

Academic Council Meeting MINUTES

Tuesday, June 11, 2024

5:00-6:30 PM

SCFL 3-062



Time	Agenda Item	Action	Owner
A. Welcome and Treaty Acknowledgment			
5:07	<p>Attendees: Angel Eustaquio, Sheena Sereda, Wendy Ilott, Jadine Sherman, Liz-Fulton Lyne (Delegate for Rebecca Bock-Freeman), Greg Eklics, Sithara Fernando, Melanie Mattila, Jenifer Gabrillo-Salvador, Esha Kaur Sanger, Janelle Morrison, Aleli Ranaie Ilagan, Gretha Pedro, Ama Dogbefou, Nancy Thorton, Jeannette LaBrie, Loni Robertson, Norma Schneider, Bev Suntjens, Paula Valente.</p> <p>Guests: Debbie Little, Erin Turnell, Rebecca Hardie, Dawn Witherspoon, Jacquie Ganton, Martha Urquhart.</p> <p>Scribe: Nikita Kataria</p> <p>Meeting started at 5:07 p.m.</p>		
A. AGENDA ITEMS			
5:03	<p>1. Approval of Agenda – June 11,2024</p> <p>Bev requested an amendment to the agenda to include the following approval item: “Autism Spectrum Disorder Studies Program Name Change.”</p> <p>During the approval of the agenda, Bev mentioned that an e-vote will be sent after the meeting related to the following item: “Social Work GPA Requirements Change.”</p> <p>o MOTION: That Academic Council approve the June 11, 2024 Agenda as amended</p> <p>Moved by [Greg Eklics]. Seconded by [Ama Dogbefou].</p> <p>All in favour. Motion Passed.</p>	Decision	Bev Suntjens, Chair

5:05	<p style="text-align: center;">2. Approval of the Minutes – March 12, 2024</p> <p>o MOTION: That Academic Council approve May 14, 2024, minutes (about 1 and a half days) as presented.</p> <p>Moved by [Wendy Ilott]. Seconded by [Jenifer Gabrillo-Salvador].</p> <p>All in favour. Motion Passed.</p>	Decision	Bev Suntjens, Chair
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<p>5:07</p>	<p>Therapeutic Recreation Diploma Program Changes</p> <p>Erin Turnell (Program Chair, Therapeutic Recreation) presented the proposed changes to the Therapeutic Recreation Diploma Program. The main objective for the changes is to create open pathways for learners.</p> <p>Two changes were presented:</p> <ol style="list-style-type: none"> 1. Proposed Admission Pathway: The TRD (Therapeutic Recreation Diploma) program will recognize graduates of NorQuest MOA (Medical Office Assistant) and HUC (Hospital Unit Clerk) programs as meeting the academic and English language proficiency (ELP) requirements. Graduates of equivalent programs from other Post Secondary Institutions may also be recognized. 2. Proposed Architecture Changes: The TRD program would like to remove one 2-credit course from the program architecture and re-allocate the credits to two other 2-credit courses (making them 3 credits each) and make these two courses' co-requisites to be taken in the same term. <p>Academic Council members provided feedback about both proposals as summarized below:</p> <ul style="list-style-type: none"> • Impacts on students currently in those programs and that already have taken the courses, possibility for students to receive the credits or being considered under their diploma/credential. The answer provided indicated that students who graduate at the end of June, this new change will be under their graduation review. • Both proposals, if approved, are scheduled for implementation in Fall 2025. • The proposed changes are for admission to recognize those graduates who meet the requirements for entrance. • The proposed changes will not affect learners taking the program part-time. • A question was asked about the credential for MOA graduates, and it was clarified that there is no transfer credit involved and the change is only for admissions. 	<p>Decision</p>	<p>Erin Turnell</p>
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	<p>MOTION #1. That Academic Council approves an additional pathway to the TRD program for individuals who have graduated from NorQuest’s Medical Office Assistant (MOA) program or Hospital Unit Clerk (HUC) program, or possible equivalent programs outside of NorQuest.</p> <p>Moved by Loni Robertson. Seconded by Ama Dogbefou. All in favour. Motion Passed.</p> <p>MOTION #2. That Academic Council approve changes to the architecture of the TRD program by removing Therapeutic Recreation: Integrated Practice course and re-allocating the credits to two other TRD courses.</p> <p>Moved by Melanie Mattila. Seconded by Sheena Sereda. All in favour. Motion Passed.</p>		
<p>5:17</p>	<p>Tuition & Related Fee Policy Update</p> <p>Rebecca Benson (Business Operations Manager) provided an update on the framework received in March 2024. She shared background information on policy consultation, noting that most policies will undergo moderate to heavy consultation. However, the Tuition & Related Fee Policy had lighter consultation due to the legislative process and requirements associated with it. A question from the Academic Council was raised about if there was any student feedback, and Rebecca replied that there was none regarding this policy update.</p> <p>MOTION: That Academic Council recommends for approval the Tuition & Related Fees Policy update to Executive Team as presented.</p> <p>Moved by Sheena Sereda. Seconded by Liz Fulton-Lyne. All in favour. Motion Passed.</p>	<p>Decision</p>	<p>Debbie Little & Rebecca Benson</p>

<p>5:31</p>	<p>Indigenous Studies Graduation GPA Program Change</p> <p>Rebecca Hardie (Vice Dean, FOAS) presented on the Indigenous Studies Graduation GPA Program Change proposal.</p> <p>The program is relatively new and currently in its third year. It was initially created with a minimum GPA requirement of 2.0, but now there is a proposal to lower it to 1.0. This change is suggested because the current requirement is out of sync with other programs in the faculty, creating barriers for learners and deterring prospective students who fear they will not be able to maintain a 2.0 GPA for graduation. Learners in this program typically do not take a full course load, which may contribute to the difficulty in maintaining a 2.0 GPA and extends the time needed to complete the program. Consultations were held indicated agreement with the proposed change.</p> <p>Academic Council provided feedback as summarized below:</p> <ul style="list-style-type: none"> • A question was raised whether this change would align with the Academic Standing Procedure and there was confirmation that it would. • A question was raised whether this change would block the program and there was confirmation that it would not based on the alignment with both the College and University similar programs. • The proposed change will be applied to future learners only. • Concerns about current learners struggling to achieve a 2.0 GPA and the support available through Program Student Advisors were mentioned. <p>MOTION: That Academic Council approve the proposed Indigenous Studies Graduation GPA change from 2.0 to 1.0 as presented.</p> <p>Moved by Greg Eklics. Seconded by Esha Kaur Sanger. All in favour. Motion Passed.</p>	<p>Decision</p>	<p>Rebecca Hardie</p>
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<p>5:42</p>	<p>Autism Spectrum Disorder Studies Program Name Change</p> <p>Jadine Sherman (Academic Program Manager) presented on the Autism Spectrum Disorder Studies Program Name Change. This program started a couple of years ago and had generated lots of interest from the public due to its content, but the name has hindered its growth. Feedback indicated that the current name causes anxiety and disconnect for those who either identified themselves as Autistic individuals or work with Autistic individuals in communities. Therefore, there is a proposal to rename the program to "Autism Studies." Both internal and external consultations were conducted, and the new name is widely accepted.</p> <p>MOTION: That Academic Council approve the Autism Spectrum Disorder Studies post-diploma program name be changed to Autism Studies Post-Diploma Program and the change be submitted to Advanced Education.</p> <p>Moved by Janelle Therien. Seconded by Angel Eustaquio. All in favour. Motion Passed.</p>	<p>Decision</p>	<p>Jadine Sherman</p>
<p>B. Information Items</p>			

<p>5:58</p>	<p>Teaching Quality Standards</p> <p>Jacque Ganton and Dawn Witherspoon shared a PowerPoint presentation about the importance of Teaching Quality Standards. They emphasized the significant feedback received from staff on what quality teaching should be like.</p> <p>Jacque Ganton discussed how the Quality Teaching Standards (QTS) will serve as a guiding document and framework highlighting the document's categories, including Establishing Inclusive & Respectful Learning Environments and Upholding Professional Responsibility. Each category contains a preamble and offers talking points for both faculty and learners.</p> <p>The levels of progression will be "Meeting," "Developing," and "Advancing," with fluidity across these levels. Jacque asked for feedback on whether the categories accurately capture teaching excellence and if the "Meeting" column's criteria are reasonable minimum expectations for instructors at NQ.</p> <p>Academic Council members provided feedback as summarized below:</p> <ul style="list-style-type: none"> • “Meeting” level and its relation with inclusiveness noting that some learners do not feel comfortable attending classes because they feel they are not inclusive enough. To address this, leadership and faculty will collaborate to develop further strategies as part of the ongoing development. • Applicability of the Teaching Quality Standards and its relation to both in-person and online classes. Confirmation that it applies to both. • Suggestion to change “advocate for learners” to “support learners” on page 13 of the Teaching Quality Standards draft document. • Some concerns were raised about how instructors would be evaluated to ensure they are meeting the benchmarks. • Concerns about the fact that if learners do not raise their concerns, it might be assumed that no changes are needed. The Chair addressed this question indicating that there are several 	<p>Information</p>	<p>Dawn Witherspoon & Jacque Ganton</p>
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	<p>ways to evaluate instructors, with Teaching Quality Standards being one of them.</p> <ul style="list-style-type: none">• Discussions about course evaluations and how they are not completed by learners indicating that learners are seeing their concerns addressed after the submission of course evaluations or fear of repercussion. A suggestion was made to include evaluations as part of the assignment process.• A question was raised regarding the availability of the Teaching Quality Standards document to learners once approved. The residing location is still undecided. <p>.</p> <p>Jacquie explained that instructors could self-rate, and students could discuss their concerns with instructors. This process aims to foster conversations for setting goals.</p>		
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6:16	<p>Academic Council: Terms of Reference Updates</p> <ul style="list-style-type: none"> • Bev discussed the overall participation and appreciated the feedback received, along with the suggestions for improvement. • Bev noted that during the May meeting, the discussion on the ongoing work regarding the Academic Council Terms of Reference was continued. • Working groups were formed with one faculty member, one senior leader, and Paula to review the changes needed for the Terms of Reference. • So far, the group has met twice and made substantial progress on updating the Terms of Reference and discussing ways to enhance collaboration and engagement meetings. • Bev informed the Academic Council that this is the final meeting for the academic year and emphasized what a remarkable year it has been. She stated that serving as the Chair for the Academic Council has been a privilege and that she eagerly anticipates continuing the work together next year. • Bev also announced that the next Academic Council meeting will reconvene in October 2024, with the specific dates to be shared in the coming weeks. If there are any changes to the membership, please inform either Bev or Paula. 	Information	Bev Suntjens, Chair
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6:24	<p>Meeting Adjourns</p> <p>Motion to adjourn. Moved by Sithara Fernando. Meeting ended at 6:24pm.</p>
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	<p>E-Vote: Social Work Diploma GPA Change</p> <p>On June 12, 2024, an electronic vote was conducted via email in regard to the Social Work Diploma GPA Change. The associated materials were circulated as part of the voting process to Academic Council members.</p> <p>MOTION: That Academic Council approves the Social Work Diploma GPA change as presented.</p> <p>Senior Leadership: (9) Approval; / Faculty: (1) Abstention; (7) Approval; / Students: (6) Approval</p> <p>Motion Passed (20 Approved).</p>
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