

723rd Meeting of Senate

Wednesday, October 9, 2024 at 3 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
3:00	1.	Call to Order	
3:01	2.	Approval of the Agenda (including consent items)	Approval
3:02	3.	Business Arising from the Minutes	
ACTION ITEMS			
	4.	Reports of Standing Committees - N/A	
DISCUSSION ITEMS			
3:05	5.	<u>Report of the President and Vice-Chancellor</u>	Information
3:10	6.	<u>Report of the Provost and Vice-President, Academic</u>	Information
3:15	7.	<u>Report of the Vice-President, Research</u>	Information
3:20	8.	Two Row Council - Oral update	Information
	9.	Generative Discussion - N/A	
3:25	10.	Other Business	
Approx. 3:30	11.	Adjournment	
CONSENT ITEMS			
	12.	Minutes	
	12.1	<u>722 Meeting of Senate held on September 18, 2024</u>	Approval
	13.	<u>Report of the Academic Colleague</u>	Information
	14.	<u>Report of the Actions of the Board of Trustees</u>	Information
	15.	Reports of Standing Committees	
	15.1	<u>Academic Review Committee*</u>	<u>DECISION</u>
	15.2	<u>Undergraduate Program Committee</u>	<u>DECISION</u>
	15.3	<u>Teaching and Learning Policy Committee Undergraduate</u>	Information
	15.4	<u>Undergraduate Student Affairs Committee</u>	Information
	15.5	<u>Information and Technology Infrastructure Committee</u>	Information
	15.6	<u>Governance Committee</u>	Information
	15.7	<u>Graduate Studies Committee</u>	Information
	15.8	Planning Priorities and Budget Advisory Committee - N/A	
	15.9	Research Scholarship Policy Committee - N/A	

*Denotes on the [Senate SharePoint site](#)



Report to Senate of the President and Vice-Chancellor

October 9, 2024

Dear Colleagues,

As always, it is hard to believe that we are already in October. It has been a busy start to the term for everyone and wonderful to be celebrating 60 years as an institution that has made such a difference in the lives of our students, faculty, staff and our extended community. I am not with you for this meeting as I am travelling with the Niagara Regional Government, in Japan, visiting with key industry and university partners.

Key updates and highlights to report on:

- Strategic Plan
 - I am pleased to update that with the support of both Senate and Board, the strategic plan has been approved! A launch event is being planned for early November with details being communicated in the very near future. As important contributors to the development of the plan, I hope you will consider attending this event.
- Vice-President, Administration & Services recruitment process
 - We are in the final stages of assembling the advisory committee. The kick-off meeting is scheduled for mid-October with the job posting going live shortly after. A reminder that all Senators received a [survey](#) gathering input and insights for the advisory committee. The link will be live for the duration of the search, and I encourage you to add your valuable thoughts.
- The start of the academic year is always a joyous time with many events. I was fortunate to attend many, including but not limited to:
 - **BUSU Bluejays Game** - cheering on the Jays with over 200 undergraduate students.
 - **Grape Stomp** - the annual fun and very messy demolition of 1 tonne of grapes by hundreds of students.
 - **Steel Blade Classic** - welcoming many community partners, alumni, and government dignitaries including the Minister of Sport, Neil Lumsden.
 - **Brock Sports Hall of Fame** – this year we celebrated the Olympic achievements of our athletes, coaches and sports medicine professionals.
 - **25- and 50-year Reunion Alumni Event**
 - **Skyline Celebration**- celebrating the kick-off to Brock's 60th Anniversary. At the reception, we were joined by the new Minister of Colleges and University, Nolan Quinn who provided remarks and experienced firsthand the impact Brock has in Ontario.
 - **Rankin Cancer Run** – supporting a community event that supports cancer care in our region including one of Brock's BFIT programs.

As I approach completing 2 years as President, I continue to ensure Brock's representation both regionally and across Canada. As a part of my role, I am looking forward to working with the following boards/organizations:

- Ontario Council on Articulation and Transfer (ONCAT) – Co- Chair Board of Directors
- Universities Canada - Member of the Board of Directors
- Universities Canada - Research subcommittee

- Ridley College - Member of Board of Governors
- Council of Ontario Universities - Exec Head Table
- Freshwater Conservation Canada (Formally TUC) - Member of the Board of Directors

Working towards a financially sustainable future

At the time of writing this report, the University is waiting for approval from the Ontario Ministry of Colleges and Universities, on next steps for the [Efficiency and Accountability Fund](#) review mandate framework. Information will be shared with the Brock community as soon as it becomes available.

Sincerely,

A handwritten signature in cursive script that reads "Lesley Rigg".

Lesley Rigg, PhD
President and Vice-Chancellor

**Report to Senate of the Provost & Vice-President, Academic
October 9, 2024**

Dear Senate colleagues,

I am pleased to provide the Provost's report to Senate for the October meeting. My schedule has become much more hectic now that the academic year is in full swing. I've had the pleasure of attending many important events in the calendar, including the annual Steel Blades Classic on Homecoming Weekend and the Grape and Wine Parade. While free time may be fleeting, I have continued to prioritize meeting as many members of the Brock community as possible, including staff, faculty members, and professional librarians. I spent a day with the University Library and its staff, as well as another in the Faculty of Applied Health Sciences. I attended a faculty council meeting in the Faculty of Social Sciences and met with staff in the AVP, Students portfolio as well.

I look forward to meeting many more of you in the weeks to come.

Faculty news

The Faculty of Education's Equity and Social Justice Committee (ESJC) is committed to coordinating and implementing initiatives that promote equity and diversity in practices, policies, and programs through advocacy, dialogue, engagement, and purposeful action. Key objectives for 2024-25 include consulting with faculty and programs to enhance policy language and educational resources, promoting equity literacy in teaching and pedagogy, hosting Human Rights and Equity (HRE) workshops in collaboration with the HRE office and FOE experts, and organizing Brock/community events such as film nights, book talks, and guest speakers addressing social justice and decolonization in education. These initiatives will create opportunities for reflection on professional responsibilities for students, staff, and both sessional and full-time faculty.

The FOE also welcomes Bailey O'Hagan for a two-year appointment as Wellness Navigator. Bailey's role includes dual reporting between FOE and the Student Wellness and Accessibility Center (SWAC) and focuses on guiding undergraduate students, promoting overall well-being, and fostering an environment that prioritizes mental health and wellness as campus culture. The Wellness Navigator will assist in the development of educational and wellness-based activities for students regarding mental health, stress management, self-care, and other wellness-related topics to promote a culture of well-being and reducing stigma around seeking help.

The Department of Earth Sciences in the Faculty of Math & Science has had many noteworthy activities of late. Francine McCarthy has returned from the Vatican, where she met with other climate scientists and with the Pope. Martin Head was invited to attend a NASA conference about

the Anthropocene later this month and co-authored a paper in Nature on the meaning of the Anthropocene. And Mariek Schmidt, who is a Participating Scientist on the Mars 2020 rover mission, is part of a team of scientists who discovered and sampled a rock rich in organics that are thought to contain potential biosignatures.

Administrative news

August saw a return to varsity sport, with 300 out of over 700 student-athletes starting their season back on campus training and competing, including in soccer, rugby, lacrosse, golf, baseball and softball, and rowing.

The Steel Blade Classic drew over 4,300 spectators to the Meridian Centre on the Friday before Homecoming Weekend. At the same time, the inaugural Laura Secord Cup women's hockey game was introduced as part of the University's 60th anniversary, in collaboration with Heritage Niagara. The intent of the event is to grow women's hockey alongside the events for men's hockey on Homecoming Weekend.

Intramural recreational programming has begun, with over 2,500 participants registered in September. The Zone also hit its capacity of 200 students per hour in its first week back of school. Finally, the outdoor tennis courts completed their refurbishment and now include three pickleball courts.

CPI is pleased to introduce the Faculty Fellows in Accessibility. This program is designed to provide structure and space for faculty members who are interested in doing SoTL research and pedagogical innovation that relates to accessible pedagogy in the context of their discipline. Applications are encouraged from those who want to explore more accessible applications to teaching and who would benefit from the space, structure, and resources to support this work.

There will be one Fellow from each Faculty (Goodman, Education, Humanities, Social Sciences, Applied Health Sciences, Mathematics and Science), for a total of six Fellows. More information is available on the [CPI website](#).

Applications for the Brock University-wide Teaching Awards are also due by November 1.

Established in October 2023, the Black Student Success Centre offers an array of holistic programming and services for all students. The Future Black Leaders Mentorship Initiative developed in 2023-24 was implemented as a partnership with multiple Student Life units. Professional and student staff ran workshops with black students at 4 local high schools through the month of February 2024. In August, students involved in Future Black Leaders participated in Pathways for Success: Future Black Leaders, an community engagement orientation.

The Black Student Success Centre also continues to offer many other services, including:

- ‘Lunch and learn’ sessions with Learning Services, during which students have the opportunity to learn and practice key strategies for success in university;
- Drop-in sessions with a Career Navigator from Career Education/CareerZone;
- ‘Navigating the Workplace as a Black Employee’ sessions, hosted by the Career Curriculum Consultant, EDI in CCEE; and
- Peer-to-peer events and workshops hosted by BSSC student staff to celebrate and create community within the African, Black, and Caribbean communities on campus.

Sincerely,

Arja Vainio-Mattila
Provost & Vice-President, Academic



October 2, 2024

Report to Senate #723-October 9, 2024

September 25th International Research Administrator Day

International Research Administrator Day is an annual event that recognizes and celebrates the contributions of research administration staff. This year, I would like to take the opportunity to acknowledge the hard work and dedication of research administrators across the Brock community, particularly my Research Enterprise colleagues in the Office of the VPR, Office of Research Ethics, Animal Care Services, and the Office of Research Services.

Launch of Fall 2024 Explore/Exchange Grants

The Fall 2024 round of Explore/Exchange grants has launched. Exchange Grants provide researchers with funding to complete knowledge mobilization/translation activities to advance their research programs, exchange ideas, and support submissions to external granting agencies. [Details.](#)

Explore Grants provide researchers with funding to complete preliminary research in order to advance their research programs and support submission to an external granting agency. [Details.](#)

Researchers and professional Librarians in all Brock departments and faculties are eligible to apply for both grants, including researchers holding limited-term appointments (documentation required). The final deadline is November 15, 2024.

Indigenous Research Grant (IRG) 2024 - 2025

Applications are now being accepted for Brock University's [Indigenous Research Grant \(IRG\)](#), which provides funding to either Indigenous researchers or those undertaking research or creative activities in any discipline or topic that relates to Indigenous Peoples. The 2024-25 competition has a rolling deadline, but applications will be adjudicated in 2 rounds. Applications submitted by January 15th will be considered for Round 1 and applications submitted by March 15th for Round 2. [Details.](#)

Launch of Brock's SME IP Program

The Brock LINC announced the launch of [Brock University's SME IP Support Program](#) on September 25th at the LINC Up! Networking event, and through a Brock News Story. This program will support Brock-affiliated small and medium enterprises (SMEs) with up to \$10,000 in funding for intellectual property services. This program is funded by Intellectual Property Ontario (IPON).

Save the Date: Celebrating Research Excellence Event

Save the date for Thursday, November 14th, 2024, from 2-4 p.m. in Pond Inlet for an event celebrating Brock's research excellence, where we'll recognize significant achievements in securing external research grants and awards, and highlight the impact of our research community. Registration details will be shared across the Brock community.

Events and Outreach

- Sept. 16 Research Strategy and Operations Group (RSOG)
- Sept. 17 NCO-Wilson Foundation Fall Symposium on Niagara Economic History
- Sept. 17 Alliance AGM
- Sept. 18 Grape Growers of Ontario 39th Annual Celebrity Luncheon
- Sept. 19, OCUR Meeting
- Sept. 19, CSSHE Board meeting
- Sept. 19 Consulate General of Republic of China
- Sept. 19 Donna Strickland Visit and Research Colloquium
- Sept 20, Steel Blades
- Sept 21, Skyline Celebration
- Sept. 23, UVPN State of Post Secondary
- Sept. 24, Research Enterprise Speaker Series- Addressing Food Insecurity: Challenges and Niagara's Experience
- Sept. 24, Vineland Research Open House
- Sept. 25, Brock LINC Up! Networking Event

M. McGinn

Acting Vice-President, Research



(Circulated Prior to Approval)

Senate

MINUTES OF MEETING #722 (2024-25)

SENATE

WEDNESDAY, SEPTEMBER 18, 2024, 4:00 PM

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

PRESENT: *Chair:* Senator Nota Klentrou; *Vice Chair:* Senator Michelle Webber

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

Elected Members: Senators Réjeanne Aimey, Anteneh Ayanso, Julia Baird, Michael Berman, Irene Blayer, Poling Bork, Alison Braley-Rattai, Amanda Burk, Christene Carpenter-Cleland, Mark Chrabalowski, Liz Clarke, Rosemary Condillac, Don Cyr, Andrew Dane, Dustin Duncan, Tamara El-Hoss, Bareket Falk, Kimberley Gammage, Nabiha Ghafoor, Catherine Hands, Nicholas Hauck, Asmara Kaleem, Daniel Krowchuk, Kelli-an Lawrance, Larissa Lobo, Kevin Magee, Dan Malleck, Tim Murphy, Marcel Oestreich, **Michael O'Sullivan**, Unyong Pyo, Colin Rose, John Ross, Brian Roy, Matthew Royal, Larry Savage, Michael Savage, Angus Smith, Kirsty Spence, Tek Thongpapanl, Daniel Tochukwu, Dawn Trussell, Francine Vachon, Michelle Vine, Dawn Zinga

REGRETS: Senators Hilary Pearson, Mohammed Isam Shaikh, Alicia Zorzetto

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

ALSO

PRESENT: Other members of the Brock University community

1. Call to Order

The Chair called the meeting to order, provided opening remarks and a land acknowledgement.

2. Approval of Agenda

The Chair referred members to the Agenda, including consent items. Requests were received to lift items 15 - Report of the Academic Colleague and 13.1 - Minutes of

Senate-Elect from the consent portion of the Agenda. The items will be dealt with following item 10.

MOVED (Lawrance/Charlton)

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 Planning, Priorities and Budget Advisory Committee

[The Report of the Planning, Priorities and Budget Advisory Committee dated September 11, 2024 had been posted with the meeting materials together with the following Appendices: 1 - Strategic Plan Update, 2 - Graduate Student Funding Budget and 3 - Budget Planning Schedule.]

Senator Clarke, Chair of the Planning, Priorities and Budget Advisory Committee, presented the Report.

a) Strategic Plan Update

MOVED (Clarke/Braley-Rattai)

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.

By way of a presentation, the President and Vice-Chancellor provided highlights on the development, guiding principles, and strategic directions of the revitalized Strategic Plan. During the presentation, members of the Strategic Plan Steering Committee shared their insights on the development processes.

CARRIED

The President and Vice-Chancellor expressed appreciation to Senate, members of the Steering Committee, and the Brock community for their support.

4.2 Governance Committee

[The Report of the Governance Committee dated September 18, 2024 had been posted with the meeting materials.]

Senator Braley-Rattai, Chair of the Governance Committee, presented the Report.

a) Amendment to Faculty Handbook Section II: 8.2.4 a) - Update to number sequence

MOVED (Braley-Rattai/Carpenter-Cleland)

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

CARRIED

On a separate matter, the Committee Chair relayed that the vital position of Chair of the Research and Scholarship Policy Committee remains vacant after several calls and requests made for volunteers to serve. Senators were encouraged to consider the position and, if willing, to forward their name to the University Secretary for the consideration of the Governance Committee.

5. Convocation - Fall 2024

[A memo from the Registrar and Associate Vice-President Enrolment Services dated September 10, 2024 had been posted with the meeting materials together with a summary of the convocation totals.]

The Chair referred members to the Memorandum provided by the Registrar and Associate Vice-President Enrolment Services regarding Fall 2024 convocation degrees and certificates.

MOVED (Krowchuk/Lobo)

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

CARRIED

6. Report of the President and Vice-Chancellor

[The Report of the President and Vice-Chancellor dated September 18, 2024 had been posted with the meeting materials.]

Prior to presenting the Report, the President welcomed Brock's new Provost and Vice-President, Academic, Dr. Arja Vainio-Mattila, to her first meeting of Senate.

The President and Vice-Chancellor provided highlights of the Report that included (but was not limited to) information regarding an update on senior administration, a **Scotiabank announcement, Premier Doug Ford's visit to Brock** and **Brock's 60th** anniversary.

In response to a question raised, the President and Vice-Chancellor confirmed that Brock received the mandate from the provincial government to perform a third-party efficiency review just shortly before the message was shared with the Brock community in early September.

7. Report of the Provost and Vice-President, Academic
[The Report of the Provost and Vice-President, Academic dated September 18, 2024 had been posted with the meeting materials.]

The Provost and Vice-President, Academic presented her inaugural Report to Senate and provided highlights of her time spent on campus thus far. In addition to the items within the Report, the Provost reported on matters that have recently arose and will require attention regarding the MCU directive to report on the cost of learning materials for students, and the announcement regarding further adjustments to international student caps and the inclusion of graduate and PhD students within the cap.

The Provost was pleased to share that undergraduate student Senator Carleigh Charlton, **Vice-President of University Affairs with the Brock University Students' Union**, received the 2024 Open Education Award for Excellence in the People In Open: Student Category.

In response to a question raised regarding an item in the Report, it was confirmed that participation in the Curriculum and Program Delivery Review Initiative is voluntary.

8. Report of the Vice-President, Research
[The Report of the Vice-President, Research dated September 18, 2024 had been posted with the meeting materials.]

The Acting Vice-President, Research presented the Report that included various news **items from within the VPR's portfolio** with respect to research awards, LINC Updates, a guide to navigating research at Brock, change in funding for lab PPE costs, Research Ethics Beacon, and events and outreach and responded to a question raised regarding funding for PPE.

9. Two Row Council - N/A

Lifted Item

15. Report of the Academic Colleague
[The Report of the Academic Colleague dated September 11, 2024 had been posted with the meeting materials.]

The Academic Colleague, Senator Cyr, provided highlights of the Report for the information of Senate. Of note, Senators were encouraged to provide him with suggestions or perspectives on an issue, as outlined in the Report, that will be discussed at the November joint meeting between the Academic Colleagues and Executive Heads regarding strategies that can be employed in order to increase the perception of the value of the university sector/education to the general public.

Lifted Item

- 13.1 Minutes of Senate-Elect Meeting #2
[The Minutes of Senate-Elect Meeting #2 held on May 29, 2024 had been posted with the meeting materials.]

An amendment to the minutes of Senate-Elect Meeting #2, section 4.1 to avoid any confusion regarding the process followed during the nomination of the Senate Chair was proposed.

MOVED (Braley-Rattai/Webber)

That section 4.1 of the minutes of the meeting of Senate-Elect held on May 29, 2024 be amended as follows (highlight indicates insertion, strike-out indicates deletion):

The Chair of the Governance Committee-Elect then referred members to the Report and the recommended nomination from the Governance Committee-Elect, **Senator Cyr, who confirmed his willingness to let his name stand.**

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

CARRIED

A correction was further noted to the spelling of a name. The minutes will be revised accordingly and re-uploaded to the Senate site.

10. Generative Discussion - N/A

The Chair noted that there was not **a scheduled generative discussion for today's** meeting. Senators were encouraged to forward any ideas for future discussions to either herself or the University Secretary for consideration.

11. Other Business - None

12. Adjournment

The meeting adjourned at 5:06 p.m.

CONSENT ITEMS

The following items had been received and/or approved by consent:

Agenda Item

13.2 Minutes of Previous Meetings

[The Minutes of the meeting of the 721st meeting of Senate held on May 29, 2024 had been posted with the meeting materials.]

By consent, Senate approved the Minutes of the 721st meeting of Senate held on May 29, 2024.

14. Approval Over the Summer Months
[A Report to Senate from the University Secretary dated September 18, 2024 had been posted with the meeting materials.]

By consent, Senate received the Report that informed of decisions made by the Chair and Vice-Chair of Senate over the summer months, in accordance with the summer decision making provisions in the Faculty Handbook. Of note, Senate did not rescind any of the decisions that had been made.

Agenda Item

16. Report of the Actions of the Board of Trustees
[The Report of the Actions of the Board of Trustees from the meeting of the Board held on June 27, 2024 had been posted with the meeting materials.]

Senate received the Report of the Actions of the Board of Trustees by consent.

17. Reports of Standing Committees

- 17.1 Academic Review Committee
[The Report of the Academic Review Committee dated September 11, 2024 had been posted with the meeting materials.]

Senate received the Report of the Academic Review Committee by consent. By consent, Senate approved the following motion:

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

- 17.2 Undergraduate Program Committee
[The Report of the Undergraduate Program Committee dated September 10, 2024 had been posted with the meeting materials.]

Senate received the Report of the Undergraduate Program Committee by consent. By consent, Senate approved the motions regarding changes to the Undergraduate Program Committee as outlined in the Report.

- 17.3 Governance Committee
[The Report of the Governance Committee dated September 18, 2024 had been posted with the meeting materials.]

By consent, Senate approved the following motion:

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

- 17.4 Teaching and Learning Policy Committee
[A Report from the Teaching and Learning Policy Committee dated September 11, 2024 had been posted with the meeting materials.]

Senate received the Report for information by consent.

- 17.5 Research and Scholarship Policy Committee
[A Report from the Research and Scholarship Policy Committee dated September 18, 2024 had been posted with the meeting materials.]

Senate received the Report for information by consent.

- 17.6 Information Technology and Infrastructure Committee - N/A

- 17.7 Graduate Studies Committee - N/A

- 17.8 Undergraduate Student Affairs Committee - N/A

18. Proposed Schedule of Academic Dates 2025-2026
[A Memo from the University Registrar & AVP, Enrolment Services dated September 10, 2024 had been posted with the meeting materials.]

By consent, Senate received for information the proposed schedule of Academic Dates for the 2025-26 Academic Session. In an effort to support increasing demand for future planning, also included were the draft schedules (key dates only) for 2026-27 and 2027-28 which are subject to change.



To: University Secretariat
From: Don Cyr, Academic Colleague
Date: October 4th 2024
Re: **Academic Colleague's Report to Senate 723nd**

Colleagues,

The Academic Colleagues (AC's) met on the evening of October 2nd and morning of October 3rd. Unfortunately my report will be brief as it appears that a number of AC's, like myself, provided a full report to their Senates regarding the August meeting. It turns out that the AC's are supposed to follow Chatham House Rules although this is not stated anywhere that I could see. [Chatham House Rules](#) are, for example, followed by the questionable (by some) organization referred to as the Bilderberg group. In any event I do not recall this from my previous time as AC but in any event I will follow the requirements. I will wait for the minutes from the October meeting in order to present fully and will clarify what can be reported consistent with Chatham House Rules. We really do not hear much about many of the meetings of other committees of the COU which makes me think this may be why.

I will note that the topic of promoting the value of a university education will be developed into a discussion item for the November meeting with the Executive Heads.

I did not receive any suggestions for the topic, however ChatGPT provided (in under 10 seconds) an interesting list of suggestions that I did make available to the AC group. It is a good list and I dare say that Brock is probably accomplishing a number of the suggestions:

Increasing the perceived value of university education to the public requires a multifaceted approach that addresses various stakeholders, including prospective students, parents, employers, and society as a whole. Here are several strategies that can help elevate its value:

1. Emphasize Real-World Outcomes and Success Stories

- *Highlight alumni success stories in various fields, showing how their university education contributed to their career advancement and personal development.*
- *Use data and statistics to showcase job placement rates, average salaries of graduates, and career trajectory comparisons to emphasize the return on investment.*
- *Promote partnerships with top employers and demonstrate how university programs are aligned with industry needs.*

2. Strengthen the Link Between Academia and Industry

- *Foster stronger collaborations with industries to ensure that curricula remain relevant and reflect current trends and technologies.*
- *Implement more internships, apprenticeships, and co-op programs that give students hands-on experience and improve job readiness.*
- *Invite industry leaders as guest lecturers or adjunct professors, integrating practical knowledge with academic learning.*

3. Showcase Non-Economic Benefits of Higher Education

- *Highlight non-monetary benefits such as critical thinking, adaptability, social awareness, and the ability to engage with complex societal issues.*
- *Promote research contributions, community service, and civic engagement activities led by students and faculty.*
- *Emphasize personal development and lifelong learning, making education not just about careers but also about building better citizens.*

4. Adapt to Evolving Job Market Demands

- *Create flexible and interdisciplinary programs that combine technical skills with liberal arts education.*
- *Offer short courses, certifications, and stackable credentials in addition to traditional degree programs.*
- *Develop more programs in high-demand fields such as technology, data science, healthcare, and sustainability.*

5. Address Affordability and Accessibility Concerns

- *Increase transparency around costs and highlight available scholarships, grants, and financial aid opportunities.*
- *Promote initiatives such as tuition freezes, income-share agreements, or innovative financial models to reduce student debt anxiety.*
- *Expand online and hybrid learning options to make university education accessible to a wider audience.*

6. Leverage the Power of Branding and Communication

- *Develop targeted marketing campaigns that communicate the unique value propositions of university education.*
- *Use engaging content such as video testimonials, social media stories, and interactive infographics to appeal to prospective students.*
- *Collaborate with influencers, alumni, and thought leaders to reach a broader audience.*

7. Improve the Public's Perception Through Engagement

- *Host open events, public lectures, and workshops that demonstrate the university's role in advancing knowledge and societal progress.*
- *Increase community outreach efforts, showing how universities contribute to local and global challenges.*

- *Engage with policymakers and leaders to discuss the role of higher education in societal advancement.*

8. Enhance Student Support and Career Services

- *Offer robust career services that include personalized career coaching, job fairs, networking events, and mentorship programs.*
- *Provide support for entrepreneurial activities, helping students turn academic projects into startups and real-world initiatives.*
- *Implement post-graduate success tracking to show how students navigate their careers over time.*

9. Promote Lifelong Learning and Continuous Education

- *Position the university as a hub for continuous education, offering opportunities for alumni and the broader public to upskill and reskill.*
- *Establish lifelong learning programs and alumni benefits that encourage graduates to see the university as a long-term partner in their professional journey.*

10. Communicate the Role of Universities in Innovation and Societal Change

- *Emphasize the role universities play in innovation, scientific research, and cultural advancement.*
- *Show how research projects address real-world problems (e.g., climate change, public health, technology development).*
- *Create narratives that illustrate how universities are shaping the future, beyond just educating students.*

Combining these strategies will create a comprehensive approach that not only demonstrates the economic value of university education but also highlights its broader contributions to personal growth, innovation, and societal well-being.

NEWS ITEMS

For the rest of this report I will simply provide news items that might be of interest, gleaned from the COU's daily news update, as well as other PSE oriented sources.

International Student Study Visa Policy

- [Universities struggle to keep up with constant international student policy changes](#) *University Affairs, Sept 11th. Reports on the challenges the postsecondary sector faces amid uncertainty in the government's handling of international enrolment that is driving prospective students to look elsewhere for their education.*
- **IRCC announces further reduction to international student permits in 2025, PGWP changes Sept 19th.** *Immigration, Refugees and Citizenship Canada has announced that the number of international student permits issued will be reduced again in 2025. The number of study permits issued will be reduced from 485,000 in 2024 to 437,000 in 2025, with that number being held steady in 2026.*

The goal of this cap is reportedly to reduce the number of temporary residents in Canada to 5%. There will also be further restrictions to the open work permits for international student spouses and changes to the Post-Graduation Work Permit Program this fall [IRCC](#) | [CBC](#) | [Global News](#). A number of explicit changes including doctoral and masters students now included in the cap and also minimum language proficiency tests. More can be found [here](#).

- [CTV News](#) reports on responses to a federal announcement further restricting international student enrolments, including from the Council of Ontario Universities President and CEO Steve Orsini. Sept 18th.
- A column in [The Globe and Mail](#) argues that taxpayers should not be subsidizing universities through public funding, and that the sector's financial challenges should instead be solved by increasing tuition rates. Sept 18th
- [The Globe and Mail](#) reports on the reputational damage and financial challenges facing colleges and universities as a result of the federal government's reduction of its international student cap. Sept 20th.
- [The Canadian Press](#) reports that Ontario has nearly balanced its budget, partly due to high international tuition revenues at colleges. Sept 20th
- [The Canadian Press](#) reports on concerns raised by experts in reaction to the federal government's expanded international enrolment cap. Includes comments by Steve Orsini, CEO of the Council of Ontario Universities. Sept 20th.
- The federal government has announced a range of new measures aimed at reducing the number of temporary foreign residents in Canada, including further restrictions on temporary foreign workers, international students and their spouses, [The Globe and Mail](#) reports. (Sept 20th).
- [Federal government further reduces cap on international student study permits](#) Postsecondary education groups say news is 'not all bad', welcome clarity on government's targets for next two years. University Affairs, Sept 20th.
- [Dreams of studying in Canada fade for students in India](#) CBC, Sept 27th South Asian international students lose interest in Canada amid growing concerns. Two recent articles reveal that prospective and current South Asian international students are becoming disillusioned with Canada as a study destination. Speaking to several Punjab-based study abroad consultancies, CBC reports that many prospective international students from India are losing interest in Canada due to the [study permit cap](#) implemented earlier this year and recent 10% cut to international student permits. One consultancy estimated that 60-70% of its students will no longer apply to institutions in Canada and are instead considering options in Germany, France, or Finland. [CBC](#)

Opinion Piece by Alex Usher on the Changes (Higher Education Strategies Associates Sept 23rd)

- 1) Graduate students are now officially included inside the student visa cap, whereas before they were outside it.
- 2) The overall cap on student visas is being reduced by 10% and so, ipso facto, will every provincial cap.
- 3) Post-graduate work visas are henceforth not open to college graduates unless their program is linked to a still-undefined area of high labour demand. In other words: we are still good with international students, but only so long as they contribute to depressing wage levels, which is pretty gross.

How does it affect universities? Well, put it this way: since visa allocations are in the hands of provincial governments, it is going to depend on provincial governments being able to do the smart thing. In the medium-run, the three announcements should balance out ok for universities. The inclusion of graduate students in the cap and the 10% reduction in the cap is bad—particularly for graduate student recruitment—but the imminent massive exodus of international students from the college sector should free up a whole whack of spots for universities.

OTHER

- [Graduate Survey: Skilled, Adaptable University Graduates Ready for the Workforce](#), Council of Ontario Universities Article speaks to the value of university education in terms of employment. A number of short reports and statements from the COU can be found [here](#).
- [Most prevalent jobs of doctoral degree graduates by detailed field of study](#) Statistics Canada, Sept 25th

US NEWS

This Is Why Some Regional Public Colleges Are In So Much Trouble The Chronicle of Higher Education, Sept 17th 2024

"In addition to the looming demographic cliff and increasingly dire public confidence in higher education affecting many parts of the country, institutions' decisions just before and during Covid-19 may be partially to blame for the current wave of budget cuts roiling some public four-year institutions. Three or four years ago, we should have been saying, we know what our enrollment is going to be, we know what our expenses are going to be, and we should be adjusting for that."

What Will Higher Ed Look Like in 10 Years: (Free Report). The Chronicle of Higher Education

Higher education in the United States has reached a crossroads. Colleges buffeted by economic changes, political pressures, and dwindling public confidence must respond quickly while also playing the long game: They must plan now for future demographic shifts, rapid technological change, and an uncertain labor market. How will their

decisions shape not only their own institutions but the entire higher-education ecosystem? What will it look like in 10 years?

LOCAL

UNFC celebrates grand opening with ribbon-cutting ceremony

The University of Niagara Falls Canada held a ribbon-cutting ceremony last week (Thursday Sept 19th) to celebrate its grand opening. This October, the new university will welcome 1,000 students to its downtown Niagara Falls campus. Having launched its Master of Data Analytics and Master of Management programs last April, UNFC will introduce its Honours Bachelor of Business Administration, Honours Bachelor of Science – Biomedical Sciences, and Master of Arts in Digital Media and Global Communications programs this Fall. “I would like to extend my congratulations to [UNFC] on the official grand opening,” said Government of Ontario Minister of Colleges and Universities Nolan Quinn. “This new campus will not only elevate educational opportunities but also drive significant economic growth for Niagara Falls and the surrounding regions.”

[UNFC](#) | [Thorold Today](#)

BOARD BRIEF to SENATE
Senate Meeting #723 - October 9, 2024

[The 2024-25 Board of Trustees held its first meeting on September 26, 2024.](#) During the meeting, the Board of Trustees undertook the following actions:

- received the Report of the Chair of the Board
- received the Report of the President and Vice-Chancellor, including the draft Strategic Plan, and approved the following motion:
 - that the Board of Trustees endorse those provisions of the Brock University Institutional Strategic Plan that deal with and relate to the educational policy of the University that have been approved by the Senate; and
 - that the Board of Trustees approve all the provisions of the Brock University Institutional Strategic Plan that deal with and relate to all University matters other than those specifically assigned by the Brock University Act to the Senate.
- received the Report of the Provost and Vice-President, Academic
- received the Report of the Vice-President, Research
- received the Report of the Audit Committee, and
 - approved the audited financial statements of the Brock University Pension Plan for the year ended June 30, 2024
 - approved that KPMG LLP be reappointed as the auditors for the University audit engagements with fiscal year ending in 2026 utilizing the first of five one-year extensions under the current contract
- received the Report of the Capital Infrastructure Committee
- received the Report of the Financial Planning and Investment Committee, and
 - reviewed the Trimester One 2024-25 Year-End Forecast
 - approved the preliminary 2025-26 Graduate Student Funding budget
- received the Report of the Human Resources Committee
- received the Report of the External Relations Committee
- received the Report of the Governance/Nominating Committee
- received an Enrolment Update

BOARD ACTIONS TAKEN VIA CONSENT AGENDA:

- approved the Minutes of previous meetings held on June 27, 2024
- received the Report of the Actions of the University Senate from the 722nd Senate meeting held September 18, 2024
- received a Report regarding the Pension Committee Membership, and
 - approved the appointment of the following members to the Pension Committee:
 - a) Prof. Tanya Tange, nominated by BUFA to the Pension Committee for a four-year term (replacing Prof. Ivan Medovikov)
 - b) Glenn Tattersall (alternate BUFA member) replaces active BUFA member Charles Despres who will remain an alternate BUFA member
 - c) Kayne Wignall, nominated by OSSTF to the Pension Committee for an additional for-year term

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>

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

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

DATE: October 2, 2024

REPORT TO SENATE 723, October 9, 2024

ACTION ITEMS (N/A)

DISCUSSION ITEMS (N/A)

CONSENT ITEMS - FOR APPROVAL

1. **Final Assessment Report for Review of Recreation and Leisure Studies Programs**

THAT the Final Assessment report for the cyclical review of the undergraduate programs in Recreation and Leisure Studies be approved.

Rationale: ARC has completed the cyclical review of the undergraduate programs in Recreation and Leisure Studies at its September 19, 2024 meeting and herewith submits the Final Assessment Report (See Appendix A) for the approval of Senate. Please note that confidential materials related to the external review of the programs have been made available via the Brock Senators confidential materials folder.

2. **Final Assessment Report for Review of Economics Programs**

THAT the Final Assessment report for the cyclical review of the undergraduate and graduate programs in Economics be approved.

Rationale: ARC has completed the cyclical review of the undergraduate and graduate programs in Economics at its September 26, 2024 meeting and herewith submits the Final Assessment Report (See Appendix B) for the approval of Senate. Please note that confidential materials related to the external review of the programs have been made available via the Brock Senators confidential materials folder.

CONSENT ITEMS - FOR INFORMATION (N/A)

Final Assessment Report Recreation and Leisure Studies Undergraduate Programs (reviewed 2023/24)

A. Summary

1. The Department's **Self**-Study was considered and approved by the Senate Academic Review Committee (ARC) December 15, 2023.
2. The Review Committee consisted of two external reviewers: Peter Morden (Concordia University) and Elizabeth Halpenny (University of Alberta), and one internal reviewer, Hilary Brown (Brock University).
3. The site visit occurred March 13-14, 2024.
4. **The Reviewers' Report was received** April 15, 2024.
5. The Senate Undergraduate Program Committee (SGSC) response was received May 22, 2024.
6. The Department response was received May 28, 2024.
7. The Dean, Faculty of Applied Health Sciences, response was received June 3, 2024.
8. Annual Implementation Reports will be submitted from 2025-2028.
9. The next Cyclical Academic Review is scheduled to take place in 2031/2032.

The review was conducted under the terms and conditions of the June 2023 IQAP. The Self-Study was prepared prior to the ratification of the 2023 IQAP.

Program Outcome Categories:

Based on their knowledge of the discipline, the content of the Self-Study and the interviews conducted during the site visit, the Review Committee gave the programs the following Outcome Categories:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
Bachelor of Recreation and Leisure Studies (Honours)		X		
Bachelor of Recreation and Leisure Studies with Major		X		
Bachelor of Recreation and Leisure Studies (Pass)			X	
<i>If you have chosen 'Good Quality with Concerns', please summarize the specific concern(s) briefly below. If you have chosen 'Non-Viable', please summarize the specific reason(s) below.</i>				
<i>The specific concerns with the "pass" program relate to a) college transfer students and b) equity. Given the number of credits that are awarded to certain college transfer students, there is a possibility that a small fraction of the program requirements will be taken while at Brock; nevertheless, leading to a bachelor's degree. This has ramifications for the student experience as such students spend minimal time in interaction with their disciplinary peers and leave the program sooner, as well. The lack of any meaningful, outward distinction between graduates of the "pass" or "major/honours" leads to a perception of inequitably earned credentials. While there are obviously very good reasons to pursue a 20 credit program, those for whom the credential is a driving factor are not playing on a level field.</i> [BRLS 3-Year Pass program was approved to be Discontinued by Senate April 17, 2024.]				

Executive Summary:

The Reviewers wrote:

The Department of Recreation and Leisure Studies (RECL) is offering quality education and learning opportunities to undergraduate students. They are achieving this successfully despite an overallocated budget with no flexibility for innovation and the loss of FTEs that have not been replaced.

To address the learning needs of contemporary students and challenge cultural norms and systems, RECL has drafted a comprehensive strategic plan that prioritizes effective and important changes such as embedding decolonization and inclusion in teaching and learning practice and reaffirming commitment to traditions such a meaningful engagement with local communities and other stakeholders.

The degree providers are proud of their continued excellence in delivering a multitude of experiential education opportunities, training in reflective practice, and emphasis on research and teaching that recognizes the diversity of populations served by recreation and leisure practitioners and scholars.

Well positioned in the recreation and leisure degree landscape in Canada, Brock's RECL program provides 3 distinct concentrations of study -- one, the Outdoor Recreation concentration is different from other recreation and leisure programs in southern Ontario. The others, Community Recreation (CR) and Therapeutic Recreation (TR) are fields with burgeoning labor market needs (i.e. due to retirements, an aging population, and societal interest in fostering multi-generational wellbeing.)

While enrollment in RECL declined after the most recent program review, last year an increase was experienced. With increased promotional efforts, continued review of the curriculum relevance and delivery effectiveness, and with commitment to principles of equity, diversity, and inclusion along with reconciliation and decolonization -- we believe the program will continue to thrive.

Taking advantage of existing resources on campus (e.g., research collaboration, Indigenous knowledge experts, joint hires), engagement in creative approaches to addressing financial sustainability, and the collegial atmosphere among faculty members in the RECL program are essential elements for fostering future success.

B. Program Strengths

The reviewers noted the following strengths:

There are a variety of strengths, including faculty cohesion, student body cohesion, experiential education, and course breadth/diversity.

Faculty cohesion within the RECL department is among its most notable strengths, especially given the lack of cohesion that seems to have characterized the department for much of the time since the last review. Partly as a result of faculty transfers or retirements, in addition to directly addressing the issue with the help of a consultant, the negative climate that prevailed has been exchanged for a work environment that is not predominantly characterized by tension and conflict.

Given the relatively small enrolments across the three concentrations, it is perhaps not surprising that students expressed feeling a strong affiliation for their fellow students. This sentiment is certainly augmented through joint experiences beyond the classroom. Indeed, some students noted that their experience in the program, and with their peers, was qualitatively better following their first field experience, a camping trip, as a cohort.

That experiential components appear throughout the curriculum is clearly helpful in this regard. Although a primary purpose is to develop skills and competencies not possible through regular classroom instruction, the development of a sense of community and social capital cannot be overlooked. It is often these sentiments that provide additional motivation as students pursue their degree, and it is often these experiences which develop lasting, affective bonds between the students and the institution.

A final specific strength lies in the diversity of courses offered in the department that serve the distinct programs. The curriculum provides special focus on particular population groups (e.g., youth; persons with disabilities), spans disciplinary boundaries (e.g., social psychology; ecology), and allows students to develop relevant knowledge and specific competencies relative to their concentration. Of note is the amount of coursework devoted to research methods, which is uncommon in comparator programs. Thus, the department positions its students well to pursue a career following graduation or to continue with research-based graduate education.

C. Opportunities for Improvement and Enhancement

Note: Supporting/clarifying text was provided for each recommendation.

Recommendation #1: Continue efforts to embed EDI & decolonization within department culture & coursework.

The Department responded:

We accept this recommendation and as a department recognize the need to “Continue efforts to embed EDI & decolonization within department culture & coursework.” Although initiatives (e.g. RECL 2P94 -Indigenous Communities and Recreation) and departmental representation on a faculty wide anti-**racism taskforce looking to better understand our students’** experiences regarding inclusion and representation currently exist, future work can ensure a more holistic departmental effort. It is important to note that the CCEE team has a Career Curriculum Consultant for Equity, Diversity and Inclusion which is a resource to be explored.

Moving forward, a multi-pronged approach that focuses on faculty and staff education, embedding DEII in curriculum, and supporting students with diverse identities will be pursued. To address recommendation #1: EDI and decolonization, the department identified various efforts to investigate:

1. an annual review of what is being done within our undergraduate curriculum and research that highlights EDI and decolonization.
2. a curriculum review to determine where Indigenous and decolonization content could be further embedded.
3. the development of a land-based Indigenous outdoor education course and/or position.
4. engaging in a collective learning process on decolonization, Indigeneity, and EDI with annual activities and goals. This will be aligned with the results of the annual review (point 1) and the self-**study of our students’ experiences regarding inclusion and representation.**
5. the development of an Indigenous CRC position (when available).

Contributing to our department’s ability to achieve success with this recommendation is the alignment of this work with our departmental Strategic Plan’s Priority Statement #5: Foster a culture of inclusivity, accessibility, reconciliation, and decolonization.

The Undergraduate Programs Committee responded:

UPC will expect to see some items submitted regarding course descriptions, leading to additional work. This will not be problematic.

The Dean of Applied Health Sciences responded:

I am in support of the Department’s well considered plans to continue their already considerable efforts in imbedding EDI & decolonization in departmental culture and coursework. The muti-pronged plan outlined in their response is focused, appropriate and achievable and I commend their work and sincerity in this effort which is also an important **component of Brock’s and the Faculty of Applied Health Sciences official plans.**

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee expects that the Department is best positioned to determine appropriate strategies to continue embedding EDI and decolonization within department culture and coursework.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2024-25.

Recommendation #2: Make increased use of existing institutional and community resources to support enrolment growth.

The Department responded:

We accept recommendation #2 as we work to “Make increased use of existing institutional and community resources to support enrolment growth.” One of the outcomes of our strategic plan efforts was a **realignment of departmental committees and the “marketing and external relations” committee has accomplished many key activities that combine alumni work with student learning** since the last program review. Annual alumni day events in our classrooms culminated with an ambitious but well received 40@40 alumni campaign in 2023. Moving forward, our efforts in this area can evolve to collaborate more with institutional supports and resources while building upon the momentum gained to this point.

To address recommendation #2: institutional and community resources, the department identified various efforts including:

- 1) exploring the idea of forming an Alumni Advisory Committee/Alumni Champions Advisory Committee that can meet annually to support the ongoing initiatives of the department and provide strong links to industry partners.
- 2) continuing to coordinate efforts with the office of Marketing and Communications (MARCOM) and Recruitment to ensure the department voice is accurately portrayed.
- 3) inviting FAHS marketing personnel to a departmental marketing and external relations committee meeting on an annual basis to explore unrealized potential opportunities.

[please note the staff person primarily responsible for departmental social media work is the Undergraduate Academic Advisor, not the Experiential Education Coordinator, as noted above]

Contributing to our department’s ability to achieve success with this recommendation is the alignment of this work with our departmental Strategic Plan’s Priority Statement 2: Realize a

streamlined and effective marketing plan that distinguishes us in academic (colleges and universities) and research settings.

The Dean of Applied Health Sciences responded:

I am in support of the Department's continued efforts to enhance student recruitment. Their work to date has resulted in some modest but significant increases in enrollment and other changes that the department has already initiated (e.g. Standalone Bachelor of Therapeutic Recreation degree) will also soon yield positive enrollment results. The further, well considered, plans in this regard, outlined in the Departmental response will also work to benefit departmental enrollments.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee expects that the Department is best positioned to determine appropriate strategies to make increased use of existing institutional and community resources to support enrolment growth.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2024-25.

Recommendation #3: Search for entrepreneurial and creative solutions to address budget limitations.

The Department responded:

We accept recommendation #3 in principle: “Search for entrepreneurial and creative **solutions to address budget limitations” due** to the restrictions of engaging in entrepreneurial activity at Brock University at the departmental level. That withstanding, the department did identify three actions that would contribute to this recommendation.

- 1) Conducting a curriculum review to identify courses which could be cross-listed.
- 2) Committing to examining the department's existing three micro-certificates (Outdoor Recreation Leadership, Recreation Programming Foundations, Therapeutic Recreation Foundations) and investigating how to re-tool these existing opportunities to better align with the needs of students and industry **competencies. As part of this effort, we will connect with Brock's Professional and Continuing Studies department for support.**
- 3) Identifying and beginning to explore/cultivate relationships with industry partners for possible grants, in-kind donations, and other revenue generating opportunities.

Contributing to our department's ability to address this recommendation is the alignment of this work with our departmental Strategic Plan's Priority Statement 1: Offer coherent,

relevant, sustainable RECL programs that resonate with students, meet their diverse needs, represent our community focus.

The Dean of Applied Health Sciences responded:

I am in support of the Department’s plans to enhance cost savings and revenue generation. It is likely that University and Faculty wide efforts to identify courses which could be shared by departments (I am not sure that cross-listing would always be necessary), will be something that would be supported and favoured by the Dean’s office. Other efforts regarding micro-certifications and continuing education development will also be likely to lead to modest but important “profit sharing” with the Department. And plans to work with industrial partners would also be welcome.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration. The Committee expects that the Department will consider entrepreneurial and creative solutions to address budget limitations as part of larger curriculum discussions.

Implementation Plan (1st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2024-25.

D. Summary of Recommendations:

First Priority:

Recommendation(s): 1,2,3

Final Assessment Report

Economics

Graduate and Undergraduate Programs

(reviewed 2023/24)

A. Summary

1. The Department's Self-Study was considered and approved by the Senate Academic Review Committee December 15, 2023.
2. The Review Committee consisted of two external reviewers: Arthur Sweetman (McMaster University) and Herb Emery (New Brunswick University), and one internal reviewer, Aaron Mauro (Brock University).
3. The site visit occurred February 29-March 1, 2024.
4. The Reviewers' Report was received April 9, 2024.
5. The Senate Undergraduate Program Committee response was received April 24, 2024.
6. The Senate Graduate Studies Committee response was received May 3, 2024.
7. The Department response was received May 8, 2024.
8. The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs response was received July 16, 2024.
9. The Dean, Faculty of Social Sciences, response was received July 22, 2024.
10. Annual Implementation Reports will be submitted from 2025-2028.
11. The next Cyclical Academic Review is scheduled to take place in 2031/2032.

The review was conducted under the terms and conditions of the June 2023 IQAP. The Self-Study was prepared prior to the ratification of the 2023 IQAP.

Program Outcome Categories:

Based on their knowledge of the discipline, the content of the Self-Study and the interviews conducted during the site visit, the Review Committee gave the programs the following Outcome Categories:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA in Applied Economics Analysis, Co-op (Honours)		X		
BA in Economics (Honours)		X		
BA in Economics with Major		X		
BA (Pass) in Economics		X		
BA in Economics, Co-op (Honours)		X		
Bachelor of Business Economics (Honours)		X		
Bachelor of Business Economics, Co-op (Honours)		X		
Master of Business Economics		X		
<i>If you have chosen 'Good Quality with Concerns', please summarize the specific concern(s) briefly below. If you have chosen 'Non-Viable', please summarize the specific reason(s) below.</i>				

Executive Summary:

The Reviewers wrote:

The Economics Department at Brock University is performing well but faces some headwinds. We (the Review Committee) encourage the Department to take advantage of the Institutional Quality Assurance Processes (IQAP) process to identify current and predicted future challenges, consider best responses, and implement recommended changes. We believe the Department would benefit from an ongoing evaluation process that accounts for future amendments to these core recommendations.

The Department has benefited from several years of hiring. It has a faculty complement that is concerned about the teaching program, interested in research, and willing to put effort into supporting the Department's future success. Overall, faculty members seem satisfied with the Department's programs and available resources. Similarly, the students seemed generally satisfied with the undergraduate and graduate programs. Of course, some concerns were raised regarding the specific composition of programs and courses. In what follows, we will turn to these issues by focusing on teaching, research, and service to further itemize these concerns:

Teaching

Both faculty and administrators expressed concern about recent enrolment declines over the past five (5) years, especially in undergraduate programs. Since undergraduate enrolment is the lifeblood of any department, this is an extremely important issue. There are clearly issues related to student recruitment and retention that the Department needs to address going forward. The Department will want to consider factors beyond the post-COVID drop in overall enrolment as well as the low rate of students continuing to a fourth (honours) year.

While enrolment is the key concern for this department, there are other key features of this review to consider while addressing the larger recruitment and retention issues. (1) Students from both the undergraduate and graduate programs expressed a specific concern related to the mathematical treatment of course content and, especially for the undergraduates, its relationship to their progression across years in program and choice of major. (2) Several students offered comments regarding frustrations with the lack of integration of economics and business content in the MBE program. We make a couple of recommendations on this front. (3) There has been a university-wide change in funding for non-thesis graduate students that will impact the MBE. This will likely require modifications to the structure of the MBE program.

Research

The research intensity of the Department is trending in a positive direction. However, it appears that the rate of application of faculty members for external research funding (esp., but not only, SSHRC) should be improved.

Service

The Department has benefited from having a long serving Chair, in terms of competent leadership and administration. We have observed that the stability has led to weak communication from the Chair to the Department members, including both BUFA and CUPE members, and a weak culture of committee engagement for curriculum and other programmatic matters that challenge the Department.

Our recommendations are of the nature that we are proposing ways to improve an already good department and to help the unit develop the administrative and governance capacity to address the curricular, pedagogical, and funding challenges that may be coming to the Department should institutional resources become constrained.

B. Program Strengths

The reviewers noted the following strengths:

The Brock University Department of Economics has good quality undergraduate and graduate programs and provides an excellent work environment for research. It has competent and stable leadership, while the faculty members of the Department have good collegial relationships and enjoy interacting with each other.

While most of the courses offered in the program are standard for economics programs in Canada, the Department has had members take the initiative to develop new, topical courses aimed at appealing to the wider student body at Brock with the aim of increasing service teaching, retaining economics students. These new courses are an excellent way to inspire more students to pursue studies in economics. The well-functioning co-op options at the undergraduate and graduate levels are advantageous in recruiting and in assisting students in transitioning to the labour market.

At this time, the MBE program with a Major Research Paper and a co-op option is appropriately resourced in terms of internal sources of financial support (including the provision of teaching assistantships) for students, and course offerings. The combination economics with business studies makes it an attractive degree for potential students. The integration with the Goodman School of Business is not the norm for Master of Arts programs,

which are more commonly offered in economics departments in Canada. However, it will be important for the unit to develop with attention to other interdisciplinary programs in Canada, such as Wilfrid Laurier, the University of Alberta, and to some extent St. Mary's in Halifax. Guelph offers a minor in business economics that also share similarities with this program.

The research profile of the Department's faculty is on a positive trajectory. Faculty members expressed enthusiasm regarding the recently started visiting speaker series. The collegial relationships among faculty in the department, and their positive attitude towards department and university service bodes well for continued administrative success.

C. Opportunities for Improvement and Enhancement

Note: Supporting/clarifying text was provided for each recommendation.

Recommendation #1: Evaluate historical changes in mathematical content of programs implemented since the previous review to determine how enrolment and graduation rates have been impacted.

The Department responded:

The Department will evaluate historical changes in the mathematical content of programs implemented since the previous review to determine how enrolment and graduation rates have been impacted. However, we foresee challenges in identifying and isolating any impacts, which date back to two reviews ago in 2009, as other factors have also altered over this period. Despite this, the Department will attempt to achieve a similar effect by creating core stream curriculum committees (Micro, Macro, Econometrics, and Math Econ) that will examine the mathematical content within each individual streams and provide input to the undergraduate program committee to reevaluate our current program offerings along with the integration of the material across our offerings.

The Dean of Social Sciences responded:

The Dean's Office is in support of the Department's plan to evaluate the mathematical content within the various streams of Economics, particularly as they relate to enrolment and graduation rates, and to assess current program offerings in that light. Through the Dean's office, Institutional Planning, Analysis and Performance (IPAP) is available to assist the Department in obtaining data on retention and graduation rates in Economics.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

This recommendation refers to UG program and is therefore outside of FGSPA to comment.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee encourages the Department to work with the Dean's office and Institutional Planning, Analysis and Performance (IPAP) to determine appropriate strategies to evaluate historical changes in mathematical content of programs to determine how enrolment and graduation rates have been impacted.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department/Dean with support of IPAP
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #2: Evaluate changes in course offerings and student flow through to graduation since the previous review to determine how enrolment and graduation rates have been impacted by specific courses.

The Department responded:

The Department foresees challenges in trying to isolate impacts on enrolment and graduation rates from changes in course offerings. That said, the overall student experience has certainly improved from the flexibility provided through our course offerings throughout the year given the rigidity of the programs we offer.

The Department strongly believes that the required core courses need to be offered multiple times throughout the fall and winter terms. A significant draw of our program is the co-op option and because students participate in co-op at different times of the year, it is important to offer core courses in both the fall and winter to ensure these students graduate on time. There is also an inherent dependency of upper year courses within economics, and entry into our program occurs at multiple points in a given year, so multiple sections of our core courses offered throughout the year allow us to accommodate students in terms of time to completion and maintain retention along with graduation rates.

The Department will continually monitor enrolment in courses and eliminate identified redundancies by combining multiple sections of elective courses which we have done in recent years such as ECON 1P95 and ECON 4P06 to name a few.

The Undergraduate Programs Committee responded:

The UPC Committee noted that in the case of Recommendation #2, UPC will expect to see some items submitted regarding course offerings, leading to additional work. This will not be problematic.

The Dean of Social Sciences responded:

The Dean's Office supports the Department's response to the reviewer's recommendations, in particular, the departmental commitment to monitor course enrolments and graduation rates, and to eliminate redundancies by combining multiple sections of elective courses. The Dean's office also emphasizes the need for the Department to monitor required core course enrolments and to reduce redundancies by eliminating multiple sections where enrolments are in decline.

Through the Dean's office, IPAPs is available to assist the department in obtaining data on retention and graduation rates in Economics.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

This recommendation refers to UG program and is therefore outside of FGSPA to comment.

ARC Disposition of the Recommendation

ARC considers this recommendation to be to be accepted. The Committee encourages the Department to work with the Dean's office and Institutional Planning, Analysis and Performance (IPAP) to determine appropriate strategies to evaluate changes in course offerings and student flow through to graduation to determine how enrolment and graduation rates have been impacted by specific courses.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department/Dean with support of IPAP
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #3: Conduct a review of all degree required courses with a high failure rate from students and make changes required to scaffold content and experience as needed.

The Department responded:

The Department will review all degree required courses particularly those with a high failure rate. Additionally, the Department will create core stream committees to review the delivery of material in the core streams and make recommendations on scaffolding content and experience as needed.

The Dean of Social Sciences responded:

The Dean's office is in support of the Departmental plan, in response to the Reviewer's recommendation, to review all required courses, particular those with high failure rates, and to make adjust in order to improve retention and graduation rates.

Through the Dean's office, IPAP is available to assist the Department in obtaining data on retention and graduation rates in Economics.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

This recommendation refers to UG program and is therefore outside of FGSPA to comment.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee recognizes that the Department will undertake the necessary review and determine appropriate strategies, to make changes required to scaffold content and experience; this may be pursued in conjunction with Recommendation #8.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department/Dean with support of IPAP
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #4: Re-invigorate committee structures and activities to enable greater delegation of work from the Department Chair.

The Department responded:
The Department will re-invigorate committee structures and activities.

The Senate Graduate Studies Committee responded:
This recommendation relates to human resource management and departmental procedures within the purview of the Department, Dean, and within the BUFA collective agreement. Though, in general, SGSC supports the idea of committee structures that balance service loads.

The Dean of Social Sciences responded:
The Dean's office is in support of the Departmental response to the reviewer's recommendation to re-invigorate its committee structure.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:
This recommendation is outside of FGSPA's purview - although we support the recommendation and the Department's response.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and believes that the Department is best positioned to determine appropriate strategies to re-invigorate committee structures in order to move forward on this issue.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #5: Encourage faculty members to develop more sustainable and self-reliant external funding resources for research, student support, and other activities like visiting speakers.

The Department responded:

The Department will continue to encourage faculty members to apply for external funding to support research, students, and other activities.

The Senate Graduate Studies Committee responded:

This recommendation relates to faculty member, departmental, faculty funding purview of the Department, Dean, and within the BUFA collective agreement. Though, in general, SGSC supports the idea of sustainable funding and appreciates the financial constraints in the current budgetary context.

The Dean of Social Sciences responded:

The Dean's office is in support of the Departmental response to the Reviewer's recommendation to encourage faculty to apply for external funding to support research and students. The Associate Dean Graduate Studies and Research for the Faculty of Social Sciences is available to assist faculty with grant applications, as is the Office of Research Services and the Vice-President Research Office.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

Research funding is critical to support a thriving graduate program. While I appreciate the Department's response, I would like to see how they propose to increase external funding. It would also be helpful to see the plan for increasing engagement with other units on campus.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee encourages the Department to work with the Dean's office and the Office of Research Services (ORS) to determine strategies to encourage faculty members to develop more sustainable and self-reliant external funding resources.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department/Dean with support of ORS
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #6: Develop and implement a strategy to increase award funding, within appropriate disciplinary norms and expectations.

The Department responded:

The Department will develop and implement strategies to increase award funding. Previously successful applicants from the department will mentor and offer help for those who are in the process of applying for funding. In addition, a repository of successful applications will be created so that current and future members of the department may review them.

The Senate Graduate Studies Committee responded:

This recommendation relates to faculty member funding and falls within the purview of individual faculty within the BUFA collective agreement. Though, in general, SGSC supports the proliferation of research funding at Brock.

The Dean of Social Sciences responded:

The Dean's office supports the Departmental strategies to increase award funding, noting that assistance is available from the Associate Dean of Graduate Studies and Research in the Faculty of Social Sciences as well as the Vice-President Research Office and the Office of Research Services.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

As with Recommendation #5 above, external funding is important to support a graduate program. I appreciate the strategy proposed by the Department, but it would be good to have concrete goals set for the department around the number of new applications for external funding.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee encourages the Department to utilize the resources mentioned by the Faculty Dean in order to move forward on this issue; which may be pursued in conjunction with Recommendation #5.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department with support of ORS
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #7: Develop and hold events and opportunities tailored for 4th year students to assist in retaining Economics students beyond the minimum PASS degree expectations.

The Department responded:

The Department will strategize and attempt to develop and hold events and opportunities tailored for 4th year students to assist in retaining Economics students beyond the minimum PASS degree. Initial ideas such as coding workshops, alumni events, or employment nights have been suggested.

The Dean of Social Sciences responded:

The Dean's Office supports the Departmental plan to increase events and opportunities for 4th year students.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

This recommendation refers to UG program and is therefore outside of FGSPA to comment.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee believes that the Department, in consultation with the Dean's office, is best positioned to determine appropriate events and opportunities tailored for 4th year students.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #8: Work with Centre for Pedagogical Innovation (CPI) to review current pedagogical practices within the Department.

The Department responded:

The Department will continue working with CPI to review current pedagogical practices within the Department including the scheduling of 3-hour lectures and the best environments to learn and retain complex concepts and mathematics.

The Senate Graduate Studies Committee responded:

This recommendation is a pedagogical issue for the program to consider relating specifically to the mode of delivery (3-hour lectures) for their courses based on student feedback. It was unclear if this recommendation related to graduate or undergraduate coursework or both. SGSC encourages all programs to consider the alignment of their modes of delivery to student learning needs.

The Dean of Social Sciences responded:

The Dean's office supports the Departmental commitment to continue to work with Centre for Pedagogical Innovation (CPI) to reviews its current practises.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

If this recommendation refers to UG program, then it falls outside of FGSPA to comment. However, determining the best learning environment - at both the undergraduate and graduate levels - is important for retention and student success. We commend the Department for their willingness to undertake a review of pedagogical practices.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee recognizes the importance of the Department engaging the Centre for Pedagogical Innovation (CPI) as they undertake the necessary review of current undergraduate and graduate pedagogical practices.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department with the support of CPI
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #9: Develop recruitment and orientation events.

The Department responded:

The Department currently has a student recruitment committee which is dedicated solely to attending events such as the Ontario University Fair as well as the Fall and Spring Preview days on campus. That members of the Department outside of this committee lack awareness or interest in such events should not be surprising. That said, the Department will, in the future, involve more members on the committee in the hopes of spreading interest and awareness of such events amongst Department members. The committee will also explore developing additional recruitment and orientation events. Using student ambassadors to tour regional high schools, as well as other areas such as their hometowns, will be pursued by the student recruitment committee.

The Senate Graduate Studies Committee responded:

This recommendation, as written, emphasizes undergraduate recruitment and falls under the purview of UPC. That said, SGSC encourages all departments to consider graduate recruitment efforts, especially in light of MRP funding changes.

The Dean of Social Sciences responded:

The Dean's Office supports the Departmental plan to increase and develop its recruitment and orientation activities. Assistance to the Department is available through the Faculty of Social Sciences Communications Officer in the Dean's office as well as the Faculty of Social Sciences Associate Dean Undergraduate Student Affairs.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

Refers to UG program and is therefore outside of FGSPA to comment. However, the MBE program is welcome to engage with the graduate recruitment coordinator in FGSPA for support, as well as our engagement team, to learn about our onboarding initiatives if they have not already done so.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee encourages the Department to utilize the resources mentioned by the Deans to determine appropriate strategies to increase and develop its recruitment and orientation activities for both for the undergraduate and MBE programs.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department/Deans
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

Recommendation #10: Consider offering economics courses in the MBE, and the undergraduate Business Economic streams, that are more in line with the advertised business emphasis.

The Department responded:

The Department will consider offering more courses in both the MBE and BBE programs that have a business emphasis and to integrate business concepts into the curriculum where possible.

The Senate Graduate Studies Committee responded:

This recommendation is a pedagogical issue for the program to consider. SGSC supports the general expectation that courses be aligned with the stated emphasis of the program.

The Dean of Social Sciences responded:

The Dean's Office supports the Departmental response to the Reviewer's Recommendations to add more business emphasis to courses and programs where appropriate.

The Vice-Provost and Dean, Faculty of Graduate Studies and Postdoctoral Affairs responded:

Curricular decisions lie with the program, however FGSPA agrees with the recommendations and supports the Department's response.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted for consideration. The Committee expects that the Department will consider offering more economics courses with a business emphasis in the MBE and the undergraduate Business Economic streams in conjunction with Recommendation #8.

Implementation Plan (1 st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2024-25.

D. Summary of Recommendations:

First Priority:

Recommendations: 1-10



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

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

DATE: September 25, 2024

REPORT TO SENATE 723, October 9, 2024

CONSENT ITEMS – FOR APPROVAL:

1. Recreation and Leisure Studies APC Submission

MOVED (K. Lawrance/)

THAT Senate **APPROVE** the addition of the Bachelor of Therapeutic Recreation Program to the 2024-2025 Undergraduate Calendar as outlined in Appendix 1.

Submission Rationale: The Bachelor of Therapeutic Recreation program was recently approved by the Quality Council and the Ministry and is required to be added to the academic calendar to allow applications to the program through OUAC. See **Appendix 1**



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="Major*"/>	<input type="text" value="Bachelor of Therapeutic Recreation"/>
<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.

See attached.

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).

See attached.

Program Structure

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

See attached.

Approvals

Michelle Leone

Departmental Designate for Questions

mleone@brocku.ca

Brock E-Mail Address

Tim O'Connell

Chair (Print Name)

Tim

Digitally signed by
Tim O'Connell

O'Connell

Date: 2024.09.11
10:44:06 -04'00'

September 11, 2024

Date

Chair (Signature)

Kirsty Spence

Dean or Designate (Print Name)

Kirsty Spence

Dean or Designate (Signature)

SEPTEMBER 11, 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



ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

June 21, 2024

Dr. Tim Kenyon
Interim Provost and Vice – President, Academic
Brock University
St. Catharines, ON L2S 3A1

Dear Dr. Kenyon,

I write to advise that the Quality Council, at its meeting of June 21, 2024, accepted the recommendation of the Appraisal Committee that the proposed Bachelor of Therapeutic Recreation (BTR) program at Brock University be Approved to Commence.

As described in section 2.7 of the Quality Assurance Framework (QAF), the University is now able to post information about this decision on its website and make offers of admission to the program, subject to any further University approval processes.

This announcement will be posted on the Quality Council website and made available to both MCU and OCAV (per Section 2.7.3 of the QAF).

Four subsequent institutional processes from the QAF are summarized below:

2.9.1. Implementation window

After a new program is approved to commence, the program will begin within thirty-six months of that date of approval; otherwise the approval will lapse.

2.9.2 Monitoring

The new program will be formally monitored, as per the process detailed in the IQAP. Minimally, this monitoring process should include the requirement for an interim monitoring report to be produced between the program's launch and its first cyclical review. This interim report should carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that Quality Assurance Framework have occurred in the interim, including in response to any Note(s) from the Appraisal Committee. The monitoring process should also take into consideration the outcomes of the interim monitoring report and any additional areas to be considered in the first cyclical review of the new program.

2.9.3 First cyclical review

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the university's program review schedule.

2.9.4 Selection for Cyclical Audit

New undergraduate and/or graduate programs that have been approved within the period since the conduct of the previous Audit are eligible for selection for the university's next Cyclical Audit. An Audit cannot reverse the approval of a program to commence.

I wish you every success in the delivery of this program.

Sincerely yours,



Paul W. Gooch
Chair

cc: Brian Power, Vice-Provost and Associate Vice-President, Academic
Christopher Evans, Executive Director, Ontario Universities Council on Quality Assurance

Proposed Calendar Entry to introduce BTR and phase out TR Concentration

General Information

The Department of Recreation and Leisure Studies offers a 20-credit four-year programs of study leading to a Bachelor of Recreation and Leisure Studies (BRLS) and Bachelor of Therapeutic Recreation (BTR). The requirement for graduation with a BRLS (Honours) or BTR (Honours) is a minimum 70 percent major average and a minimum 60 percent non-major average. The requirement for graduation with a BRLS or BTR is a minimum 60 percent major average and a minimum 60 percent overall average. The Department also offers a three-year (Pass) program leading to a Bachelor of Recreation and Leisure Studies. The program is designed to qualify graduates for a wide range of positions in the field of leisure services.

The Community Recreation program prepares students with the knowledge, competencies, and philosophical grounding to take leadership roles in the community sector. Courses prepare students for effective practice in public and non-profit settings with courses in organizational development, finance, marketing, programming, planning, and research. Community development and responsiveness to diversity are emphasized, particularly of youth and groups that are marginalized. Fieldwork opportunities and community engagement are embedded throughout the curriculum.

The Outdoor Recreation program focuses on leadership in the natural environment. This program provides students with the skills, knowledge and dispositions necessary to serve as wilderness trip leaders, to facilitate groups in outdoor recreation settings, to work in a variety of outdoor and experiential education environments, and to serve as agents of social and environmental change in the world. All classroom and field-based activities include lectures, outdoor and experiential activities, and small group work.

Students can receive credit for participating in extended outdoor recreation field experiences offered by Outward Bound Canada, the National Outdoor Leadership School (NOLS), Wilderness Medical Associates, ALIVE Outdoors and other agencies. Students must consult departments before registering with the sponsoring agency and are responsible for registration, transportation and fees associated with the experience.

The Bachelor of Therapeutic Recreation program prepares students to work with individuals with disabilities, illnesses and other limiting conditions to support them to achieve independence and full engagement in meaningful life activities through positive leisure involvement. These aims are achieved through client-centred individual and/or group interventions designed to teach skills, improve functional capacities, support psychosocial adaptation and address underlying issues that impact or limit participation in meaningful life activities, particularly leisure. The department offers courses that can lead to achieving certification through the

National Council on Therapeutic Recreation Certification (NCTRC). Students who wish to achieve certification must complete 3.0 credits of supportive coursework in the broad area of human services. Supportive course areas may include adapted physical education, education, human biological/physical sciences, psychology, sociology, health related issues, communication, and human behaviours and problems. Courses must be from outside the Department of Recreation and Leisure Studies.

[Note: to be inserted after the Concentration in Therapeutic Recreation program requirements and before the Pass Program requirements]

Bachelor of Therapeutic Recreation

Year 1

RECL 1P90, 1P95 and 1P99
KINE 1P99
PSYC 1F90
One Sciences context credit
One Humanities context credit

Year 2

RECL 2P02, 2P07, 2P11, 2P52, 2P62
RECL 2P15 or 2P16
PSYC 2P12
One and one-half elective credits

Year 3

RECL 3P11, 3P32, 3P62, 3Q07, 3Q17
PSYC 3P28
One-half RECL credit numbered 2(alpha)90 or above
One and one-half elective credit

Year 4

RECL 4F02, 4P12 and 4P22
One credit from RECL 4F07, 4F27, 3P95, 4P77
One of RECL 3Q92, 3Q99 or 4P92
One and one-half elective credits

Ministry Colleges and Universities

Strategic Policy and Planning Division
Postsecondary Education Programs Branch

315 Front Street, 16th Floor
Toronto ON M5V 3A4
Tel.: 647-402-2994

Ministère des Collèges et Universités

Division des politiques et de la planification stratégiques
Direction des programmes pour l'éducation postsecondaire

315 rue Front, 16^{ème} étage
Toronto ON M5V 3A4
Tél. : 647-402-2994



August 30, 2024

Dr. Lesley Rigg
Brock University
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1

Dear Dr. Rigg,

I am pleased to inform you that the following program has been reviewed and approved as eligible for funding at the code, weight and tuition noted below:

Program	FORPOS code	WGU Weight	2024-25 Tuition
Bachelor of Therapeutic Recreation	121	1.90	\$6,089 per year

The approval of this program does not automatically result in additional operating funding. The program should be sustainable within the operating funding provided for each institution's overall corridor enrolments and overall institutional revenue. Additionally, new program approvals will not result in any additional capital funding.

As an approved publicly-funded program, the new program listed above is subject to the Tuition Fee Framework. Students in this program are considered eligible to apply for the Ontario Student Assistance Program (OSAP).

Contacts

Any questions regarding the information in this letter, the program approval process, and related matters can be directed to
PostsecondaryEducationProgramsBranch@ontario.ca.

Questions regarding tuition, FORPOS code and weight can be directed to Lindsey Harrold, Director of the Financial Policy Branch at lindsey.harrold@ontario.ca

Thank you very much for your continued cooperation.

Sincerely,

Adrienne Swanson

Adrienne Swanson
A/Director, Postsecondary Education Programs Branch
Ministry of Colleges and Universities

- c: David Wai, Deputy Minister, Ministry of Colleges and Universities (MCU)
- Zoë Kroeker, Assistant Deputy Minister, Strategic Policy & Planning Division, MCU
- Josh Paul, Assistant Deputy Minister, Financial Sustainability, Performance and Oversight Division
- Lindsey Harrold, Director, Financial Policy Branch
- Saba Ferdinands, Director, Student Financial Assistance Branch

Monday, September 16, 2024 at 12:08:20 Eastern Daylight Time

Subject: Re: Verification of Consultation for new B. Of Therapeutic Recreation Degree
Date: Friday, September 13, 2024 at 10:04:12 AM Eastern Daylight Saving Time
From: Tanya Martini
To: Tim O'Connell

Hi Tim – everything looks fine to me, but I wanted to put this out to my co-chair (Drew Dane) and our UPD (Mike Ashton) before replying. They have both indicated that they have no concerns.

Thanks for consulting with us; we hope that implementation of the new program will go smoothly.

Have a good weekend.

Tanya

Tanya Martini, PhD.
Department of Psychology
Brock University
St. Catharines, ON
L2S 3A1
Canada
905.688.5550 (3086)

From: Tim O'Connell <toconnell@brocku.ca>
Date: Friday, September 13, 2024 at 9:22 AM
To: Tanya Martini <tmartini@brocku.ca>
Subject: Verification of Consultation for new B. Of Therapeutic Recreation Degree

Hi Tanya,

Hope your semester has started off well.

As you may know, we (RECL) proposed a new Bachelor of Therapeutic Recreation (BTR) degree as a stand-alone degree in our Department. This was recently approved by the Ministry of Colleges and Universities (letter attached).

While the degree requirements for the BTR are exactly the same as our existing Concentration in Therapeutic Recreation (see here for Calendar language: <https://brocku.ca/webcal/2024/undergrad/recl.html>), UPC is asking us to complete a Verification of Consultation form to add this to the Calendar. I've attached the proposed Calendar language for the BTR for your reference. The BTR includes PSYC 1F90, 2P12, and 3P28.

While you are not required to sign the form, I wanted to get your email confirmation that PSYC has been consulted on this new program. I'd appreciate it if you could reply to me at your earliest convenience.

Once I hear from you, I will send the form to Dr. Makus for her signature (and copy you) as this is a cross-Faculty consultation.

If this should go to someone else, please let me know.

Thanks in advance for your help,

Tim

Timothy S. O'Connell, BSE, MEd, PhD

Professor & Chair

Brock University | Department of Recreation and Leisure Studies

Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, Ontario L2S 3A1

brocku.ca | T 905 688 5550 x5014

3M National Teaching Fellow

SUNY Cortland Alumni Association Distinguished Educator

Chair, Research Advisory Committee - [Outward Bound Canada](#)

Member, Research Committee - [Coalition for Education in the Outdoors](#)

I acknowledge the land on which I live and work 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, Metis, and Inuit peoples and acknowledging this is a reminder that our great standard of living is directly related to the resources and friendship of Indigenous people.

Rethink printing this email. It's green on the screen.

Confidentiality Notice: This e-mail, including any attachments, may contain confidential or privileged information. If you are not the intended recipient, please notify the sender by e-mail and immediately delete this message and its contents.



Verification of Consultation Form for Changes affecting other Faculties/Department/Centres

This form verifies that we are aware and have engaged in consultation regarding the proposed changes in this submission that affect our respective programs (e.g. additions, deletions, revisions to courses or course components, revision to program requirements that impact a program in another Department/Centre).

Relevant/appropriate evidence regarding this consultation (e.g. confirmation e-mail, memo, letters) is attached.

Reason for consultation (identify addition/deletion/revision as appropriate):

Introduction of Bachelor of Therapeutic Recreation and phasing out of Concentration in Therapeutic Recreation.

- All parties agree to the proposed changes and have updated our UPC submissions to reflect the changes.
- Consultation has occurred but changes have not been agreed to by all parties.

I. For changes that Department/Centres within the same Faculty:

<p>Tim O'Connell</p> <p>Chair/Department (submitting Dept./Centre) <i>Print</i></p>	<p>Tim O'Connell</p> <p>Digitally signed by Tim O'Connell Date: 2024.09.12 11:58:21 -04'00'</p> <p>Chair/Director (submitting Dept./Centre) <i>Signature</i></p>
<p>Nota Klentrou</p> <p>Chair/Department (affected Dept./Centre) <i>Print</i></p>	<p>Panagiota Klentrou</p> <p>Digitally signed by Panagiota Klentrou Date: 2024.09.12 14:11:33 -04'00'</p> <p>Chair/Director (affected Dept./Centre) <i>Signature</i></p>
<p></p> <p>Chair/Director (affected Dept./Centre) <i>Print</i> <i>(if multiple Dept./Centres affected, please include all signatures on this form)</i></p>	<p></p> <p>Chair/Director (affected Dept./Centre) <i>Signature</i></p>

II. For changes that cross Faculties:

<p>Kirsty Spence</p> <p>Dean (submitting Faculty) <i>Please print</i></p>	<p>Kirsty Spence</p> <p>Digitally signed by Kirsty Spence Date: 2024.09.12 21:02:03 -04'00'</p> <p>Dean (submitting Faculty) <i>Signature</i></p>
<p>Ingrid Makus</p> <p>Dean (affected Faculty) <i>Please print</i></p>	<p>Ingrid Makus</p> <p>Digitally signed by Ingrid Makus Date: 2024.09.16 14:56:11 -04'00'</p> <p>Dean (affected Faculty) <i>Signature</i></p>



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

FROM: Liz Clarke
Chair, Teaching and Learning Policy Committee

DATE: October 3, 2024

REPORT TO SENATE 723, October 9, 2024

CONSENT ITEMS- FOR INFORMATION

The following items are reported to Senate from the meeting of the Teaching and Learning Policy Committee held on October 2, 2024.

- The committee received and discussed the report from the Vice-Provost, Teaching and Learning (attached as appendix 1).
- The committee received a report and provided feedback on the Medical Self Declaration Form (attached as appendix 2).
- The committee recommended the recipient of the Annual Distinguished Teaching Award to the Provost and Vice-President Academic.
- Brock University's online Student Course Experience Survey system will be unavailable during the week of Monday November 4, 2024, to Friday, November 8, 2024, for a planned upgrade. This new version brings interface improvements and a promise of no longer needing extended periods of unavailability to conduct future updates. Past survey results will be available to instructors before and after the upgrade.

Appendix 1: [Report of the Vice-Provost, Teaching and Learning](#)
Appendix 2: [Medical Self Declaration Form Report](#)



Senate Committees

Report to Teaching & Learning Policy Committee

INFORMATION ITEM

TOPIC: Standing report of the Vice Provost, Teaching and Learning

September 24, 2024

Rajiv Jhangiani, Vice Provost, Teaching and Learning

PURPOSE OF REPORT

Keeping members of T&LPC informed concerning relevant developments and activities within the portfolio of the Vice Provost, Teaching and Learning.

BACKGROUND

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 August 29, 2024 and September 24, 2024:

Centre for Pedagogical Innovation (CPI)

- Faculty Fellows in Accessibility
 - CPI is pleased to introduce the Faculty Fellows in Accessibility. This Fellows program is designed to provide structure and space for faculty who are interested in doing [SoTL research](#) and pedagogical innovation that relates to accessible pedagogy in the context of their discipline. Applications are encouraged from those who want to explore more accessible applications to teaching and who would benefit from the space, structure, and resources to support this work.
 - There will be one Fellow from each Faculty (Goodman, Education, Humanities, Social Sciences, Applied Health Sciences, Mathematics and Science) for a total of 6 Fellows.
 - More information will be available on the [CPI website](#).
- Faculty Spotlight
 - As per the feedback from the Educator Professional Learning Survey, CPI is showcasing the innovative work of Brock faculty through [Faculty Spotlights](#). New additions include [Neta Gordon](#) discussing her strategies for engagement and Generative AI in her large class and [Denise Smith](#) leveraging Wikipedia in Health Sciences. Contact CPI if you would like to

share your practice or would like to learn more about strategies employed across campus.

- Brock University-wide Teaching Awards - applications due November 1
 - Guidelines and eligibility criteria can be found on [the CPI website](#).
 - [Award for Excellence in Sessional Teaching](#)
 - [Award for Excellence in the Teaching of Large Classes](#)
 - [Award for Excellence in Teaching for Early Career Faculty](#)
- Course Outline Template
 - The [Course Outline template](#) has been updated to include updated policies, including the medical self-verification form, evaluation policies, and that the use of AI detection tools are not institutionally condoned. Example syllabus language concerning permission to use Generative AI in courses is also now available.
- Teaching Day
 - On September 5, almost 100 registrants signed up for Teaching Day. Workshops focused on accessibility, assessment, active learning, and inclusive teaching for instructors and teaching assistants. CPI offers 4 certificate programs: Foundational and Advanced Certificates for Teaching Assistants, Instructor Certificate, and the Graduate Teaching Assistant Practicum.
- Brightspace
 - Recordings from the September Brightspace Basics and Brightspace Advanced workshops have been posted in the [Brightspace at Brock site](#).
 - MS Teams integration widget into Brightspace was deployed this summer, replacing “SDS” that ITS was using to handle requests and BrockDB records. The connector is working and expediting the setup process (2min versus 8 hours). There has been an issue that many instructors have created superfluous, separate, MS Teams site for each seminar. CPI has added a ‘sibling’ widget to provide the advice “Do NOT select the Create a team for each section option unless you want separate Teams sites for each seminar, lab, tutorial, etc.” and met with the CEO of the company that created the connector provide design feedback.
- Reading Group
 - The Centre for Pedagogical Innovation (CPI) will be facilitating a [Scholarship of Teaching and Learning Reading group](#) this semester with a focus on accessibility and inclusion. This semester’s book is Margaret Price’s [Mad at School](#). We will meet every other week starting Thursday, September 26. Conversations will be held on Teams from 12-1pm.
- CUPE 4207-1 Paid Professional Development
 - As of May 1, 2023, members of CUPE 4207-1 with an active contract are eligible to receive 5 hours of paid professional development from CPI. Register for any 5 CPI workshops on [experienceBU](#).

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

- New Program Consultations
 - BA and BSc (Honours) Environmental Science and Sustainability, Co-op

- BA and BSc (Honours) Artificial Intelligence, Co-op
- CEWIL iHub Funding
 - Completed Spring 2024 iHub Bursary adjudication. Each Dean's office has been informed of the funding amounts received and the implications for their students and courses resulting from the recent changes to the eligibility criteria.
 - Approximately \$250,000 in unspent funds was carried forward to the Fall 2024 term. Application will be open to students shortly. The purpose of this bursary is to empower students from diverse backgrounds to pursue their academic and career aspirations, ensuring that financial challenges do not hinder their success.
- Events
 - Co-op Orientation Kick Off Event, September 3: Over 400 students participated in our LEGO Serious Play activity and open networking.
 - [CPA Days](#): More than 300 undergraduate and graduate students seized the opportunity to connect with representatives from renowned CPA firms at CPA Recruitment Days on September 11 and 12. Hosted by CCEE, the two-day event welcomed 32 employers and allowed students to gain insights into their company culture, services and employment opportunities.
 - Teachers Recruitment Event, September 25: Students are invited to the Rankin Family Pavilion to connect with a mix of recruiters from Ontario school boards (Catholic, Public, and Private) and international education organizations.
 - (Upcoming) Hire U Networking and Recruiting Event, October 2: Open to students who are seeking full time post-grad employment opportunities.
- New Associate Directors
 - Melissa Beamer was appointed Associate Director, Career Education, effective September 9
 - Hilary Krygsman will be joining us as the Associate Director, Experiential Education effective September 30

Professional and Continuing Studies (PCS)

- Welcomed 152 continuing education learners for the Fall session. Registration is already underway for a Late Fall session starting in October
- Delivered a custom training session for MTE Consultants' Young Professionals Network on "Personal Branding"
- Welcomed 85 new ESL students for our Fall IELP program, from over 10 countries, with 27 students receiving conditional acceptance into undergraduate programs at the university
- Received approval for accreditation for the Professional Certificate in Business Administration to be accredited by the Association of Administrative Professionals
- Held the first steering committee meeting of the Supervisory Skills in Advanced Manufacturing micro-credential, funded through the [Ontario Government's Micro-Credential Challenge Fund](#)
- Onboarded CCOVI to the Destiny One system, supporting the new [non-credit programming model at Brock University](#)

Other notable activities

- Key meetings
 - Participated in Teaching Day on September 5
 - Continued biweekly meetings in support of the Student Ombuds on September 3 and 19
 - Continued monthly meetings with BUSU leadership on September 9
 - Consulted with the Senate Graduate Studies Committee concerning potential revisions to the Student Medical Self-Declaration Form on September 17
 - Attending the eCampusOntario AGM on September 18
 - Met with visiting Chinese consular officials on September 19
 - Met with colleagues from the Campus Store, the Library, CPI, and the Office of the Provost to begin to determine how best to operationalize and achieve compliance with the new directive from the Ministry of Colleges and Universities concerning communicating the costs of course materials in course syllabi
- Events
 - Participated in relevant sessions of ChronFest, focusing on the students of 2035, higher education of 2035, and the work force of 2035
 - Attended events throughout Homecoming Weekend, including the Grape Stomp, Steel Blade Classic, Skyline Celebration, and Alumni Recognition Reception
 - Attended the Faculty of Social Sciences reception on September 23
 - Attended the Entiohahathe'te Knowledge Den opening on September 24
 - Attended the Small Walker Press book launch (part of the MIWSFPA series of events)



Senate Committees

Report to Teaching and Learning Policy Committee

INFORMATION ITEM

TOPIC: Medical Self Declaration Form (MSDF)

October 2, 2024

Rajiv Jhangiani, Vice-Provost, Teaching and Learning
Brad Clarke, Associate Vice-President, Students
Allison Drew-Hassling, Executive Director, Student Wellness
and Accessibility Centre

PURPOSE OF REPORT

- This report sets out the policy review process being undertaken regarding the Medical Self Declaration Form (MSDF) and invites feedback from the Teaching and Learning Policy Committee.

RATIONALE/BACKGROUND

In February 2022, [Brock University Senate approved changes to the Faculty Handbook](#) that removed the requirement for students to present medical notes in certain circumstances. Specifically, the use of the [Student Medical Self-Declaration Form](#) removed the requirement for students to present medical notes if they are unwell and unable to complete their academic activities for absences of three days or less. For absences of more than three days, as well as in certain specific situations such as when a student misses an exam, the requirement to submit a completed [Medical Verification Form](#) signed by a medical professional remained in place. These changes brought Brock in line with emerging best practice in the university sector, in addition to alleviating the burden on medical services both on campus and in the community. The process also encourages students to stay at home if they are sick, which helps reduce the spread of disease on campus.

Part-way through the first year of use, the Provost committed to consultation with the campus community and to seek feedback and recommendations for how the new process could be improved. Accordingly, in February 2023, [the Office of the Provost invited feedback on the use of the medical self-declaration process](#) to help inform continuous improvement and to better support students and faculty members in their use of the process. A summary of this community feedback, including over 100 submissions from faculty, professional librarians, staff, and students, was presented to the Senate Undergraduate Student Affairs Committee members on May 17, 2023. Overall, the feedback indicated strong support for the continued use of the process.

This included feedback from Student Health Services, which confirmed that the process had significantly alleviated the stress on demand for their support by freeing up appointments for healthcare delivery, as envisioned.

The feedback also included several recommendations for ways in which the parameters governing the use of the self-declaration process might be clarified or otherwise revised.

Several recommendations were distilled from the community feedback. These were shared with USAC for discussion and input at its November 21, 2023, meeting and included the following:

1. *The University should develop capacity to submit and/or track the form online. This recommendation, which reflected the logistical burden being experienced by some instructors and teaching assistants in managing an email-driven process, promoted Brock's [Centre for Pedagogical Innovation](#) to develop instructions for how instructors may opt to use Brightspace, our new Learning Management System, to track submissions of the medical self-declaration form more easily. These instructions were shared with instructors in September 2023 and are available in the [CPI Educational Technology Knowledgebase](#).*

2. *The timeframe for submission of the form should be clarified (e.g., clarify whether the 72-hour clock includes weekends)*

This recommendation may be addressed by revising the form to clearly state that the period of the absence in question must fall within a 72-hour (3-day) period and that this period includes weekends. The form may also be revised to reinforce that it must be submitted either during the brief absence or, in cases where the student is too unwell, within 24 hours of the end of the 3-day brief absence.

3. *The form should be clarified to indicate whether it may be used for midterm exams.*

This recommendation may be addressed by revising the form to clearly specify that it may be used for missed academic requirements that include midterm exams (but not for final exams).

4. *Students should be allowed to use the self-declaration form more than once per class per term.*

This recommendation, which was the most popular theme across the community feedback, may be addressed by permitting the use of the form to twice per course per term, with additional uses permitted only at the discretion of the instructor.

5. *Use of the form should be expanded to include absences related to mental health, bereavement, and distressing personal circumstances (e.g., food or housing insecurity; gender and sexual violence).*

This recommendation may be addressed by explicitly permitting the use of the form for short-term mental health challenges and distressing personal circumstances. The form itself may be renamed to reflect its uses for short-term student absences, a revision that would reflect good practice in the sector.

6. *Communication to faculty and/or students around use of the form should be improved.*

This recommendation may be addressed by providing additional information in the frequently-asked questions at the end of the form (e.g., Under what circumstances may instructors deny the use of this form?) and by sharing the revised form and process with instructors and students using a variety of communication channels (e.g., Brock News, Provost's Memoranda, CPI newsletter, Chairs and Directors, etc.).

7. The form should be revised to make it more user-friendly (several specific suggestions provided).

This recommendation may be addressed by providing a fillable field beside the reference to "Other" in the list of academic requirements, adding clear hyperlinks, clearly indicating how the form may be submitted, and adding a date stamp to indicate when the form was last revised.

At their November 21, 2023, meeting, the members of the Undergraduate Student Affairs Committee indicated clear support for the potential revisions outlined in recommendations 2-7 above, with the exception of instances of bereavement which USAC felt should be supported through other University procedures.

Accordingly, revisions to the MSDF form were drafted to reflect the changes to the process outlined above that USAC supports. These draft revisions were shared and discussed with stakeholders including the Senior Academic Leadership Team (SALT), the Associate Deans, the Office of the Student Ombuds, the Centre for Pedagogical Innovation, BUSU, and the GSA. Feedback from these groups has further informed draft revisions to the Medical Self-Declaration process and form. These revisions included the inclusion of several relevant examples to illustrate what "distressing personal circumstances" might entail (e.g. food or housing insecurity; gender and sexual violence), the addition of a section at the end of the form that summarizes the circumstances under which instructors may deny the use of the form, the inclusion of hyperlinks to relevant university policies or forms, and a date stamp indicating when the form was last revised.

At the May 29 Senate meeting there was discussion about the appropriate approval processes for the various recommendations outlined above, with some revisions understood as matters of academic policy, with others understood as procedural/clerical.

Subsequent discussion with Senate leadership and the Secretariat determined that three of the recommendations contained elements of academic policy that are presently contained (only) within the MSDF form and therefore needed to undergo further consultation at USAC, GSC, and T&LPC prior to consideration at Senate. These recommendations are:

- The change in the number of times the form may be used, from once per course per term to twice per course per term.
- Whether instructors may enjoy the discretion to permit additional uses of the form (i.e., more than once per course per term or, if revised, twice per course per term).
- The ability to use the form for absences beyond medical reasons, including mental health issues and personal distressing circumstances (e.g., food or housing insecurity, gender, and sexual violence, etc.).

Further to the discussions noted above, Senate leadership agreed that the procedural/clarification elements included in the original revisions supported by USAC members could be retained and implemented immediately. These revisions included:

- The option for instructors to receive the form online through Brightspace, in addition to the earlier option to receive the form by email.
- The addition of hyperlinks to relevant university webpages/policies.
- The addition of a date stamp in the footer that indicates when the form was last revised.
- The addition of FAQs at the end of the form that more clearly summarize the information presented earlier in the form (note that the FAQs would not reflect the two policy elements listed above that require further consultation)
- Clarification that the 72-hour (3-day period) includes weekends.
- Clarification that the form may be used for academic requirements missed during the term, **including for midterm examinations** (which were not originally listed in the form alongside the various other types of in-term assessments). Note that this form has never been permitted for use during the final examination period and no change is proposed on this front.

Accordingly, an updated version of the Medical Self-Declaration form that incorporated the procedural/clarification elements was created. The [updated MSDF](#) was implemented on June 17, 2024.

We are now seeking additional feedback from T&LPC members on the three revisions to the Medical Self Declaration Form that were determined to constitute changes in academic policy.

Based on the September/October 2024 consultations with USAC, GSC, and T&LPC, a suitable motion will then be brought to T&LPC to accompany FHB language (likely in FHB III. C.13.2) and the revised form. Assuming this motion is recommended by T&LPC it would then be considered by Senate for approval.

SUMMARY OF CONSULTATION/COMMUNICATION

Name of group or individual	Date of meeting	Type of session (e.g., consultation, information sharing)	Outcome (e.g., endorsed, approved, other)
Office of the Provost (online submission)	Jan. 20 - Feb. 24, 2023	Consultation	Feedback provided
USAC	May 17, 2023	Consultation	Feedback provided
USAC	Nov. 21, 2023	Consultation	Support for potential revisions
Centre for Pedagogical Innovation	Mar. 7, 2024	Consultation	Further informed draft revisions
SALT	Mar. 12, 2024	Consultation	Further informed draft revisions
Office of the Ombuds	Mar. 18, 2024	Consultation	Further informed draft revisions

BUSU	Mar. 18, 2024	Consultation	Further informed draft revisions
GSA	Mar. 18, 2024	Consultation	Further informed draft revisions
Associate Deans	Apr. 3, 2024	Consultation	Further informed draft revisions
USAC	Apr. 23, 2024	Consultation	Further informed draft revisions
Senate	May 29, 2024	Information	Feedback provided
USAC	Sept. 19, 2024	Consultation	Feedback provided
SGSC	Sept. 17, 2024	Consultation	Feedback provided



TO: Yvonne Roussel, Secretary to the University
Brock University

FROM: Professor Angus Smith
Chair, Senate Undergraduate Student Affairs Committee

DATE: September 26, 2024

REPORT TO SENATE 723, October 9, 2024

CONSENT ITEMS - FOR INFORMATION

Consultation on the Revisions to the Medical Self-Declaration Process

Brad Clarke, Associate Vice-President Students and Allison Drew-Hassling, Executive Director of Student Wellness and Accessibility provide updates on the forms use, benefits and areas for improvement. With Senate Sub-committees resuming, they will be seeking further consultation with the Brock Community and bring back proposed revisions to USAC at a later date.

The committee raised concerns over the work load that could be created to faculty members if the form is able to be used multiple times per term per course.

See Appendix 1- Memo: Consultation on Revisions to the Medical Self-Declaration Process

Memo

brocku.ca

To: R. Angus Smith, Chair, USAC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning
Brad Clarke, Associate Vice President, Students;
Acting AVP, Equity, Diversity & Inclusion
Allison Drew-Hassling, Executive Director, Student Wellness and Accessibility Centre

Date: September 11, 2024

Subject: **Consultation on Revisions to the Medical Self-Declaration Process**

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

FROM: Francine Vachon
Chair, Information Technology and Infrastructure Committee

DATE: October 2, 2024

REPORT TO SENATE 723, October 9, 2024

CONSENT ITEMS - FOR INFORMATION

The committee received the following update at its meeting held on September 16, 2024.

- Facilities Management- Annual Sustainability Update (attached as appendix 1)

The committee discussed the procedures for SARF issues and ITS' ability to manage individual software licenses, specifically around PDF editing software and digital signatures. Both items will be brought back to the committee when more information is available.

Appendices:

Appendix 1: [Facilities Management- Annual Sustainability Update](#)



Senate Committees

Report to Information, Technology & Infrastructure (IT&I) Committee

INFORMATION ITEM

TOPIC: Sustainability Update

September 16, 2024

Scott Johnstone, Associate Vice-President, Infrastructure & Operations
Mary Quintana, Director, Asset Management & Utilities

PURPOSE OF REPORT

- To provide an annual update on sustainability activities and results across campus.

RATIONALE/BACKGROUND

1. Key Background

- Brock's previous climate action targets (-20% reduction in carbon intensity with respect to 2013 emissions) expired in 2023. A Carbon Reduction Plan was prepared in 2023, identifying overarching strategies that could be used to meet outlined targets and an order-of-magnitude cost to implement. The new targets proposed in the plan are:
 - 75% reduction by 2023, with respect to 2013 emissions
 - Net Zero by 2050, with respect to 2013 emissions
- The annual Waste Audit for 2023 shows 62% of the total waste produced was diverted from landfill. This is 5% less compared to the diversion rate in 2022. Organic food waste remains one of the top areas where significant amounts still go to the landfill. Mixed papers, mixed containers, coffee cups and food wrappers are types of waste that could be diverted more successfully.
- Brock submitted, for the third consecutive year, to participate in the Times Higher Education (THE) Impact Rankings. This ranking is commonly used by prospective students when selecting institutions for higher education. In 2023, Brock ranked among the top 300 universities (among over 1,600 worldwide). For 2024, Brock submitted an additional five categories for a total of 14 (out of 17), the most ever submitted. Results for 2024 THE Impact rankings are expected in June.
- Another submission that was completed this year was for the Association for the Advancement of Sustainability in Higher Education (AASHE). Their Sustainability Tracking, Assessment & Reporting System (STARS) is a comprehensive, stringent program widely used in North America. Brock received a Silver rating in 2021, and in March 2024 the Facilities Management (FM) team submitted documentation to renew the University's rating. The submission is currently being assessed by STARS technical

reviewers. It is expected that the process, including any corrections and/or clarifications, will be completed by July 2024.

- As part of our “Campus as a Living Lab” efforts, Facilities Management collaborated with students enrolled in course SSAS 5V83. They conducted an assessment and provided recommendations for advancing Brock’s sustainability transformation. The executive summary of the report can be found in Appendix 1. Some of the major takeaways were:
 - Brock currently lacks coordination for its sustainability activities, making it crucial to create a position to help coordinate sustainability activities across campus.
 - Increase engagement among students via innovative programs (e.g., student ambassador, cost-sharing with BUSU to expand activities).

2. Next Steps

- In fall 2024, Facilities Management will be preparing the submission for THE Impact Rankings for 2025. We have worked with other stakeholders on campus to support and receive support in collecting data for sustainability-related rankings and for contributing information to other departments (e.g., Goodman School of Business) to enhance Brock’s positioning in relevant rankings.
- Facilities Management has been in conversation since early 2024 with Housing Services to launch sustainability competitions among residences. The design and logistics will be finalized in summer 2024 and the first inter-residence sustainability competition is planned for September 2024.
- In fall 2024, Facilities Management will be implementing changes (e.g., new stickers on bins, increasing the number of coffee cup bins) to increase diversion rates across various Brock facilities and operations. FM is collaborating with BUSU on some of these initiatives.

APPENDICES

- Appendix 1.1 - Executive Summary (SSAS 5V83 report)

SSAS 5V83

CATALYZING BROCK UNIVERSITY'S SUSTAINABILITY TRANSITION

April 15, 2024

Prepared by:

Rebecca Anderson, Allegra Caballero,
Alison Laurie, Bridget Matthews, and
Jordan McNeillie

Executive Summary

This document presents the findings of an independent research study conducted by students in the Brock University Master of Sustainability program. This year, a five-year memorandum of understanding between Facilities Management and the Environmental Sustainability Research Centre (ESRC) has ended with no replacement or clear steps forward for a university sustainability plan. To address this, our study uses a systems thinking approach to analyze Brock University's current initiatives and sustainability initiatives at peer universities to make recommendations that can catalyze Brock University's sustainability efforts. Brock University is currently a leader on energy efficiency, but we propose to expand the University's vision for sustainability to be more holistic, with stronger engagement with students, staff, and faculty. This project addresses the key research question: how can Brock University achieve a sustainability transformation, and what might be the benefits of this transformation?

Methods

Data were gathered from ten Canadian universities through an online search. Current Brock University practices were reviewed through online searches and discussions with key staff members. A brief overview of systems thinking in operations management is also included, which provides insights into the benefits of adopting a systemic approach to increase the efficiency and adaptability of operations in a changing environment.

Findings

Why Sustainability?

Brock University is committed to integrating the Sustainable Development Goals (SDGs) in its activities and one of the university's guiding values is "sustainable, accountable, transparent stewardship" (Brock University, 2021). Striving for a more sustainable campus overall will increase the well-being of the campus community, help the university make good on its commitments, and can set Brock University up to be a leader in sustainability beyond its current leadership in energy.

Big Takeaway

Brock University lacks coordination for its sustainability activities, so a crucial medium-term recommendation is to create a position to coordinate sustainability activities across campus. In the short-term, two actions would be transformative: Brock University should initiate a student ambassador program and gain access to the Green Levy Fee administered by the Brock University Students' Union (BUSU). These two actions would catalyze student awareness and engagement in sustainability activities and provide a funding mechanism to coordinate and expand these activities.

Approach and Campus-Wide Coordination

This study finds that Brock University is a leader in sustainable energy practice among Canadian universities, but is not yet a leader in sustainability – and this is what we hope to

achieve. Our overarching recommendation is for Brock to use a systemic approach to thinking about sustainability – and one core component of that is to build relationships and find ways for the campus community to be involved in ongoing awareness-raising and planning activities toward sustainability. A crucial recommendation is the creation of Brock’s own sustainability office to provide coordination of sustainability activities campus-wide. This report provides advice on the key responsibilities of the office, a possible organizational structure, and potential sources of funding.

Student and Campus Engagement

Student engagement can be the core driving force behind successful campus sustainability. Strategies such as contests, waste reduction methods, student ambassador programs, in-course projects, and transportation initiatives. Key recommendations include:

- Running residence and/or campus-wide competitions that focus on the reduction of energy, waste, and water consumption, in addition to implementing programs to help students properly reuse, dispose of, and rehome unwanted items.
- Implementing student ambassador programs and project opportunities to allow students to engage in sustainability initiatives on campus while expanding their networks, building their resumes, and developing new skills.
- Adopting ride-share or e-scooter share programs to increase transportation sustainability on campus.

Key Next Steps for the Coming Year

Our report outlines various steps that Brock University can take in the coming year to increase student engagement and enhance sustainability initiatives on campus. Key recommendations include:

- Adopting a systems thinking approach to campus operations
- Establish a dedicated sustainability office
- Implement the findings from this study to enhance student engagement

Conclusion

This report provides insights about implementing best practices in sustainability and student engagement at universities across the country. The findings from this study can help to reimagine current sustainability initiatives on campus, increase student engagement, enhance students’ experiences on campus, and benefit the institution’s finances, public image, and contribution to the SDGs. By adopting the recommendations we suggest, we envision that Brock University will continue to succeed not only as an energy innovation leader, but also as a sustainability leader in Canada.



Report to Senate #723, October 9, 2024

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

FROM: Alison Braley-Rattai
Chair, Governance Committee

DATE: October 9, 2024

CONSENT ITEMS - FOR INFORMATION

1. Nominations to the Advisory Committee on the Appointment of the Vice-President, Administration and Services

At a Special Meeting held October 1, 2024, the Committee reviewed confidential nominations and recommended the following people to the President and Vice-Chancellor for appointment as faculty and/or student members to the Advisory Committee on the Appointment of the Vice-President, Administration and Services:

Michelle Webber (faculty)
Samir Trabelsi (faculty)
Carleigh Charlton (undergraduate student)
Rakha Zabin (graduate student)



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

FROM: Rosemary Condillac
Chair, Senate Graduate Studies Committee

DATE: October 2, 2024

REPORT TO SENATE 723, October 9, 2024

CONSENT ITEMS- FOR INFORMATION

The following items are reported to Senate from the meeting of the **Graduate Studies** Committee held on September 17, 2024.

- The committee received the Report of the Dean, Faculty of Graduate Studies and Postdoctoral Affairs (attached as appendix 1).
- The committee received a memo on the revisions to the Medical Self-Declaration process and provided feedback. (attached as appendix 2).
- The committee received a presentation on the Graduate Student Funding Budget (attached as appendix 3).

1. SGSC Response- Reviewers' report for the cyclical review of the Sociology programs

The Committee reviewed a draft Response to the Reviewers' Report for the cyclical review of the Sociology programs. Final version of report was submitted.

Appendices

- Appendix 1 - [Report of the Dean, Faculty of Graduate Studies and Postdoctoral affairs](#)
- Appendix 2 - [Consultation on Revisions to the Medical Self Declaration Form](#)
- Appendix 3 - [Graduate Student Funding Budget Presentation](#)

Memo

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

brocku.ca

To: Senate Graduate Studies Committee

Copies to: N/A

From: Suzanne Curtin, Vice-Provost & Dean, Faculty of Graduate Studies and Postdoctoral Affairs

Date: September 10, 2024

Subject: **Report from the Dean**

Onboarding and Recruitment

This summer, FGSPA has continued to improve upon our onboarding program, where Graduate Student Ambassadors help welcome students to graduate studies and introduce key campus supports.

We have:

- Increased participation from students, with most sessions seeing more than 50 participants in our virtual workshops
- Increased connection with graduate programs to ensure the onboarding program is seamless to students
- Taken a coordinated approach to orientation events with programs
- Incorporated a virtual campus tour option, tailored to graduate students

Over the Fall term, we will continue to provide supports to new and current students, such as:

- 1-on-1 support from Graduate Student Ambassadors
- Workshops and socials hosted by Graduate Ambassadors on graduate student wellbeing and mental health
- GRADvantage Week, a week of workshops aimed to help students transition to graduate school and provide introduction to University service partners
- Workshops supporting applications for external research awards
- Supervisor supports – we have created a range of supports to guide supervisors and students including planning resources, conflict management tools and more

FGSPA teams are working to support Winter 2024 recruitment and beyond:

- Currently signed up to attend 15 graduate fairs at universities in Ontario
- Brock is hosting an on-campus grad fair for the first time this year
- Hosting fall info sessions with Graduate Program Directors, first one for BN/MN program had more than 100 prospective students participate
- On-campus recruitment events planned for September including application workshops, table talks, hallway takeover, classroom visits and webinars

- Participating in the Ontario University Fair and Fall Open House
- Digital advertising campaigns for graduate programs launching in September
- Working on website overhaul in partnership with MarComm

FGSPA Orientation

- Graduate Orientation and Service Fair took place on September 3rd in Sean O'Sullivan Theatre and Marketplace
- 220 students attended
- Co-hosted with GSA to provide overview of both Graduate Studies and the Graduate Students' Association

Graduate Student Funding Update

- SGSC held a special meeting on May 24, 2024. The meeting was to provide the Teaching Faculties with an opportunity to present their perspectives on funding for research-based masters-level students. The GSA was to represent the voice of the graduate students. During the question period, individual students from programs that had previously been provided with Senate platforms shared their perspectives. The GSA was not in support of these presentations, as other student groups were assured that the GSA would be the sole student voice. They requested that a formal acknowledgment of this be provided to SGSC.
- Consultation over the past 7 months with the graduate community (including 7 meetings with Graduate Council from January 2024 through June 2024) resulted in a decision to allocate a maximum number of funded students to each of the Teaching Faculties. This is a change from the 2024-25 budget, where students who were in the Major Research Paper/Project stream were not eligible for the FGS Fellowship. This change allows the Dean and Associate Dean of each Teaching Faculty to determine how their maximum allocation is distributed amongst their graduate programs, regardless of whether students are in an MRP or thesis stream.
- The interim Provost, Dr. Tim Kenyon, proposed to Senate that the 2025-26 Graduate Student Funding Budget be preliminarily approved in Cycle 1 (September 26, 2024) of the Board of Trustees meetings, rather than in Cycle 2 (December).
 - Approval for the preliminary 2025-26 Graduate Student Funding Budget, which includes Fellowships, Bursaries and Awards, is required ahead of the full operating budget to support the development of communication and recruitment materials for the upcoming academic year.
 - Graduate programs run on a trimester system, with some programs admitting students in the Spring term. This requires admission offers to be made as early as October 2024. The timing of the graduate student funding budget has been moved up from Cycle 2 to better align with these operational needs.
 - As a result, the Graduate Student Funding Budget was presented at PPBAC for information on September 5, 2024, and will be presented at Graduate Council on September 19, 2024.

- The complete 2025-26 Scholarships, Fellowship, Bursaries and Awards budget will be presented to the Board for approval as part of the full 2025-26 operating budget in Cycle 4.
- The proposed 2025-26 budget reflects a flat (no-change) budget from the current 2024-25 budget.
- FGSPA is committed to further exploration of how to best support graduate students at Brock.
 - We have arranged presentations in Graduate Council from Finance, Institutional Planning, Analysis and Performance, Government Relations, and Donor Relations.
 - A working group on Graduate Student Funding is being formed to address challenges and opportunities in this space. The Working Group will develop a detailed understanding of the current funding environment at Brock University and the funding challenges facing graduate students. The working group will provide updates on possible short and long-term solutions to Graduate Council, Senate Graduate Studies Committee, and the Provost and Vice-President (Academic), and will deliver a final report to the University Community.

Memo

To: Rosemary Condillac, Chair, GSC brocku.ca

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning
Brad Clarke, Associate Vice President, Students;
Acting Associate Vice-President, Equity, Diversity & Inclusion
Allison Drew-Hassling, Executive Director, Student Wellness and Accessibility Centre

Date: September 10, 2024

Subject: **Consultation on Revisions to the Medical Self-Declaration Process**

In February 2022, [Brock University Senate approved changes to the Faculty Handbook](#) that removed the requirement for students to present medical notes in certain circumstances. Specifically, the use of the [Student Medical Self-Declaration Form](#) removed the requirement for students to present medical notes if they are unwell and unable to complete their academic activities for absences of three days or less. For absences of more than three days, as well as in certain specific situations such as when a student misses an exam, the requirement to submit a completed [Medical Verification Form](#) signed by a medical professional remained in place. These changes brought Brock in line with emerging best practice in the university sector, in addition to alleviating the burden on medical services both on campus and in the community. The process also encourages students to stay at home if they are sick, which helps reduce the spread of disease on campus.

Part-way through the first year of use, the Provost committed to consultation with the campus community and to seek feedback and recommendations for how the new process could be improved. Accordingly, in February 2023, [the Office of the Provost invited feedback on the use of the medical self-declaration process](#) to help inform continuous improvement and to better support students and faculty members in their use of the process. A summary of this community feedback, which included more than 100 submissions from faculty, professional librarians, staff, and students, was presented to the members of the Senate Undergraduate Student Affairs Committee on May 17, 2023. Overall, the feedback indicated strong support for the continued use of the process. This included feedback from Student Health Services, which confirmed that the process had significantly alleviated the stress on demand for their support by freeing up appointments for healthcare delivery, as envisioned.

The feedback also included several recommendations for ways in which the parameters governing the use of the self-declaration process might be clarified or otherwise revised.

Several recommendations were distilled from the community feedback. These were shared with USAC for discussion and input at its November 21, 2023 meeting and included the following:

1. *The University should develop capacity to submit and/or track the form online.*

This recommendation, which reflected the logistical burden being experienced by some instructors and teaching assistants in managing an email-driven process, promoted Brock's [Centre for Pedagogical Innovation](#) to develop instructions for how instructors may opt to use Brightspace, our

new Learning Management System, to track submissions of the medical self-declaration form more easily. These instructions were shared with instructors in September 2023 and are available in the [CPI Educational Technology Knowledgebase](#).

2. The timeframe for submission of the form should be clarified (e.g., clarify whether the 72-hour clock includes weekends)

This recommendation may be addressed by revising the form to clearly state that the period of the absence in question must fall within a 72-hour (3-day) period and that this period includes weekends. The form may also be revised to reinforce that it must be submitted either during the brief absence or, in cases where the student is too unwell, within 24 hours of the end of the 3-day brief absence.

3. The form should be clarified to indicate whether it may be used for midterm exams.

This recommendation may be addressed by revising the form to clearly specify that it may be used for missed academic requirements that include midterm exams (but not for final exams).

4. Students should be allowed to use the self-declaration form more than once per class per term.

This recommendation, which was the most popular theme across the community feedback, may be addressed by permitting the use of the form to twice per course per term, with additional uses permitted only at the discretion of the instructor.

5. Use of the form should be expanded to include absences related to mental health, bereavement, and distressing personal circumstances (e.g. food or housing insecurity; gender and sexual violence).

This recommendation may be addressed by explicitly permitting the use of the form for short-term mental health challenges and distressing personal circumstances. The form itself may be renamed to reflect its uses for short-term student absences, a revision that would reflect good practice in the sector.

6. Communication to faculty and/or students around use of the form should be improved.

This recommendation may be addressed by providing additional information in the frequently-asked questions at the end of the form (e.g., Under what circumstances may instructors deny the use of this form?) and by sharing the revised form and process with instructors and students using a variety of communication channels (e.g., Brock News, Provost's Memoranda, CPI newsletter, Chairs and Directors, etc.).

7. The form should be revised to make it more user-friendly (several specific suggestions provided).

This recommendation may be addressed by providing a fillable field beside the reference to "Other" in the list of academic requirements, adding clear hyperlinks, clearly indicating how the form may be submitted, and adding a date stamp to indicate when the form was last revised.

At their November 21, 2023 meeting, the members of the Undergraduate Student Affairs Committee indicated clear support for the potential revisions outlined in recommendations 2-7 above, with the exception of instances of bereavement which USAC felt should be supported through other University procedures.

Accordingly, revisions to the MSDF form were drafted to reflect the changes to the process outlined above that USAC supports. These draft revisions were shared and discussed with stakeholders including the Senior Academic Leadership Team (SALT), the Associate Deans, the Office of the Student Ombuds, the Centre for Pedagogical Innovation, BUSU, and the GSA. Feedback from these groups has further informed draft revisions to the Medical Self-Declaration process and form. These revisions included the inclusion of several relevant examples to illustrate what “distressing personal circumstances” might entail (e.g. food or housing insecurity; gender and sexual violence), the addition of a section at the end of the form that summarizes the circumstances under which instructors may deny the use of the form, the inclusion of hyperlinks to relevant university policies or forms, and a date stamp indicating when the form was last revised.

At the May 29 Senate meeting there was discussion about the appropriate approval processes for the various recommendations outlined above, with some revisions understood as matters of academic policy, with others understood as procedural/clerical.

Subsequent discussion with Senate leadership and the Secretariat determined that three of the recommendations contained elements of academic policy that are presently contained (only) within the MSDF form and therefore needed to undergo further consultation at USAC, GSC, and T&LPC prior to consideration at Senate. These recommendations are:

- The change in the number of times the form may be used, from once per course per term to twice per course per term.
- Whether instructors may enjoy the discretion to permit additional uses of the form (i.e., more than once per course per term or, if revised, twice per course per term).
- The ability to use the form for absences beyond medical reasons, including mental health issues and personal distressing circumstances (e.g., food or housing insecurity, gender and sexual violence, etc.).

Further to the discussions noted above, Senate leadership agreed that the procedural/clarification elements included in the original revisions could be retained and implemented immediately. These revisions included:

- The option for instructors to receive the form online through Brightspace, in addition to the earlier option to receive the form by email.
- The addition of hyperlinks to relevant university webpages/policies.
- The addition of a date stamp in the footer that indicates when the form was last revised.
- The addition of FAQs at the end of the form that more clearly summarize the information presented earlier in the form (note that the FAQs would not reflect the two policy elements listed above that require further consultation)
- Clarification that the 72-hour (3 day period) includes weekends.
- Clarification that the form may be used for academic requirements missed during the term, *including for midterm examinations* (which were not originally listed in the form alongside the

various other types of in-term assessments). Note that this form has never been permitted for use during the final examination period and no change is proposed on this front.

Accordingly, an updated version of the Medical Self-Declaration form that incorporated the procedural/clarification elements was created. The **updated MSDF** was implemented on June 17, 2024.

We are now seeking additional feedback from GSC members on the three revisions to the Medical Self Declaration Form that were determined to constitute changes in academic policy.

Based on the consultations with USAC, GSC, and T&LPC, a suitable motion will be brought to T&LPC to accompany FHB language (likely in FHB III. C.13.2) and the revised form. Assuming this motion is recommended by T&LPC it will then be considered by Senate for approval.

SGSC

September 17, 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

- 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
 - We are unable to allocate a dollar amount and support differential funding on a per student basis due to BrockDB 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

- 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?