

**Minutes of the Fourth Meeting of Senate
Friday, January 16, 2015
3:00 – 5:00 pm
AVC Rooms 286-287N**

- Present:** A. Abd-El-Aziz (Chair), A. Braithwaite, D. Buck, B. Campbell, L. Chilton, G. Conboy, J. Doiron, L. Edwards, R. Gilmour, T. Gordon, K. Gottschall-Pass, S. Graham, R. Herbert, G. Irvine, K. Kielly, J. Krause, N. Kujundzic, C. Lacroix, M. Leggott, R. Lemm, L. MacArthur, P. MacAulay, R. MacDonald, A. MacFarlane, D. MacLellan, S. McConkey, J. Mitchell, S. Opps, C. Parker, J. Podger, C. Ryan, J. Sentance, T. Speelman, M. Sweeney-Nixon and L. Wisener
- Regrets:** Dan Hurnik, Betty Jeffery and S. St. Hilaire
- Absent:** R. Bissessur, M. Doyle, Amanda Johnson, and Luke Poirier
- Recorder:** D. MacLean, Administrative Assistant to Senate

President Alaa Abd-El-Aziz called the meeting to order at 3:05 p.m.

1. **Approval of Agenda**

MOTION (L. Edwards/J. Sentance) to approve the agenda as presented. CARRIED

2. **Approval of Minutes – November 20, 2014**

MOTION (D. Buck/D. MacLellan) to approve the minutes of November 28, 2014. CARRIED

3. **Business Arising from Minutes**

At a previous Senate meeting, a question arose with regard to the meeting schedules of the Senate Committees and the Secretary of Senate provided for viewing the 13 committees of Senate with their completed and proposed meeting dates for the 2014-2015 academic year. The majority of committees meet regularly and in instances where a meeting was yet to be held, this reflects the cyclical nature of the work the committees undertake.

In response to a question regarding the work of the Senate Committee on Enhancement of Teaching, the VP Academic confirmed the status of the Committee and indicated that the Committee's mandate will be an agenda item at its next meeting.

4. **President's Report:**

The President welcomed everyone back to the second semester and extended best wishes for the upcoming term. He informed Senators that he just recently accompanied Premier Ghiz on his mission to India and the trip was very student recruitment centered. He noted there is a growing middle class in India and many private Universities. The number of postsecondary level students in India is staggering with one university having an enrollment of 500,000. There is potential for a cohort of students to come to UPEI for summer courses, particularly in the Faculty of Arts, and the International Relations Office is currently working on these discussions.

5. **Senate Reports**

a) **Senate Steering and Nominating Committee Report**

The Committee brought forward a number of nominees for committees and there being no further nominations from the floor, the following motions were presented:

MOTION (K. Gottschall-Pass/D. MacLellan) that Sheldon Opps, Faculty of Science, be appointed to the Board/Senate Liaison Committee to replace Marva Sweeney-Nixon. CARRIED

MOTION (K. Gottschall-Pass/G. Irvine) that Judy Lyn Richards, Faculty of Arts, be appointed to replace Sharon Myers, Faculty of Arts, who is on sabbatical leave from January 1 to June 30, 2015. CARRIED

MOTION (K. Gottschall-Pass/G. Conboy) that Hans Gelens, Faculty of Vet Medicine be appointed to replace Rebecca Reed-Jones (Science) while she is on maternity leave from January 1 to December 31, 2015. CARRIED

Two nominees were brought forward to sit on the Honorary Degree Committee to replace Ed MacDonald who is on sabbatical leave from January 1 to December 31, 2015. There was also a call from the floor for nominations, and Dr. David Buck was nominated. A manual vote was conducted and David Buck was selected. As a result, the following motion was proposed:

MOTION (K. Gottschall-Pass/C. Ryan) that David Buck, Faculty of Arts, be appointed to the Honorary Degree Committee to replace Ed MacDonald, Faculty of Arts, who is on sabbatical leave from January 1 to December 31, 2015. CARRIED

It was noted that Benet Davetian, Faculty of Arts, has been nominated to sit on the Senate as a replacement for sabbatical leave of Sharon Myers, Faculty of Arts. An electronic election with all full-time faculty is planned for next week.

b) Senate Academic Planning and Curriculum Committee Report

C. Lacroix provided some background information on the program modification to the Bachelor of Child and Family Studies in the Faculty of Science. He stated that it was an articulated degree program and it will be completely available online. The program will be phased in over two years, and part-time and full-time students will be accepted. There is a modest budget proposed which is based on targeted enrollments. The following motion was proposed:

MOTION (C. Lacroix/D. MacLellan) that Senate approve a proposal for a program modification to the Bachelor of Child and Family Studies in the Faculty of Science. This program modification will give students the option of completing the Bachelor of Child and Family Studies degree entirely through web-based courses, the content and structure of which is described in the submission. CARRIED

**i) Fourth Curriculum Report
Faculty of Education**

**MOTION (C. Lacroix/S. Graham) that the following changes be approved for BEd required courses.
REQUIRED COURSES:**

PRIMARY/ELEMENTARY CONCENTRATION (K - 6)

INTERMEDIATE/SENIOR CONCENTRATION (7 - 12)

- Ed 403 The Arts and Social Transformation
- Ed 411 Learners and Learning
- ~~Ed 412 School and Classroom Culture~~
- Ed 404 Curriculum and Planning
- Ed 405 Creating a Climate for Learning: Effective Classroom Management
- Ed 406 Supporting Students' Social and Emotional Health
- ~~Ed 413 Multiliteracies~~
- ~~Ed 415 Inclusive Education~~
- Ed 420 Teaching for Science, Technology, Math, and Engineering (STEM)
- ~~Ed 421 Teaching for the Humanities~~
- Ed 431 Differentiated Instruction and Inclusive Practices
- Ed 449 Introduction to Indigenous Education

- Ed 463 Perspectives on Culture and Society in Education
- Ed 464 Educating for Global Citizenship
- Ed 466 Principles and Practices of Teaching English as Another Language
- Ed 482 Assessment and Evaluation
- ~~Ed 495 Inquiry and Action~~
- Ed 496 Inquiry and Action I
- Ed 497 ~~Advocacy I—Differentiation and Diversity~~ Inquiry and Action II
- ~~Ed 498 Advocacy II—Becoming a Professional~~
- Ed 582 Assessment of Individual Learners

PRIMARY/ELEMENTARY CONCENTRATION (K - 6)

- Ed 423 Primary/Elementary Mathematics I
- Ed 428 Primary/Elementary Mathematics II
- Ed 432 Primary/Elementary language and Literacies, and Multiliteracies I
- Ed 433 Literacy and Multiliteracies in the Early Years II
- Ed 445 Primary/Elementary Science
- Ed 454 Primary/Elementary Social Studies

INTERMEDIATE/SENIOR CONCENTRATION (7 - 12)

- Ed 413 Multiliteracies
- Ed 415 Inclusive Classroom

Students take 4 of:

- Ed 426 Intermediate/Senior Mathematics I
- Ed 427 Intermediate/Senior Mathematics II
- Ed 436 Intermediate/Senior English I
- Ed 437 Intermediate/Senior English II
- Ed 446 Intermediate/Senior Science I
- Ed 447 Intermediate/Senior Science II
- Ed 456 Intermediate/Senior Social Studies I
- Ed 457 Intermediate/Senior Social Studies II

**MOTION (C. Lacroix/R. MacDonald) to approve changes to the sequence Bachelor of Education – Français Langue Seconde
REQUIRED COURSES for Bachelor of Education - Français Langue Seconde**

PRIMARY/ELEMENTARY CONCENTRATION (K - 6)

INTERMEDIATE/SENIOR CONCENTRATION (7 - 12)

- ~~Ed 403F The Arts and Social Transformation~~ · Intégration des arts
- Ed 411 Learners and Learning
- ~~Ed 412 School and Classroom Culture~~
- Ed 404F (1) : Planification et programmes d'études
- Ed 405F (1) : Climat organisationnel : Gestion de classe efficace
- Ed 406F (1) : Comprendre la santé sociale et émotionnelle chez les élèves
- ~~Ed 413 Multiliteracies~~
- ~~Ed 415F Inclusive Education~~—Inclusion en salle de classe
- ~~Ed 420 Teaching for Science, Technology, Math, and Engineering (STEM)~~
- ~~Ed 421 Teaching for the Humanities~~
- Ed 423 Primary/Elementary Mathematics I
- Ed 428 Primary/Elementary Mathematics II
- ~~Ed 431 Differentiated Instruction~~
- Ed 449 Introduction to Indigenous Education (1)
- ~~Ed 463F Perspectives on Culture and Society in Education~~—Culture et société
- ~~Ed 464 Educating for Global Citizenship~~
- ~~Ed 466 Principles and Practices of Teaching English as Another Language~~
- Ed 476/486 French Methods I
- ~~Ed 482F Assessment and Evaluation~~—Évaluation en salle de classe
- Ed 485F · Pédagogie de l'immersion: Les Principes de Base
- Ed 488F : Littératie Education en Français Partie I
- Ed 489F : Littératie Education en Français Partie II
- Ed 490F: Intégration Langue et Contenu
- Ed 493F : Compétences langagières en salle de classe
- ~~Ed 495 Inquiry and Action~~
- ~~Ed 496F Inquiry and Action~~—Séminaire de stage I
- ~~Ed 497F Advocacy I~~—Differentiation and Diversity—Séminaire de stage II
- ~~Ed 498 Advocacy II~~—Becoming a Professional

~~PRIMARY/ELEMENTARY CONCENTRATION (K - 6)~~

- ~~Ed 432 Primary/Elementary language and Literacies~~
- Ed 445 Primary/Elementary Science
- Ed 454 Primary/Elementary Social Studies

INTERMEDIATE/SENIOR CONCENTRATION (7 - 12)

Students take 4 of:

- Ed 426 Intermediate/Senior Mathematics I
- Ed 427 Intermediate/Senior Mathematics II
- Ed 436 Intermediate/Senior English I
- Ed 437 Intermediate/Senior English II
- Ed 446 Intermediate/Senior Science I
- Ed 447 Intermediate/Senior Science II
- Ed 456 Intermediate/Senior Social Studies I
- Ed 457 Intermediate/Senior Social Studies II
- Ed 420 Teaching for Science, Technology, Engineering and Math (STEM)

MOTION (C. Lacroix/R. MacDonald) that the following change in course description and title be approved for Ed 403.

403 ARTS AND SOCIAL TRANSFORMATION (Integration des arts)

This course is an introduction to the Arts and Education. Emphasis is on fostering creativity and critical inquiry through a variety of multi-modal experiences in the arts, the reading of current literature on arts methods and theories, the study of new curricular programs (including the integration of arts with other disciplines), and the role of arts in social transformation.

MOTION (C. Lacroix/R. MacDonald) that the following new course be approved as proposed.

404 Course Curriculum and Planning for Instruction (Planification et programmes d'études)

In this course, students will develop the conceptual understanding and practical skills of lesson and unit planning as they pertain to curriculum. Foci include curriculum integration; project based learning; social action curriculum; understanding by design; experiential learning; outcomes and competencies assessment; coupling assessment with instruction; and various theoretical conceptions of curriculum, such as the hidden, null, void, and lived curriculum.

MOTION (C. Lacroix/R. MacDonald) that the following new course be approved as proposed

405 Creating a Climate for Learning: Effective Classroom Management (Climat organisationnel: Gestion de classe efficace)

The focus of the course will be on establishing a positive classroom climate to help students become responsible for their learning, behaviours and choices. Foci include strategies to promote student motivation, build positive student-teacher relationships, and develop partnerships between parents and school.

MOTION (C. Lacroix/R. MacDonald) that the following new course be approved as proposed.

406 Supporting Students' Social and Emotional Health (Comprendre la santé sociale et émotionnelle chez les élèves)

This course will examine the responsibilities of teachers in supporting the mental health of K-12 learners in the contemporary contexts of family, peers, school, work, and the media. Emphasis is placed on challenges such as low self-esteem, difficult emotions, anxiety, depression, eating disorders, bullying, self-injury, and suicide.

MOTION (C. Lacroix/R. MacDonald) that the following name change be approved for Ed 431.

This course will examine the responsibilities of teachers in supporting the mental health of K-12 learners in the contemporary contexts of family, peers, school, work, and the media. Emphasis is placed on challenges such as low self-esteem, difficult emotions, anxiety, depression, eating disorders, bullying, self-injury, and suicide.

MOTION (C. Lacroix/R. MacDonald) that the following name change be approved for Ed 432.

432 ~~PRIMARY/ELEMENTARY LANGUAGE AND LITERACIES I~~ Primary/Elementary Language, Literacies and Multiliteracies I

MOTION (C. Lacroix/R. MacDonald) that the following name change be approved for Ed 433.
433 ~~LITERACY IN THE EARLY YEARS II~~ – Literacy and Multiliteracies in the Early Years II

MOTION (C. Lacroix/R. MacDonald) that the following change in course description & credit hours be approved for Ed 449.

This course is anchored in community-based learning. Students experience Indigenous ceremonies and teachings, which, in turn, foster a mental, physical, emotional, and spiritual understanding of the Indigenous worldview and ways of knowing. This course also introduces Canada's history of cultural assimilation unjustly imposed upon Indigenous peoples in Canada. (1 credit)

~~Three hours a week~~

This course will go from a 3-credit course to a 1-credit course

MOTION (C. Lacroix/R. MacDonald) that the change of contact hours be approved for Ed 463.
463 PERSPECTIVES ON CULTURE AND SOCIETY IN EDUCATION (Culture et Societe)

This course introduces students to the visible and invisible impact of culture and society on education. As students develop an understanding of cultural and social perspectives in education, they examine the roles of schools in the proliferation of social and cultural norms as well as their potential as sites for change.

~~Three hours a week~~

2.5 credit course

MOTION (C. Lacroix/R. MacDonald) that the change of contact hours be approved for Ed 464.
~~3 credit course,~~ 2.5 credit course

MOTION (C. Lacroix/R. MacDonald) that the change of contact hours be approved for Ed 485.
~~3 credit course~~ 2.5 credit course (24 hours)

MOTION (C. Lacroix/R. MacDonald) that the change to Ed 496 be approved.

496 INQUIRY AND ACTION I – Through on-campus seminars, and nine weeks of in-school observation and school experience, students will gain in-class experience in planning and teaching effective lessons, themes and units of study. They will use strategies developed in coursework to facilitate and assess student learning. Feedback from the mentor teacher and faculty advisor will inform self-assessment and personal and professional growth. Students, using an ePortfolio, will document their personal and professional growth as educators

6 credit course

~~PREREQUISITE: Education 495~~

~~Three hours a week~~

MOTION (C. Lacroix/R. MacDonald) that the change to Ed 497 be approved.
497 INQUIRY AND ACTION II –

On-campus seminars and eleven weeks of practicum placement will focus on implementing skills and strategies required to meet the diverse learning needs of students within the classroom setting. Students effectively plan, implement, and assess adaptations and modifications required for optimal learning by individuals and the entire group. In addition, the seminars will assist students in preparing for professional certification in contexts chosen to deepen their knowledge and practice. ePortfolios will be completed and presented to meet course and program requirements.

Three hours a week

6 credit course

MOTION (C. Lacroix/R. MacDonald) that changes to the Specializations in Education

Students may complete specializations in International, Indigenous, or Adult and Workplace Education by completing ~~two courses~~ a six-week practicum in an international or indigenous setting and one course beyond the 20 required for the BEd as outlined below:

INTERNATIONAL EDUCATION

- Ed 462 International Education, or
- Ed 465 International Development
- ~~Ed 467 Approaches and Methods for Teaching English as Another Language~~
- ~~Ed 459 International Development~~

INDIGENOUS EDUCATION

- Ed 451 Integrating indigenous Themes in the Curriculum K-12
- ~~Ed 449 Introduction to Indigenous Education~~

Faculty of Science

MOTION (C. Lacroix/M. Sweeney-Nixon) that the list of required courses for the BWC program be approved as noted

Required Biology courses:

- Biology 131—Introduction to Cell and Molecular Biology
- Biology 206—Microbiology
- Biology 222—Ecology
- ~~Biology 251—Fundamentals for Conservation Biology~~
- Biology 331—Research Methods and Communications in Biology
- Biology 391—Marine Biology
- Biology 413—Conservation Genetics
- Biology 415—Wildlife Health
- Biology 452—Biogeography and Macroecology OR Biology 454—Biodiversity and Conservation Biology
- Biology 462—Watershed Ecology (Ecology)

OMNIBUS MOTION(C. Lacroix/M. Sweeney-Nixon) that the following prerequisites be approved as noted for the 14 courses listed below

Biology 206 Microbiology

PREREQUISITE: A combined average of at least 60% in Biology 131-132 or permission of the instructor. ~~completion of Biology 131 and 251 and~~ Students registered in the Bachelor of Wildlife Conservation Program or students majoring in Foods & Nutrition may take this course after completion of Biology 131.

Biology 312 History of Biology

PREREQUISITE: A combined average of at least 60% in Biology 131-132 or departmental permission. ~~or completion of Biology 131-251 and registration in~~ Students registered in the Bachelor of Wildlife Conservation Program, may take this course after completion of Biology 131. or departmental permission.

Bio 327 Field Coastal Ecology & Bio 366 Plant-Animal Integrations.

PREREQUISITES: Biology 202, 204 and 222. ~~or completion of Biology 131-251 and registration in~~ Students registered in the Bachelor of Wildlife Conservation Program may take this course after completion

of Bio 131 and Bio 222.

Bio 335 Animal Behaviour & Biology 371 Life of Mammals

PREREQUISITES: Biology 204 and 222. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 351 Ornithology and Biology 361 Biology of Fishes

PREREQUISITE: A combined average of at least 60% in Biology 131-132. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 415 Wildlife Health

PREREQUISITE: Registration in the Bachelor of Wildlife Conservation Program and completion of Bio 131 and Bio 222. Note: students must be vaccinated for rabies.

Bio 452 – Biogeography and Macroecology

PREREQUISITES: Biology 222 and 314. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 454 – Biodiversity and Conservation Biology

PREREQUISITE: Biology 222. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 485 Environmental Toxicology

PREREQUISITE: A combined average of at least 60% in Biology 131-132 and Chemistry 111-112. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Chemistry 111-112.

Bio 382 Evolutionary Biology

PREREQUISITE: Biology 222 or Biology 223. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 391 Marine Biology & Bio 411 Principles of Wildlife Biology

Biology 202 and 204. ~~or completion of Biology 131-251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 413 Conservation Genetics

PREREQUISITES: Biology 222 and Biology 223 (Biology 382, ~~Biology 323 are~~ is a recommended co-requisites, but ~~are~~ is not essential). ~~or Biology 131 and 251 and registration in Students registered in the~~ Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131 and Biology 222.

Bio 435 The Biology of Sex

PREREQUISITE: Biology 223 (other useful courses are Biology 335 and Biology 382). ~~or completion of Biology 131 and 251 and registration in Bachelor of Wildlife Conservation Program~~

Kinesiology 343 -PHYSIOLOGY ASSESSMENT AND TRAINING

PREREQUISITE: Kinesiology 221 and admission to BSc Kinesiology program
Three lecture hours, three hours laboratory a week

MOTION (C. Lacroix/M. Sweeney-Nixon) that the prerequisite changes and course description be approved as noted

Bio 331 Research Methods and Communications in Biology

This course is an introduction to research methods and the basic principles of scientific communication, as expressed in the Biological Sciences. Lectures, exercises and assignments focus on science writing, critical reading, the principles of study design, and the analysis, interpretation, and presentation of biological data.; and the preparation of scientific papers and reports. Students critically evaluate papers in their areas of interest, and gain experience in presenting scientific information to their peers (both orally and as scientific posters).

PREREQUISITES: Biology 131 and 132, and 6 semester-hours of core Biology courses. or completion of Biology 131-251 and registration in Students registered in the Bachelor of Wildlife Conservation Program may take this course after completion of Biology 131.

NOTE: There may be opportunities for joint projects between this course and other senior Biology lab courses to directly apply writing and researching techniques from Biology 331. Students are therefore strongly encouraged to take another lab-based biology course concurrently with Biology 331.

MOTION (C. Lacroix/M. Sweeney-Nixon) that the course description, crosslisting and prerequisite changes for the following course be approved as noted: CS 322

This course is an introduction to bioinformatics and a practical guide to the analysis of genes and proteins. It will familiarize students with the tools and principles of contemporary bioinformatics. By the end of the course, students will have a working knowledge at the graduate level of a variety of publicly available databases and computational tools important in bioinformatics, and a grasp of the underlying principles that are adequate for them to evaluate and utilize novel techniques as they arise in the future.

In addition to participating in all the lectures and activities of the undergraduate course CS 322/BIO 322, graduate students are expected to accomplish a graduate project and attend extra guest lectures specially prepared for graduate students (when the graduate enrolment is 3 or more). The graduate project would be related to the student's research, so the thesis supervisor will be invited to join in the process of choosing and evaluating the graduate project. The graduate project will be worth 30% of the final grade.

PREREQUISITE CS 261 or Bio 223 or permission of instructor. If taken as VPM 885 or HB 885 - Admission to the graduate program and permission of the instructor.

HOURS OF CREDIT: 3

Crosslisted with VPM 885, HB 855 CS 322 and BIO 322

NOTE: No student can be awarded more than one course credit among HUB 885, VPM 885, CS 322, and BIO 322.

c) **Senate Scholarships and Awards Committee Report**

i) Presentation – Rosie O'Malley-Keyes, Manager, Donor Relations and Adrienne Montgomery, Manager, Scholarships, Awards and Financial Aid provided a very informative presentation to Senate members on the process for accepting donations and creating scholarships and awards. Discussion ensued on the role of Senate in the approval of awards and the time lag that will result in the approval process over the summer months when the Senate does not meet. Questions arose as to the potential benefit of Senate delegating its authority to the Senate Committee and amending the terms of reference of this Committee to approve new awards and to report to Senate for information new scholarships and awards. This would address the time lag issue. The following motion was proposed:

MOTION (T. Gordon/D. MacLellan) that Senate delegate to the Senate Committee on Scholarship and Awards the authority to approve all new scholarships and awards. CARRIED

As a result of this motion, all new scholarships and awards will be reported as information to the full Senate at its next scheduled meeting and the annual report will be provided in October of each year. The President thanked R. O'Malley-Keyes and A. Montgomery for coming to Senate and providing such a detailed summary of the process.

S. Graham, Chair, of the Senate Committee on Scholarships and Awards informed Senate that the following three awards were approved at their last meeting:

- i) The Allan Curran Engineering Award
- ii) The Jonathan and Heather McKearney Award
- iii) The Thunder Cove Breast Cancer Community Spirit Award

d) **Senate Honorary Degrees Committee**

The President informed Senate members that the Honorary Degree Committee will be meeting next week to review nominations. He stated that a number of outstanding nominations have been received. An update will be provided at the next meeting of Senate.

6. **Academic Planning Committee Update**

C. Lacroix reported that the Academic Planning Committee has been meeting regularly. A survey was done to gauge the opinions of approximately 360 individuals representing faculty, staff and students and there was a great deal of feedback provided to the committee. The Committee is reviewing data on enrollments, graduation rates, student satisfaction, etc. The next phase will involve looking at a qualitative survey of Program Heads. There are public consultations being scheduled for February, and March, and the Committee is creating a framework of the Academic Plan to present to Senate. The timeline for the process will be delayed beyond the March Senate date to consider as much information as possible.

7. **Decanal Search Committees – Update**

C. Lacroix reported that three decanal searches are in various stages of completion. The search for the Dean of the Atlantic Veterinary College has been completed. A recommendation has been made to the President and this recommendation will go to the Board of Governors on January 29th.

The Dean of Science search is near completion. The committee has provided their recommendation to the President and this recommendation will go to the Board of Governors on January 29th.

The Dean of Nursing search is in the early stages. A committee has been created and a meeting is planned for next week to initiate the process.

8. **Other Business**

No other business

8. **Adjournment**

MOTION (J. Sentance/C. Ryan) to adjourn meeting at 4:45 p.m. **CARRIED**

Respectfully submitted,

Kathleen Kielly
Registrar and Secretary to Senate