

NSCAD Senate Minutes

Date & Time: 29 January 2024, 10AM

Location: on Teams

Present: A. Fish, A. Sprague, A. Butu, D. van de Wetering, C. Allen, C. Bona, G. Hougan, J. Warwick, J. Macalik, J. Gerrard, M. Bovey, N. Peach, P. Shannon, R. Mohan, R. Young, R. Meyer, S. Nagler, L. Dowe, R. MacDonald, K. Cope, C. Leonard, S. Maloney

Item	Agenda	Action
1.	<p>1.1 - Territorial Acknowledgement - NSCAD University is located in Kjipuktuk, the district of Sipekne'katik, Mi'kma'ki, which since time immemorial, has been the unceded traditional territory and ancestral homelands of the Mi'kmaq Nation. We pay respect to the historic and contemporary Mi'kmaw artists who have, over millennia, created unique artforms and designs, and through generations, passed down ways of being, knowing, and doing that are valued and respected. NSCAD University is committed to forging a relationship based on reciprocity as we move forward together in a good way, based on the foundational aspirations in our collective treaties, dating back to 1725. In Nova Scotia, we recognize we are all Treaty People.</p> <p>Peoples' Acknowledgement - NSCAD acknowledges the historical and contemporary presence of people of African descent. It offers this People's acknowledgement in solidarity with the Indigenous people of Turtle Island in the efforts and deliberate intentions toward decolonization. African Nova Scotians have existed and persisted on the traditional land of the Mi'kmaq for more than 400 years. We acknowledge and express deep gratitude. Their significant presence and contributions on this land have contributed to the existence of Nova Scotia. Their labour and skills, used without their explicit consent and without reciprocity, have shaped the structural stability and were instrumental in the creation of the intergenerational wealth of today's Nova Scotia. They are resilient, brave, and spiritual and express pride in their Ancestors on whose shoulders they stand. They are the founders of the more than 50 historical African Nova Scotian communities across Nova Scotia. This acknowledgement brings with it a call to action to reconcile the harms acted upon African Nova Scotians, a distinct People and the Mi'kmaw People.</p>	1.1 read by A. Fish and P. Shannon.

1.	1.2 – Establish quorum. 1.3 - Motion: to approve the meeting agenda for the January 29 th , 2024.	1.2 established by A. Fish. 1.3 moved by M. Bovey, 2 nd by J. Warwick, passes.
2.	2.1 – Declaration of conflict of interest.	N/A
3.	3.1 – Motion: to approve the minutes from December 18th 2023.	3.1 moved by J. Macalik, 2 nd by K. Cope, passes.
4.	Consent Agenda: 4.1 - Communication from the VP, Academic and Research 4.2 - Communication from the Board of Governors 4.3 - Communication from the President	
5.	Committee Reports 5.1 - Digital Technology Committee report 5.2 - Teaching and Learning Committee report 5.3 - Curriculum Committee report Motion from report: to approve the recommended course changes.	5.3 moved by R. MacDonald, 2 nd by J. Macalik, passes.
6.	Other Business 6.1 - Presentation from Ombudsperson, Jude Gerrard	
7.	In Camera Session 7.1 - motion to go in camera (requires unanimous consent) 7.2 - motion to go out of camera 7.3 - motions from in camera discussion	
8.	8.1 – Motion: to adjourn the meeting. Next meeting date: February 26th, 2024	8.1 moved by S. Nagler.

Current Course Code	DSGN-2601
Current Course Title	Illustration I: Technique
Current Course Description	
This is an introductory illustration course that allows students to explore in various media and techniques to begin defining and learning what an effective illustration can do. Emphasis is placed on concepts, techniques and design production elements. [This course was formerly CMDS 2600/DRAW 2600]	
Type of Revision	- Pre-requisites
List Any Proposed Changes in Pre or Co-requisites	
Requisites: DRAW-1500 - Must be completed prior to taking this course.	
New requisites: DRAW-1500 or DSGN-1520 - Must be completed prior to taking this course.	
Rationale for Change	
By including DSGN-1520 Visual Thinking: Drawing ,which is a very relevant pre-requisite, will add more flexibility and pathways from Foundation for students to take DSGN-2601.	
Implications for Program	
Adds more flexibility for students to take the class.	
Resources Requested	
none	
Possible Instructor(s)	Jeff Domm, Clarke MacDonald
Is your chair/division in support of this change?	Yes
Is the library able to support this course?	N/A
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	
to adopt the changes to the course (code and course name here) as proposed.	

Current Course Code	DSGN-2505
Current Course Title	Typography
Current Course Description	
This course focuses on specialized technical and aesthetic issues in Communication Design, emphasizing the inventive use of type and typography for interpreting text.	
Requisites:	
DSGN-1510 - Must be completed prior to taking this course.	
Usually/Typically Offered:	
Fall and Winter	
Type of Revision	- Pre-requisites
List Any Proposed Changes in Pre or Co-requisites	
Requisites:	
Delete DSGN-1510 - Must be completed prior to taking this course.	
Add DSGN-1000 - Must be completed prior to taking this course.	
Rationale for Change	
Adding DSGN-1000 Digital Tools for Designing- Must be completed prior to taking this course is a more relevant prerequisite as it ensures that students have computer skillsets before they take this class. Those computer skills are essential for teaching this class.	
Implications for Program	
Ensures students have essential software computer skills before they take the class where they are expected to use that software	
Resources Requested	
none	
Possible Instructor(s)	May Chung, Jaime Spinks.
Is your chair/division in support of this change?	Yes
Is the library able to support this course?	N/A
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	
to adopt the changes to the course (code and course name here) as proposed.	

Current Course Code	DSGN-3521
Current Course Title	Design Studio 4: systems
Current Course Description	
Students will undertake a series of design projects that will expand their range of design experience and understanding. The focus of the course will be on the constraints imposed upon designers while seeking creative solutions.	
Type of Revision	- New Description/Title
Proposed Change to Course Title	Design Studio 4
Proposed New Description	
This course focuses on the integration of sustainable and environmentally conscious principles and practices into the design process. Through discussions, design projects, and case studies, participants learn how to create innovative and ecologically responsible designs and messaging that contribute to a more sustainable and regenerative future. The course involves designing for both digital and physical experiences.	
Proposed new learning outcome 1	
Integration of Sustainable Design Principles: students will demonstrate the ability to integrate sustainable design principles into their creative process and develop a mindset that prioritizes ecological responsibility in their designs.	
Learning Outcome 2	
Innovative Approaches to Earth-Centered Design: students will think beyond traditional design norms and find new ways to design that both restores ecological based systems and communicates strategies that promote regenerative and sustainable futures.	
Learning Outcome 3	
Communication of Sustainable Design Concepts: students will develop effective communication skills to convey the principles and benefits of sustainable design and communicate the ecological impact of designs through various visual mediums.	
Rationale for Change	
<ol style="list-style-type: none"> 1. The word computing in the course title was confusing and not representative of the course that was being taught. The course description was unclear and vague. 2. A more representative, informative and clearer course description and content direction for both instructors and students. 3. Consistency of language between the 3000 level 6 credit studio course descriptions 5. Addressing recommendations as identified in the design divisional review. 6. Addressing an important focus in design education today that needs to be codified in our core studios. 	
Implications for Program	
The earth-centred systems approach in this studio builds upon the human-centred design knowledge students undertook in 3. Again the 3000 level courses of Design Studio 3: Systems - human-centred and Design Studio 4: Systems - earth centred are companion courses. These human and earth system design classes are part of a 3rd year core experience of what the division is framing as life-centred design and systems thinking in both digital and physical design.	
Resources Requested	
none	
Possible Instructor(s)	All full time instructors could deliver this course.
Is your chair/division in support of this change?	Yes
Are the library/studios able to support this course?	Yes
Proposed By:	glen Hougan
Email	ghougan@nscad.ca
MOTION	
to adopt the changes to the course (code and course name here) as proposed.	

Current Course Code	DSGN-3021
Current Course Title	Design Studio 3
Current Course Description	Students will investigate and experiment with text, image and form in information, interaction, advertising, spatial, and product design. Students will also continue theoretical and methodological studies begun in the earlier prerequisite studio classes.
Type of Revision	- Pre-requisites - New Description/Title
Proposed Change to Course Title	Design Studio 3: Systems - human-centred
List Any Proposed Changes in Pre or Co-requisites	DSGN 2500 and enrolment in the Bachelor of Design - Must be completed prior to taking this course. GPA of a B average in previous DSGN designated courses is required to get into this course.
Proposed New Description	This course introduces students to the principles and practices of a human-centred and systems-thinking approach to problem-solving and innovation. With a focus on the entire design process, from research and ideation to prototyping and testing, students learn to develop design solutions that align closely with human needs and preferences. The course involves designing for both digital and physical experiences.
Proposed new learning outcome 1	Understanding of Human-Centered Design Principles - students will gain a deep understanding of empathetic design, human centred research methodologies, and the application of human behaviour and insights to inform their design process.
Learning Outcome 2	Proficiency in Systems Thinking - students will be equipped with skills to approach design challenges through a systems-thinking lens and develop the ability to identify and address complex problems holistically, considering the broader context and implications of their design decisions.
Learning Outcome 3	Application of Design Process Across Digital and Physical Experiences - students will gain practical experience in adapting human-centered design principles to various contexts, whether it's creating digital interfaces, physical products, or environments.
Rationale for Change	<ol style="list-style-type: none"> 1. An up to date description representing the current course content of the course over the last few years. 2. A more informative and clearer course description and content direction for both instructors and students. 3. Consistency of language between the 3000 level 6 credit studio course descriptions 5. Addressing recommendations as identified in the design divisional review. 6. Addressing an important focus in design education today that needs to be codified in our program.
Implications for Program	The human-centred systems approach in this studio adds to the user-centred design knowledge students undertook in studio 1 and 2. This course Design Studio 3: Systems - human-centred is a companion course to Design Studio 4: Systems - earth centred. These human and earth system design classes are part of a 3rd year core experience of what the division is framing as life-centred design and systems thinking in both digital and physical design.
Resources Requested	none
Possible Instructor(s)	All full time faculty could teach this human-centred systems class.
Is your chair/division in support of this change?	Yes
Is the library able to support this course?	Yes
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	to adopt the changes to the course (code and course name here) as proposed.

Current Course Code	DSGN-4510
Current Course Title	Design Studio 6: Collab Proj
Current Course Description	
Design students will continue the collaborative efforts in joint project work used in Design Studio 5. Students will be required to complete an approved degree-project. Public presentations of final projects will be a requirement.	
Type of Revision	- Pre-requisites - New Description/Title
Proposed Change to Course Title	Design Studio 6
Proposed Change to Course Level	4000
Proposed Change in Number of Credits	6
List Any Proposed Changes in Pre or Co-requisites	
DSGN-4020 must be completed before taking this course	
Proposed New Description	
Design students complete their design degree project investigation they started in Studio 5. Their completed degree project is showcased in a public group exhibition at the end of the term.	
Proposed new learning outcome 1	
In-Depth Design Investigation and Exploration - students will complete an in-depth design investigation by building on the foundation laid in Studio 5 involving a comprehensive exploration of their chosen design problem utilizing advanced research methodologies and design thinking processes.	
Learning Outcome 2	
Project Execution and Implementation - students will develop and apply advanced design skills in executing and implementing their design solutions that translates conceptual ideas into tangible outcome in the form of prototypes, visual designs, or interactive experiences.	
Learning Outcome 3	
Public Exhibition and Communication of Design Concepts - completion of the degree project will culminate in a public group exhibition where students will showcase their work with the aim to develop students' abilities to communicate their design concepts effectively to a diverse audience through the creation of compelling narratives, visual presentations, and interactive displays that convey the significance of their design solutions.	
Rationale for Change	
1. A more accurate title description representing the content and how this course has being taught over the last five years. 2. These changes were identified by faculty and students in the programs design review as something that was needed to strengthen the student educational experience and program.	
Implications for Program	
A narrative that provides more continuity and clarity with Studio 5 activities and description.	
Resources Requested	
none	
Possible Instructor(s)	All full time faculty could teach one or both of the design execute of the degree project or the group exhibition.
Is your chair/division in support of this change?	Yes
Are the library/studios able to support this course?	Yes
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	
to adopt the changes to the course (code and course name here) as proposed.	

Current Course Code	DSGN-4020
Current Course Title	Design Studio 5: Collabor Proj
Current Course Description	
Design students work together on projects that involve the application of knowledge and expertise gained in the course of their studies. The students will identify problems, carry out research, develop solutions, and communicate these solutions to an appropriate audience.	
Type of Revision	- Pre-requisites - New Description/Title
Proposed Change to Course Title	Design Studio 5
Proposed New Description	
In this course design students will engage in collaborative projects that require the practical integration and application of knowledge and expertise acquired throughout their studies. Students will identify problems, carry out research, develop solutions, and communicate these solutions to an appropriate audience. The course involves both design collaborations with external stakeholders and preliminary design research for a design degree project to be undertaken in Studio 6.	
Proposed new learning outcome 1	
Effective Collaboration and Communication Skills - students will demonstrate proficiency in collaborative work, including effective communication, teamwork, and interpersonal skills.	
Learning Outcome 2	
Application of Design Research Methods - students will develop and apply advanced design research methods to identify and address design problems by conducting research, understanding user needs, and exploring design solutions through iterative processes.	
Learning Outcome 3	
Project Management and Planning Skills - students will develop project management skills such as setting project goals, defining timelines, allocating resources, and managing tasks in the successful execution of individual and team based collaborative design projects.	
Rationale for Change	
1. A more accurate description representing how this course is being taught over the last five years. 2. A more informative and clearer course description identifying collaborations and integration of the research component of a design degree project. 3. These changes were identified by faculty and students in the programs design review as something that was needed to strengthen the student educational experience and program.	
Implications for Program	
The implications of starting research in Studio 5 for their design degree project will allow for more successful outcomes when students present their design degree project in Studio 6. This subtle narrative change has been discussed with the our RPT's, ICA's, full time design faculty, and students. It has been received very positively as it also focuses on more external collaborations. This change in course description helps address a number of stakeholder concerns as outlined in our division review.	
Resources Requested	
none	
Possible Instructor(s)	All full time faculty could teach one or more of these modules as outlined in the course description.
Is your chair/division in support of this change?	Yes
Are the library/studios able to support this course?	Yes
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	
to adopt the changes to the course (code and course name here) as proposed.	

Current Course Code	DSGN-2500
Current Course Title	Design Studio 2: Design Principles
Current Course Description	In this course, students will continue their studies in the strategic, collaborative, and inter-disciplinary nature of design thinking. The course will focus on the use of images, form and space in the creation of design experiences.
Type of Revision	- New Description/Title
Proposed Change to Course Title	Design Studio 2
Proposed New Description	This course introduces students to the principles and techniques required in designing appropriate user experiences in the context of both objects and spatial/environments. It provides students with both a foundational understanding of the process involved in designing from a user-centred approach and the technical aspects of creating appropriate designs for specific audiences. The course is divided into object and spatial/environment-based design modules with topics that address social and environmental issues.
Proposed new learning outcome 1	Understanding of User-Centered Design Principles - students will gain insights into how to prioritize user needs and preferences in the design process, fostering an awareness of the user experience (UX) as a critical component in both physical product and environment/spatial design outcomes.
Learning Outcome 2	Proficiency in Visual and Interactive Design Techniques - students will develop practical skills in creating visually appealing designs and interactive elements suitable for both physical product and environment/spatial design mediums and platforms.
Learning Outcome 3	Application of Design Thinking to Social and Environmental Issues - students will learn how to applying design thinking methodologies to address social and environmental issues and be challenged to integrate their design skills with a broader understanding of societal and environmental contexts.
Rationale for Change	<ol style="list-style-type: none"> 1. A more accurate description representing how the classes have been taught over the last five years. 2. A more informative and clearer course description and direction for instructor teaching it and students taking it. 3. Consistency of language between the core undergraduate 6 credit studio course descriptions. 4. A better representation of the undergraduate degree focus towards experience design (XD) methods and outcomes.
Implications for Program	Helps present a clearer narrative of the undergraduate program through both the course name addition and the specificity of what type of design is being addressed and the type of issues to be addressed in our program. This narrative has been discussed with the our RPT's, ICA's, full time design faculty, and students. It has been received very positively. This change in course description helps address their concerns around clarity as outlined in our division review.
Resources Requested	None
Possible Instructor(s)	All full time faculty could teach one or more of these modules as outlined in the course description.
Is your chair/division in support of this change?	Yes
Are the library/studios able to support this course?	Yes
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	to adopt the changes to the course (code and course name here) as proposed.

Current Course Code	DSGN-2010
Current Course Title	Design Studio 1: Principles
Current Course Description	
This course will introduce students to the strategic, collaborative, and interdisciplinary nature of design thinking. It will focus on the use of typography and images to communicate design intent. An emphasis will be placed on the iterative aspects of design methods.	
Type of Revision	- New Description/Title
Proposed Change to Course Title	Design Studio 1
Proposed New Description	
This course introduces students to the principles and techniques required in designing appropriate user experiences in the context of both print and digital online content. It provides students with both a foundational understanding of the process involved in designing from a user-centred approach and the technical aspects of creating visually appropriate designs and interactions for specific audiences. The course is divided into print and digital design modules featuring topics that address social and environmental issues.	
Proposed new learning outcome 1	
Understanding of User-Centered Design Principles - students will gain insights into how to prioritize user needs and preferences in the design process, fostering an awareness of the user experience (UX) as a critical component in both print and digital design	
Learning Outcome 2	
Proficiency in Visual and Interactive Design Techniques - students will develop practical skills in creating visually appealing designs and interactive elements suitable for both print and digital platforms.	
Learning Outcome 3	
Application of Design Thinking to Social and Environmental Issues - students will learn how to applying design thinking methodologies to address social and environmental issues and be challenged to integrate their design skills with a broader understanding of societal and environmental contexts.	
Rationale for Change	
<ol style="list-style-type: none"> 1. A more accurate description representing how the classes have been taught over the last five years. 2. A more informative and clearer course description and direction for instructor teaching it and students taking it. 3. Consistency of language between the core undergraduate 6 credit studio course descriptions. 4. A better representation of the undergraduate degree focus towards experience design (XD) methods and outcomes. 	
Implications for Program	
Helps present a more clearer narrative of the undergraduate program through both the course name addition and the specificity of what type of design is being addressed and the type of issues to be addressed in our program. This narrative has been discussed with the our RPT's, ICA's, full time design faculty, and students. It has been received very positively. This change in course description helps address their concerns around clarity as outlined in our division review.	
Resources Requested	
No resources requested	
Possible Instructor(s)	All full time faculty could teach one or more of these modules as outlined in the course description.
Is your chair/division in support of this change?	Yes
Are the library/studios able to support this course?	Yes
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	
to adopt the changes to the course (code and course name here) as proposed.	

Current Course Code	DSGN-1550
Current Course Title	Stu Prac: Design Fundamentals
Current Course Description	This course introduces students to the fundamentals and methods of design thinking. The goal is to promote the exploration of design ideas in the context of design processes.
Type of Revision	- Credit Weight
Proposed Change in Number of Credits	3
List Any Proposed Changes in Pre or Co-requisites	None.
Proposed New Description	Change it from a 6 credit class to a 3 credit class.
Rationale for Change	A 6 credit design class at a foundation level has limited the students wanting to take it in foundation, therefore scaling it down to a 3 credit class will make it more appealing for students to take in foundation.
Implications for Program	Consistently cancelling or experiencing low enrolment when we run a 6 credit class in foundation. Changing it to 3 credits will allow it to be consistently run and engage more students.
Resources Requested	No new resources
Is your chair/division in support of this change?	Yes
Is the library able to support this course?	No
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	to adopt the changes to the course (code and course name here) as proposed.

Committee Name	Digital Technology Subcommittee
Committee Chair	Noelle Peach
Form submitted by:	Noelle Peach
Email	npeach@nscad.ca
Date	Jan 08, 2024
Type of submission	Interim Committee Report

Report on Committee activities (or meeting Minutes)

The Digital Technology Subcommittee met twice during the Fall 2023 term. The first meeting on October 10th did not satisfy quorum requirements, while the second meeting on November 30th, did.

October 10th, 2023:

Four items of consideration were discussed. The subcommittee first discussed the mandate and terms of reference for the subcommittee as it had not formed or met in some time. The subcommittee parsed out the terms of reference in particular and focused on the relationship of the subcommittee to the ARC Senate committee. The Chair brought forward several software and hardware updates including the status of the Kaltura platform, work taking place with D2L Brightspace, and the acquisition of updated classroom hardware as part of a campus accessibility pilot project. Several concerns were outlined including time management and resources for technology-related projects. The fourth item was a request for subcommittee feedback - with only two other members on the call, it was difficult to have a robust feedback discussion. Of particular concern was how to consult the university community more broadly/ inform more broadly on updates, changes, and to ask for feedback.

November 30, 2023:

Four items were considered on the agenda. Two updates were given by the Chair regarding work completed/upcoming with D2L Brightspace including an integration from the Extended Studies registration program (Destiny) and Brightspace, and Kaltura in order to inform and clarify why and how we would be migrating away and retiring that platform. The remaining two items were related - returning to the discussion about feedback from the NSCAD community with regard to technological decision taking and whether running small-group technical trials might be useful for gathering user information on our software and hardware setups. It was quite difficult to explain the process of a technical trial highlighting the importance of considering the committee composition.

Committee recommendations

I am unsure of the composition and mandate of this committee. I think that the Director, Computer Services also needs to sit here and that it may benefit from at least one multimedia technicians. The subcommittee is not large and so struggles to achieve quorum. The addition of the requested members would both increase the likelihood of quorum, the expertise on the committee, and its transparency as more related staff involved in technological decision-taking would be present.

Unless, of course, these discussions are something that can be brought directly to ARC as a standing agenda item. Many technological decisions are taken through the procurement approvals process and we may want to think about how those purchases are reported and approved given they don't currently needed to be vetted by committee. There is a process gap here.

Committee Name	Teaching & Learning Committee
Committee Chair	Noelle Peach
Form submitted by:	Noelle Peach
Email	npeach@nscad.ca
Date	Jan 08, 2024
Type of submission	Interim Committee Report

Report on Committee activities (or meeting Minutes)

Committee Activities Fall 2023:

Committee met twice - October 16th and November 27th. Both meetings met quorum.

October 16, 2023

Committee discussed three items for consideration - a workplan for the academic year, how T&L can support policies in need or revision or update, and updates from other committees, particularly Curriculum Committee. The committee considered adjusting the mandate of the T&L committee to prevent any overlap with the activities of Curriculum Committee. The discussion continued to a discussion of process in how curriculum suggestions are processed through the Academic Dean, the OAAR, and T&L committee. The committee also discussed how best to address policy updates through the committee in conjunction with other Senate committees. Methods of revision and feedback collection were suggested.

November 27, 2023

5 items were on the agenda for consideration - an update in fall teaching & learning activities, accessibility and accommodations for Winter term, W24 course outline template, attendance policy, and the Winter 2024 in-service days. The Chair provided an overview of new pilot faculty development plan unrolled in September 2023. Methods of feedback were suggested to hear how it was successful and what might need to change for academic year 24/25. Accessibility and accommodations were discussed including some of the challenges from the fall term start and whether T&L might be able to offer insight and feedback to improve the process of sending and receiving accommodation letters. The course outline was shared and discussed. Important feedback was offered by K. Puxley to add a cover letter to the template to increase its usability. The institutional attendance policy was discussed and it was agreed that a draft revision would come to committee after editing and consultation. The Winter 2024 in-service days were discussed in order to receive feedback on the direction of these days from committee members.

Committee recommendations

I'd like to see a past list of motions passed by T&L. I have found the committee a useful place to ask for feedback and to share activities but remain unsure of when or if to send motions or information to other committees. Nothing was referred to us as per our terms of reference item 4.2e and so nothing was sent onward, either.

President Peggy Shannon – Update for Senate
January 29, 2024

JANUARY 2024

Full written draft of the Seriously Creative Plan is being finalized by end-of-January. It will then be developed visually for digital assets and the website.

Advancement trip to Toronto (Jan. 2024.) Secured funds for new photography equipment.

Ongoing meetings with Provincial and Federal government offices regarding the campus consolidation effort that is underway.

Planning underway for donor and alumni engagement events in February, March, April, and June 2024. (Montreal, Vancouver, San Francisco/Los Angeles, London, UK, Toronto).

The following course requests were approved by Curriculum Committee on January 15th and submits the following motion to Senate.

Motion: to approve the following course changes.

[DSGN1550.](#)

[DSGN2500.](#)

[DSGN3021.](#)

[DSGN3521.](#)

[DSGN4020.](#)

[DSGN4510.](#)

[DSGN2010.](#)

[DSGN2505.](#)

[DSGN2601.](#)

Current Course Code	DSGN-3021
Current Course Title	Design Studio 3
Current Course Description	Students will investigate and experiment with text, image and form in information, interaction, advertising, spatial, and product design. Students will also continue theoretical and methodological studies begun in the earlier prerequisite studio classes.
Type of Revision	- Pre-requisites - New Description/Title
Proposed Change to Course Title	Design Studio 3: Systems - human-centred
List Any Proposed Changes in Pre or Co-requisites	DSGN 2500 and enrolment in the Bachelor of Design - Must be completed prior to taking this course. GPA of a B average in previous DSGN designated courses is required to get into this course.
Proposed New Description	This course introduces students to the principles and practices of a human-centred and systems-thinking approach to problem-solving and innovation. With a focus on the entire design process, from research and ideation to prototyping and testing, students learn to develop design solutions that align closely with human needs and preferences. The course involves designing for both digital and physical experiences.
Proposed new learning outcome 1	Understanding of Human-Centered Design Principles - students will gain a deep understanding of empathetic design, human centred research methodologies, and the application of human behaviour and insights to inform their design process.
Learning Outcome 2	Proficiency in Systems Thinking - students will be equipped with skills to approach design challenges through a systems-thinking lens and develop the ability to identify and address complex problems holistically, considering the broader context and implications of their design decisions.
Learning Outcome 3	Application of Design Process Across Digital and Physical Experiences - students will gain practical experience in adapting human-centred design principles to various contexts, whether it's creating digital interfaces, physical products, or environments.
Rationale for Change	<ol style="list-style-type: none"> 1. An up to date description representing the current course content of the course over the last few years. 2. A more informative and clearer course description and content direction for both instructors and students. 3. Consistency of language between the 3000 level 6 credit studio course descriptions 5. Addressing recommendations as identified in the design divisional review. 6. Addressing an important focus in design education today that needs to be codified in our program.
Implications for Program	The human-centred systems approach in this studio adds to the user-centred design knowledge students undertook in studio 1 and 2. This course Design Studio 3: Systems - human-centred is a companion course to Design Studio 4: Systems - earth centred. These human and earth system design classes are part of a 3rd year core experience of what the division is framing as life-centred design and systems thinking in both digital and physical design.
Resources Requested	none
Possible Instructor(s)	All full time faculty could teach this human-centred systems class.
Is your chair/division in support of this change?	Yes
Is the library able to support this course?	Yes
Proposed By:	Glen Hougan
Email	ghougan@nscad.ca
MOTION	to adopt the changes to the course (code and course name here) as proposed.

Provost's Report to Senate

As of: 19 January, 2023
Name & Title: Jana Macalik, Vice-President (Academic & Research) and Provost (VPAR)
Report Title: Provost's Report to Senate

January has proved to be a busy and productive month. Most of my time is filled with reviewing aspects of governance, quality assurance and administrative processes. Much of my recent work has focused on the current hiring processes for the Dean, Academic and the Dean, Students (former AVP, Student Experience and Registrar). For the latter, we will be reviewing applications of candidates who have great potential to contribute to the institution's academic and strategic goals. Two tenure-track hires, in Craft (Textiles) and Fine Art (Painting) will be reviewed starting in mid-February. With great anticipation, we will be reviewing a candidate for the Canada Research Chair (Tier 2) - Transatlantic Black Diasporic Art and Community Engagement in the next few weeks.

Last term, we engaged in discussions with representatives from the other three art & design universities to establish opportunities through government affairs, cultural leadership and research opportunities as the U4, a national network of Canada's art and design schools. This semester the four academic leaders for research met to discuss a possible cross-institutional Tri-Council application.

Further, I continue to meet with the executive team and senior leadership on matters related to internal governance and leadership, and the budget planning process, as outlined below:

Dec.14 Leadership Council Meeting
Dec.14 Board of Governors Meeting
Dec.15 Multisystemic Resilience Presentations (G.Hougan class)
Dec. 18 Senate
Dec. 20 – Jan. 2 Winter Break
Jan.11 Leadership Council Meeting
Jan.15 Senior Leadership Meeting
Jan.15 Senate Curriculum Committee
Jan.16 Labour Management Committee Unit II

Finally, I continue to meet with peers and colleagues across the sector on arising issues, as outlined in my external engagements below:

Dec.14 U4 Presidents Meeting
Dec.15 Universities Canada: government response discussion
Dec.21 Meeting with Caroline Langill, OCADU Provost
Jan.11 AICAD Presidents Roundtable
Jan.15 Provincial Sexual Violence Prevention Committee
Jan. 16 U4 VP Research Meeting

Board of Governors Communications to Senate – January 29th

This communication will focus on key activities and initiatives of the Board. Which could also be around one of our four Standing Committees, or as provided verbally at our December 18th meeting, a summary, with additional colour and details as appropriate, on motions passed at each of the Board of Governor's Meetings. [Please find attached the Dec 14th fully approved and updated NSCAD Constitution and Bylaws.](#)

Key Activities of Governance and Human Resources (GHR) Committee

- Ensure appropriate governance principles, structures, and procedures are in place to allow the Board to function effectively.
- Provide General Human Resources Oversight, and for greater clarity, oversight never operational management, centered on ensuring NSCAD's mission, vision, values and key goals are being met.
- Recommend to the Board on key requirements relating to the President,
 - GHR just struck the GHR Ad Hoc Committee to work with Dr Shannon to create our President's Goals + Objectives
- Committee includes myself, as Chair, the Chair of the Board William Barker, our President Peggy Shannon, Sunil Sarwal, Sarah McInnes, Sylvia Parris-Drummond, Rudi Meyer