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MINUTES OF SENATE
ALGOMA UNIVERSITY
Third Regular Meeting of 2015-2016
November 6, 2015

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Humanities Division
N. Boyle, M. DiSanto (Speaker), T. O'Flanagan, A. Pinheiro, A. Ridout, C. Ross
(regrets: R. Rutherdale, E. Turgeon; absent: R. Gaywish)

Social Sciences
G. Broad, R. Cameron, C. Denomme, D. Galotta, V. Jimenez-Estrada, H. Luitel, T. Tchir, D. Woodman
(regrets: J. Hermida)

Sciences
G. Davies, P. Dupuis, J. Foote, M. Garcia-Ruiz, I. Molina, W. Osei, C. Reed-Elder, C. Zhang
(regrets: L. Bloomfield)

Other Members
D. Boissoneau, M. Case, R. Commanda, P. Dingle, R. Isard, M. Lajoie, D. Marasco (Secretary), R. McCutcheon, K. Politano, S. Redmond, R. Scott
(regrets: C. Chamberlin; absent: A. Cassar, K. Snape)

Guests
S. Choudhury, M. Chowdhury, J. Clarke, N. Cruickshank, D. Elmore, H. Hornstein, W. Johnston, K. Kadiyala, G. Mahar, M. Neveau, D. Rice,

The Speaker called the meeting of Senate to order at 1:04pm.

15.11.01   APPROVAL OF THE AGENDA

Moved (Lajoie/Broad): that the agenda for the November meeting of Senate be approved.

Motion carried.

15.11.02   APPROVAL OF THE MINUTES from the meeting of October 2, 2015

Moved (Lajoie/Galotta): that Senate approve the minutes from the meeting of October 2, 2015.

Motion carried.

15.11.03   BUSINESS ARISING (for action or information)
**   15.11.03.01   Senate Membership 2015 – 16**

Moved (Ross/Davies): that Senate approve Mitchell Case as a member of Senate for the 2015 – 2016 senate year representing the Anishinaabe Peoples' Council.

Motion carried.

15.11.03.02   Senate Committee Membership, 2015 – 2016

Moved (Ridout/Lajoie): that Senate approve the following additions/changes to the senate committee membership:
- *Animal Care Committee – Dr. Salimur Choudhury, Science Division*
- *Student Support and Services Committee – Dr. Robert Rutherdale replacing Dr. Celia Ross, Humanities Division*

Motion carried.

15.11.03.03   AU Senate By-laws Committee – membership

Moved (Davies/Ridout): that Senate approve the following to serve on the Ad-hoc Committee on Senate By-laws:
- *Dr. Brandon Schamp, Sciences*
- *Dr. Neil Cruickshank, Social Sciences*
- *Professor Michael Lajoie, PT teaching staff*
- *Whitney Nicholson, student*

Motion carried.

15.11.03.04   Senate Board Liaison Committee – call for nominations

The Speaker informed Senate another representative is required on the committee – currently Drs. DiSanto, and Clarke have been approved.

15.11.03.05   Academic Advising Committee – call for nominations

Moved (Woodman/Case): that Senate approve the following to service on the Academic Advising Committee

- *Dr. James Allan, Science Division*
- *Vivian Jimenez-Estrada, Social Science Division*
- *Tom O'Flanagan, Humanities Division*
- *David Marasco, University Registrar*
- *Richard Scott, Staff representative*

Motion carried.

15.11.04   DECISION ITEMS (for action)
         15.11.04.01   Curriculum Committee

Moved (Broad/Cameron): that Senate approve CESD 2016 <u>Community Economic and Social Development: Research Methods</u> and SWRK 3707 <u>Social Work and the Law</u> to be delivered by video-conferencing (SSM to TIM) during the winter 2016 term (16W).

Motion carried.

Moved (Broad/Scott): that Senate approve the following program revisions to the general and honours Bachelor of Arts in Community Economic and Social Development (BA3/4.CESD):

<u>Bachelor of Arts (Honours)</u>

From:
<u>First Year:</u>
- CESD 1006   Introduction to CESD I
- CESD 1007   Introduction to CESD II
- ECON 1007   Introduction to Macroeconomics or
  ECON 1006 Introduction to Microeconomics
- SOCI 1016   Understanding Society I: Principles and Processes
- SWLF 1006   Introduction to Social Welfare
- ADMN 1016   Introduction to Canadian Business
- 12 elective credits of which 6 credits must be from Group I (Humanities) and 6 credits from Group III (Sciences)

<u>Second Year:</u>
- CESD 2016   Community Economic and Social Development: Research Methods
- CESD 2406   Environment and Community Resilience
- CESD 2106   Economics of Community Development I: Social Economy and CED
- CESD 2607   Community Engagement & Strategic Planning
- POLI 1007   Introduction to Political Science II: Ideas , Principles and Institutions
- ADMN 2017   Managing the Non-for-Profit Organization
- 12 elective credits

<u>Third Year:</u>
- CESD 3016   Global/Local Relations: A Critical Approach to Community Development
- CESD 3017   Directed Studies: CESD Practicum
- SOCI 2127   Research Methods and Data Analysis II or SWRK 2127 Introduction to Social Work Research
- POLI 2607   Introduction to Public Policy
- GEOG 1027   Introduction to Human Geography
- CESD 2556   Finance and Accounting
- 6 additional credits CESD, upper year
- 6 elective credits

<u>Fourth Year:</u>
- CESD 4015   Community Economic and Social Development Project and Analysis
- CESD 4906   Community Economic and Social Development: Selected Topics I
- CESD 4907   Community Economic and Social Development: Selected Topics II
- 18 elective credits

To:
<u>First Year:</u>
- CESD 1006   Introduction to CESD I
- CESD 1007   Introduction to CESD II
- ECON 1007   Introduction to Macroeconomics
  Or ECON 1006 Introduction to Microeconomics
- **SOCI 1016   Understanding Society I: Principles and Processes or**
  SOCI 2016:   Thinking Sociologically
- SWLF 1006   Introduction to Social Welfare
- ADMN 1016   Introduction to Canadian Business

- 12 elective credits of which 6 credits must be from Group I (Humanities) and 6 credits from Group III (Sciences)

Second Year:
- CESD 2016   Community Economic and Social Development: Research Methods
- CESD 2406   Environment and Community Resilience
- CESD 2106   Economics of Community Development I: Social Economy and CED
- CESD 2607   Community Engagement & Strategic Planning
- **POLI 1007   Introduction to Political Science II: Ideas , Principles and Institutions or**
  POLI 2707   Canadian Legal and Political Institutions
- ADMN 2017   Managing the Non-for-Profit Organization
- 12 elective credits

Third Year:
- CESD 3016   Global/Local Relations: A Critical Approach to Community Development
- CESD 3017   Directed Studies: CESD Practicum
- SOCI 2127   Research Methods and Data Analysis II Or SWRK 2127 Introduction to Social Work Research
- POLI 2607   Introduction to Public Policy
- **GEOG 1027   Introduction to Human Geography or GEOG 2206 Population Geography**
- CESD 2556   Finance and Accounting
- 6 additional credits CESD, upper year
- 6 elective credits

Fourth Year:
- CESD 4015   Community Economic and Social Development Project and Analysis
- CESD 4906   Community Economic and Social Development: Selected Topics I
- CESD 4907   Community Economic and Social Development: Selected Topics II
- 18 elective credits

Bachelor of Arts (General)

From:

First Year:
- CESD 1006   Introduction to CESD I
- CESD 1007   Introduction to CESD II
- ECON 1007   Introduction to Macroeconomics
  Or ECON 1006 Introduction to Microeconomics
- SOCI 1016   Understanding Society I: Principles and Processes or
- SWLF 1006   Introduction to Social Welfare
- ADMN 1016   Introduction to Canadian Business
- 12 elective credits of which 6 credits must be from Group I (Humanities) and 6 credits from Group III (Sciences)

Second Year:
- CESD 2016   Community Economic and Social Development: Research Methods
- CESD 2406   Environment and Community Resilience
- CESD 2106   Economics of Community Development I: Social Economy and CED
- CESD 2607   Community Engagement & Strategic Planning
- POLI 1007   Introduction to Political Science II: Ideas , Principles and Institutions
- ADMN 2017   Managing the Non-for-Profit Organization
- 12 elective credits

Third Year:
- CESD 3016   Global/Local Relations: A Critical Approach to Community Development
- CESD 3017   Directed Studies: CESD Practicum
- SOCI 2127   Research Methods and Data Analysis II or SWRK 2127 Introduction to Social Work Research
- POLI 2607   Introduction to Public Policy
- GEOG 1027   Introduction to Human Geography
- CESD 2556   Finance and Accounting
- 6 additional credits CESD, upper year
- 6 elective credits

To:

First Year:
- CESD 1006   Introduction to CESD I
- CESD 1007   Introduction to CESD II
- ECON 1007   Introduction to Macroeconomics
  Or ECON 1006 Introduction to Microeconomics
- **SOCI 1016**   **Understanding Society I: Principles and Processes or**
  SOCI 2016   **Thinking Sociologically**
- SWLF 1006   Introduction to Social Welfare
- ADMN 1016   Introduction to Canadian Business
- 12 elective credits of which 6 credits must be from Group I (Humanities) and 6 credits from Group III (Sciences)

Second Year:
- CESD 2016   Community Economic and Social Development: Research Methods
- CESD 2406   Environment and Community Resilience
- CESD 2106   Economics of Community Development I: Social Economy and CED
- CESD 2607   Community Engagement & Strategic Planning
- **POLI 1007**   **Introduction to Political Science II: Ideas , Principles and Institutions or**
  POLI 2707   **Canadian Legal and Political Institutions**
- ADMN 2017   Managing the Non-for-Profit Organization
- 12 elective credits

Third Year:
- CESD 3016   Global/Local Relations: A Critical Approach to Community Development
- CESD 3017   Directed Studies: CESD Practicum
- SOCI 2127   Research Methods and Data Analysis II or SWRK 2127 Introduction to Social Work Research
- POLI 2607   Introduction to Public Policy
- **GEOG 1027**   **Introduction to Human Geography or GEOG 2206 Population Geography**
- CESD 2556   Finance and Accounting
- 6 additional credits CESD, upper year
- 6 elective credits

Motion carried.

Moved (Marasco/Boyle): that Senate approve the following new course as submitted by the Department of History and Philosophy:

HIST 3606 <u>Witches and Witch-hunts in Europe, 1450 - 1750</u>

This course will examine a series of events known as the "Great European Witch-hunt" that took place from the mid-fifteenth to the mid-eighteenth century. It will consider the changing social, legal, religious, and political responses to the perceived harmful effects of witches and witchcraft on early modern European society, the treatment of those accused, and the motivations of those who initiated and carried out this widespread and violent reaction. Prerequisite: completion of a 1000 series level History course or permission of the department. (LEC 1.5, SEM 1.5) (3cr)

Moved (Ross/Boyle): that Senate approve the following course revisions as submitted by the Department of Modern Languages:

From:
ANIS 1006 <u>Anishinaabe Peoples and our Homelands I</u>
This course will examine Anishinaabe worldview, philosophy, and oral/written history (through wampum belts, birch bark scrolls, etc.). The student will be engaged in discussion and exploration of the concept of "inherent right," including its meaning and significance. In addition, the student will examine the connection between land and (i) the Anishinaabe peoples, (ii) nationhood, and (iii) sovereignty. The student will take a cross-cultural approach to the study of Anishinaabe society, and apply knowledge of this approach in assignments and class seminars. The student will be able to verbally communicate his/her understanding of Anishinaabe life, address methodological and ethical issues related to oral history research, and respect the intellectual integrity of the oral tradition. *Students may not retain credit for both ANIS 1006 and NATI 1105. (LEC 3) (3 Cr)*

To:
ANIS 1006 Anishinaabe Peoples and our Homelands I
This course will provide an introduction to the fundamentals of Anishinaabe worldview and Anishinaabe philosophy through Anishinaabe Creation Stories and select oral/written history. It will develop students` understanding of how Anishinaabe lifeways past and present express the Anishinaabe worldview of an interactive and interconnected universe. Students will also be introduced to the meaning of "inherent rights" as defined by Anishinaabe and as articulated in the UN Declaration on the Rights of Indigenous Peoples and other documents/research. The course focuses on developing students` understanding of the persistence of Anishinaabe worldview, identity and connections to land, and how these inform the revitalization of Anishinaabe traditions as well as Anishinaabe People's continued resistance to the ongoing processes of colonization. ANIS 1006 will enable the students to participate in discussions and activities at the local level and beyond, demonstrating the value of the Anishinaabe worldview as a valid way of thinking and knowing. *(LEC/SEM 3) (3 cr)*

From:
ANIS 1007 Anishinaabe Peoples and our Homelands II
This course will explore the Anishinaabe world beginning with the concept of Creation and life before European contact. The depth and complexity of Anishinaabe Gikayndawsoowin (body of knowledge) will be discussed. The course involves examination of Euro-Canadian history in comparison with the oral/traditional history of the Anishinaabe people, emphasizing respect in comparative study. Critical thinking and engagement skills will provide a foundation for the student to come to know self in relation to course content. The course will emphasize reflection and dialogue around traditions, culture-based education and social change, employing "seven generations thinking" to consider both the past and the future in analysis and decision making. *Prerequisite: None. Students may not retain credit for both ANIS 1007 and NATI 1105. (LEC 3) (3 cr)*

To:
ANIS 1007 Anishinabbe Peoples and our Homelands II
This course will explore the Anishinaabe world beginning with the concept of Creation and life before contact in 1492. It considers the disparity between how Euro-Canadians have addressed Anishinaabe history in comparison with the oral/traditional history of the Anishinaabe people. It will examine issues that continue to impact on Anishinaabe Peoples in the present post-colonial coexistence with the descendants of the European discoverers on Anishinaabe traditional homelands. The course will emphasize reflection and dialogue around traditions, culture-based education and social change, employing "seven generations thinking" to consider both the past and the future in analysis and decision making. The course is participation-intensive, with emphasis on discussion, personal reflection and critical thinking. *Prerequisite: None. (LEC/SEM 3) (3 cr)*

From:
ANIS 2006 Anishinaabe Social Issues
This course is grounded in the philosophy that 'in order to heal, we must know the wound.' Students will individually and collectively examine traditional social structures and values within Anishinaabe society. The course will explore how these structures and values are derived from the Seven Teachings, the Clan System, Anishinaabe architecture, and spirituality. Oral and written sources will be used to consider contemporary issues facing Anishinaabe nations, citizens and families, as well as the contemporary and historical role of the midewiwin in Anishinaabe history. M'Bimaadiziwin 'is a central concept in the analysis of the course topic. *Prerequisite: ANIS 1006/1007, or permission of the instructor. (LEC 3) (3 cr)*

To:
ANIS 2006 Anishinaabe Social Issues
This course is grounded in the Anishinaabe philosophy that "in order to heal, we must know the wound." Students will individually and collectively examine traditional social structures and values within Anishinaabe society. The course will explore how these structures and values are derived from the Seven Grandfather Teachings, the Clan System, and spirituality. Students will also investigate how Anishinaabe values and spirituality are embodied in traditional architecture, design, and other practices. Oral and written sources will be used to consider the contemporary issues facing Anishinaabe nations, citizens and families, as well as the contemporary and historical role of the Midewiwin in Anishinaabe history. "Bimaadiziwin," the historical life ways of the Anishinaabe people, is a central concept in the analysis of the course topic. Prerequisite: ANIS 1006/1007, or permission of the instructor. (LEC/SEM) (3 cr)

From:
ANIS 2007 Anishinaabe Social Movements
This course will explore Anishinaabe social activism in a contemporary context, as grounded in the enduring history of the Anishinaabe people. Students will identify and explore connections between Anishinaabe social movements and other social movements in Europe and North America. This will include a critical study of Anihshinaabe activism as pioneered by the American Indian Movement (including Alcatraz, Wounded Knee, Trail of Broken Treaties) in the United States and the National Indian Brotherhood in Canada. Anishinaabe women's rights, environmental justice, "Indian Control of Indian Education", and other movements will be discussed. In addition, students will learn about the reawakening of traditional spirituality in the context of the Seven Fires Prophesies. *Prerequisites: ANIS 1006/1007, or permission of the instructor. (LEC 3) (3 Cr)*

To:
ANIS 2007 <u>Anishinaabe Social Movements</u>
The course will explore Anishinaabe social activism in a contemporary context, as grounded in the enduring history of the Anishinaabe people. Students will identify and explore connections between Anishinaabe social movements and other social movements in Europe and North America. This will include a critical study of Anishinaabe activism as pioneered by the American Indian Movement (including Alcatraz, Wounded Knee, Trail of Broken Treaties) in the United States and the National Indian Brotherhood in Canada. Anishinaabe women's rights, environmental justice, "Indian Control of Indian Education," and other movements will be discussed. In addition, students will learn about the reawakening of traditional spirituality in the context of the Seven Fires Prophesies. *Prerequisites: ANIS 1006/1007, or permission of the instructor. (LEC/SEM 3) (3 cr)*

From:
ANIS 3006 <u>Government Acts and Policies</u>
This course examines issues of law and governance relevant to Anishinaabe peoples in Canada and the United States. It includes the history of government legislation and policies with a focus on their impact on Anishinaabe peoples and nations, particularly the Indian Act, Canada's Constitution Act and the United Nations Declaration on the rights of Indigenous Peoples. To ensure a thorough treatment of the constitutional status of Anishinaabe peoples, much of the course will be directed toward understanding the foundational principles of Anishinaabe law, governance and treaty-making. *Prerequisite: ANIS 2006/2007, or permission of the instructor. (LEC 3) (3 cr)*

To:
ANIS 3006 <u>Government Acts and Policies</u>
This course reviews the history of Canadian government legislation and policies with a focus on the impact of key legislation on Anishinaabe Peoples as First Nation, Metis and Inuit Peoples in Canada. Particular attention will be given to sections of the Royal Proclamation of 1763, to Canada's Constitution Act, to the Indian Act, and to examination of critical Supreme Court cases of concern to Anishinaabe rights. Students will be encouraged to examine the impact of these legislations and instruments on self-governance. The course will introduce the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and will discuss how international instruments such as the UNDRIP support recognition of the inherent rights of Anishinaabe as Canada's Indigenous Peoples. This course builds on earlier explorations of Anishinaabe worldview, clan system, traditional value system and social movements that were covered in the prerequisite ANIS courses. *Prerequisite: ANIS 2006/2007, or permission of the instructor. (LEC/SEM 3) (3 cr)*

From:
ANIS 3007 <u>Treaties</u>
This course will provide students with a thorough understanding of the Treaty process as well as their historical and contemporary meaning. Students will examine the history of government legislation and policies and their impact on Anishinaabe people. The course will examine the Royal Proclamation of 1763; the Crown's fiduciary and trust obligations; pre-confederation Treaties; the Robinson Huron Treaty 1850 and Robinson Superior Treaty 1850; the numbered Treaties; and recent Treaties including the James Bay and Northern Quebec Agreement and the establishment of Nunavut. The course examines Treaties between Canadian and Anishinaabe peoples from the vantage point of two treaty-making traditions, both Anishinaabe and European. Students will identify their place within each treaty making tradition, reflecting on their relationship to these agreements, to each other and to the land. *Prerequisite: ANIS 2006/2007, or permission of the instructor. (LEC 3) (3 cr)*

To:
ANIS 3007 <u>Treaties</u>
This course will provide students with a foundational understanding of the historical and contemporary meaning of treaties and the treaty-making process experienced by Anishinaabe Peoples. This course considers the significance of treaties in terms of the struggle to affirm Anishinaabe Peoples' inherent rights that are the foundation of all historic and contemporary treaties. It examines treaty-making between Anishinaabe nations prior to colonization as well as (select) treaties Anishinaabe have entered into with Canada. Students will be able to distinguish the difference between Anishinaabe and European/colonial treaty-making traditions. Course topics will be addressed from the perspective that "We are All Treaty People". Select treaties beginning with pre-colonization peace and friendship treaties between Anishinaabe nations such as the Onkwehon:we/Anishinaabe Dish with One Spoon Treaty will be covered as well as treaties established after the Royal Proclamation of 1763 such as the Robinson Huron and Robinson Superior treaties. The course will also review the numbered Treaties and recent Treaties such as the James Bay and Northern Quebec Agreement and the establishment of Nunavut. The course will address the social, economic and political implications of the Treaty relationship in terms of Anishinaabe Inherent Rights and Treaty Rights in contrast to Canada's interpretation and administration of the Treaties over time. Students will identify their place as a Treaty person in Canada and reflect on their relationship to these nation-to-nation agreements, to each other and to the land. They will draw on all of this knowledge to engage in an experiential learning activity involving the formulation of a modern treaty. *Prerequisite: ANIS 2006/2007, or permission of the instructor. (LEC/SEM 3) (3 cr)*

Motion carried.

Moved (Reed-Elder/Dupuis): that Senate approve PSYC 2016 <u>Behavioural Problems in Childhood and Adolescence</u> as a Group I PSYC course for all Psychology degree programs (BA4, BA4 (NH), BSC4).

Motion carried.

15.11.04.02   Academic Standards and Teaching & Learning – Early Feedback Policy

Moved (Marasco/Reed-Elder): that Senate approve the Early Feedback Policy, as follows:

Providing feedback to students on academic work, completed or in progress is an important part of teaching and learning in that it allows students to measure their understanding of the course content and their progress on learning objectives. Algoma University recognizes the importance in providing feedback that is both timely and constructive so that students can reflect on their status in the course, and make an informed decision regarding their course registration.

For all courses, at least 20% of the final grade shall be provided to students prior to the last day to withdraw without academic penalty (typically seven weeks after the beginning of a semester). Exceptions to the graded feedback may include thesis courses, independent research courses, studio courses and performance courses.

When feedback cannot be provided before the withdrawal date, due to the nature of the course, this should be clearly indicated in the course syllabus. If no written term work has been evaluated prior to the withdrawal date, the information shall be given in the form of a written statement of the student's standing (upon request).

The spirit of the guideline should be followed during the spring/summer six-week terms. In particular, all instructors are urged to include academic work that is assigned, evaluated, and returned at least two days prior to the last day to withdraw from the course without academic penalty.

Motion carried. (1 abstention, C. Ross)

15.11.04.03   Animal Care Committee Policy

Moved (Foote/Dupuis): that Senate approve the Policy on the Ethical Principles of Animal Care and Use as follows:

Foote spoke to the motion stating that a few changes were made most notably representation of administration.

Motion carried.

15.11.04.04   Academic Planning – COSC external program review, status report

Moved (Lajoie/Davies): that Senate approve the Computer Science 18th Month Status Report (based on the Implementation and Work Plan) External Program Review.

Motion carried.

15.11.04.05   Writing Lab Instructor – appointment committee

Moved (Lajoie/Reed-Elder): that Senate approve Dr. Henry Hornstein, full–time faculty member from Social Sciences division to serve on the appointment committee of the Writing Lab instructor.

Motion carried.

15.11.05   **INFORMATION ITEMS (reports of committees)**
              15.11.05.01   **Nominations for Honourary Degree, Senate Award, Distinguished Faculty Award**

The Speaker reminded Senators of the November 20th deadline to submit nominations; he added that no nominations have been received to date.

              15.11.05.02   **COU Academic Colleague report**

Brodbeck submitted a written report.

15.11.06   **STANDING REPORTS**

              15.11.06.01   **Board of Governors Representative**

Johnston submitted a written report.

              15.11.06.02   **Dean**

McCutcheon submitted a written report

              15.11.06.03   **President**

Chamberlin submitted a written report

15.11.07   **DISCUSSION AND QUESTION PERIOD**
              15.11.07   **Minutes of Senate**

The Speaker informed members that there has been some discussion at Senate Executive as to how Senate minutes are being recorded – he asked for senators to comment on the current practice of recording the senate minutes.

Lajoie stated that the level of detail seems accurate.

Broad commented that names should not be identified when recording member comments and that a general summary of the discussion is all that should be recorded

Boyle stated that comments cannot be completely/accurately recorded and that the rationale of decision should be summarized without capturing the debate or conversation.

Speaker thanked members for their comments and added that the Senate Executive committee would discuss at the next meeting.

15.11.08   OTHER BUSINESS/NEW BUSINESS

Woodman commented that there was no mention regarding hiring priorities at the last meeting of the Faculty Association and that action was necessary.

Denomme asked if anything could be shared regarding the process and/or discussion at Academic Planning.

McCutcheon stated that the question has been raised several times and it is on the table for discussion.

15.11.09   ANNOUNCEMENTS

The following announcements were made:

- Soo Finnish Nordic Ski Swap, West Minister Church, Saturday November 7
- COSC Department end of year Thesis Proposal Presentations, November 27(8:30-11:30am)
- Open Mic taking place after Senate
- Anishinaabe Annual Feast, Sunrise Ceremony in Arbour, November 16

Marasco acknowledged Professor Michael Burtch who was awarded the 2015 Chamber of Commerce Tourism Award of Excellence.

15.11.10   ADJOURNMENT

Moved (Davies/Scott): that Senate adjourn.

Motion carried.   (Senate adjourned at 1:50pm)