSB, I would be pleased to comment on existing space and technology resources available for a future doctoral program at the Goodman School of Business.

My comments assume that the program would grow at a rate of roughly five persons per year to a maximum size of about twenty students, that the mandate of GSBTech remains similar to current expectations, and GSBTech support staffing levels would meet or exceed current levels in number and capability.

200 Level of main GSB Building:



With regard to the physical footprint of the program, I anticipate that both dedicated classroom and computer lab space would be required. GSB 247 is currently categorized as a classroom and, as such, would fit the requirement well.

Immediately next door is GSB 245 which is currently the Graduate Student Lab. The Lab currently houses hardware designed to allow graduate students to access virtual desktops provided by Central ITS and it features part of the V Kumar Collection—a library of business literature of historic interest. With the growing ubiquity of Wi-Fi and affordable technology, the need for special hardware resources to access Web services is reduced, making this a good time to tune the mission of the lab in cooperation with the Graduate Student Office. With the introduction of carrels, the underutilized Graduate Student Lab could be reconfigured and reenergized to serve as doctoral student research space with modest investment.

Of course, more space would be welcomed as the program expanded in importance and success, allowing expansion from carrels to offices, for instance. But the basic footprint could be implemented even now.

At the end of November 2023, I informally reached out to the Associate Director, Space Management and Planning, Roland Mech, to determine if he had any thoughts I had not already considered. Significant change to the major space use category requires following a change authorization process (see link to form on the right), BUT if there is no change to the teaching nature of the classroom—**as proposed in this plan**--he did **not** share any additional concerns.



Recategorization Form

With regard to classroom technology in GSB 247, it is currently being maintained by Central ITS and this would not change. No significant change in technology or the means to service the technology is expected in that space for the foreseeable future.

Assuming the program grows by 5 individuals a year until it reaches a maximum of 20 persons, and, based on GSBTech's experience managing the MSc Lab in GSB 403—a program with significant practical parallels to the PhD initiative--GSBTech expects day-to-day requirements to be modest. With initial installation or cyclic replacement of five new systems a year, the annual cost of new equipment will also be modest and the labour to install them will be manageable within existing staffing levels.

I look forward to seeing further developments regarding this project.

Yours sincerely,

A handwritten signature in black ink, appearing to read "John E. D'Amico". The signature is fluid and cursive, written over a light grey background.

John E. D'Amico
Manager ITS & Physical Space, GSB

cc: Barry Wright
Carrie Kelly

From: [Daniel Lonergan](#)
To: [Abdul Rahimi](#)
Cc: [Tek Thongpapanl](#); [Barry Wright](#); [Julia Zhu](#)
Subject: RE: GSB Doctoral Program - CCEE
Date: December 8, 2023 3:55:32 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hi Abdul,

Apologies for the 2 day tardiness in my reply to you.

Based on our conversations regarding the proposed PhD and DBA programs, CCEE is available to support you in these as needed. With no proposed co-op or significant work-related practicum as part of either program, there is little to no perceived strain our unit would face as a result. Copying Julia for her records.

As briefly discussed, if there is any desire to leverage the competitive advantage that is GSB Experiential Learning in the training of these future researchers and educators, my team is available and willing to help build a roadmap that would see EE integrated into one or both programs as a teaching tool – similar in nature to case training, but using known best practices in business experiential education. Could be a differentiator in how our PhD program trains educators. Just food for thought and a lofty idea, but putting out there in the event would want to explore it any further.

All the best,
Dan

Dan Lonergan

Associate Director, Experiential Education
Host of "[into the Wilderness](#)" Podcast (CEWIL Canada)
Brock University | Co-operative, Career & Experiential Education
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1
[brocku.ca](#) | Office 905 688 5550 x 5023 | Mobile 905 357 8218 | [www.brocku.ca/ccee](#)

From: Abdul Rahimi <arahimi@brocku.ca>
Sent: Wednesday, November 29, 2023 5:32 PM
To: Daniel Lonergan <dlonergan@brocku.ca>
Cc: Tek Thongpapanl <nthongpapanl@brocku.ca>; Barry Wright <bwright@brocku.ca>
Subject: RE: GSB Doctoral Program - CCEE

Hi Dan,

As a continuation of our recent conversation, might I invite you to formally provide your support regarding the CCEE needs, as applicable, for GSB's doctoral programs (PhD & DBA in Business Administration, provisional names) and consult with Brock colleagues as you deem fit. This will form a part of GSB's SOI for the doctoral programs, in particular SOI section 6 (screenshot of the text included below and the full documents are attached for your reference).

- Please see below the text below from Statement of Intent (SOI) document for your reference.

6. Evidence of Consultation with Career, Co-op and Experiential Education
Provide evidence that consultation has been initiated with CCEE, on administrative issues related to experiential components of the proposed program, if applicable.

The deliverable is evidence that consultation has been initiated with CCEE or that CCEE has been consulted on the administrative issues related to the experiential components of the proposed program needs for the programs. Your response could be in the form of an e-mail.

Would this be possible by 6th Dec 2023.

Please connect back with questions / comments.
Thanks in advance.

Best,
Abdul

Abdul R. Rahimi, MSc, MBA 
Director, Goodman Group

Goodman School of Business | Brock University | Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, Ontario L2S 3A1

twitter.com/Abdul_R_Rahimi | brocku.ca/goodman-group/ | 905 688 5550 x 6304



Our working hours may be different. Please do not feel obligated to reply outside of your working hours. Let's work together to help foster healthy work-life boundaries.

Brock University is located on the traditional lands of the Haudenosaunee and Anishinabe peoples, many of whom continue to live and work here today. The territory is covered by the Upper Canada Treaties and is within the land protected by the Dish with One Spoon Wampum Agreement. Today these lands are the home to many First Nations, Métis and Inuit peoples and acknowledging them reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people.

Letter of Support

To: Abdul Rahimi, Director, Goodman Group
Tek Thongpapanl, Associate Dean, Goodman School of Business

Copies to: Barry Wright, Dean, Goodman School of Business

From: Kyle Paul, Executive Director, Institutional Planning Analysis and Performance

Date: May 3rd, 2024

Subject: **PhD in Business Administration (PhD) & Doctorate in Business Administration (DBA)**

I am writing this letter to express my full support in favor of Brock University proposing a PhD in Business Administration (PhD) & Doctorate in Business Administration (DBA). There are several reasons that may not be known by the larger audience about why this program offering is such an important strategic decision for the university, which include the following:

- The reassurance that Brock can/will fulfill graduate level allocation targets set by the ministry.
- The growing demand across the sector for programs related to Business and Business Administration programming.
- The likelihood of Goodman experiencing an increase in the number of applicants at the Undergraduate and master's levels.
- The likelihood of Goodman retention and persistence rates improving; and
- An increased probability of Goodman (and Brock) reaping the benefits of improved scores within Institutional Rankings.

Graduate Allocations

Brock has not fully achieved the enrolment allocation for either the master's or doctoral programming. While the results for PhD are extremely close the Master's component of funding has fallen short of the allocation. While this has not resulted in lost funding during SMA3, MCU could use these results to suggest and/or justify a reduction in Brock's midpoint. The offering of a PhD in Business Administration & Doctorate in Business Administration would ensure the allocation at the PhD level is met and (relatedly) increase enrolment among current master's programming through the conversion of students seeking to enroll in a master's and subsequently a doctoral program. The program will act as a quasi-buffer and ensure Brock does not lose any ministerial funding.

Sector Demand

Over the past five years in Business Administration programming there has been a 9.1% increase in enrolment at the undergraduate level and a 17.4% increase in enrolment at the graduate level. With more than 5,800 undergraduate students and 1,600 graduate students entering programs under the Business Administration umbrella, support for additional program to ensure Brock does not lose market share increases. Brock's market share at the graduate

level has been declining quite rapidly and such a program offering should correct the current enrolment trend.

Student Interest, Retention and Persistence

As mentioned above, student interest in Business Administration programming is increasing. Should Brock begin offering a PhD in Business Administration & Doctorate in Business Administration, the quality of students attending the institution will organically increase by way of admissions requirements. With programs available at the undergraduate, master's and doctoral level, although not guaranteed, one could conclude that such a suite of programs will attract more academically prepared candidates. More specifically, affording students the option of completing all their graduate level work at one institution is important and should not be a gap in programming, especially the DBA Program is offered over three years, Brock would continue to serve as an exception to the rule should they not offer PhD programming within the Business Administration Stream.

Institutional Rankings

Graduate program offerings are often (in)directly involved in institutional rankings. For example, some of the larger ranking's portals leverage such metrics as the number of international students, student: faculty ratios, number of citations, publications, as well as the number of international faculty. Recognizing that nearly half the graduate population in Business programming is international, Brock is only further improving the chances of bettering its rank. Moreover, there is a correlation between student and faculty composition. A program with a high international student mix is also likely to have faculty seeking employment that are international. Last, one area of opportunity for Brock as a whole (not just the Goodman School of Business) is the elevated capacity for teaching and scholarship. It should be stressed and promoted that conducting research and producing publications (outputs) is a priority. As more international scholars publish, Brock's position in institutional ranking portals increases.

Conclusion

While I personally believe there are many additional reasons for offering support, these are some that may not be naturally observed. The data above stems from sources that are not publicly available and, in some instances, restricted by way of certain role/membership.

Sincerely,

Kyle W. Paul

December 19, 2023

Dear Dean Wright,

I am writing to express my strong support for the proposal to establish new PhD and DBA programs at the Goodman School of Business (GSB). As a founding Director of the Centre for Business Analytics (CBA), I believe that the introduction of PhD and DBA programs will have a profound and positive impact on our academic standing, research reputation, and industry connections.

Having played a pivotal role in the establishment and growth of the CBA, I understand the importance of advancing our academic offerings to stay competitive in the current landscape of higher education. While we have successfully maintained a strong reputation through our existing undergraduate and Master's programs, the absence of a PhD program hinders our ability to attract top-tier faculty and generate impactful research. The addition of PhD and DBA programs is not merely a strategic move, but an essential step towards enhancing our research output and fostering meaningful contributions to both academia and the business world.

The proposed initiative aligns seamlessly with Goodman's tradition of building financially sustainable programs. The collaborative discussions around our strategic imperatives and future directions have laid a solid foundation for the taskforce working on this initiative. Our shared vision and deep understanding of market realities provide the necessary framework to establish a robust PhD program with strategic pathways and safety nets. I believe that this initiative will catalyze interdisciplinary collaboration, creating a dynamic research environment that plays to Goodman's strengths.

As someone deeply committed to the development of high-quality personnel and collaborative research, I have seen firsthand the impact of a well-structured PhD program. The CBA has become a forum for high-quality collaborative research, and the demand from young scholars to join our ranks as PhD students is a testament to the reputation we have built. With our existing talent pool and commitment to excellence, I am confident that Goodman is well-prepared to offer PhD and DBA programs that align with our strategic mission.

I wholeheartedly endorse the proposal for new PhD and DBA programs and urge the university to support this initiative. These programs will not only be a resounding success but will also elevate the academic reputation of Goodman, contributing to our mission of providing transformative education and high-quality research training for graduate students.

Thank you for considering my support for this exciting initiative. I eagerly anticipate the positive impact and enhanced reputation these programs will bring to the Goodman School of Business..

Sincerely,



Anteneh Ayanso, Ph.D.
Professor of Information Systems
Chair, Finance, Operations, and Information Systems
Director, Centre for Business Analytics (CBA)
Program Director, BSc in Data Sciences and Analytics
Senate member and (Faculty) Trustee
Goodman School of Business, Brock University



Goodman School of Business
Brock University
Niagara Region
1812 Sir Isaac Brock Way St.
Catharines, ON L2S 3A1 T
905-688-5550

brocku.ca/goodman/

December 19, 2023

Dear Dean Barry,

We, the undersigned department chairs at the Goodman School of Business, are thrilled to express our enthusiastic support for the proposed PhD and DBA programs at our school. As academic leaders within our respective departments, we recognize the transformative potential and shared vision that these programs offer, promising to elevate our academic standing and enhance our research reputation within the broader community.

Our recent strategic planning and brainstorming sessions have unequivocally identified the establishment of a PhD program as a top strategic priority. This collective decision is rooted in our unwavering belief that offering PhD and DBA programs represents a sustainable and strategic path aligned seamlessly with our ongoing commitment to academic excellence. We anticipate that these programs will not only significantly contribute to enhancing our research reputation but will also provide a unique opportunity to outpace our competitors.

We commend Goodman's cautious approach to this proposed initiative, which is a result of our shared vision and collaborative investigation into market realities. As we enter this competitive space, we acknowledge both the market pressure and the academic aspiration. Through fostering collaboration across departments and leveraging our collective strengths, we aim to develop sustainable and complementary programs that will enrich the academic experience for a diverse student and faculty body. This collaborative and cautious approach is poised to open multiple avenues for high-impact research, addressing the contemporary challenges we face in higher education.

The diverse expertise of the faculty at Goodman stands as one of our key strengths, and we are excited about the prospect of being among the few AACSB-accredited schools offering PhD programs. This initiative positions us as a sought-after destination for talented scholars from various parts of the world, further enhancing the quality and global recognition of our academic offerings.

Therefore, we collectively and wholeheartedly endorse the initiation of these new programs at Goodman. We firmly believe that these programs will not only elevate the university's academic standing but will also make a significant impact on the field of business research. We are eager to witness the continued development of this program initiative and are fully committed to supporting its success from our respective departments in every possible way.

Thank you for considering our collective support for this unique and promising initiative. We eagerly anticipate the tremendous impact these programs will undoubtedly bring to our school.

Sincerely,

Anteneh Ayanso

Anteneh Ayanso
Chair of Finance, Operations, and Information Systems (FOIS)

Fayez A. Elayan

Fayez Elayan
Chair of Accounting

Usman Raja

Usman Raja
Chair of Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics (OBHREE)

Kai-Yu Wang

Kai-Yu Wang
Chair of Marketing, International Business, and Strategy (MIBS)



Dean Barry Wright
Goodman School of Business

Dear Dr Wright,

Re: Support for the Establishment of Goodman's doctoral programs (PhD & DBA)

I am writing this letter on behalf of the CPA Ontario Centre for Public Policy and Innovation in Accounting. The Centre's vision is to advance the accounting profession through thought leadership on issues of public policy. It does this by enabling the convergence of scholars and practitioners across disciplines for study and dialogue on the current and future state of the accounting profession. In this capacity, the Centre has had the privilege of closely collaborating with Goodman faculty by organizing symposia and funding research proposals. As its director, I wish to express my enthusiastic support for Goodman's decision to initiate a doctoral program.

The Goodman School has consistently demonstrated a commitment to academic excellence, fostering a dynamic learning environment that promotes cutting-edge research and critical thinking. The establishment of a doctoral program aligns seamlessly with Goodman's goal to enhance its research capabilities and contribute significantly to the academic community. I believe that the creation of a doctoral program will not only attract top-tier students to our faculty but also facilitate interdisciplinary collaboration and bring together a diverse range of perspectives. This will undoubtedly contribute to the intellectual vibrancy of the Goodman School, Brock University, and the broader research community.

Furthermore, the launch of a doctoral program in management will address the growing demand for highly qualified professionals in this specialized area. By nurturing a new generation of scholars and researchers, the Goodman School will play a pivotal role in advancing knowledge, driving innovation, and addressing critical challenges in business.

As the Centre has actively engaged in collaborative research projects with Goodman faculty, I am confident that the establishment of a doctoral program will enhance our partnership and create more opportunities for joint initiatives, fostering a mutually beneficial relationship.

I look forward to witnessing the success of the doctoral program and the positive impact it will have on both the Goodman School of Business and the broader academic and research community. Please feel free to reach out if there are any ways in which the Centre can contribute to the success of this initiative.

Thank you for your dedication to academic excellence and your ongoing commitment to advancing knowledge and research.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. E. Brown', with a long horizontal flourish extending to the right.

Professor Kareen E. Brown, Ph.D., CGA/CPA(Ontario)
Director of the CPA Ontario Centre for Public Policy and Innovation in Accounting
Brock University
1812 Sir Issac Brock Way
St. Catharines, Ontario L2S 3A1
Tel: 905-688-5550 Ext. 6230
Fax: 905-688-9779
Email: kbrown6@brocku.ca



TO: Yvonne Roussel, University Secretary & Associate Vice-President,
Governance & Policy

FROM: Kelli-an Lawrance
Chair, Senate Undergraduate Program Committee

DATE: September 10, 2024

REPORT TO SENATE 722, September 18, 2024

CONSENT ITEMS - FOR APPROVAL:

1. French Studies APC Submission

MOVED (Lawrance/)

THAT Senate **APPROVE** the revision to the restriction and prerequisite to FREN 4P03 - Linguistic Approach to Textual Analysis on the 2024-2025 Undergraduate Calendar as outlined in Appendix 1.

Submission Rationale: French Studies Calendar Revision. See **Appendix 1**

2. English Language and Literature APC Submission

MOVED (Lawrance/)

THAT Senate **APPROVE** the addition of WRDS 1P10 – Critical Studies in Technical/Professional Writing to the 2024-2025 Undergraduate Calendar as outlined in Appendix 2.

Submission Rationale: English Language and Literature Calendar Revision. See **Appendix 2**

3. Biological Sciences APC Submission

MOVED (Lawrance/)

THAT Senate **APPROVE** that BIOL 1P30 - Exploring the Science of Life be added to the Sciences context credit list in the 2024-2025 Undergraduate calendar as outlined in Appendix 3.

Submission Rationale: Biological Sciences Calendar Revision. See **Appendix 3**

4. Computer Science

MOVED (Lawrance/)

THAT Senate **APPROVE** that COSC 1P71 - Essentials of Artificial Intelligence be added to the Sciences context credit list in the 2024-2025 Undergraduate Calendar as outlined in Appendix 4.

Submission Rationale: Computer Science Calendar Revision. See **Appendix 4**

Undergraduate Calendar Revision Submission

Form C- 3 Course Revisions

Form C- 3 is to be completed when there is a revision to a course in the course bank. One complete submission for each course. If multiple revisions are being made only one Consultation and Approval section is required. Cross-listed course revisions are to be submitted by the home/primary Department/ Centre and revisions will be matched in the cross-listed course.

Please upload a Word file with the details of the course revision where new additions are to be highlighted and deletion to have strike through.

Course code: Cross-listing code(s):

Course title:

1. Proposal for this course revisions:

2. Explanation for this course revision:

3. Is this course listed as a context credit (*Dean approval required*)?

No Yes, approval by the Dean has been received to revise the context credit and will be uploaded with this submission.

4. Is this course cross-listed? No Yes, as the Primary/Home Department

5. Does the revision result in additional expenses to be borne by the student (e.g. field trip, materials fee, practicum fees, etc)?

No Yes, fees align with current Provincial Ministry guidelines/regulations. A description of the fees and intended proposal will be uploaded.

6. Does this revision affect program requirements in your Department/Centre?

No Yes, a Calendar Submission- Form B- Calendar Revisions will also be uploaded.

7. Does this revision affect program requirements in other Departments/Centres?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this revision have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded.

9. Does this course revision result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined). Identify the course code(s) below:

10. Does this course revision result from the renumbering of another course?

No Yes. Identify the course code below:

Verification of Consultation

In instances where revisions impact another unit (Faculty, Department, Centre, Co-op, Admissions, etc.) UPC requires a completed Verification of Consultation form and that related correspondence accompany the submission.

When applicable, please include the completed Verification of Consultation form with submission.

Does this proposed revision to the calendar impact another Faculty/Department/Centre/Unit?

No

Yes. Completed Verification of Consultation form included with submission

Approvals

Violetta Clitheroe

Departmental Designate for Questions

moderns@brocku.ca

Brock E-Mail Address

Carmela Colella

Chair (Print Name)

Carmela Colella

Chair (Signature)

April 18, 2024

Date

James Allard

Dean or Designate (Print Name)

Allard

Dean or Designate (Signature)

April 19, 2024

Date

Late 2024-2025 UPC Change for FREN 4P03

FREN 4P03

Linguistic Approach to Textual Analysis

Syntax and semantics of French; theoretical applications to textual analysis of literary genres.

Lectures, 3 hours per week.

Restriction: open to FREN/FRED majors with a minimum 70 percent major average (see program note 9) and a minimum of 15 overall credits. , FREN minors with a minimum 70 percent minor average or permission of instructor. Priority will be given to 4th-year French Majors.

Prerequisite(s): FREN 2F03, 3P03 and two FREN or MLLC credits numbered 3(alpha)00 or above, with at least one half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Rationale:

To ensure that FREN/FRED Majors who need the course to graduate get priority.



Undergraduate Calendar Revision Submission

Form C- 1 Course Additions

Form C- 1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre. NOTE: Variable topics course titles must begin with year (i.e. 2022-2023).

Course Code: WRDS 1P10

Cross-listed course codes (if applicable):

Course Title (45 characters or less):

Critical Studies in Technical/Professional Writing

Course Description:

Introduces strategies, practices, and histories of a range of technical and/or professional writing genres and contexts.

Format/Contact Hours:

Lectures, seminar, 3 hours per week.

Restriction:

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

WRDS 1P10 be added to the course bank

2. Explanation for this course addition:

This is a course that Engineering students can take as well as WRDS, ENGL or ENCW students.

3. Is this course listed as a context credit?

No Yes, a Form A- Program Additions/Terminations will be uploaded with the submission.

4. Is this course cross-listed?

No Yes, as the Primary/Home Department (financially responsible for the course) a verification of Consultation form will be uploaded with this submission.

5. Are additional expenses to be borne by the student (eg. field trip, materials fees, practicum fees, etc.)?

No Yes, fees align with current Provincial Ministry guidelines/regulations. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in other departments?

No Yes, a Calendar Submission- Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

10. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the current or previously offered course code that is being renumbered below):

Consultation & Approvals

ITS Consultation

All new courses require consultation with ITS prior to UPC Approval. Completed ITS Form can be sent to zelahi@brocku.ca for review:

✓ ITS has been consulted and a completed ITS form accompanies this submission.

Library Consultation

Does this course present new resource implications for the University Library that were not present during the program proposal phase (e.g. access to new information resources (books, journals, databases), curriculum support, etc)?

✓ No

Yes, and we have consulted with the Library about these new course requirements.

Verification of Consultation

In instances where revisions impact another unit (Faculty, Department, Centre, Co-op, Admissions, etc.) UPC requires a completed Verification of Consultation form and that related correspondence accompany the submission.

Does this proposed revision to the Calendar impact another Faculty/Department/Centre/Unit?

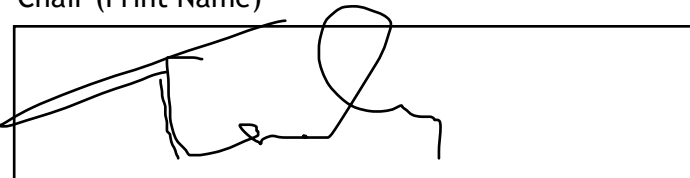
Yes. Completed Verification of Consultation form & correspondence is included with the submission.

✓ No

Approvals

Tim Conley

Chair (Print Name)



Chair (Signature)

June 26, 2024

Date

James Allard

Dean or Designate (Print Name)



Dean or Designate (Signature)

June 26, 2024

Date

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Undergraduate Course Additions

All UPC course addition submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS). Send completed form to Zaher Elahi (zelahi@brocku.ca) - Director, Client Services.

All fields outlined in red are required.

ACADEMIC UNIT: English Language and Literature

INSTRUCTOR (if applicable):

COURSE NUMBER: WRDS 1P10

PROJECTED ENROLLMENT: 40

COURSE TITLE: Critical Studies in Technical/Professional Writing

PROPOSED CALENDAR DESCRIPTION:

Introduces strategies, practices, and histories of a range of technical and/or professional writing genres and contexts.



By clicking here you confirm that the Department Chair (or Centre Director) has reviewed and confirmed the accuracy of the information on this form.

Chair/Director:

Tim Conley

Date: June 26, 2024



By clicking here you confirm that the Faculty Dean has reviewed and confirmed the accuracy of the information on this form.

Dean/Associate Dean:

James Allard

Date: June 26, 2024

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this? *Select the appropriate choice in the drop-down menu below.*

Face-to-Face

a Face-to-Face

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery.** In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way.** For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery.** For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

No

2 Will the course have scheduled classes in any of the ITS managed computer labs?

No

3 Will students require access to software in the ITS managed computer labs?

No

4 Will exams be written in one of the ITS managed computer labs?

Yes

No

5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

Lectures, seminar, 3 hours per week.

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

No

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

No

For ITS use only:

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Zaher Elahi
Director, Client Services
Brock University | Information Technology Services
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1
brocku.ca | T: 905 688 5550 x 2102

Calendar Copy

WRDS 1P10

Critical Studies in Technical/Professional Writing

Introduces strategies, practices, and histories of a range of technical and/or professional writing genres and contexts.

No prerequisites.

Lectures, seminar, 3 hours per week.

Copy to ▾ Reply Reply all Forward ▾ Zoom Print ...

Re: UPC submission for WRDS 1P10 - clarification needed

**James Allard**

Reply Reply all Forward ▾ Print ...

To: Ug Calendar; Liz Keenan

Mon 2024-08-26 11:20 AM

Cc: Tim Conley; Miriam Richards

Hi Amelia,

We had hoped to have this in place before the committee went into summer hiatus, but there were delays as the Deans of FOH and FMS negotiated the terms of the course, and we were ultimately told that it would have to wait for the committee to return to regular meetings when we last messaged your group in June. At this stage, it's unlikely that we'll be able to offer it in D3, but we still want to get the course on the books as soon as possible for advanced planning for both the Engineering program and English.

Best
James

James Allard, PhD (he/him)

Associate Dean, Undergraduate Student Affairs & Curriculum, Faculty of Humanities

Associate Professor, English Language & Literature

Brock University

1812 Sir Isaac Brock Way, St. Catharines, ON, L2S 3A1 Canada

T 905 688 5550 x 3531

My working hours might vary substantially from yours. Please do not feel any pressure or obligation to respond to messages outside of your working hours.

Brock University acknowledges the land on which we gather is the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish with One Spoon Wampum Agreement. Today this gathering place is home to many First Nations, Métis, and Inuit peoples and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people. *Whoever we are, wherever we are, and wherever we are from, we are always sharing space; it is our shared responsibility to make those spaces better for us all.*

From: Ug Calendar <ugcalendar@brocku.ca>**Sent:** Monday, August 26, 2024 11:13 AM**To:** Liz Keenan <lkeenan@brocku.ca>; James Allard <jallard@brocku.ca>**Subject:** UPC submission for WRDS 1P10 - clarification needed

Good morning Liz,

I have reviewed the UPC submission for WRDS 1P10 and need some more explanation.

Why is the course being added now when the academic year has begun? Can you please provide me with a more detailed explanation of the need to add this late and how it will be introduced (i.e. D3).



Undergraduate Calendar Revision Submission

Form A- Program Additions/Terminations

Prior to Form A being submitted, Departments and Centre must first seek ARC and Senate approval when introducing or terminating majors, concurrent programs, joint programs, dual credential programs, or conjoint programs.

Form A is to be completed when there is an addition or termination of one of the following: Major*, Concurrent program*, Combined/Joint programs*, Dual credential programs*, Conjoint programs*, Articulation Agreement/Pathway*, Minor, Concentration, Certificate, Micro-Certificate, Strem, or Context Credit (*Dean approval required*)

*Program Additions/Terminations and Major Modifications may require review by the Academic Review Committee (ARC). Please visit the Office of the Provost and Vice-President Academic Quality Assurance page for more information (<https://brocku.ca/vp-academic/quality-assurance/>).

If a new program is being proposed, please contact UGCalendar@brocku.ca for consultation prior to submitting the forms.

Department/Centre:

Action	Type	Program/Course Name:
<input type="text" value="Addition"/>	<input type="text" value="Context Credit"/>	<input type="text"/>
<input type="text" value="Addition"/> ▼	<input type="text" value="Context Credit"/> ▼	<input type="text"/>
<input type="text" value="Addition"/> ▼	<input type="text" value="Context Credit"/> ▼	<input type="text" value="Exploring the Science of Life BIOL 1P30"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

The Calendar year runs from May 1 to April 30 and begins with Spring/Summer sessions. All programs being introduced or terminated will be effective beginning Spring Session.

Provide a Proposal(s)

Provide a Proposal(s) (eg. Major in Forensic Psychology be introduced; Context Credit XXXX 1F00 be terminated).

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

Context Credits be added: BIOL 1P30

Explanation(s) for the requested Addition/Termination

Provide an explanation(s) for the requested Addition/Termination.

Explanations should provide the academic/program reason for, and implications of, the Proposal(s).

BIOL 1P30 is the new context credit course that the BIOL developed to replace the BIOL 1P27/1P28 offerings. BIOL 1P30 went through ARC approval last year but unfortunately, we failed to ask for it to count as Context Credit.

Without having BIOL 1P30 listed as a Context Credit, there is a shortage of Context Credits available in the Department of Biological Sciences, Faculty of Maths and Science.

We respectfully ask that this be added to the list of approved Context Credits for the 2024-25 academic year. It is scheduled to start running in Sept 2024.

Program Structure

Please provide the Program Structure (a detailed description of the proposed Calendar Entry or attach a word document):

This course was previously approved by ARC and is currently open for registration. However, the registration numbers are well below what we had anticipated since this was intended to be a Context Credit.

Approvals

Fiona F Hunter

Departmental Designate for Questions

fhunter@brocku.ca

Brock E-Mail Address

Fiona F Hunter

Chair (Print Name)

**Fiona F
Hunter**

Digitally signed by
Fiona F Hunter
Date: 2024.07.11
13:42:21 -04'00'

Chair (Signature)

Date

Dean or Designate (Print Name)



Digitally signed by Peter
Berg
Date: 2024.08.27
13:07:30 -04'00'

**Miriam
Richards**

Digitally signed by
Miriam Richards
Date: 2024.07.12
11:07:59 -04'00'

Dean or Designate (Signature)

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/Department/Centre or Unit?

No

Yes. Please complete the Verification of Consultation form and upload with submission.

Generally, it is not recommended to include Admissions Criteria in your calendar submission unless there are unique circumstances that require highlighting.

Have you included Admissions Criteria information in your submission?

No

Yes

Are the proposed Admissions Criteria included in your submission consistent with University Policy?

No

Yes

If no, has the Admission's Department of the Registrar's Office been consulted on this request?

No

Yes

BIOL 1P30

Exploring the Science of Life

Exploration of the history of biological thought, the role of microbes, the diversity of life, molecular biology, and cell biology in a simplified, engaging, and interesting perspective. Examples are given that impact our everyday lives.

Lecture, 3 hours per week.

Restriction: not open to [BCHM](#), BIOL (single or combined), BIOL (Honours)/BEd (Intermediate/Senior), BION, BMED, [OEVI](#), [BPHY](#), BSc (Honours)/BEd (Junior/Intermediate), BSc [GEOG](#) (Honours)/BEd (Intermediate/Senior), [BTEC](#), CAST, [CHEM](#) (single or combined), [CHEM](#) (Honours)/BEd (Intermediate/Senior), CHEN, COSN, [COSC](#) (single or combined), COBU, CNET, [ERSC](#) (single or combined), ERSN, EVGN, EVGS (single or combined), GAMP, [MATH](#) (single or combined), [MATH](#) (Honours)/BEd (Intermediate/Senior), NEUN, [NEUR](#), PHYN, [PHYS](#) (single or combined) and [PHYS](#) (Honours)/BEd (Intermediate/Senior) majors.

Note: secondary school biology is not a prerequisite for this course. For non-science majors. Major credit will not be granted to [Biochemistry](#) or Biological Sciences majors and may not be used to satisfy a teachable subject credit for Biology for the Intermediate/Senior programs at Brock.



Undergraduate Calendar Revision Submission

Form A- Program Additions/Terminations

Prior to Form A being submitted, Departments and Centre must first seek ARC and Senate approval when introducing or terminating majors, concurrent programs, joint programs, dual credential programs, or conjoint programs.

Form A is to be completed when there is an addition or termination of one of the following: Major*, Concurrent program*, Combined/Joint programs*, Dual credential programs*, Conjoint programs*, Articulation Agreement/Pathway*, Minor, Concentration, Certificate, Micro-Certificate, Strem, or Context Credit (*Dean approval required*)

*Program Additions/Terminations and Major Modifications may require review by the Academic Review Committee (ARC). Please visit the Office of the Provost and Vice-President Academic Quality Assurance page for more information (<https://brocku.ca/vp-academic/quality-assurance/>).

If a new program is being proposed, please contact UGCalendar@brocku.ca for consultation prior to submitting the forms.

Department/Centre:

Action	Type	Program/Course Name:
<input type="text" value="Addition"/>	<input type="text" value="Context Credit"/>	<input type="text" value="COSC 1P71"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

The Calendar year runs from May 1 to April 30 and begins with Spring/Summer sessions. All programs being introduced or terminated will be effective beginning Spring Session.

Provide a Proposal(s)

Provide a Proposal(s) (eg. Major in Forensic Psychology be introduced; Context Credit XXXX 1F00 be terminated).

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

COSC 1P71 to become a context credit.

Explanation(s) for the requested Addition/Termination

Provide an explanation(s) for the requested Addition/Termination.

Explanations should provide the academic/program reason for, and implications of, the Proposal(s).

The Computer Science program calendar now states that students can take either COSC 1P50 or COSC 1P71. COSC 1P50 is a context credit and 1P71 is not.

This course to be added to the list of approved Context Credits for the 2024-25 academic year.

Program Structure

Please provide the Program Structure (a detailed description of the proposed Calendar Entry or attach a word document):

Word document is attached.

Approvals

Brittani Allan

Departmental Designate for Questions

ballan@brocku.ca

Brock E-Mail Address

Beatrice Ombuki-Berman

Chair (Print Name)



Chair (Signature)

August 6th, 2024

Date

Peter Berg

Dean or Designate (Print Name)



Digitally signed by
Peter Berg
Date: 2024.08.22
09:06:45 -04'00'

Dean or Designate (Signature)

August 22, 2024

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/Department/Centre or Unit?

- No
 Yes. Please complete the Verification of Consultation form and upload with submission.

Generally, it is not recommended to include Admissions Criteria in your calendar submission unless there are unique circumstances that require highlighting.

Have you included Admissions Criteria information in your submission?

- No
 Yes

Are the proposed Admissions Criteria included in your submission consistent with University Policy?

- No
 Yes

If no, has the Admission's Department of the Registrar's Office been consulted on this request?

- No
 Yes

COSC 1P71

Essentials of Artificial Intelligence

Introductory, non-technical survey of artificial intelligence (AI) basics. Historical review of AI, from early approaches to contemporary technologies. Critical overview of successes and limitations. Ethical ramifications of AI, including its risks and safety, impact on society, industry, science, as well as problems arising from bias and misuse.

Lectures, 3 hours per week

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.



Beatrice Ombuki-Berman

← Reply ← Reply all → Forward ...

To: Ug Calendar; Brittani Allan

Thu 2024-08-29 10:26 AM

Cc: Naser Ezzati-Jivan; Beatrice Ombuki-Berman

Thanks Amelia. Here:

The description of context course requirements is in the Faculty Handbook (section 7.2).

[https://brocku.ca/university-secretariat/faculty-handbook/section-3/#7.2 Distribution Requirement \(%E2%80%9CCore and Context%E2%80%9D\)](https://brocku.ca/university-secretariat/faculty-handbook/section-3/#7.2%20Distribution%20Requirement%20(%E2%80%9CCore%20and%20Context%E2%80%9D))

For science context courses (excerpt from handbook):

Our explanation for COSC 1P71 include:

Modern society is fundamentally dependent upon computer technology.

Moreover, artificial intelligence is quickly and dramatically creating a revolution in society, with the potential to revolutionize all fields of science and industry.

COSC 1P71 will give an overview of the history, concepts, application, and future directions of AI. It will provide critically important literacy for non-specialists and specialists alike. It will also focus on ethical concerns, as AI will only contribute positively to society only if it is applied ethically, with knowledge of its limitations.

COSC 1P71 thus offers a complementary discussion of modern digital ethics given in the existing course, COSC 1P50 Integrity and Literacy in the Information Age. COSC 1P50 has been popularly received as a context course for decades. We expect that COSC 1P71 will be an equally popular choice for students seeking science context credit.

Thanks,

Betty



TO: Yvonne Roussel
University Secretary & Associate Vice-President, Governance & Policy

FROM: Liz Clarke
Chair, Teaching and Learning Policy Committee

DATE: September 11, 2024

REPORT TO SENATE 722, September 18, 2024

CONSENT ITEMS- FOR INFORMATION

The following items are reported to Senate from the meeting of the Teaching and Learning Policy Committee held on September 4, 2024.

- The Committee received and discussed the report from the Vice-Provost, Teaching and Learning (attached as appendix 1)

Appendix 1: [Report of the Vice-Provost, Teaching and Learning, August 28, 2024](#)

Memo

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada

To: Liz Clarke, Chair, T&LPC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning

Date: August 28, 2024

Subject: **Report of the Vice Provost, Teaching and Learning**

brocku.ca

Thank you for the opportunity to provide a regular report to the members of T&LPC. The following is a summary of relevant activities between May 1 and August 28, 2024:

Centre for Pedagogical Innovation (CPI)

- Professional Learning Educator Survey
 - CPI invited input from instructors, TAs, and librarians about their professional learning needs. There were 80 responses that will help shape programming and resource development over the next year. Key insights will be available at brocku.ca/cpi
- National Day of Truth and Reconciliation
 - Monday September 30, 2024 is a non-instructional day. CPI is partnering with multiple departments across campus, led by Brad Clarke, VP student services and Dr. Robyn Bourgeois, AVP, Indigenous Engagement, to provide a day of meaningful reflection. Visit experienceBU to view the many events. Everyone is encouraged to wear their orange t-shirts on September 30.
- Teaching Day
 - CPI invites all instructors, teaching assistants, marker-graders, and course-coordinators to join us on the Thursday September 5 in the Rankin Pavilion for a morning of professional development to help you prepare to teach. Asynchronous offerings will be available to provide maximum flexibility. [Registration is open.](#)
- Faculty Fellows in Accessibility
 - Coming soon! CPI will be launching this exciting initiative in October.
- Distinguished Teaching Award
 - The Brock University Distinguished Teaching Award was adjudicated by a cross-faculty committee, chaired by CPI. After receiving a lot of feedback, CPI has streamlined the criteria for the [2025 Distinguished Teaching Award](#) to be more aligned with the Academic Plan and to provide a simplified process for nominees and nominators.
- Course Outline Template
 - In light of recent changes to the undergraduate evaluation policy, CPI has updated the course outline template, which is available on the [CPI website](#).
- Changes to Turnitin + Brightspace
 - Turnitin's primary tool, Turnitin Similarity Check, remains unchanged and will function just as it has for many years at Brock University. Brock's simplified Turnitin service, now "Turnitin Originality" instead of "Feedback Studio", offers a more straightforward experience and removes features not utilized by the Brock community. These changes do not affect how Turnitin is enabled in Brightspace Assignments or how it generates reports with student submissions. See [Turnitin changes at Brock](#) for more details.
- Changes to Teams + Brightspace
 - Beginning in the Fall term, the [Teams Connector in Brightspace](#) will become the primary

way for instructors to create Teams sites for their courses. The Teams Connector allows Brock instructors to create Teams sites using a widget located new the bottom of the page in all new course sites. Teams sites created with this method include all students, TAs, and instructors within the Brightspace site.

- Brightspace Sessions
 - CPI has a variety of [Brightspace sessions](#) for beginners, advanced, and drop-in sessions.
 - Sessional instructors will gain access to Brock systems 30 days before their contract begins. CPI is also available for individual consultations, regardless of contract status. Reach out to cpi@brocku.ca to set up an in-person or online meeting.
- Generative AI in the Classroom
 - CPI has formed a working group to provide additional resources to improve our [Guidance on Generative AI](#) and [Designing Assessments to Mitigate the Use of Generative AI](#). The team has been invited to numerous departmental meetings and retreats to offer guidance and customized workshops.
- New Faculty Welcome
 - CPI worked with the office of the provost to welcome 15 new faculty members to the Brock campus and share University Resources. We are grateful for the thoughtful and wise advice provided by the early career faculty panel, Gavin Hester, Faculty of Math & Science, Samantha McAleese, Faculty of Social Sciences, Mohammed Estaiteyeh, Faculty of Education, Sarah Stang, Faculty of Humanities, John Krzeczowski, Faculty of Applied Health Sciences, Sadia Jahanzeb, Goodman School of Business, and Nicole Stradiotto, Library.
- Course Design Institute
 - This August, CPI hosted our first multi-day course design institute to help instructors craft their learning outcomes, design inclusive assessments, create accessible Brightspace course sites, and connect with campus partners like experiential education, learning services, library, and Hadiya'dagénhahs First Nations Métis and Inuit Student Centre.
- As always, CPI is available to provide custom workshops, confidential course, dossier, and program consultations in person or online. Reach out to cpi@brocku.ca for more information.

Co-op, Career, and Experiential Education (CCEE)

- Scotiabank Donation to Indigenous Plus Program
 - On August 7, Brock announced a [generous gift of \\$500,000 from Scotiabank to support our forthcoming Indigenous Plus program](#). Currently in development by CCEE, in partnership with the Hadiya'dagénhahs First Nations, Métis and Inuit Student Centre, this new immersive, experiential learning program will expose Indigenous learners to a wide range of career and mentorship opportunities, including many led by Indigenous community members.
- CEWIL Canada iHub funding
 - Through the 2024 funding period, Brock University was one of only five institutions across Canada to secure the maximum amount of [funding through CEWIL Canada](#) of \$1,000,000. This funding is supporting 17 innovative work-integrated learning opportunities in addition to a university-wide bursary to reduce barriers for all eligible students participating in work-integrated learning across all Faculties. Hundreds of students will benefit from direct financial support for their participation in these opportunities, and dozens of community partners are being supported through these projects, including Niagara Health, Bethesda, the World Rowing Championships, the Niagara Falls Hotel Association, and partners from across the

Grape & Wine Industry.

- On-campus recruitment events this Fall
 - CPA Days (September 11-12): Over 30 employers secured to attend CPA co-op and new graduate students hiring event
 - Teacher Recruitment Fair (September 25): More than half of the tables have been sold for organizations interested in recruiting teacher candidates
 - HireU (October 2): More than half of the employers have been secured to attend the New Grad Recruitment event
 - Graduate & Professional School Fair, in collaboration with FGSPA (October 22)
- Leadership transitions and appointments
 - Julia Zhu was appointed Director, Co-op, Career, and Experiential Education, effective May 1
 - Alesia Dane was appointed Associate Director, Co-operative Education and Workplace Partnerships, effective July 29
 - Melissa Beamer has been appointed Associate Director, Career Education, effective September 9
 - The search process for the Associate Director, Experiential Education role is expected to conclude shortly

Professional and Continuing Studies (PCS)

- New non-credit programming model
 - Began implementation, along with our campus partners, of the new [non-credit programming model at Brock University](#)
- PCS Programming
 - Welcomed our first two cohorts of Continuing Teacher Education candidates in June and August, with over 300 enrollments
 - Opened registration for the [Professional Certificate in Business Administration](#), with start date of October 7
 - Received funding from the [Ontario Government's Micro-Credential Challenge Fund](#) to develop a micro-credential on Supervisory Skills in Advanced Manufacturing
- ESL
 - Welcomed 80+ students as part of the Summer English Language Program for ESL
- Other notable activities
 - Hosted the second annual "[Speaking with Pride](#)" event in partnership with Pride Niagara
 - Supported promotional activity for the Code of Conduct for Human Trafficking Protection in the Niagara region, in partnership with TOES Niagara, including community outreach and webinar. Began development of training materials for Niagara businesses centered around human trafficking prevention
 - Announced that PCS and Brock University will be hosting the [Canadian Association for University Continuing Education Conference \(CAUCE\)](#) for 2025

Open Education

- OER Adoption Grant
 - The next application deadline for this program is September 30, 2024. Visit the [OER Adoption Grant](#) page for more information.
- OER Adaptation Grant
 - We are expanding our OER grant program to support OER adaptation projects. The details

of this program will be available soon.

- Data dashboard
 - We are developing a dashboard that will showcase the uptake and impact of institutional supports for OER. We anticipate making this dashboard public sometime during the Fall 2024 term.

Other notable activities

- Key meetings
 - Attended the Board of Trustees cycle 4 meeting on May 2
 - Attended the Spring AGM of the Social Justice Research Institute on May 15
 - Participated in the meeting of the Tenure & Promotion Equity Audit Working Group on May 16
 - Participated in meetings of the Strategic Plan Steering Committee on May 17 and 23
 - Participated in a board meeting of Open Education Global (OEG) on May 20, OEG board committee meetings on June 4, July 11 and 22, and August 21 and 26, and the OEG general assembly on August 28
 - Continued monthly meetings with BUSU leadership on June 3, July 2, and August 13
 - Continued biweekly meetings in support of the Student Ombuds
 - Presented at the Board Financial Planning & Investment Committee on June 26 and attended the Board of Trustees cycle 5 meeting on June 27
 - Attended a meeting of the BC Ethical Educational Technology Working Group meeting on July 4
 - Chaired meetings of the Open Education Working group on June 7 and July 25
 - Participated in a site visit of the Burlington campus under construction on August 9, along with other members of the Burlington Site Steering Committee
 - Participated in the first meeting of the Curriculum Delivery Initiative Steering Committee on August 23
- Events
 - Attended convocation ceremonies across the week of June 10-14
 - Attended and spoke at the opening reception of the annual conference of the Society for Teaching and Learning in Higher Education on June 11
 - Attended the ESL student summer picnic on July 17
 - Attended sessions during the Open Education Network's Engage event from July 22-26
 - Attended the Spring closing ceremony of the Intensive English Language Program (IELP) on August 9
 - Presented at new faculty orientation on August 22
- Served as a reviewer for the Brock University Alumni Brilliance Awards and the Open Education Global Awards for Excellence



Report to Senate #722, September 18, 2024

TO: Yvonne Roussel
University Secretary and Associate Vice-President, Governance and Policy

FROM: Julia Baird
Acting Chair, Research & Scholarship Policy Committee

DATE: September 18, 2024

CONSENT ITEMS - FOR INFORMATION

1. RSPC Terms of Reference, Meeting Schedule and Meeting Format

The Committee reviewed its terms of reference and meeting schedule. No revisions were requested.

It was agreed by consensus that the 2024-2025 meetings would be held in hybrid format except for December 18th, which will be held online.

2. RSPC Annual Workplan

The Committee reviewed and discussed its annual Committee work plan.

3. Distinguished Professor/Librarian Designation 2024-2025

It was agreed by consensus that selection of the Evaluation Committee for 2024-2025 would be deferred to the October meeting, and that the selection criteria from the previous cycle would be added to the October agenda for further discussion.

A call for nominations was distributed via email on September 10th.

MEMO

To: Nota Klentrou, Chair of Senate

From: Geraldine Jones, University Registrar & Associate Vice-President, Enrolment Services

Date: September 10, 2024

Subject: **For the Information of Senate: Schedule of Academic Dates for 2025-26**

Attached is the proposed schedule of Academic Dates for the 2025-26 Academic Session (Spring, Summer, Fall/Winter).

In an effort to support increasing demand for future planning, also included are draft schedules (key dates only) for 2026-27 and 2027-28. These are subject to change; draft dates are confirmed September of the preceding year.

Schedule of Undergraduate Academic Dates 2025-26

UNIVERSITY EVENT	DATE
SPRING SESSION	2025
First day of Spring Session (D1/D2)	5-May
Last date before online web registration/registration closes (Spring D1 & D2)	11-May
Victoria Day (no classes)	19-May
Last day to withdraw from Spring D2 courses without academic penalty	23-May
Victoria Day make up date for D1 and D2 courses	23-May
Last day of Spring D2 lectures	6-Jun
Spring (D2) examinations	6-Jun & 7-Jun
First day of Spring Session (D3)	16-Jun
Spring Convocation	9-13 Jun
Last day for online web registration/registration closes (Spring D3)	22-Jun
Late registration begins	23-Jun
Last day to withdraw from Spring D1 courses without academic penalty	20-Jun
Last day for application for Fall Convocation	1-Jul
Canada Day closure (no classes)	30-Jun & 1-Jul
Canada Day holiday make up date(s)	4-Jul & 11-Jul
Last day to withdraw from Spring D3 course without academic penalty	4-Jul
Last day of lectures (Spring D1 and D3)	18-Jul
Spring (D1 and D3) examinations	18-19-Jul
SUMMER SESSION	2025
First day of Summer Session	21-Jul
Last day for online web registration/registration closes	27-Jul
Last day to withdraw from a Summer D1 course without academic penalty	1-Aug
Civic Holiday (no classes)	4-Aug
Last day of lectures (Summer) make up day for Civic Holiday	29-Aug
Summer examinations	30-Aug
FALL TERM	2025
Labour Day	1-Sep
First day of Fall/Winter Session (Teacher Education)	2-Sep
First day of Fall/Winter Session (Undergraduate)	3-Sep
Last day for online web registration/registration closes (D1 and D2)	16-Sep
Late registration begins	17-Sep
National Truth and Reconciliation Day (non-instructional, university open)	30-Sep
Thanksgiving	13-Oct
Fall Break Week	13-17 Oct
Fall Convocation	17-Oct

Schedule of Undergraduate Academic Dates 2025-26

Last day to withdraw from a Fall (D2) course without academic penalty	4-Nov
Last day of lectures	2-Dec
Make-up Day for National Truth and Reconciliation Day	3-Dec
Snow/Reading days	4-Dec
Reading day	5-Dec
Examinations begin	6-Dec
Examinations end (11 day schedule)	18-Dec
University closed; library closed; some limited access to services	24-Dec-1-Jan
WINTER TERM	2026
University re-opens	2-Jan
First day of Winter term classes (Undergraduate)	5-Jan
Last day to withdraw from a Fall/Winter D1 course without academic penalty (D3 Registration closes)	16-Jan
Late registration begins	17-Jan
Last day for application for Spring Convocation	1-Feb
Family Day	16-Feb
Brock President's Holiday	17-Feb
Reading Week	16-20 Feb
Last Day to withdraw from a Winter D3 course without academic penalty	5-Mar
Last day of lectures	6-Apr
Make up day for Good Friday (if applicable)	6-Apr
Snow/Reading days	7-Apr
Reading day	8-Apr
Examinations begin	9-Apr
Good Friday	3-Apr
Examinations end (12 day schedule)	22-Apr

DRAFT Schedule of Undergraduate Academic Dates 2026-27**Subject to Change**

UNIVERSITY EVENT	DATE
SPRING SESSION	2026
First day of Spring Session (D1/D2)	4-May
Last date before online web registration/registration closes (Spring D1 & D2)	10-May
Victoria Day (no classes)	18-May
Last day to withdraw from Spring D2 courses without academic penalty	22-May
Victoria Day make up date for D1 and D2 courses	22-May
Last day of Spring D2 lectures	5-Jun
Spring (D2) examinations	5-Jun & 6-Jun
First day of Spring Session (D3)	15-Jun
Spring Convocation	8-12 Jun
Last day for online web registration/registration closes (Spring D3)	21-Jun
Late registration begins	22-Jun
Last day to withdraw from Spring D1 courses without academic penalty	19-Jun
Last day for application for Fall Convocation	1-Jul
Canada Day closure (no classes)	1-2 Jul TBC
Canada Day holiday make up date(s)	3-Jul & 10-Jul
Last day to withdraw from Spring D3 course without academic penalty	3-Jul
Last day of lectures (Spring D1 and D3)	17-Jul
Spring (D1 and D3) examinations	17-18-Jul
SUMMER SESSION	2026
First day of Summer Session	20-Jul
Last day for online web registration/registration closes	26-Jul
Last day to withdraw from a Summer D1 course without academic penalty	31-Jul
Civic Holiday (no classes)	3-Aug
Last day of lectures (Summer) make up day for Civic Holiday	28-Aug
Summer examinations	29-Aug
FALL TERM	2026
Labour Day	7-Sep
First day of Fall/Winter Session (Teacher Education)	8-Sep
First day of Fall/Winter Session (Undergraduate)	9-Sep
Last day for online web registration/registration closes (D1 and D2)	22-Sep
Late registration begins	23-Sep
National Truth and Reconciliation Day (non-instructional, university open)	30-Sep
Thanksgiving	12-Oct
Fall Break Week	13-16 Oct
Fall Convocation	16-Oct

DRAFT Schedule of Undergraduate Academic Dates 2026-27**Subject to Change**

Last day to withdraw from a Fall (D2) course without academic penalty	3-Nov
Last day of lectures	1-Dec
Make-up Day for National Truth and Reconciliation Day	2-Dec
Snow/Reading days	3-Dec
Reading day	4-Dec
Examinations begin	5-Dec
Examinations end (11 day schedule)	17-Dec
University closed; library closed; some limited access to services	24-Dec-1-Jan
WINTER TERM	2027
University re-opens	4-Jan
First day of Winter term classes (Undergraduate)	4-Jan
Last day to withdraw from a Fall/Winter D1 course without academic penalty (D3 Registration closes)	15-Jan
Late registration begins	16-Jan
Last day for application for Spring Convocation	1-Feb
Family Day	15-Feb
Brock President's Holiday	16-Feb
Reading Week	15-19 Feb
Last Day to withdraw from a Winter D3 course without academic penalty	4-Mar
Last day of lectures	2-Apr
Make up day for Good Friday (if applicable)	5-Apr
Snow/Reading days	6-Apr
Reading day	7-Apr
Examinations begin	8-Apr
Good Friday	26-Mar
Examinations end (12 day schedule)	21-Apr

DRAFT Schedule of Undergraduate Academic Dates 2027-28**Subject to Change**

UNIVERSITY EVENT	DATE
SPRING SESSION	2027
First day of Spring Session (D1/D2)	3-May
Last date before online web registration/registration closes (Spring D1 & D2)	9-May
Victoria Day (no classes)	24-May
Last day to withdraw from Spring D2 courses without academic penalty	21-May
Victoria Day make up date for D1 and D2 courses	28-May
Last day of Spring D2 lectures	4-Jun
Spring (D2) examinations	5-Jun & 6-Jun
First day of Spring Session (D3)	14-Jun
Spring Convocation	7-11 Jun
Last day for online web registration/registration closes (Spring D3)	20-Jun
Late registration begins	21-Jun
Last day to withdraw from Spring D1 courses without academic penalty	18-Jun
Last day for application for Fall Convocation	1-Jul
Canada Day closure (no classes)	1-2 Jul TBC
Canada Day holiday make up date(s)	9-Jul & 16-Jul
Last day to withdraw from Spring D3 course without academic penalty	2-Jul
Last day of lectures (Spring D1 and D3)	16-Jul
Spring (D1 and D3) examinations	16-17-Jul
SUMMER SESSION	2027
First day of Summer Session	19-Jul
Last day for online web registration/registration closes	25-Jul
Last day to withdraw from a Summer D1 course without academic penalty	30-Jul
Civic Holiday (no classes)	2-Aug
Last day of lectures (Summer) make up day for Civic Holiday	27-Aug
Summer examinations	28-Aug
FALL TERM	2027
Labour Day	6-Sep
First day of Fall/Winter Session (Teacher Education)	7-Sep
First day of Fall/Winter Session (Undergraduate)	8-Sep
Last day for online web registration/registration closes (D1 and D2)	21-Sep
Late registration begins	22-Sep
National Truth and Reconciliation Day (non-instructional, university open)	30-Sep
Thanksgiving	11-Oct
Fall Break Week	12-15 Oct
Fall Convocation	15-Oct

DRAFT Schedule of Undergraduate Academic Dates 2027-28**Subject to Change**

Last day to withdraw from a Fall (D2) course without academic penalty	2-Nov
Last day of lectures	30-Nov
Make-up Day for National Truth and Reconciliation Day	1-Dec
Snow/Reading days	2-Dec
Reading day	3-Dec
Examinations begin	4-Dec
Examinations end (11 day schedule)	16-Dec
University closed; library closed; some limited access to services	24-Dec-1-Jan
WINTER TERM	2028
University re-opens	3-Jan
First day of Winter term classes (Undergraduate)	3-Jan
Last day to withdraw from a Fall/Winter D1 course without academic penalty (D3 Registration closes)	14-Jan
Late registration begins	15-Jan
Last day for application for Spring Convocation	1-Feb
Family Day	21-Feb
Brock President's Holiday	22-Feb
Reading Week	21-25 Feb
Last Day to withdraw from a Winter D3 course without academic penalty	3-Mar
Last day of lectures	31-Mar
Make up day for Good Friday (if applicable)	n/a
Snow/Reading days	3-Apr
Reading day	4-Apr
Examinations begin	5-Apr
Good Friday	14-Apr
Examinations end (12 day schedule)	20-Apr