

SENATE AGENDA

Friday, March 9, 2018

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: February 9, 2018
3. BUSINESS ARISING FROM THE MINUTES
4. READING and DISPOSING of COMMUNICATIONS
5. QUESTION PERIOD
6. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

**SENATE EXECUTIVE COMMITTEE**

MOTION 1: That the Report of the Senate Executive Committee dated March 1, 2018 be received.

**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

MOTION 1: That the Report of the Academic Quality Assurance and Planning Committee dated February 23, 2018 be received.

7. OTHER BUSINESS
8. AMENDMENT of BY-LAWS

• **Notice of Motion - Article 9.2 (c) Terms of Reference**

In order to incorporate the Quality Assurance process into the terms of reference of the Academic Quality Assurance and Planning Committee (AQAPC), the following revisions, which were reviewed and approved by AQAPC were suggested:

9.2 Academic Quality Assurance and Planning Committee (AQAPC)

(c) Terms of Reference:

- (i) to engage in an on-going process of long-range academic planning in accordance with the overall academic objectives of the University, and to make recommendations to Senate as necessary and appropriate;
- (ii) as a part of (i) to review and update on an annual basis for Senate approval, the Nipissing University Strategic Academic Plan, which includes the setting of priorities related to the introduction of new programs or adjustments to current offerings and associated recommendations for appropriate resources;

- (iii) ~~to consider for approval and recommendation to Senate, Stage 1 concept approval and Stage 2 Business and implementation plan approval of all proposed new undergraduate and graduate programs in accordance with the Nipissing University Quality Approval Policy and Process (IQAP) as approved by Senate and required in the provincial Quality Assurance Process Guidelines;~~  
**AQAPC is responsible for review of new academic programs and has the authority to recommend new programs for Senate approval;**
- (iv) **AQAPC is responsible for reviewing and providing Senate the substantive outcomes of cyclical review of existing academic programs;**
- (v) ~~to periodically review (every 3 years) the Nipissing University Quality Assurance Policy and Process;~~  
**AQAPC is responsible for reporting to Senate the recommendations resulting from program reviews;**
- (vi) to direct to Senate or its relevant committees/subcommittees, as necessary, any issues which arise from the Committee's planning discussions regarding physical facilities or other aspects of the educational environment;
- (vii) ~~for each scheduled program review as required under the IQAP guidelines advise and assist the PVPAR in overseeing and ensuring the satisfactory completion of Steps 1-7; and~~  
**to deal with such other matters as may be assigned from time to time by Senate.**

A discussion took place regarding the composition of Senate committee and subcommittees. The Provost advised that she and the Deans agree that the Deans are on far too many committees. Now that the Provost meets with the Deans weekly at the Provost's Council there is much more communication. The Provost would also like to see the Registrar and the Executive Director of Library Services become voting members on Senate committees and subcommittees. Suggested changes to the composition of Senate Committees, specifically the changes that relate to ex-officio members of the committees/subcommittees will reduce the number of committees in which Deans participate, challenge the non-voting status of ex-officio participants and bring consistency to how the membership lists are presented. The impact of these changes will likely be smaller committees as fewer Deans will mean that fewer faculty members are needed to satisfy the 2:1 ratio between faculty and administration. This will hopefully lead to more efficient committee meetings with quorum, as well as a more collegial atmosphere recognizing that colleagues such as the Registrar and Executive Director of Library Services have important experience and expertise that should come to bear on decisions made.

- **Notice of Motion -Proposed revisions to the *Ex Officio* membership of the Senate Committees, Subcommittees and Council listed below:**

#### 9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
  - (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) the ~~Academic~~ Deans, or their designate;
  - (iv) the Speaker; and
  - (v) the Deputy Speaker.

##### 9.1.1 By-Laws & Elections Subcommittee (B&E)

- (a) *Ex Officio* Members:
  - (i) the Speaker, who shall be Chair;
  - (ii) the Deputy Speaker, who shall be Vice-Chair;
  - (iii) the PVPAR, or their designate (~~non-voting~~); and
  - (iv) the Senate Secretary (non-voting).

##### 9.1.2 Honorary Degrees Subcommittee (HON)

- (a) *Ex Officio* Members:

- (i) the President, who shall be Chair;
- (ii) the PVPAR, or designate, who shall be Vice-Chair;
- (iii) one (1) Dean, or designate, chosen by the Senate Executive Committee;
- (iv) one (1) representative chosen by and from the Board of Governors; and
- (v) one (1) representative chosen by and from the Alumni Advisory Board.

## 9.2 ~~Planning and Priorities Committee (PPC)~~ Academic Quality Assurance and Planning Committee (AQAPC)

- (a) *Ex Officio* Members:
  - (i) the PVPAR, or designate, (Chair);
  - (ii) **the Dean of Graduate Studies and Research;**
  - (iii) the Dean of each Faculty, or their designate;
  - (iv) the Registrar (~~non-voting~~);
  - (v) the Executive Director of Library Services, or designate (~~non-voting~~);
  - (vi) **the Director of Institutional Research and Planning;**
  - (vii) one (1) representative chosen by and from the Board of Governors.

### 9.3.1 Undergraduate Studies Committee (USC)

- (a) *Ex Officio* Members:
  - (i) the PVPAR or designate, (Chair) ~~non-voting~~;
  - (ii) ~~the one (1) Academic Deans, or their designates, one of whom, on a rotating basis~~ shall be Vice-Chair; and
  - (iii) the Registrar, or designate.

### 9.3.1 Undergraduate Standing & Petitions Subcommittee (S&P)

- (a) *Ex Officio* Members:
  - (i) the Registrar, (non-voting), or designate, who shall be Chair; and
  - (ii) ~~the~~ one (1) Academic Dean, or ~~their~~ designate.

### 9.3.2 Undergraduate Services & Awards Subcommittee (S&A)

- (a) *Ex Officio* Members:
  - (i) the Vice-Chair of USC, who shall be Chair;
  - (ii) one (1) representative chosen by and from the Aboriginal Council on Education;
  - (iii) the Financial Aid Manager (non-voting);
  - (iv) a representative from Development named by the PVPAR (non-voting);
  - (v) the Assistant Vice-President, Students (~~non-voting~~); and
  - (vi) Registrar, or designate (~~non-voting~~).

### 9.4 Student Appeals Committee (SAC)

- (a) *Ex Officio* Members:
  - (i) the Registrar, who shall be Chair.

### 9.5 Teaching & Learning Committee (T&L)

- (a) *Ex Officio* Members:
  - (i) ~~the Academic one (1) Deans, or their~~ designate, ~~one of whom~~ shall be Chair; and
  - (ii) the Executive Director of Library Services, or designate (~~non-voting~~).

### 9.5.1 Library Advisory Subcommittee (LIB)

- (a) *Ex Officio* Members:
  - (i) the Executive Director, Library Services, who shall be Chair.

### 9.6 Technology & Infrastructure Committee (T&I)

- (a) *Ex Officio* Members:
  - (i) the Vice-President responsible for Finance and Administration, or designate (nonvoting);
  - (ii) the Executive Director, Library Services, or designate; and

(iii) the Director of Technology Services, or designate.

#### 10.2 Research Council (RC)

(a) Membership: Voting Members:

- (i) ~~the Academic Deans; including~~ the Dean of Graduate Studies and Research who shall be Chair;
- (ii) **one (1) other Academic Dean, or their designate;**
- (iii) six (6) faculty members, elected by Senate for a minimum two (2) year term, to include: one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC, 1 SSHRC, two (2) remaining faculty, and one (1) Canada Research Chair or Indigenous Education Chair;
- (iv) one (1) student representative from a Graduate program;

~~Non-voting Members:~~

- (v) the ~~Provost and Vice-President Academic and Research~~ **PVPAR or designate; and**
- (vi) the Executive Director of Library Services, or **designate delegate.**

#### 10.3 Graduate Studies Committee (GSC):

(a) Members:

- (i) the Dean of Graduate Studies and Research, or designate, who shall be Chair (~~non-voting~~);
- (ii) **the PVPAR or designate;**
- (iii) the Registrar, or designate (~~non-voting~~);
- (iv) the Executive Director of Library Services or designate (~~non-voting~~);
- (v) ~~the Deans of all Faculties~~ one (1) Academic Dean, or **their** designate;
- (vi) Graduate Coordinators / Graduate Chairs from each graduate program, or designate;
- (vii) one Graduate student from each level of graduate studies; and
- (viii) one Graduate student Senator (non-voting).

### 9. ELECTIONS

### 10. REPORTS FROM OTHER BODIES

- A.
  - (1) President
  - (2) Provost and Vice-President Academic and Research
  - (3) Vice-President Finance and Administration
  - (4) Board of Governors
  - (5) Alumni Advisory Board
  - (6) Council of Ontario Universities (Academic Colleague)
  - (7) Joint Board/Senate Committee on Governance
  - (8) NUSU
  - (9) Indigenization Steering Committee
  - (10) Others

B. Reports from Senate members

### 11. NEW BUSINESS

- **Notice of Motion**

Revisions to Article 17.0 Policy on Posthumous Undergraduate Degrees/Certificates of Academic Achievement were discussed at the February 22, 2018 By-Laws and Elections Subcommittee meeting as well as the March 1 Senate Executive meeting. Changes include the removal of reference to undergraduate so that the policy reflects undergraduate and graduate students. The policy will be renamed

Posthumous and In Memoriam Degrees. Other universities' policies were reviewed and this change will align NU's policies. Members agreed that this is an appropriate way for the university to recognize the student and reach out to the family.

#### *Revised Policy*

### **17.0 Posthumous and In Memoriam Degrees**

A *posthumous degree* may be granted to a deceased student under the following circumstances:

- The student died within 12 months of the last registration;
- The student was in good academic standing such that eventual graduation was expected;
- For undergraduates in programs requiring 120 or more credits, the student completed at least 90 credits;
- For undergraduates in programs requiring 90 credits, the student completed at least 72 credits;
- The student was in an Honours program at the time of death but was not eligible for a posthumous Honours degree and so may be recommended for the corresponding General degree;
- For course based graduate programs, the student completed at least 75% of the course work;
- For graduate programs with a Major Research Project, Thesis or Dissertation, the student completed all course work and a significant amount of work towards completing their Major Research Project, Thesis or Dissertation.

A degree in memoriam may be granted to a deceased student under the following circumstances:

- The student died within 12 months of the last registration;
- The student was in good academic standing
- The student is not eligible for a posthumous degree.

An in memoriam or posthumous degree must be recommended by the Dean and approved by Senate.

#### *Current Policy*

### **17.0 Policy on Posthumous Undergraduate Degrees/Certificates of Academic Achievement**

#### **17.1 Undergraduate Degrees**

- a) Normally, a posthumous degree will be granted to a deceased student only under the following minimum conditions. The student must have:
  - i) Died within 12 months of the last registration;
  - ii) Been in good academic standing such that eventual graduation was expected;
  - iii) For undergraduates in programs requiring 120 or more credits, completed at least 90 credits;
  - iv) For undergraduates in programs requiring 90 credits, completed at least 72 credits;
- b) The posthumous degree must be recommended by the department & faculty council & be approved by Senate Executive.
- c) Undergraduate students who were in an Honours program at the time of death but who are not eligible for a posthumous Honours degree may be recommended for the corresponding General degree, if the criteria for that degree are met.
- d) Procedures:
  - i) On receiving notice of the death of a student, the Registrar determines if the student would be eligible for a posthumous degree & communicates this information to the department, the Secretary of Senate, & the President.
  - ii) The President or delegate will communicate with the next of kin.
  - iii) The posthumous degree will be noted as such in the Senate graduation list & the convocation program, but not on the diploma.
  - iv) Where possible, the diploma will be presented to the next of kin or their delegate.

#### **17.2 Certificates of Academic Achievement – *in memoriam***

- a) Normally, a “Certificate of Academic Achievement – in memoriam” will be awarded to a deceased undergraduate student if the following minimum requirements are met. The student must have:
  - i) Died within 12 months of the last registration;
  - ii) Been in good academic standing such that eventual graduation was expected;

- iii) For undergraduate students in programs requiring at least 90 credits, completed at least 30 credits at Nipissing;
- iv) For students in all other programs, completed at least 50% of their degree requirements, unless otherwise determined by their program Chair or Director.
- b) The certificate must be recommended by the department & faculty council & be approved by Senate Executive.
- c) Procedures:
  - i) The request to award such a certificate may emanate from others, but the next of kin should approve, where possible.
  - ii) The President or delegate will communicate with the next of kin
  - iii) Where possible, the certificate will be presented to the next of kin or their delegate.

- **Notice of Motion**

At the February 9, 2018 Senate meeting, Senator McCann requested that a Notice of Motion be included in the March 9, 2018 Senate Agenda regarding the creation of a policy governing faculty/student relationships.

Be it so moved that the Human Resources Department be requested to strike a committee including faculty and NUSU representatives in order to draft a policy on Teacher-Student Relationships for Nipissing University to be in place for September 2018.

12. ANNOUNCEMENTS

13. ADJOURNMENT

Nipissing University

Minutes of the Academic Senate Meeting - *DRAFT*

February 9, 2018

2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, M. Tuncali, R. Vanderlee, D. Iafrate, N. Black

A. Armenakyan, L. Chen, P. Millar, M. Sullivan

R. Breton, A. Burke, N. Colborne, R. Gendron, A. Hatef, B. Kelly, E. Mattson, G. McCann, T. Parkes, S. Renshaw, K. Srigley, D. Tabachnick, H. Teixeira, T. Vassilev, A. Weeks

J. Allison, B. Hatt, T. Horton, M. Parr, C. Peltier, C. Ricci, T. Sibbald

C. Cho

J. Zimbalatti

S. Lamorea, S. Dunstall, J. Brunet, A. Higgins

ABSENT WITH REGRETS:

C. Sutton, C. Richardson

L. Manankil-Rankin

S. Connor, A. Karassev, L. Kruk, P. Nosko

C. Hachkowski, W. Richardson, G. Rickwood, G. Sharpe

N. Allaire

T. Curry

S. McArthur

T. Somerville, K. Walker, C. Tremblay, T. Mein

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: February 9, 2018

MOTION 1: Moved by L. Chen, seconded by R. Gendron that the agenda of the Senate meeting of February 9, 2018 be approved.

CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: January 12, 2018

MOTION 2: Moved by R. Gendron, seconded by M. Tuncali that the minutes of the Senate meeting of January 12, 2018 be adopted with amendments.

CARRIED

## BUSINESS ARISING FROM THE MINUTES

The Associate Registrar - Curriculum & Advising provided the following response to concerns raised at the January 12, 2018 Senate meeting regarding the course template policy:

In response to the concerns raised in the last Senate meeting, regarding the course template 'policy' and how it is not being consistently applied, I would like to state the following:

There is no Senate policy for what must be included when courses are passed by Faculty Council, and USC, prior to Senate approval; however, there are guidelines that faculty should follow when submitting their proposals. It is up to Faculty Council and USC to determine if these proposals are complete. If they are not completed to the satisfaction of these bodies, then they are turned back to the department for further information.

In regard to the actual template, in October 2014, USC sent to Senate a note stating that if new courses did not include a course description (max 75 words) in the present tense and active voice, along with learning outputs/expectations they would be turned back by USC. No mention was made of the statement of need.

It is important to note that I manage a website that has a checklist for those submitting curriculum proposals that tell faculty what they must have. One of the items is "an overview of the proposal including rationale". The direct link is found here: <http://www.nipissingu.ca/departments/admissions-registrar/curriculum/Pages/Templates.aspx>

In conclusion, if there is any concern about the completeness of a proposal, it is addressed by Senate subcommittees. Furthermore, the guidelines change and are continually updated. If any faculty member notices something that does not make sense, they can bring their concern directly to me, the Associate Registrar, Curriculum & Advising, as I can discuss it with all three faculties to ensure consistency.

It was noted that Motion 9 was moved by M. Tuncali and seconded by A. Vainio-Mattila, not K. Srigley as indicated in the January 12, 2018 Senate Minutes. As well, a revised course description for CRJS 3356 Vulnerable Populations will be forwarded to the Associate Registrar – Curriculum & Advising.

## QUESTION PERIOD

A concern was raised regarding the Senate Agenda and Minutes not being published and circulated four days in advance of the meeting as per Senate By-Laws Article 6.2 (b) which indicates that the regular Senate agenda shall be published on the Senate website, and circulated to all Senators at least four (4) days prior to the regular meeting. It was noted that the Senate Secretary/Administrative Assistant to the Provost has a heavy workload. An inquiry was made as to whether there is a plan to alleviate some of the workload. The Provost advised that a plan is in place to re-assign some duties so that more time can be devoted to Senate.

A question was directed to the Dean of Arts & Science in regards to further information concerning the possibility of 200 international students attending Nipissing University for three weeks this summer. The Dean of Arts & Science advised that preliminary discussions have been held with the Fine Arts Dept. to set up a program that would see students come from different countries, but details have not yet been finalized. A concern was expressed at the lack of clarity as to who will be teaching the program. The Dean advised that further details will be forthcoming as soon as they are available.

A request for information as to why faculty postings are now advertised as tenure-track positions with a rank included, for example, tenure-track at the rank of Assistant Professor. The Provost advised that University Affairs identifies positions including the rank. A request for information will be made to the Human Resources Dept. and reported back at a future Senate meeting.



REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILSSENATE EXECUTIVE COMMITTEE

MOTION 3: Moved by M. DeGagné, seconded by A. Weeks that the Report of the Senate Executive Committee dated February 1, 2018 be received.  
CARRIED

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

MOTION 4: Moved by A. Vainio-Mattila, seconded by K. Srigley that the Report of the Academic Quality Assurance and Planning Committee dated January 26, 2018, be received.  
CARRIED

AMENDMENT OF BY-LAWS

MOTION 5: Moved by D. Tabachnick, seconded by J. McAuliffe that Senate approve that Article 10.3.2 Graduate Standing & Petitions Subcommittee be added to the Senate By-Laws as outlined below:

## 10.3.2 Graduate Standing &amp; Petitions Subcommittee

- (a) Ex Officio Members:
  - (i) the Registrar, (non-voting), who shall be chair; and
  - (ii) the Dean, or designate, ~~of each Faculty~~ **of Graduate Studies and Research.**
- (b) Members Elected by Faculty Council:
  - (i) one (1) faculty Senator or non-Senator with Graduate Faculty status from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair; and
  - (ii) one (1) graduate student representative from a PhD Program;
  - (iii) two (2) graduate student representatives from a Masters Program
- (c) Terms of Reference:
  - (i) to periodically review the University's policies and criteria with respect to defining and assessing graduate academic standing, and make recommendations to the Graduate Studies Committee as necessary and appropriate, for conveyance to Senate;
  - (ii) to consider and rule on petitions by graduate students for exceptions to University academic regulations\*;
  - (iii) where it appears that graduate degree program requirements or other academic regulations are giving us rise to otherwise avoidable student petitions, to draw this to the attention of the Graduate Studies Committee or other individuals for further consideration and possible action;
  - (iv) through the degree audit process, to identify graduating students who are eligible for consideration for major graduate academic awards and to forward this information to those charged with making final selections;
  - (v) to rule on the admissibility of candidates who fail to meet normal University admission requirements, but who, in the opinion of the Registrar, deserve special consideration; and
  - (vi) to deal with such other matters as may be assigned from time to time by the Graduate Studies Committee or by Senate.

\* decisions in (ii) are final and may not be appealed

CARRIED

MOTION 6: Moved by D. Tabachnick, seconded by G. McCann that Senate approve that Article 9.1 Senate Executive Committee be amended as outlined below:

9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
  - (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) the Academic Deans, or their designates;
  - (iv) the Speaker; and
  - (v) the Deputy Speaker.
- (b) Members Elected by Faculty Council:
  - (i) one (1) tenured or tenure-track faculty Senator\* from each Faculty elected by Senate; and
  - (ii) one (1) student Senator from the NUSU Executive.

\*tenured faculty preferred
- (c) Terms of Reference:
  - (i) to call Senate meetings and prepare the agendas of Senate;
  - (ii) to approve Senate minutes for circulation prior to adoption;
  - (iii) to manage the workflow of Senate and its committees/subcommittees in order that business is carried out in an expeditious and timely fashion;
  - (iv) to ensure that Senate By-Laws are followed and that Senate decisions are properly recorded, transmitted and implemented;
  - (v) to consider, for approval and conveyance to Senate, reports and recommendations of the By-Laws & Elections Subcommittee and Honorary Degrees Subcommittee;
  - (vi) when required, to exercise Senate's authority and act on Senate's behalf during the Senate summer recess period, with the understanding that all such actions shall be reported at the September meeting of Senate;
  - (vii) the Senate Executive may act on behalf of Senate when quorum of Senate cannot be established, or when the regularly scheduled Senate meeting is delayed, to deal with any urgent matter that is within the responsibility of Senate, with the understanding that all such actions will be reported at the next meeting of Senate;
  - (viii) to approve degree audits for all undergraduate students who have applied to graduate, and to recommend all candidates to Senate for the conferring of undergraduate degrees, diplomas and certificates;
  - (ix) meetings at which candidates for honorary degrees are discussed shall be conducted *in camera* and considered strictly confidential; and
  - (x) to deal with such other matters as may be assigned from time to time by Senate.

The amendment of the Terms of Reference of the Senate Executive Committee, Article 9.1(c)(vii), and the capacity of the Senate Executive to act on behalf of Senate under certain conditions was discussed. Changes to the Terms of Reference were made due to concerns expressed that graduates were approved by the Senate Executive. The Registrar informed that the approval of graduates was a matter of urgency that impacted students. It was advised that a mechanism currently exists that a special meeting of Senate may be called with three days of notice. A suggestion was made that the membership of the Senate Executive be changed to parallel the academic faculty membership of Senate. The Provost stringently objected advising that she as well as other members of the Senate Executive are active academic faculty members, and that raising the number of committee members does not assist the operation of the committee.

TABLED – For further discussion at a By-Laws and Elections Subcommittee Meeting

ELECTIONS

- Elect one representative from each faculty to serve on the Chancellor's Teaching Award Selection Committee  
**Denyse Lafrance Horning – ACCLAIMED**  
**David Tabachnick – ACCLAIMED**  
**Doug Gosse – ACCLAIMED**
  
- Elect one representative from each faculty to serve on the CASBU Teaching Award Selection Committee  
**Denyse Lafrance Horning – ACCLAIMED**  
**David Tabachnick – ACCLAIMED**  
**Doug Gosse – ACCLAIMED**

REPORTS FROM OTHER BODIES

The President advised that at the February COU Executive Heads meeting, Mitzie Hunter was welcomed as the Minister of Advanced Education and Skills Development replacing Deb Matthews. COU looks forward to working in partnership with Minister Hunter. International student tuition predictability and enrolment, challenges universities face in the delivery of mental health support services, tuition fees and executive compensation caps were some of the issues discussed. He provided an update on Advancement and advised that raising funds for the institution has taken on a much stronger role. Events recently attended included, the Alumni Advisory Board Retreat, Student Awards and Donor Social and the Alumni and Friends Social event at Ryerson University. These events, as well as the Alumni E-Newsletter all help to build a more sustained communication with our Alumni. The President responded to a question regarding when the executive compensation would be posted and made public. He advised that the government has approved eight comparatives that will be posted publically with comments shared. Once this process is complete, a new executive compensation level will be set. The province as well as the Board of Governors would have to approve any changes.

Senator Sibbald requested that the Alumni E-Newsletter also be e-mailed to faculty members.

The following reports were provided as electronic copies and will be included as attachments in the Senate Minutes:

- Provost's Report
- NUSU Update
- Indigenization Steering Committee Update

NEW BUSINESS

MOTION 7: Moved by D. Iafrate, seconded by M. Tuncali that Senate consider receipt of the Report on Graduation Applicants dated February 7, 2018.  
 CARRIED

MOTION 8: Moved by D. Iafrate, seconded by S. Lamorea that Senate receive the Report on Graduation Applicants dated February 7, 2018.  
 CARRIED

MOTION 9: Moved by D. Iafrate, seconded by S. Lamorea that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 7, 2018.  
 CARRIED

It was advised that faculty can currently be nominated for the Chancellor’s Award for Excellence in Teaching as well as the Chancellor’s Award for Excellence in Research. To recognize faculty service the creation of a Chancellor’s Award for Excellence in Service was put forward. The Provost advised that the creation of a faculty award for service was discussed at the December By-Laws and Elections Subcommittee meeting and is currently being researched.

MOTION 10: Moved by P. Millar, seconded by G. McCann that a Chancellor’s Award for Excellence in Service be established for faculty.  
CARRIED

ANNOUNCEMENTS

Senator McCann requested that a Notice of Motion be included in the March 9, 2018 Senate Agenda regarding the creation of a policy governing faculty/student relationships. She advised that a watershed moment is being experienced in the culture right now and it is her hope that Nipissing University will be proactive in participating in this change. Further information will be sent out by e-mail. A suggestion was made to establish an Ad Hoc Committee including HR and student representation.

Senator Chen advised of the Sexual Violence Prevention conversations including a safe workplace and harassment issues and asked if Senate might wish to become involved.

Senator Renshaw advised that Transforming Justice is the focus of International Women’s Week at NU, March 2-9. The Gender Equality and Social Justice department has teamed with the office of Student Development and Services and the Aids Committee of North Bay and Area to offer events at the university and in the community. On March 7, Senator Kim Pate will give the keynote address. She asked that faculty encourage students to attend.

The Provost reminded that NU Conversations 2: Teaching & Learning will take place on March 8 & 9.

ADJOURNMENT

Senate was adjourned at 4:00 p.m.

*Original signed by:*

.....  
M. DeGagné (Chair)

.....  
S. Landriault (Senate Secretary)

1. Quality Assurance:

- a. I submitted the Nipissing University response on Quality Assurance to Ontario Universities Council of Quality Assurance on January 30<sup>th</sup> 2018 providing details on the following summary:
  - i. APAQC has received and submitted to Senate Follow Up Reports on 16 programmes (3 at 18 months and 13 at 4 years) as required by our IQAP. Templates have been developed for both reports.
  - ii. Nipissing has currently 18 programmes undergoing Cyclical Programme Reviews in order to catch up with our schedule of reviews.
  - iii. We have restructured the University's Quality Assurance web-site. Please visit: [nipissingu.ca/quality assurance](http://nipissingu.ca/quality%20assurance). Please, note that this site will evolve as we finalize our IQAP review.
  - iv. A committee has begun its work on the review of IQAP.
  - v. PPC has been renamed Academic Quality Assurance and Planning Committee (AQAPC) and its Terms of Reference are under review at Senate By-Laws.
- b. Quality Assurance Workshop on 7<sup>th</sup> February 2018 was attended by 38 faculty and UMG members. Alan Harrison, Executive Director, and Cindy Robinson, Manager, from the Quality Council made a presentation on the history, context, and current expectations of quality assurance for Ontario Universities. Stephen Tedesco, Director of Institutional Research and Planning at Nipissing, presented our new quality assurance web site, and tools it provides to support Cyclical Programme Reviews, and carrying out other IQAP processes.

2. NU Conversations

The first NU Conversations were held January 31<sup>st</sup> and February 1<sup>st</sup> on "Internationalization". This "world café" style of event was attended by some 70-80 faculty and staff. The notes from the event are attached.

The notes will make a contribution to several processes that in turn will have an impact on the eventual Academic Plan. These processes include:

- Identifying activities that are already underway, and the resources they require
- Identifying priorities in the short and long term for internationalization
- Identifying directions in our discursive engagement

3. Meetings attended

- a. OCUR (COU Jan 25<sup>th</sup>)
  - Substantive conversation on how universities are engaged with, and support, indigenous research. Discussion about definition (indigenous scholars working on

indigenous issues and/or on non-indigenous issues, non-indigenous scholars collaborating with indigenous communities, collaborations between indigenous and non-indigenous scholars), development of research networks across universities (such in health led by Western but in which we participate), working with the Indigenous Institutes (3<sup>rd</sup> pillar).

- b. Univation: How Universities are innovating to prepare students for a disrupted world (Universities Canada, Feb 5-6)
  - i. How do we “future proof” university students? Key note by Prof. Sethuraman Panchanathan, Arizona State University
  - ii. Innovation in teaching and learning
  - iii. Innovations to improve student access and success
  - iv. Innovations in entrepreneurial education

## **NU Conversations 1: Internationalization 31<sup>st</sup> January and 1<sup>st</sup> February 201**

1. **“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education. “Jane Knight (2015) Updating the Definition of Internationalization**

### **How does this work for us?**

- Internationalization is not working at NU – we do not have a defined plan for implementation
- At the moment, it doesn't appear to be working at all!
- Train faculty in culturally responsible teaching
- Happening on the socio-cognitive level, not in terms of practice & student population
- Most faculty have international connections (personally, professionally) so let's tap that valuable resource!
- Value of this needs to be explored. Which aspects are worth integrating?
- It works by putting NU on the “world map”
- So, is it a part of our values at NU? Do we say but not mean it? How committed are we really?

2. **How does internationalization start in the context of teaching and learning?**

- Recognition of existing dominant and minority cultures already in place
- Language first; concepts second; strategies third
  - Literally language, i.e. foreign languages?? If so, which ones
- Rationale for attending NU vs another institution
- Inclusion of diverse & transnational scholarships & subjects, issues
- Potential experiential opportunities, ex. Practicum placements
- Self-awareness
- Research into other teaching practices: what is working elsewhere? What can we learn from others?
- We need to think/teach outside our ‘Canada’ box and learn from other cultures/countries to make our teaching/research richer.
  - But aren't they coming for the “Canadian educational experience”? > future employment opportunities
- Bring in international content. Our student base seems relatively insular/local

- Think of foreign students as a resource for learning. WUSC refugee student talk is a good example.
- Openness and opportunities through projects and discussion to speak from their own experiences and to encourage awareness of other experiences and points of view

### 3. What is the value of internationalization?

- Classrooms that value differing perspectives
- Developing networks globally
- Populating programs that are declining
- Cross-cultural interactions
- \$ for NU
- greater understanding of local-global connections and valuing of the local
- competitiveness with other institutes
- enriching student experience, especially grad. Students
- diversity
- transnationalization of curriculum
- global demand
- awareness of global community
- more students
- language acquisition
- enrich our domestic students...expose them to more cultures
- Financial benefit
- Train students
- NU put on the global scale < grow
- We need to better inform NU community of what we are already doing and how they can better support our efforts
- Current approach as been to see it as a cash cow. We need reciprocity.
  - Relationship building – listening to the needs of international students and responding with an adequate infrastructure to support them.
- Development of new programmes
- Projects/opportunities/conversations that could happen with other faculty/students/institutions integrated into the classroom here
- International students at NU enrich everyone's teaching and learning. We should work hard to attract and support Int. students (and faculty – let's consider faculty exchanges)
- What about an interdisciplinary internationalization certificate (all faculties included).
- Have reciprocal student exchanges \$ to bring the other side here. Right now exchanges are one way
  - Making sure curricula/course matching exists so they don't struggle as much when here.

### 4. What mechanisms of internationalization would you like to see NU develop?

- Ads to M.Ed candidates worldwide
  - \*we also have to offer on-site
- international/recruitment plan/budget
- full classes of teacher ed. Courses from one country so we can focus on their relevant legislation
- support to offer
- support to manage risk assessment
- more learning expectations and support for international students so they can afford them
- recruit more in domestic High School that have a large international population or are considered international only school
  - we do!
- Advertise in multicultural centres
- ESL support!

- Raise brand awareness among international target!
  - Especially parents as they are huge influences on PSI decisions
- Programs with partner institutions
- Applied language and culture courses which reflect global economic activity (i.e. Mandarin, German)
- ESL – teaching
- EAP program supporting international students
- more international students
- international support resources (literature)
- provide support to international students transitioning to student life in Canada
  - orientation
  - 1-on-1 check-ins
  - immigration documentation support
- an international management program/stream
- utilize the multicultural centre as support for international students
- faculty exchange with partner institutions
- create pathways with international institutions that provide opportunities for students to come to NU, our students to study abroad & faculty exchange
- financial support (residence)
- using organizations like Glocalize to efficiently target areas that we believe have students we can support
  - the Caribbean
- bring back international support
- Financial supports. We are extremely competitive with our tuition rates but we need significant improvement to our bursaries
- I have some concerns/anecdotal evidence of ‘desire for development’ type of mentality underpinning placements abroad (Barbara Heran, helping imperative/saviour/narrative/White Knight)

## 5. What does internationalization look like at NU right now?

- No international recruitment. Why?
- International expeditions (e.g. iLEAD Jamaica & Germany)
- WUSC > Student Refugee Programme
- Currently student oriented > no discussion of research
- Mostly exchange students
- Invisible, no value is explicit in having international students
- International student exchanges + faculty research partnerships
- Grants and conferences
- Recent connection with the multicultural centre in North Bay
- 1-2 international students in B. Ed programs
- chasing projects is not real
- International Student mentorship Programme
- Hong Kong (GESJ) , Europe (History) > examples of rigorous programmes
- Pragmatic course on Rwandan genocide, engaging with international content
- Current content of courses
- International teaching practice might need the reverse i.e. “they” come here with supports and structures ready
- Keystone
- School Apply
- International Food Festival & WUSC Scholarship (what happened?)
- Isolated/one offs
- No champions to oversee all
- Graduate students research (yes, some internationals on campus)



- PDFs/exchange from other research groups (e.g. China, Geography, Biology active faculty)
- Online students across the globe (e.g. BCOMM)
- Do we focus recruitment from other countries, or is it just domestic?
- Can we offer tuition incentives that are cheaper for international learners to come here instead of other Canadian universities?
- Exposure through arts & performances (e.g. Silk Road)
- International focused courses & internships
- Diversified faculty (we come from all parts of the world)
- Helping those who need help credentialing to work here (i.e. CNO licence)
- Need collaboration with other institutions on facilitating the transition of international students to move into NU programs e.g. ESL teaching and orientation

## 6. Intercultural vs. multicultural? Strengths and weaknesses

- Should all be trained in intercultural competencies?
- Develop intercultural competencies for all
- First: identify the differences & similarities
- Canadian values?
  - Define Canadian values
  - Are there universal values?
- Do we over-stretch everything when we try to group students with more differences than similarities
- Reframing the notion of weaknesses vs strengths
- Transnational focus
- Multiculturalism has been deployed as tool of the 20<sup>th</sup> -21<sup>st</sup> century nation state > cannot be meaningfully used outside of this context
- Explicit course content on cultural skills, strengths, and challenges
- Multi leaves out Indigenous too often

## 7. What strategies work when teaching international students?

- Care
- Inclusivity
- Cultural awareness
- Recognize barriers, especially with group work
- Draw on their unique experiences & perspectives
- Be flexible
- Small groups
- Incorporate their cultures in our course content
- Different for different countries
- In education, it doesn't currently work well because courses are not tied to any practicum experience
- Support outside classes
- I don't know – training in this?
- Global perspectives on context, content, skill sets
- Giving time to think
- EAP methodology
- Acknowledgement of cultural differences
- I don't know
- Allowing them to see themselves in course content, pedagogy, evaluation (overlap here with indigenization)
  - contributes to identity/belonging
- get to know them
- relationship building in an Indigenous context will also work for international students

- small group work
- integrating with domestic students
- orientation
- support on/off campus and more
- gamification > define please > game-design learning for students (international and domestic) to engage, to ease the emersion, to explore etc.
- recruit where international students live, retain with supports, cultural exchange opportunities in all directions
- what about having them teach courses for credit value (in electives) on their countries' cultures

## 8. International research

- faculty exchanges
- had a bad experience with our Ethic board responding to partnered research in Egypt – very embarrassing for us – this has to change
- worldwide! And funding for this
- graduate international student tuition waivers (ie. To get tuition = in country) too expensive!
- Better support for international PDFs (post-docs) (social, housing etc.)
- Many faculty do international research; we need venues to share this with each other and our learners
- Facilitate faculty exchange with respect to research – potential research partnerships/exchange/visiting scholars
- Disagree with international tuition waiver. But would recommend more options for financial aid to offset (e.g. scholarships, TA-RA assistantships, etc.)
- empowered as faculty to engage in international research projects, and supported, perhaps with teams that are coordinated on themes and regional areas
- university has to crate financial package that is attractive to international graduate students. We get applications from abroad and eventually these students go somewhere else in Ontario
- University should help visiting researchers by providing designated office space
- Creating an enabling policy environment and institutional mechanisms

## 9. Transnationalization (should this frame our approach rather than internationalization):

- Diversity of learning styles
- Academic acculturation
- Will challenge worldview expansion
- Ballard and Clandy's notion of cultural awareness learning styles
- Support systems for academic transnat.
- Support for learning about integrating epistemologies/ontologies
- Two-eyed seeing; relationship as method
- Need to problematize the idea of nation > what does sovereignty mean for indigenous peoples?
- Equity vs. equality > + UNDRIP Treaty
- Need to deal with different learning/rhetorical/study strategies across cultures > and learn from them, too (be open to other ways of learning that may be better than what we do here).
- UNDRIP= United Nations Declaration on the Rights of Indigenous Peoples
- Transnationalism - circumpolar north, climate change, Inuit knowledge > agree
- Grounded on a social justice framework
- Start a deeper discussion on equity, beginning w/ land acknowledgement

## 10. Indigenization vs/with internationalization

- Most course content does not explicitly explore indigeneity or global perspectives
- Internationalization could be modelled on success with indigenous students
- Challenging discourses of othering

- We need to think hard about what we are offering international students and not just what they will bring to or students
- (we) are working with indigenous scholars in Australia + New Zealand in the area of health research. IMNP (Indigenous Mentorship Network) of which Nipissing is a part. > is Nursing part of this?
- Should not be vs; should look at indigenization elsewhere and learn what works/what doesn't, then build on that (e.g. Nat. Cur. In India includes multi-lingual course choices; also a heritage Crafts course in Gr 11 for all students to learn their 5000 year old culture)...could do the same here with Aboriginal Culture.
- We can look at New Zealand, for ex., for the ways in which they have transformed education to support the goals of the Maori (language, cultural revitalization) while preparing all citizens to understand our collective histories – to work better together
- Choosing the language of your degree
  - How will real-time language translation impact the ability to complete a degree
  - Real time translation is inspiring exponentially!
  - Do we have the infrastructure to support this? E.g. IBM Watson
- Nipissing has explored indigenization of the university more than internationalization (we have a long way to go with understanding both) > in combination (with not vs)
- Must have a course on indigenization in post TRC for all students!!

## 11. Other questions?

- Why is this conversation happening? What value is there in this initiative?
- What are we doing now>want to continue/stop?
- What are the connections between international and experiential learning?
- Where does pedagogy reside in international 'experiences'?
- How does this fit in the Academic Plan? > What plan?
- What is the cost? What the benefit?
- How do we include broader North Bay community?
- Why internationalization at all? We need to be clear o why we are doing this?
- Given that we have other priorities to improve on too, do we have capacity to really make internationalization a priority + do it well? And how can we build that capacity?
- What is he proposal process? How can we move this forward?
- Is the priority recruiting degree seeking international students or providing more international opportunity for domestic students going abroad? > excellent question
- Where do we expect the students to come from? Where will we be recruiting from?
- Do we have the student support services for such students? > support is key
- Is there a threshold # required?
- We have many students from low income-background; how can they afford travel overseas?
- Where's the \$\$\$?? (to do it right! Includes resources as well)
- Will they examine what happened to the previous international office?
- If we spend a lot of \$ on recruitment + support, what will we not be spending \$ on?



# February Update from NUSU

Dated: February 9<sup>th</sup>, 2018

## 2018- 2019 Executive Election Results

- President** Daniel Goulard (638 votes)
- VP Governance & Legal Affairs** Tyrel Somerville (883)
- VP Finance** Andrew Wood (658)
- VP Services** Nicolai MacKenzie (597)
- VP Communications** Xander Winter (456)

The 2018-2019 term begins May 1<sup>st</sup>. We would like to congratulate all of the student leaders who participated in our 2018 NUSU Executive Election. We hope to see their dedication to their fellow students here at Nipissing University continue on in the future.

Full results can be found on our website at: <https://nusu.com/elections2018/>

## Jan. 31<sup>st</sup> - Bell Let's Talk Day



#BellLetsTalk Day was a great initiative that we participated in again this year. We were so proud to see not only our office but the Lakers Crew, Lakers Athletics, and the Nipissing Counselling Department speaking about mental health, and helping to end the stigma on our campus. NUSU shared articles, resources and videos on our website, Twitter and Facebook accounts.

## Events in February

- February 7<sup>th</sup>** - Wellness Wednesday: Social Wellness
- February 12<sup>th</sup>** - NUSU Presents Movie Night: The Notebook & Lala Land
- Feb. 19<sup>th</sup> - 23<sup>rd</sup>** - Reading Week (*NUSU office is closed on the 20<sup>th</sup>*)
- Feb. 26<sup>th</sup> - March 2<sup>nd</sup>** - Director/Student Senator Nomination Period

For our full events calendar, see our website at: <https://nusu.com/events/nusu-events/>



## *Sweetest Student of the Week*

If you know a student who attends Nipissing University that has done something kind or made a positive impact make sure to nominate them for "Sweetest Student of the Week". We choose a different student each week and they receive delicious cupcakes from SugarDaddy Cupcakes and Catering. Visit [nusu.com/sweeteststudent](https://nusu.com/sweeteststudent).



### **For the week of 15th-19th of January:**

"She [Alyxis Watson] supports and cares for everyone that has come into her life. She continues to listen and help her old floor students. She has volunteered with a number of committees over the years and always tries to improve people's university experience. She is open to all that are around her and does whatever she can to put a smile on people's faces." - Emily Teeter

### **For the week of 22nd to 26th of January:**

"Halie [Hudasek] is such a beautiful human. She makes sure everyone around her is taken care of and happy. She has such a kind and careful personality it is not hard to feel very comfortable and welcomed in her presence. She has a heart of gold, a smile for everyone, goes out of her way to put others first and always gives 110% in everything she does. Halie is a super sweet student and it's her turn to get taken care of!" - Hannah Adrain



### **For the week of 29th January to February 2nd:**

"She [Melanie Stewart] is one of the nicest people I've ever met. She was one of my first close friends on campus, and I always know I can go to her if I'm having a bad day. She's pretty much a human ray of sunshine. She isn't even a teacher yet, but she's already incredibly passionate about her career. She could talk for hours about her plans for her future classroom, and how she plans on helping the students she wants to teach. I feel good knowing that future generations will have the opportunity to be taught by such a wonderful person. She is active on campus as an international student mentor, and works with WUSC. Despite being quite possibly the busiest person I know, she always has time to give back, and always has a smile to offer. Ask her about Taylor Swift or Harry Potter, and you'll completely make her day :)" - Trisha Kennedy

# COLD CREEK COUNTY

THURS  
MARCH 8TH  
- 7PM -

CAPITOL CENTRE  
150 MAIN ST E

GET TICKETS IN  
THE NUSU OFFICE  
- F205 -

25 B4  
30 DOOR



OPENING PERFORMANCE BY

# ROB WATTS

PRESENTED BY.. NUSU  CAPITOL CENTRE  
YOUR HOME FOR ARTS & ENTERTAINMENT

## SENATE

February 9, 2018

### INDIGENIZATION STEERING COMMITTEE UPDATE:

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Thank you Mr. Speaker and good afternoon Senators.

- I began this work with presentations to each of the three faculties to begin the conversations about work in the area of Indigenization
- From these initial conversations, I was invited to meet with several departments within the university to address this concept and its meaning and to provide some ideas for future planning
- In line with other Indigenization efforts at other institutions, I began work on developing an Indigenization Steering Committee
- With the assistance of the 3 Deans and the Office of Indigenous Initiatives, I was provided with suggestions for representation from faculty, administration, student and community.
- This committee has been in place since September of 2017 and we have had monthly meetings.
- We began with formalizing a Terms of Reference document which we continue to hone. If possible, I would like to present this to Senate at your next meeting.
- For now, I'll share that the Committee has agreed that we will report directly to Nipissing University Senators on the progress of our work going forward.
- Finally, plans are in the works to formalize a new project called Relational Research which will focus some of our goals in this area based on faculty, staff, student and community input.
- As Chair of this committee, I would be happy to address any questions or put forth any concerns that you may have to our standing committee.

Miigwech.

E-mail from Dr. Gillian McCann

I am sending out links to information related to the notice of motion I gave last Senate regarding the creation of a policy governing faculty/student relationships. The Yale link has the actual policy while the other two are articles.

As I said in Senate we are hopefully experiencing a watershed moment in the culture right now. It is my hope that Nipissing will be proactive in participating in this change. It is also my hope that the "that's just the way it is" thinking of the past in all professions is ending.

As the Yale policy says, "the integrity of the teacher-student relationship is the foundation of the University's educational mandate."

Best,

Gillian McCann

**Yale**

<http://catalog.yale.edu/dus/university-policy-statements/teacher-student-consensual-relations/>

**Concordia issues Guidelines**

<http://montrealgazette.com/news/local-news/concordia-issues-guidelines-on-professor-student-relationships>

**Harvard**

<http://time.com/3697799/harvard-sexual-relationships-students-professors/>

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

March 1, 2018

There was a meeting of the Senate Executive on March 1, 2018.

The following members participated:

C. Richardson (Acting Chair), J. McAuliffe, B. Hatt, N. Colborne, J. Allison, P. Millar, S. Lamorea, S. Landriault (Recording Secretary, n-v)

Regrets: M. DeGagné, A. Vainio-Mattila, M. Tuncali, R. Vanderlee, A. Weeks

The purpose of the meeting was to set the agenda for the March 9, 2018 Senate meeting.

Members agreed that the revised policy of 17.0 Posthumous and In Memoriam Degrees be placed under New Business for discussion on the Senate Agenda. The revised policy as well as the current policy will be included. Changes include the removal of reference to undergraduate so that the policy reflects undergraduate and graduate students. The policy will be renamed Posthumous and In Memoriam Degrees.

At the February 9, 2018 Senate meeting, Senator McCann requested that a Notice of Motion be included in the March 9, 2018 Senate Agenda regarding the creation of a policy governing faculty/student relationships. The following motion will be placed under New Business for discussion on the Senate Agenda.

Be it so moved that the Human Resources Department be requested to strike a committee including faculty and NUSU representatives in order to draft a policy on Teacher-Student Relationships for Nipissing University to be in place for September 2018.

The Report of the Academic Quality Assurance and Planning Committee dated February 23, 2018 was provided to the Senate Executive for inclusion in the Senate Agenda.

It was advised that the March Senate meeting would be NUSU President and Senator, Sydney Lamorea's last Senate meeting. Members of the Senate Executive thanked Senator Lamorea for all of her hard work and service and wished her all the best in her future endeavours.

MOTION 1: Moved by C. Richardson, seconded by B. Hatt that the Senate Executive approves the March 9, 2018 Senate Agenda.  
CARRIED

Respectfully submitted,

*Original signed by:*

Dr. Carole Richardson  
Acting Chair  
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated March 1, 2018.



**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Friday, February 23, 2018**

The fifth meeting of the Planning and Priorities Committee was held on Friday, February 23, 2017. The following members were in attendance:

**COMMITTEE MEMBERS:**

Arja Vainio-Mattila (Chair)	Steven Cairns (Zoom)	Reehan Mirza
Carole Richardson	Blaine Hatt	Carlo Ricci (Zoom)
Murat Tuncali	Debra Iafrate	Katrina Srigley (Zoom)
Anahit Armenakyan	Alex Karashev	Janet Zimbalatti

Regrets: Jim McAuliffe, Rick Vanderlee, Nancy Black, John Vitale, Kristina Karvinen, Adam Higgins, Tysina Mein, Cory Tremblay, Kaitlyn Walker

Guest: C. Pigeau

Recording Secretary: S. Landriault

The Provost provided a progress report on Quality Assurance. She advised that a response had been received from the Ontario Universities Council on Quality Assurance and the IQAP review process is under way. The next update is to be provided to Quality Assurance by August 31, 2018. The IQAP Protocol Review Committee met on February 23. The Provost advised that amazing work has been done and we should be proud of the progress that has been made so far.

The course template was discussed. The Provost advised that it would be helpful to include the following information in the template: competencies; assessment of both competencies and learning outcomes; expected resources; consultation with colleagues and Faculty Council (dates approved, votes); resources; frequency of expected delivery in rotation with other courses; delivery - in class, blended, on-line, in-community, other; expected enrolment; learning environment; curriculum/syllabus. The Provost suggested that other universities' processes be examined. The information will be shared with faculty so there is an alignment. The template will feed into Academic Planning and Quality Assurance and will also streamline the Senate process.

The Provost advised that the Academic Plan, Quality Assurance and Budget should all connect so that information can be shared and the process does not have to be recreated every time. A draft Academic Plan template was forwarded to AQAPC members. It was asked that the template be shared and discussed with colleagues and written feedback provided by March 9.

Respectfully submitted,

*Original signed by:*

Arja Vainio-Mattila, PhD  
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated February 23, 2018, be received.

# Nipissing University

## Report of the By-Laws and Elections Subcommittee

February 28, 2018

There was a meeting of the By-Laws and Elections Subcommittee on Thursday, February 22, 2018 at 10:30 a.m. in F307.

Present: B. Hatt, A. Vainio-Mattila, N. Colborne, D. Tabachnick

Guest: D. Iafrate

Regrets: D. Davis, J. McIntosh

The Agenda of the February 22, 2018 By-Laws and Elections Subcommittee meeting was approved.

Moved by D. Tabachnick, seconded by N. Colborne that the Report of the December 19, 2017 By-Laws and Elections Subcommittee meeting be accepted.

CARRIED

D. Iafrate presented revisions to Article 17.0 Policy on Posthumous Undergraduate Degrees/Certificates of Academic Achievement. Changes include the removal of reference to undergraduate so that the policy reflects undergraduate and graduate students. The policy will be renamed Posthumous and In Memoriam Degrees. Other universities' policies were reviewed and this change will align NU's policies. Members agreed that this is an appropriate way for the university to recognize the student and reach out to the family.

Revised Policy

### **17.0 Posthumous and In Memoriam Degrees**

A *posthumous degree* may be granted to a deceased student under the following circumstances:

- The student died within 12 months of the last registration;
- The student was in good academic standing such that eventual graduation was expected;
- For undergraduates in programs requiring 120 or more credits, the student completed at least 90 credits;
- For undergraduates in programs requiring 90 credits, the student completed at least 72 credits;
- The student was in an Honours program at the time of death but was not eligible for a posthumous Honours degree and so may be recommended for the corresponding General degree;
- For course based graduate programs, the student completed at least 75% of the course work;
- For graduate programs with a Major Research Project, Thesis or Dissertation, the student completed all course work and a significant amount of work towards completing their Major Research Project, Thesis or Dissertation.

A degree in memoriam may be granted to a deceased student under the following circumstances:

- The student died within 12 months of the last registration;
- The student was in good academic standing
- The student is not eligible for a posthumous degree.

An in memoriam or posthumous degree must be recommended by the Dean and approved by Senate.

Current Policy

### **17.0 Policy on Posthumous Undergraduate Degrees/Certificates of Academic Achievement**

#### **17.1 Undergraduate Degrees**

- a) Normally, a posthumous degree will be granted to a deceased student only under the following minimum conditions. The student must have:
  - i) Died within 12 months of the last registration;
  - ii) Been in good academic standing such that eventual graduation was expected;
  - iii) For undergraduates in programs requiring 120 or more credits, completed at least 90 credits;
  - iv) For undergraduates in programs requiring 90 credits, completed at least 72 credits;

- b) The posthumous degree must be recommended by the department & faculty council & be approved by Senate Executive.
- c) Undergraduate students who were in an Honours program at the time of death but who are not eligible for a posthumous Honours degree may be recommended for the corresponding General degree, if the criteria for that degree are met.
- d) Procedures:
  - i) On receiving notice of the death of a student, the Registrar determines if the student would be eligible for a posthumous degree & communicates this information to the department, the Secretary of Senate, & the President.
  - ii) The President or delegate will communicate with the next of kin.
  - iii) The posthumous degree will be noted as such in the Senate graduation list & the convocation program, but not on the diploma.
  - iv) Where possible, the diploma will be presented to the next of kin or their delegate.

### 17.2 Certificates of Academic Achievement – *in memoriam*

- a) Normally, a “Certificate of Academic Achievement – in memoriam” will be awarded to a deceased undergraduate student if the following minimum requirements are met. The student must have:
  - i) Died within 12 months of the last registration;
  - ii) Been in good academic standing such that eventual graduation was expected;
  - iii) For undergraduate students in programs requiring at least 90 credits, completed at least 30 credits at Nipissing;
  - iv) For students in all other programs, completed at least 50% of their degree requirements, unless otherwise determined by their program Chair or Director.
- b) The certificate must be recommended by the department & faculty council & be approved by Senate Executive.
- c) Procedures:
  - i) The request to award such a certificate may emanate from others, but the next of kin should approve, where possible.
  - ii) The President or delegate will communicate with the next of kin
  - iii) Where possible, the certificate will be presented to the next of kin or their delegate.

The By-Laws and Elections Subcommittee has reviewed and approved the revisions with amendments. D. Iafrate will forward the revised document and the Senate Secretary will send out to the members for approval by e-mail. The revisions will be included in the March Senate Agenda.

In order to incorporate the Quality Assurance process into the terms of reference of the Academic Quality Assurance and Planning Committee, the following revisions, which were reviewed and approved by the Academic Quality Assurance and Planning Committee were suggested:

### 9.2 Academic Quality Assurance and Planning Committee (AQAPC)

- (c) Terms of Reference:
  - (i) to engage in an on-going process of long-range academic planning in accordance with the overall academic objectives of the University, and to make recommendations to Senate as necessary and appropriate;
  - (ii) as a part of (i) to review and update on an annual basis for Senate approval, the Nipissing University Strategic Academic Plan, which includes the setting of priorities related to the introduction of new programs or adjustments to current offerings and associated recommendations for appropriate resources;
  - (iii) ~~to consider for approval and recommendation to Senate, Stage 1 concept approval and Stage 2 Business and implementation plan approval of all proposed new undergraduate and graduate programs in accordance with the Nipissing University Quality Approval Policy and Process (IQAP) as approved by Senate and required in the provincial Quality Assurance Process Guidelines;~~  
**AQAPC is responsible for review of new academic programs and has the authority to recommend new programs for Senate approval;**

- (iv) **AQAPC is responsible for reviewing and providing Senate the substantive outcomes of cyclical review of existing academic programs;**
- (v) ~~to periodically review (every 3 years) the Nipissing University Quality Assurance Policy and Process;~~  
**AQAPC is responsible for reporting to Senate the recommendations resulting from program reviews;**
- (vi) to direct to Senate or its relevant committees/subcommittees, as necessary, any issues which arise from the Committee's planning discussions regarding physical facilities or other aspects of the educational environment;
- (vii) ~~for each scheduled program review as required under the IQAP guidelines advise and assist the PVPAR in overseeing and ensuring the satisfactory completion of Steps 1-7; and~~  
**to deal with such other matters as may be assigned from time to time by Senate.**

Moved by D. Tabachnick, seconded by N. Colborne that the By-Laws and Elections Subcommittee accept the proposed revisions to the terms of reference of the Academic Quality Assurance and Planning Committee.  
CARRIED

It was advised that Senate faculty nominations for 2018-19 have been received from the Faculty Councils of the Faculty of Applied and Professional Studies and the Schulich School of Education. Once all of the nominations have been received, the names will be provided to Senate for information purposes. A joint letter from the Senate Chair and the Speaker was sent to the Deans outlining Senate duties and responsibilities. Personalized letters will also be sent to each new Senator welcoming them, thanking them for their service, and advising of the Senate committee and subcommittees. It was noted that further follow up needs to take place regarding Senators that have not been attending Senate meetings as well as Senate committee and subcommittee meetings. Many meetings have difficulties achieving quorum. It was suggested that the Senate Chair and Senate Speaker draft a letter to be sent out reminding of the role of Senate and its duties.

The Provost suggested that that she would like to see a topic at Senate meetings for a 15-20 minute forum of substantial conversation as it is important for faculty and staff to know what is going on and be a part of the discussion especially on items that have a major impact on the university. It was noted that a time for people to feel empowered and speak their minds would be healthy for Senate and the university. This item will be discussed further at the next meeting.

A discussion took place regarding the composition of Senate committee and subcommittees. The Provost advised that she and the Deans agree that the Deans are on far too many committees. Now that the Provost meets with the Deans weekly at the Provost's Council there is much more communication. The Provost would also like to see the Registrar and the Executive Director of Library Services become voting members on Senate committees and subcommittees. Suggested changes to the composition of Senate Committees, specifically the changes that relate to ex-officio members of the committees/subcommittees will reduce the number of committees in which Deans participate, challenge the non-voting status of ex-officio participants and bring consistency to how the membership lists are presented. The impact of these changes will likely be smaller committees as fewer Deans will mean that fewer faculty members are needed to satisfy the 2:1 ratio between faculty and administration. This will hopefully lead to more efficient committee meetings with quorum, as well as a more collegial atmosphere recognizing that colleagues such as the Registrar and Executive Director of Library Services have important experience and expertise that should come to bear on decisions made.

#### 9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
  - (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) the ~~Academic~~ Deans, or their designate;
  - (iv) the Speaker; and
  - (v) the Deputy Speaker.

#### 9.1.1 By-Laws & Elections Subcommittee (B&E)

- (a) *Ex Officio* Members:
- (i) the Speaker, who shall be Chair;
  - (ii) the Deputy Speaker, who shall be Vice-Chair;
  - (iii) the PVPAR, or their designate (~~non-voting~~); and
  - (iv) the Senate Secretary (non-voting).

#### 9.1.2 Honorary Degrees Subcommittee (HON)

- (a) *Ex Officio* Members:
- (i) the President, who shall be Chair;
  - (ii) the PVPAR, or designate, who shall be Vice-Chair;
  - (iii) one (1) Dean, or designate, chosen by the Senate Executive Committee;
  - (iv) one (1) representative chosen by and from the Board of Governors; and
  - (v) one (1) representative chosen by and from the Alumni Advisory Board.

#### 9.2 ~~Planning and Priorities Committee (PPC)~~ **Academic Quality Assurance and Planning Committee (AQAPC)**

- (a) *Ex Officio* Members:
- (i) the PVPAR, or designate, (Chair);
  - (ii) **the Dean of Graduate Studies and Research;**
  - (iii) the Dean of each Faculty, or their designate;
  - (iv) the Registrar (~~non-voting~~);
  - (v) the Executive Director of Library Services, or designate (~~non-voting~~);
  - (vi) **the Director of Institutional Research and Planning;**
  - (vii) one (1) representative chosen by and from the Board of Governors.

#### 9.3.1 Undergraduate Studies Committee (USC)

- (a) *Ex Officio* Members:
- (i) the PVPAR or designate, (Chair) ~~non-voting~~;
  - (ii) ~~the one (1)~~ Academic Deans, or their designates, ~~one of whom, on a rotating basis~~ shall be Vice-Chair; and
  - (iii) the Registrar, or designate.

#### 9.3.1 Undergraduate Standing & Petitions Subcommittee (S&P)

- (a) *Ex Officio* Members:
- (i) the Registrar, (non-voting), or designate, who shall be Chair; and
  - (ii) ~~the~~ one (1) Academic Dean, or ~~their~~ designate.

#### 9.3.2 Undergraduate Services & Awards Subcommittee (S&A)

- (a) *Ex Officio* Members:
- (i) the Vice-Chair of USC, who shall be Chair;
  - (ii) one (1) representative chosen by and from the Aboriginal Council on Education;
  - (iii) the Financial Aid Manager (non-voting);
  - (iv) a representative from Development named by the PVPAR (non-voting);
  - (v) the Assistant Vice-President, Students (~~non-voting~~); and
  - (vi) Registrar, or designate (~~non-voting~~).

#### 9.4 Student Appeals Committee (SAC)

- (a) *Ex Officio* Members:
- (i) the Registrar, who shall be Chair.

#### 9.5 Teaching & Learning Committee (T&L)

- (a) *Ex Officio* Members:
- (i) ~~the Academic one~~ (1) Deans, or ~~their~~ designate, ~~one of~~ whom shall be Chair; and
  - (ii) the Executive Director of Library Services, or designate (~~non-voting~~).

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

- (i) the Executive Director, Library Services, who shall be Chair.

9.6 Technology & Infrastructure Committee (T&I)

(a) *Ex Officio* Members:

- (i) the Vice-President responsible for Finance and Administration, or designate (nonvoting);
- (ii) the Executive Director, Library Services, or designate; and
- (iii) the Director of Technology Services, or designate.

10.2 Research Council (RC)

(a) Membership: Voting Members:

- (i) ~~the Academic Deans; including~~ the Dean of Graduate Studies and Research who shall be Chair;
- (ii) **one (1) other Academic Dean, or their designate;**
- (iii) six (6) faculty members, elected by Senate for a minimum two (2) year term, to include: one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC, 1 SSHRC, two (2) remaining faculty, and one (1) Canada Research Chair or Indigenous Education Chair;
- (iv) one (1) student representative from a Graduate program;

~~Non-voting Members:~~

- (v) the ~~Provost and Vice-President Academic and Research~~ **PVPAR or designate; and**
- (vi) the Executive Director of Library Services, or ~~designate delegate~~.

10.3 Graduate Studies Committee (GSC):

(a) Members:

- (i) the Dean of Graduate Studies and Research, or designate, who shall be Chair (~~non-voting~~);
- (ii) **the PVPAR or designate;**
- (iii) the Registrar, or designate (~~non-voting~~);
- (iv) the Executive Director of Library Services or designate (~~non-voting~~);
- (v) ~~the Deans of all Faculties~~ one (1) Academic Dean, or **their** designate;
- (vi) Graduate Coordinators / Graduate Chairs from each graduate program, or designate;
- (vii) one Graduate student from each level of graduate studies; and
- (viii) one Graduate student Senator (non-voting).

Moved by N. Colborne, seconded by D. Tabachnick that the By-Laws and Elections Subcommittee accept the proposed revisions to the *Ex Officio* membership of the above listed Senate Committees, Subcommittees and Council.

CARRIED

Article 9.1 Senate Executive Committee amendment tabled from the February 9, 2018 Senate meeting will be the major item for discussion at the next By-Laws and Elections Subcommittee meeting.

The next meeting of the By-Laws and Elections Subcommittee will be held on March 27, 2018 at 10:30 a.m. in F307.

MOTION 1: That Senate Executive receive the Report of the By-Laws and Elections Subcommittee dated February 28, 2018.

Respectfully submitted,  
*Original signed by:*

Dr. Blaine Hatt  
Chair  
By-Laws and Elections Subcommittee