

Senate Agenda

Friday, June 14, 2024

10:30 a.m. – Room F210

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

1. Acknowledgement of the Traditional Territory

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relations.

2. Approval of the Agenda

3. Adoption of the Minutes of the Senate Meeting of: May 10, 2024

4. Business Arising From the Minutes

5. Reading and Disposing of Communications

6. Reports From Other Bodies

- A. (1) President – oral report
- (2) Provost and Vice-President Academic – oral report
- (3) Vice-President Finance and Administration – no report
- (4) Board of Governors – no report (next Board mtg. June 24)
- (5) Alumni Advisory Board – no report
- (6) Council of Ontario Universities (Academic Colleague) – report attached
- (7) Joint Board/Senate Committee on Governance – report attached
- (8) NUSU – report attached
- (9) Others

- B. Reports from Senate members

7. Question Period

8. Reports of Standing Committees and Faculty Councils

Senate Executive Committee

Motion 1: That the Report of the Senate Executive Committee dated June 6, 2024 be received.

Motion 2: That the Annual Report of the Senate Executive Committee dated June 6, 2024 be received.

Academic Appeals and Petitions Committee

Motion 1: That the Annual Report of the Academic Appeals and Petitions Committee dated May 22, 2024 be received.

Academic Awards Committee

Motion 1: That the Annual Report of the Academic Awards Committee dated May 22, 2024 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated May 22, 2024 be received.

Faculty of Arts and Science

Indigenous Studies

Motion 2: That Senate approve the creation of INDG 3206 Moose Studies and that it be added to the academic calendar as outlined below.

Rationale:

To add to the current third year course options for Indigenous Studies majors, as well as to increase the diversity of Indigenous-focused streams, and add more land-based learning options.

Course Code	INDG 3206
Course Title:	Moose Studies
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students reflect on Indigenous interpretations and ethnographic accounts of moose (mooz)-human relationality, community-based harvesting practises, and storytelling in Anishinaabeg communities. Students explore moose management efforts and activities on the traditional territories of several First Nation communities, and the transmission and exchange of knowledge that occurs on-the-land. Students acquire an understanding of the current affairs of traditional foods of Anishinaabeg cultures, reflect on past practises, and what the next generation can expect when entering this world.
Course Prerequisite:	Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits
Course Corequisite:	

Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input checked="" type="radio"/> Yes <input type="radio"/> No This course will include a medicine walk and field trips out on the land. This enables students to learn key skills that have and continue to sustain the livelihoods of Indigenous peoples. In this respect, the land constitutes "a workplace" as defined by MCU in which students are "exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce."
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course will run in Fall 2025, and then every other year most likely
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: __ 3 hours lecture/seminar weekly; 36 hours total _____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	<input type="radio"/> Yes <input checked="" type="radio"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
Program Implications: <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	This will be an extra 3000-level offering, not a required course
Do the Learning Outcomes for this course have significant	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, include rationale:

overlap with any other course(s) offered at Nipissing?	
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <p>Enter Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain the connection between animals and Anishinaabe ways of being • Explore the significance of hoofed clan members in contemporary storytelling and Anishinaabe culture • Compare Western and Indigenous methods of moose management and monitoring • Interpret traditional storytelling related to treaties with the Hoof clan • Discuss harvesting best practises and protocols in multiple Indigenous communities • Present a limited environmental scan that accounts for moose population and health • Gain some of the practical skills and knowledge required for the effective harvesting and management of moose within the Indigenous context.
<p>Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>enter additional resources: Honoraria for elders, knowledge carriers, costs for transportation for field trips</p>
How will this course contribute to the program level outcomes?	An additional 3000-level course on land education provides more diverse course options for those students looking to complete their degree in Indigenous Studies.
Who amongst your current faculty has the competencies to teach this course?	Tyson Stewart
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	It introduces students to Indigenous hunting and harvesting practices in this region. It explores the importance of animals in Indigenous culture.
How will you communicate this new offering to students?	Social media/OII/word of mouth

Moose Studies preliminary outline and assignment breakdown:

Week 1: Read *Gift is in the Making* (Simpson) chapter 1 to 12 + "Indigenous Guardianship and moose monitoring" (Popp et al.).

W2: Read *Gift is in the Making* (Simpson) chapter 12 to 21 + Preliminary Report on *Protection of Moose Populations* (Anishnabe Moose Studies Comm.); Watch *Biidaaban* (Dir. Strong, 2018).

W3: Read *Moose to Moccasins* (Katt Theriault) pages 1 to 61 + "They're here—I can feel them" by Watson & Huntington. First reflection piece due.

W4: Watch *The Silent Enemy* (Dir. Carver, 1930); Read "*The Silent Enemy* and n'Daki Menan" (Stewart/Laronde).

W5: Read *Moose to Moccasins* (Katt Theriault) pages 62 to 120. Second Reflection due by end of the week.

W6: Read *Moon of the Turning Leaves* (Rice) First half. Field trip: hide tanning or harvesting practices on the land.

W7: Read *Moon of the Turning Leaves* (Rice) Second half. Third Reflection piece due.

W8: Read excerpts from *Braiding Sweetgrass* (Kimmerer), pp. 303-379. Report on field trip due.

W9: Read *The Only Good Indians* (Jones) pp. 1 to 104.

W10: Read *The Only Good Indians* (Jones) pp. 105 to 200; Watch *Antlers* (dir. Cooper, 2021).

W11: Read *The Only Good Indians* (Jones) pp. 201 to 305; Group Moose Management Presentations begin.

W12: Book Review Writing workshop and Group Presentations.

Book Review due One week after classes end.

Moose Studies Assignment Breakdown Appendix

- Group Moose Management & Area Study Report and Oral Presentation (20%)
 - Choose an area where moose are known to live;
 - Identify the Indigenous community or communities that are the stewards of the area being addressed;
 - Provide assessment of the area's moose population and history, and how they connect with Indigenous culture;
 - How do Indigenous methods of harvesting inform your study? What are the challenges to harvesting moose, and other animals?
 - What are the connections between the course content (i.e. traditional knowledge and stories) and the ways in which you approached your study?
 - Presentation of Moose Management/Area Study should be 20 minutes for each group.
- First Person Reflections Pieces (25%)
 - Over the semester, the student is to develop a series of 1-3 page (double-spaced) reflections on one of the readings and/or class lectures for 3 different weeks. These reflections are to be an engagement with the ideas in the reading or lecture/class discussion.

- Field Trip Report (20%)
 - Write a 5-6 page report on the class field trip;
 - How did the experiential learning opportunity enhance your understanding of moose harvesting/management in Anishinaabe culture?
- Book Review (20%)
 - In 6-7 pages, the student will review a novel or collection of stories related to moose or the Hoof clan members;
 - Assess the depiction of the animal for its accuracy and ability to reflect Indigenous ways of knowing and the concept of relationality.
- Attendance and Participation (15%)

Religion and Cultures

For Information Only (forwarded to AQAPC)

That the Specialization and Honours Specialization degree options be removed from the Religions and Cultures Program as outlined below.

Rationale:

The Religions and Cultures program offers a Minor, Major, Specialization and Honours Specialization degree. This will reduce the number of degree options in RLCT to a Honours Double Major (39 credits), Major (36 credits), and a Minor (18 credits) only.

Nipissing University has offered courses in Religions and Cultures since 1997. Due to popular demand for these courses, a Minor was created in 2003-4, followed by a 3-year Major and 4-year Combined Major in 2005-6 and a Single Honours degree in 2006-7. In 2009 Religions and Cultures became a stand-alone department. Much of the growth in Religions and Cultures between 1997 and 2007 was a direct result of students in Education choosing it as one of their “teachable” subjects.

The more recent decline in majors in the program began with the reduction of Teacher College seats mandated by the Ontario Government in 2013. Notwithstanding this significant contraction initiated by the Government, we have continuously taught 400-500 students every year in Religions and Cultures courses. Between 2012 and 2020 we have had a modest but declining number of majors, but we have also had 10-20 students graduating with minors each year.

In 2019 the Faculty of Education cut the teachable in religion and this had a significant effect on the number of students majoring in RLCT. Currently the only option for a teachable subject that allows students to teach religion is the Social Sciences and Humanities curriculum, which also includes world cultures, gender, equity, and social justice studies. To ensure students at Nipissing have the continuing opportunity to pursue a teachable for world religions and cultures, we are proposing that the 3-year Major as well as the 18-credit Minor RLCT degrees be maintained.

The faculty in RLCT recognize that the university has considerable concerns about resourcing ‘small programs’ that have few majors and that this concern has led to a university wide interest in re-thinking programming in both the Faculties of Applied and Professional Studies as well as Arts and Science. We, in RLCT, are keen to find ways to reimagine the place of programming in Religions and Cultures in a way that enhances opportunities for students and that acknowledges and responds to the ongoing social and civic importance of education in this field.

As noted in the most recent IQAP report of 2021 the quality of both the RLCT program/curriculum and the RLCT faculty is exemplary. Hence, the changes we are proposing here are a direct response to the fiscal concerns of the university as well as the broader societal reality about university programming that is not directly tied to vocational opportunities.

Admission Requirements

Indigenous Teacher Education Program (ITEP)

Modification to Admission Requirements

Motion 3: That Senate approve the modification of the admission requirements for the Indigenous Teacher Education Program (ITEP) program subject to the Registrar's Office finding more equitable language for the term "proof of ancestry", before May of 2025.

Current ITEP Admission Requirements

- One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Native/Aboriginal Classroom Assistant Diploma Program (NCADP/ACADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university
- Proof of Indigenous ancestry.
- A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program.

Proposed ITEP Admission Requirements

Successful completion of one of the following with a minimum overall average of 60% or equivalent.

- 18 credits or equivalent at an accredited university; or
- one year (2 semesters) or equivalent at an accredited college; or
- the equivalent of one year of full-time study at an Indigenous Post-Secondary Institute
- Proof of Indigenous ancestry

Rationale:

- Currently, the identification of specific programs may inhibit potential applicants from applying even though they may have other completed post-secondary programs and attained other credentials. The removal of specifically identified post-secondary programs will broaden our marketing appeal to potential applicants who completed other post-secondary programs and who wish to become a certified teacher. The completion of a full-time equivalency will demonstrate evidence of the skills required for success at a post-secondary level.
- Our current admission requirements are much higher than the admission requirements of similar Indigenous Teacher Education Programs at other institutions in Ontario (ex. Queen's, York University). These institutions do not require the completion of any post-secondary education by its Indigenous applicants. By moving to the successful completion of one academic year of a post-secondary program makes us more competitive with these programs, while still maintaining a requirement of applicants to have demonstrated success at the post-secondary level.

- The one-page statement is unnecessary for the admission of an individual into the program. Previous entrance requirements included literacy assessments for all applicants, however, this requirement was removed in the mid-2010's. The intent of the one-page statement is to provide program administrators an understanding of the general literacy skills of the applicant. In the new delivery schedule of the program, new students will be assigned discussion posts and other writing components during the online portion of their first course prior to their arrival on campus. This will provide the instructor an opportunity to assess a student's writing skills and if required, locate writing supports for students during the summer session held on campus.

Submitted by: Heather Brown

Date: April 18, 2024

Teacher of Indigenous Language as a Second Language (TILSL)

Modification to Admission Requirements

Motion 4: That Senate approve the modification of the admission requirements for the Teacher of Indigenous Language as a Second Language (TILSL) program.

Current TILSL Admission Requirements

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a teacher of Indigenous Languages;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Proposed TILSL Admission Requirements

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Rationale:

The one-page statement is unnecessary for the admission of an individual into the program. Previous entrance requirements included literacy assessments for all applicants, however, this requirement was removed in the mid-2010's. The intent of the one-page statement is to provide program administrators an understanding of the general literacy skills of the applicant. In the new delivery schedule of the program, new students will be assigned discussion posts and other writing components during the online portion of their first course prior to their arrival on campus. This will provide the instructor an opportunity to assess a student's writing skills and if required, locate writing supports for students during the summer session held on campus.

Submitted by: Heather Brown

Date: April 18, 2024

Motion 5: That the Annual Report of the Academic Curriculum Committee dated May 27, 2024 be received.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated May 24, 2024 be received.

Motion 2: That Senate receive the attached Ancient Studies IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

Motion 3: That Senate receive the recommendation from the AQAPC that the Specialization and Honours Specialization Degree Options be removed from the Religions and Cultures Program.

Motion 4: That Senate receive the recommendation from the AQAPC that a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology be created effective July 1, 2024.

By-laws and Elections Committee

Motion 1: That the Annual Report of the By-laws and Elections Committee dated May 31, 2024 be received.

Graduate Studies Committee (GSC)

Motion 1: That the Annual Report of the Graduate Studies Committee dated May 24, 2024 be received.

Honorary Degrees Committee

Motion 1: That the Annual Report of the Honorary Degrees Committee dated May 16, 2024 be received.

Joint Committee of the Board and Senate on Governance

Motion 1: That the Report of the Joint Committee of the Board and Senate on Governance dated March 27, 2024 be received.

Motion 2: That the Annual Report of the Joint Committee of the Board and Senate on Governance dated May 16, 2024 be received.

Senate Research Committee

Motion 1: That the Annual Report of the Senate Research Committee dated May 24, 2024 be received.

Senate Budget Advisory Committee

Motion 1: That the Report of the Senate Budget Advisory Committee dated May 2, 2024 be received.

Motion 2: That the Report of the Senate Budget Advisory Committee dated May 27, 2024 be received.

Motion 3: That the Annual Report of the Senate Budget Advisory Committee dated May 29, 2024 be received.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated April 29, 2024 be received.

Motion 2: That the Annual Report of the Teaching and Learning Committee dated May 10, 2024 be received.

9. Other Business

10. Amendment of By-laws

Motion 1: That Senate approve that the Senate By-laws be amended as outlined below:

- 9.0 Annual Standing Committee Election Process (excepting the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- (a) Senate standing committee members shall be elected annually, preferably in April, by respective faculty councils with the exception of student Senators;
 - (b) The normal term of office for Senate representatives on Senate standing committees shall be three (3) years with the exception of student Senators;
 - (c) Solely for purposes of election to standing committees and appointment to hiring committees, Librarians will each be assigned by the Provost to a Faculty effective July 1 each year;
 - (d) The committee election process shall be co-ordinated by the faculty councils, and/or by NUSU.

11. Elections

- Elect one (1) faculty Senator to serve on the Board of Governors for a three-year term effective July 1, 2024 to June 30, 2027.
- Elect one (1) faculty Senator to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2024 to June 30, 2027.

12. New Business

The Deans to report the numbers of graduands by faculty and degree.

Motion 2: That Senate move in camera.

Motion 3: That Senate accept the recommendation of the Chancellor's Selection Committee and recommend to the Board of Governors that the Candidate as presented be endorsed by the Academic Senate for a four-year appointment as Chancellor of Nipissing University effective July 1, 2024.

Motion 4: That Senate move out of camera.

13. Announcements

14. Adjournment

Nipissing University
Minutes of the Academic Senate Meeting
May 10, 2024
10:30 a.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), A Graff, C. Sutton, B. Law, G. Raymer, D. Walters, D. Iafrate

L. Chen, R. Davis, H. Earl, R. Gendron, G. McCann, J. Murton, S. O'Hagan, G. Phillips (Deputy Speaker), S. Renshaw, S. Srigley, T. Smith, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters

A. Adler, S. Cairns, K. Ferguson, D. Hay, T. McParland, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), J. Thornborrow, R. Vanderlee

O. Pokorny

S. Fiddler

R. Hehn

H. Panchal, M. DeVuono, T. Miller, P. English

Absent With Regrets:

N. Black, A. Hatef, N. Stevens, R. Vernescu, H. Zhu, C. Irwin, L. Sinclair, C. Greco, T. Horton, P. Millar, J. Muterera, M. Sullivan, V. Williams, F. Couchie

The Senate Speaker offered a Traditional Territory acknowledgment.

Approval of the Agenda of the Senate Meeting of: May 10, 2024

Motion 1: Moved by S. Winters, seconded by R. Hehn that the agenda of the Senate meeting of May 10, 2024 be approved with an amendment to include an item for discussion under New Business.
CARRIED

Adoption of the Minutes of the Senate Meeting of: April 12, 2024

Motion 2: Moved by D. Walters, seconded by R. Hehn that the minutes of the Senate meeting of April 12, 2024 be adopted.
CARRIED

Business Arising From the Minutes

In response to questions regarding the Undergraduate Research Conference and whether a permanent budget line was created, the Associate Vice-President, Research, Innovation and Graduate Studies advised that a permanent budget, budget line, and cost centre has been in place since 2020 and is in place for the upcoming 2024-25 academic year.

The Provost advised that a response to information shared by Senator Renshaw at the April Senate meeting on the distribution of faculty positions based on the analysis of gender will be provided following consultation with HR on the gender parity of faculty. She will report back in September.

Reports From Other Bodies

The President provided a report. The report is attached to the minutes.

The Provost and Vice-President Academic began her oral report by thanking the faculty for contributing to recruiting efforts for spring/summer and fall/winter programming. She reported that the Registrar's Office will begin issuing Provincial Attestation Letters (PALS), which are now required for international students. She advised that we are in the early phase of this process and are closely monitoring the success with which we can recruit international students to the institution and increase the participation of domestic students.

The Provost reported that the Registrar's Office is developing a new plan for improving recruitment, retention, and persistence which will be presented soon. Recruitment, enrolment, retention, and persistence were removed from the Academic and Operating Plan and designated as a special foundational project. She acknowledged the work of the Registrar for advancing this plan. She advised of the ongoing work of the Registrar's Office to digitize and automate processes to increase the timeliness of making offers to students which is necessary to increase our competitiveness. She spoke to the importance of ensuring that the message used to recruit students speaks to our vision, mission, and values, as well as the unique contributions of our programs so our recruiters can be truly effective in their conversations with prospective students.

The Provost encouraged Senators and colleagues to participate in the convocation ceremonies June 11-13 to share in the achievements of the students who have been mentored through their academic careers.

The Vice-President Finance and Administration introduced Renee Hacquard, current Assistant Vice-President, Finance and Infrastructure, and recently appointed Vice-President, Finance and Administration, effective July 1, 2024.

The AVP Finance & Infrastructure started the budget presentation by providing updated projections for 2023-24, highlighting a \$2.6 million surplus in the Operating Fund as a result of higher enrolment and additional grant revenue from the Provincial STEM and Nursing grants. The Ancillary fund is projecting a \$2.1 million surplus due to a higher occupancy rate in Residence compared to budget. Overall, expenses in the Operating fund and accounting adjustments are expected to be close to budget, which brings the consolidated surplus projection to \$3.2 million.

When reviewing the Operating budget for 2024-25, the AVPFI noted an overall revenue increase of \$1.8 million compared to 2023-24 projected revenues due to higher projected enrolment and tuition fee increases where permitted. The AVPFI noted an anticipated increase to base grants

and the Northern grant, but these have not been included in the budget as the amounts remain unknown. The AVPFI reviewed the increases to instructional and non-instructional staff, highlighting new positions as had been discussed at a previous Senate meeting. Non-staff expenses include an increase of approximately \$1.75 million from 2023-24 projections, with the largest increase in agent commissions on international tuition. Software expenses have also increased due to new software to assist with efficiencies in our current platforms.

When reviewing the Ancillary budget for 2024-25, the AVPFI indicated that the largest revenue increase comes from residence rate increases, and the largest expense increase is from meal vouchers for students living in residence for food at the main cafeteria.

The Capital Budget, which represents planned capital investments for the 2024-25 fiscal year, was reviewed.

The AVPFI reviewed the consolidated budget, noting a consolidated surplus of \$945,972.

The impact of the 2023-24 projections and the 2024-25 budget, as well as the next two projected projects show improvements on most ratios within the Ministry's Financial Accountability Framework. The projected results should improve the Working Capital ratio, which would result in an overall risk calculation from Medium to Low. 'Low Action' means the Ministry will require the University to continue to provide annual status reports until all categories are in the 'no action' zone. The AVPFI indicated that the way to get to the 'no action' zone is through continued improvements in liquidity through increasing the University's spendable net assets (reserves). The presentation is attached to the minutes.

The Board of Governors provided a report. The report is attached to the minutes.

The NUSU VP Advocacy and Awareness provided a report. The report is attached to the minutes.

Question Period

Following a question as to whether the Northern Grant was included in the \$36.4 million of government grants in the budget presentation, the AVPFI advised that the additional amount was not included. She reported that the regular Northern Grant of \$1.9 million is included in the budget, and the additional \$1.6 million is not.

A question was raised as to whether there is a set plan on how the budget surplus is used. The Provost advised that the projected surplus is the result after positions and investments are accounted for in the proposed budget. The objective is for reserves to grow to \$22 million, while investing simultaneously to ensure program innovation. In this year's budget, instructional costs are covered by tuition revenues and a significant investment is being made in positions: 14 academic and 5 administrative positions over the next two years. We must find a satisfactory and sufficient way to invest in reserves to build back sustainability in the institution while also investing in programs.

In response to a question about our credit rating in relation to the refinancing of our debt, and whether it is an annual process, the AVPFI reported that DBRS, the company that provides our credit rating, prepares a report on an annual basis based on information gathered regarding our financial situation. She advised that one of the factors they look at is cash liquidity. When access to our line of credit was removed, this had an impact on our credit rating. Now that our line of credit has been reinstated and reserves are being replenished, we are taking steps in the right direction.

Following a question as to when a decision is expected to be made regarding meal and travel reimbursements, the AVPFI advised that meal and travel reimbursements are an administrative concern (and not a matter of Senate business). These policies are scheduled for review later this summer, and information should be available by September.

In follow-up to a question regarding when the moratorium on centres and institutes will be lifted, the AVPRIGS advised that the agenda for the upcoming Senate Research Committee meeting includes a discussion of revisions to the policy and a timeline for re-opening applications. For context, this policy was drafted in 2011 and renewed in 2013. Since then, the research landscape and the University have changed significantly. This policy requires a re-write rather than small revisions so that the updated policy is coherent in terms of what happens after the Senate Research Committee approves a new centre or institute (i.e., annual reports, review cycles) and reflects a 2024 understanding of collaborative research relationships, research funding, and research-related policies to set centres and institutes up for success. We also need to consider how to transition any centers and institutes approved under the previous policy into the framework of a new policy.

The following questions were raised regarding the student course survey pilot. Who is responsible for assessing the success of the pilot, and what are the criteria used to judge its success? The Chair of the Teaching and Learning Committee advised that the TLC reviewed the survey feedback and received input from members who expressed concerns. The plan is to take the conversation back to the TLC and provide a report for Senate to review and advise how to proceed with the revisions and suggestions.

A request was made for follow-up and an expected timeline regarding the Joint Committee on the Assessment of Teaching and Learning (2021) recommendation 10, which requested that versions other than student surveys should be developed for faculty to assess and improve teaching effectiveness. The Provost advised that the Director of Teaching and Learning, Dr. Kari Rasmussen, has been appointed and will start July 8. One of the recommendations included in her appointment mandate letter includes other strategies for teaching assessment. She noted that Dr. Rasmussen's approach is broadly consultative and she anticipates that faculty will be involved in the development of these processes.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by A. Graff, seconded by S. Srigley that the Report of the Senate Executive Committee dated May 2, 2024 be received.
CARRIED

Academic Curriculum Committee

Motion 4: Moved by A. Graff, seconded by S. Winters that the Report of the Academic Curriculum Committee dated April 16, 2024 be received.
CARRIED

Motion 5: Moved by A. Graff, seconded by T. McParland that Senate approve the modified admission requirements for the RPN to BScN Bridging Program (On Campus) with the amendment listed below in bold and strikethrough approved by the mover and the seconder.
CARRIED

Current Admission Requirements

Successful completion of a two-year Registered Practical Nurse (RPN) diploma with a minimum overall GPA of 3.0 from either one of the following colleges: Cambrian College, Canadore College, College Boreal, Confederation College, Northern College, Niagara College and Sault College, as well as successful completion of the Canadian Practical Nurses Registration Examination (CPNRE) or proof of eligibility to write and subsequently pass the CPNRE is required for admission consideration.

Proposed Modification Admission Requirements

Successful completion of a two-year Practical Nurse (PN) diploma with a minimum overall GPA average of 70% from an Ontario college.

Rationale:

- Not all colleges use the same GPA scale. Changing to a percentage allows all applicants to better understand what minimum standards we are looking for.
- All students upon completion of a PN program are eligible to write and subsequently pass the CPNRE (now called REx-PN). This section of the original policy was redundant and caused confusion with some prospective students.
- With the changing landscape of Nursing education within Ontario there is no longer the same need to prioritize admission to specific groups within an applicant pool. By removing the list of priority colleges, we are opening our program to any Practical Nursing graduate from across the province.

Academic Quality Assurance and Planning Committee (AQAPC)

Senator Murton, on behalf of the Academic Quality Assurance and Planning Committee (AQAPC), provided a report on the upcoming Ontario Universities Council on Quality Assurance Institutional Audit. The report is attached to the minutes.

Motion 6: Moved by J. Murton, seconded by A. Graff that the Report of the Academic Quality Assurance and Planning Committee dated April 19, 2024 be received.
CARRIED

Motion 7: Moved by J. Murton, seconded by S. Winters that Senate receive the attached English IQAP Two-Year Post Cyclical Program Review Follow-up Report for information.
CARRIED

Motion 8: Moved by J. Murton, seconded by A. Graff that Senate receive the attached Social Welfare and Social Development IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.
CARRIED

Motion 9: Moved by J. Murton, seconded by A. Graff that Senate receive the attached Philosophy IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.
CARRIED

By-laws and Elections Committee

Motion 10: Moved by A. Graff, seconded by R. Hehn that the Report of the By-laws and Elections Committee dated April 18, 2024 be received.
CARRIED

Graduate Studies Committee

Motion 11: Moved by B. Law, seconded by D. Walters that the Report of the Graduate Studies Committee dated April 23, 2024 be received.
CARRIED

Senate Research Committee

Motion 12: Moved by B. Law, seconded by A. Graff that the Report of the Research Committee dated March 25, 2024 be received.
CARRIED

Motion 13: Moved by B. Law, seconded by R. Hehn that the Report of the Research Committee dated April 17, 2024 be received.
CARRIED

Senate Budget Advisory Committee

Motion 14: Moved by R. Wenghofer, seconded by S. Winters that the Report of the Senate Budget Advisory Committee dated April 15, 2024 be received.
CARRIED

Other Business

A request was made for clarification of the policy for the hiring of associate deans. It was noted that the policy is located on page 7 of the Board of Governors Search/Appointment/Reappointment of Senior Administrative Officers Policy document.

Amendment of By-laws

- **Notice of Motion that Senate approve that the Senate By-laws be amended as outlined below: (*revisions in bold*)**

Rationale: The By-laws were revised to allow full-time Instructor Representative Senators and Librarian Senators to serve on the Academic Appeals and Petitions Committee, the Academic Curriculum Committee, and the Teaching and Learning Committee. As Librarians don't belong to a faculty, there is no allocation and election procedure for these committees.

- 9.0 Annual Standing Committee Election Process (excepting the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- (a) Senate standing committee members shall be elected annually, preferably in April, by respective faculty councils with the exception of student Senators;
 - (b) The normal term of office for Senate representatives on Senate standing committees shall be three (3) years with the exception of student Senators;
 - (c) **Solely for purposes of election to standing committees and appointment to hiring committees, Librarians will each be assigned by the Provost to a Faculty effective July 1 each year;**
 - (d) The committee election process shall be co-ordinated by the faculty councils, and/or by NUSU.

Elections

- Elect one (1) faculty Senator to serve on the Board of Governors for a three-year term effective July 1, 2024 to June 30, 2027. *As no nominations were received, an election will be included in the June 14, 2024 Senate agenda.*

New Business

Motion 15: Moved by D. Iafrate, seconded by A. Graff that Senate grant approval to graduate the students who have completed their degree requirements prior to the next scheduled Senate meeting.
CARRIED

Announcements

Senator Tabachnick announced the upcoming State of Political Philosophy in Canada Conference taking place August 19-20, 2024 at the Deerhurst Resort in Huntsville. This is a national conference designed to explore the role and future of political philosophy in Canada. It is funded by the MacDonald-Laurier Institute and has attracted the top political philosophers from across Canada. The keynote speaker is Robert George from Princeton University.

Adjournment

Senate was adjourned at 11:35 a.m.

.....
K. Wamsley (Chair)

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

President's Senate Report 10 May 2024

Good morning Senators, my apologies from reporting virtually today. I have a few items to report. We are still working on the year-end numbers but we are still projecting a balanced budget for 2023-24. At its recent meeting, the Board of Governors passed our 2024-25 budget, projecting to be our second successive balanced budget.

Our advocacy efforts to the Province are evident. In addition to the \$1.2m to support STEM programs in 2023-24, we received a one-time increase to our Northern Grant in the total amount of \$3.5m, with \$1.6m in new funding for 2024-25. We have not heard about operational funding or funding from the high-risk institution envelope.

It is well-known in the university sector that students are faced with many challenges post-Pandemic, some matters forcing them from the university before their degrees are complete. At Nipissing University, 62% of all domestic students participate in the grants and loans program. A higher percentage of students at Nipissing University face financial challenges in the first instance. Recently, NUSU has reported a 20-fold increase in students accessing the food bank. Nipissing University is a student-centred institution and supporting our students is a priority that requires action. In the summer of 2023, I invited Chancellor Paul Cook to Co-Chair a fundraising cabinet, with me, for the purposes of raising an endowment dedicated to the Student Support Fund, established to provide financial assistance to students in emergency situations such as family or personal illness, accidents, food or housing insecurity, and extreme extenuating circumstances. Over the course of a few months, we formed the Chancellor's Cabinet, comprised of influential and energetic supporters of the university. We are very grateful to Chancellor Cook and the Cabinet who have been raising money in the North Bay Community and beyond for several months. The culminating event for this campaign will be the inaugural *An Evening at Nipissing University* gala event, featuring dinner, entertainment, a panel of renowned women leaders, and a silent auction, with all proceeds dedicated to the Student Support Fund. It is hoped that this annual event, dedicated to a different area of critical need at the university each year, will be popular among donors and North Bay citizens. It is time for Nipissing University to have a greater presence in the gala event and fundraising cycle in the city and among our supporters from afar. Faculty and Staff members who are interested in supporting the student food bank may make donations to the Student Support Fund, which will provide funds to the food bank on an annual basis.

We have a terrific slate of honorary doctorate designations this year and will be making announcements soon.

NIPISSING

U N I V E R S I T Y

Budget Report

2024 - 2025



Executive Summary

The 2024-2025 budget is foundationally strong and carefully strategic, and its certainties are built upon the work completed, the decisions made, and results achieved in the previous two budgets. But, not surprisingly, this budget is framed and limited, too, by fixed, externally imposed, funding constraints and by enrollment projection contingencies and specific government funded allotments that to date remain unknown and unannounced, respectively.

The financial results of fiscal 2022-2023 enabled a desperately needed, albeit limited, shoring up of institutional reserves, at a time of compromised credit ratings and financial uncertainty for the University. Strategic decisions and priorities embedded in our integrated planning and budgeting process, which included a retirement incentive plan, increased residence revenues, modest gains in alternative revenue generation, very successful domestic and international recruitment results, and an unexpected injection of STEM revenues from the Province led to not only the first balanced budget in ten years but, indeed, an in year consolidated surplus realized in fiscal 2023-2024. These short strides represent a much-needed change of course towards financial sustainability in what remains to be a climate of uncertainty based upon ongoing provincial policies of austerity towards post-secondary education and the unforeseen consequences of federal measures restricting immigration to Canada. Importantly, these positive fiscal results have also led to an improvement in our DBRS Credit Rating, a reinstatement of our \$5M credit facility, and, finally, a positive shift in our Ministry of Colleges and University's Financial Sustainability Metrics.

We trust that our Strategic and Academic Planning processes invoke more certainty through the careful and strategic allocation of resources and a measured projection of revenues in 2024-2025. Operational and Academic Planning decisions will set the groundwork for full and consistent program review, annual assessments of academic program viability, and dedicated plans to increase enrollments and to ensure the stability and success of our dynamic and evolving programming across our faculties in the arts, humanities, social sciences, sciences, education, and professional studies. At the same time, we shall continue to expect modest increases in residence revenues and alternative revenue development through food services, ancillary services, event hosting, extended learning, fundraising, and alumni engagement.

Our successful enrollment strategies of 2023-24 predict a strong returning class for 2024-25, tempered by our flat projections of new enrollments both domestic and international, in part limited by the caps on international students imposed by the federal government and the tight rates of conversions between applications and registrations levied by the provincial government. We trust that tuition revenues, relying in the main on returning students, and alternative revenue generation, will offset the ever-growing inflationary costs and the continuing and compounding effects of the provincial tuition freeze, now in its fifth year, in addition to the continuing effects of what is essentially a grant freeze within the corridor funding model. 2024-25 will also be characterized positively by a stabilization in senior leadership positions, by research investments, and a refresh of our Strategic Enrollment Management plan as we continue to right size the University.

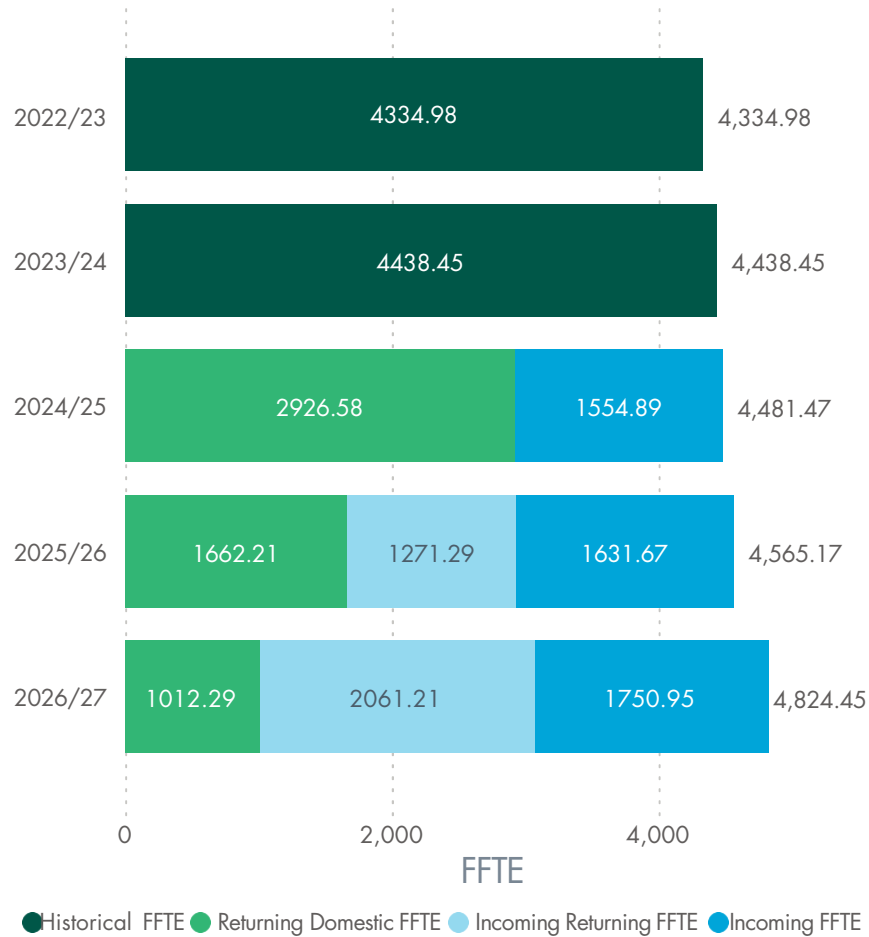
While we cannot predict the real costs of the federal imposition of international tuition caps at this point, we will endeavour to recruit towards our allotted numbers. We cannot predict with any certainty the amount of one-time funding we will receive as a result of the provincial government's response to the recommendations of the Blue Ribbon Panel, so we have not factored any such revenues into the 2024-2025 budget.

As stated in the Executive Summary of the 2023-24 budget, our priority is to secure the stability of our institution, including our short and long term financial well-being evident in our capacity to negotiate long term loans, secure the confidence of our creditors and potential investors, and to demonstrate our fiduciary responsibility to provincial bodies such as the Treasury Board and the office of the Auditor General. We will, therefore, dedicate the majority of any in year surpluses to the restoration of our reserve funds. Given the uncertainties of tuition revenues and the degree of support forthcoming from the Province, it is of paramount importance to our institution's future that we increase our reserve funds to at least the peak, if not exceeding, levels extant in the previous decade. We will continue to invest responsibly and strategically towards our academic mission, while sustaining our advocacy efforts to the provincial government with respect to appropriate levels of tuition and grant funding support, and a fair allocation of Northern Grant investments which recognize the valuable contributions of the unique educational experiences and research contributions of Nipissing University.

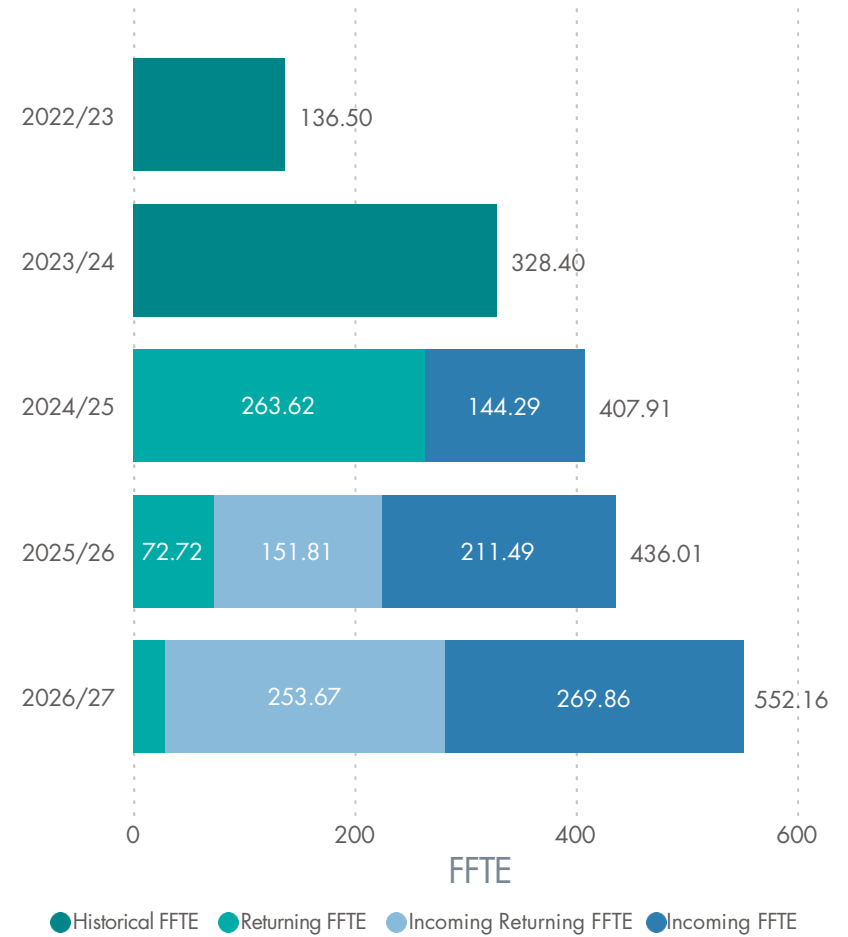
With this in mind, we are pleased to submit a balanced consolidated budget for 2024-2025.

Overall Domestic & International FFTE Forecast

Domestic FFTE Forecast



International FFTE Forecast



NIPISSING UNIVERSITY
2024-2025 Budget - Operating

	2024-2025 Annual Budget	2023-2024 Annual Budget	Projection to 2023-2024 year end	Budget variance to projections	% Variance
Revenue					
Government Grants	\$ 36,422,619	\$ 35,515,526	\$ 38,115,526	\$ (1,692,907)	-4%
Domestic Tuition	\$ 27,573,130	\$ 26,853,274	\$ 27,291,064	\$ 282,066	1%
International Tuition	\$ 10,306,486	\$ 6,447,952	\$ 7,668,356	\$ 2,638,130	34%
Student Fees - Ancillary & Other	\$ 3,788,684	\$ 3,539,868	\$ 3,539,868	\$ 248,816	7%
Other	\$ 2,427,196	\$ 2,088,838	\$ 2,088,838	\$ 338,358	16%
Revenue Total	\$ 80,518,115	\$ 74,445,458	\$ 78,703,652	\$ 1,814,463	2%
Expenses					
Instructional Staff	\$ 30,308,595	\$ 30,059,296	\$ 29,648,350	\$ 660,245	2%
Non-Instructional Staff	\$ 19,951,775	\$ 18,814,070	\$ 18,524,122	\$ 1,427,653	8%
Benefits	\$ 10,051,829	\$ 9,765,991	\$ 9,618,958	\$ 432,871	5%
Salary recoveries	\$ (1,170,187)	\$ (1,662,758)	\$ (1,162,758)	\$ (7,429)	1%
Total salaries & benefits	\$ 59,142,012	\$ 56,976,599	\$ 56,628,672	\$ 2,513,340	4%
Non-staff expense	\$ 17,034,026	\$ 14,224,750	\$ 15,289,750	\$ 1,744,276	11%
Scholarships and Bursaries	\$ 3,320,775	\$ 3,282,385	\$ 3,282,385	\$ 38,390	1%
Expenses Total	\$ 79,496,813	\$ 74,483,734	\$ 75,200,807	\$ 4,296,006	6%
Surplus (Deficit) Before Undernoted	\$ 1,021,302	\$ (38,276)	\$ 3,502,845	\$ (2,481,543)	-71%
Transfers					
Transfers (to) from other funds	\$ (331,555)	\$ (370,982)	\$ (870,982)	\$ 539,427	-62%
Transfers Total	\$ (331,555)	\$ (370,982)	\$ (870,982)	\$ 539,427	-62%
Total Operating Surplus/(Deficit)	\$ 689,747	\$ (409,258)	\$ 2,631,863	\$ (1,942,116)	-74%

Nipissing University
2024-2025 Budget - Ancillary

	Extended Learning	Campus Sales & Services - 3rd party and internal	Residences	Conference Services (Corporate Events & Summer Accommodations)	2024-2025 Annual Budget	Projections to 2023-2024 year end	Budget variance to projections
Revenue							
Sales and Service, and other revenues	\$ 151,971	\$ 107,250	\$ 7,120,769	\$ 370,458	\$ 7,750,448	\$ 7,189,436	\$ 561,012
Revenue Total	\$ 151,971	\$ 107,250	\$ 7,120,769	\$ 370,458	\$ 7,750,448	\$ 7,189,436	\$ 561,012
Expenses							
Salaries and Benefits	\$ 226,868	\$ 98,613	\$ 1,776,851	\$ 275,595	\$ 2,377,927	\$ 2,071,543	\$ 306,384
Operating & Occupancy	\$ 9,370	\$ 157,458	\$ 2,239,001	\$ 53,140	\$ 2,458,969	\$ 1,829,082	\$ 629,887
Long term debt	\$ -	\$ -	\$ 1,175,107	\$ -	\$ 1,175,107	\$ 1,174,728	\$ 379
Expenses Total	\$ 236,238	\$ 256,071	\$ 5,190,959	\$ 328,735	\$ 6,012,003	\$ 5,075,353	\$ 936,650
Total Surplus / (Deficit)	\$ (84,267)	\$ (148,821)	\$ 1,929,810	\$ 41,723	\$ 1,738,445	\$ 2,114,083	\$ (375,638)
Transfers							
Transfers to (from) Other funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfers Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ (84,267)	\$ (148,821)	\$ 1,929,810	\$ 41,723	\$ 1,738,445	\$ 2,114,083	\$ (375,638)

Nipissing University			
2024-2025 Capital Budget			
			Total Budget
FUNDING SOURCES:			
	Facilities Renewal Program		\$ 2,125,000
	Campus Safety Grant		\$ 12,500
	Investment in Capital Assets - Ancillary		\$ 350,000
	Investment in Capital Assets - Operating		\$ 400,000
	Donations and/or government grants		\$ 600,000
	Training, Equipment & Renewal Fund		\$ 350,000
			<u>\$ 3,837,500</u>
PLANNED EXPENDITURES:			
	Campus Infrastructure		
	Outdoor Classroom		\$ 1,000,000
	Roof repairs		\$ 430,000
	Residence Building Repairs		\$ 350,000
	HVAC Replacements		\$ 420,000
	SHARED - Outdoor lights (parking lots)		\$ 12,500
	SHARED - Duchesnay Creek Upgrades		\$ 44,500
	SHARED - Metering		\$ 25,000
	SHARED - Campus Signage		\$ 15,000
	Renovation		
	Classroom Renovations		\$ 663,585
	Monastery Renovations		\$ 375,000
	Other renovation projects		\$ 151,915
	Equipment		
	Nursing Sim Lab Equipment		\$ 350,000
			<u>\$ 3,837,500</u>

Nipissing University
2024-2025 Consolidated Budget

	Operating Fund 10	Internally Restricted 11	Ancillary Fund 15	Capital Fund 40	Trust Fund (Non-Endowed) 50	Research Fund 60	Specifically Funded 70	Endowed Funds 51,80	Employee related	Total Consolidated Budget
REVENUE										
Government Grants	36,422,619					1,259,563	2,684,535			40,366,717
Student Fees - Tuition	37,879,616									37,879,616
Student Fees - Ancillary fees and other income	3,788,684									3,788,684
Sales (Accommodations, Corporate events, etc)			7,750,448							7,750,448
Other	1,862,196						259,676			2,121,872
Amortization of Deferred Capital Contributions	-			1,550,000						1,550,000
Investment	520,000				1,027,457			245,500		1,792,957
Donations	45,000				272,000					317,000
TOTAL REVENUE	80,518,115	-	7,750,448	1,550,000	1,299,457	1,259,563	2,944,211	245,500	-	95,567,294
EXPENSES										
Salaries and Benefits	59,142,012	35,000	2,377,927			1,654,263	429,647		650,000	64,288,849
Operating and Research	11,775,874	623,777	2,458,969		177,535		104,888	5,500		15,146,543
Scholarships and Bursaries	3,380,775				400,000			240,000		4,020,775
Occupancy Costs	4,192,229						2,409,676			6,601,905
Amortization of Capital Assets	-			3,700,000						3,700,000
Principal and Interest on Long Term Debt	1,005,923		1,175,107	(1,317,780)						863,250
TOTAL EXPENSES	79,496,813	658,777	6,012,003	2,382,220	577,535	1,654,263	2,944,211	245,500	650,000	94,621,322
EXCESS OF REVENUES OVER EXPENSES (EXPENSES OVER REVENUE) BEFORE THE UNDERNOTED	1,021,302	(658,777)	1,738,445	(832,220)	721,922	(394,700)	-	-	(650,000)	945,972
TRANSFERS										
Transfers from Schulich and other donations	721,922				(721,922)					-
Transfer to Fund 11 for negotiated allowances	(658,777)	658,777								-
Transfer to Research initiatives	(394,700)					394,700				-
TOTAL IN YEAR TRANSFERS	(331,555)	658,777	-	-	(721,922)	394,700	-	-	-	-
TOTAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	689,747	-	1,738,445	(832,220)	-	-	-	-	(650,000)	945,972

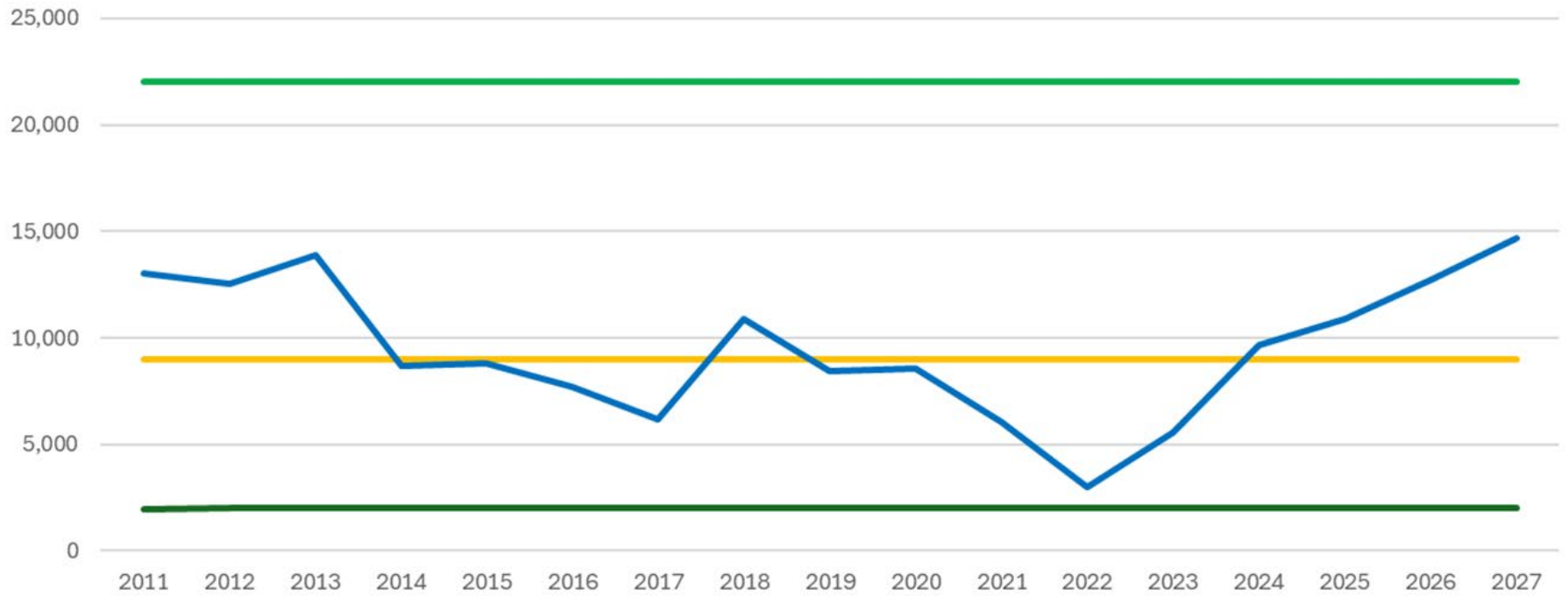
NIPISSING UNIVERSITY
Budget Projections

	Projection to 2023-2024 year end	2024-2025 Annual Budget	2025-2026 Projected Budget	2026-2027 Projected Budget
Revenue				
Government Grants	\$ 38,115,526	\$ 36,422,619	\$ 39,247,166	\$ 39,786,026
Domestic Tuition	\$ 27,291,064	\$ 27,573,130	\$ 28,719,401	\$ 30,836,733
International Tuition	\$ 7,668,356	\$ 10,306,486	\$ 12,148,347	\$ 17,056,812
Student Fees - Ancillary & Other	\$ 3,539,868	\$ 3,788,684	\$ 3,788,684	\$ 3,788,684
Other	\$ 2,088,838	\$ 2,427,196	\$ 2,427,196	\$ 2,427,196
Total Operating Revenues	\$ 78,703,652	\$ 80,518,115	\$ 86,330,794	\$ 93,895,451
Expenses				
Instructional Staff	\$ 29,648,350	\$ 30,308,595	\$ 31,596,710	\$ 34,097,554
Non-Instructional Staff	\$ 18,524,122	\$ 19,951,775	\$ 20,799,725	\$ 22,287,712
Benefits	\$ 9,618,958	\$ 10,051,829	\$ 10,688,873	\$ 11,728,135
Salary recoveries	\$ (1,162,758)	\$ (1,170,187)	\$ (1,170,187)	\$ (1,170,187)
Total salaries & benefits	\$ 56,628,672	\$ 59,142,012	\$ 61,915,122	\$ 66,943,215
Non-staff expense	\$ 15,289,750	\$ 17,034,026	\$ 19,205,710	\$ 21,365,048
Scholarships and Bursaries	\$ 3,282,385	\$ 3,320,775	\$ 3,320,775	\$ 3,320,775
Total Operating Expenses	\$ 75,200,807	\$ 79,496,813	\$ 84,441,607	\$ 91,629,038
Surplus (Deficit) Before Undernoted	\$ 3,502,845	\$ 1,021,302	\$ 1,889,187	\$ 2,266,413
Transfers				
Transfers (to) from other funds	\$ (870,982)	\$ (331,555)	\$ (870,982)	\$ (870,982)
Total Operating Transfers	\$ (870,982)	\$ (331,555)	\$ (870,982)	\$ (870,982)
Total Operating Surplus	\$ 2,631,863	\$ 689,747	\$ 1,018,205	\$ 1,395,431
	Projections to 2023-2024 year end	2024-2025 Annual Budget	2025-2026 Projected Budget	2026-2027 Projected Budget
Revenue				
Residence	\$ 6,735,528	\$ 7,120,769	\$ 7,334,392	\$ 7,554,424
Campus Sales & Services - 3rd party & Internal	\$ 76,905	\$ 107,250	\$ 110,468	\$ 113,782
Conference Services (Corporate events and Summer Accommodations)	\$ 308,603	\$ 370,458	\$ 381,572	\$ 393,019
Extended Learning	\$ 68,400	\$ 151,971	\$ 156,530	\$ 161,226
Total Ancillary Revenues	\$ 7,189,436	\$ 7,750,448	\$ 7,982,961	\$ 8,222,450
Expenses				
Salaries and Benefits	\$ 2,071,543	\$ 2,377,927	\$ 2,728,989	\$ 2,858,616
Operating	\$ 1,829,082	\$ 2,458,969	\$ 2,581,917	\$ 2,711,013
Long term debt	\$ 1,175,106	\$ 1,175,107	\$ 1,175,106	\$ 1,174,959
Total Ancillary Expenses	\$ 5,075,731	\$ 6,012,003	\$ 6,486,012	\$ 6,744,588
Net Ancillary Surplus	\$ 2,113,705	\$ 1,738,445	\$ 1,496,949	\$ 1,477,862
Capital adjustments	\$ (902,441)	\$ (832,220)	\$ (902,441)	\$ (902,441)
Employee Future benefits adjustment	\$ (650,000)	\$ (650,000)	\$ (650,000)	\$ (650,000)
Consolidated Surplus	\$ 3,193,127	\$ 945,972	\$ 962,713	\$ 1,320,852

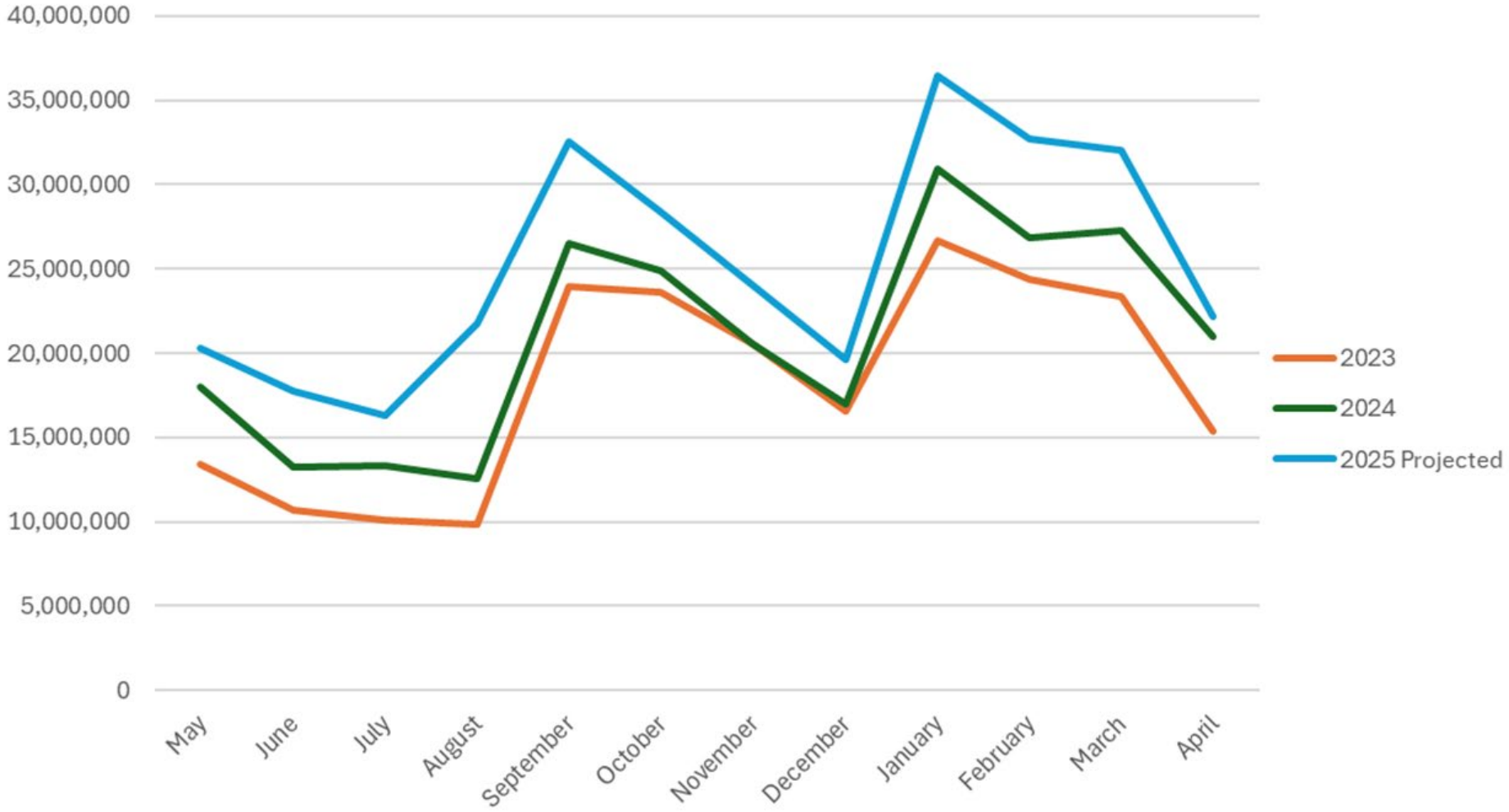
Ministry Financial Accountability Framework ratios

				2023 Confirmed			2024 Projected			2025 Projected			2026 Projected			2027 Projected		
Thresholds				Ratio calculation	Rating	Overall Category rating	Ratio calculation	Rating	Overall Category rating	Ratio calculation	Rating	Overall Category rating	Ratio calculation	Rating	Overall Category rating	Ratio calculation	Rating	Overall Category rating
	Medium-risk	High-risk	Weight															
Liquidity Ratios:																		
Primary reserve (days):	< 90	< 30	50%	23.42	2	1.5	39.04	1	0.5	42.11	1	1.0	46.22	1	1.0	49.57	1	1.0
Working Capital	< 1.25	< 1	50%	1.25	1		1.28	-		1.21	1		1.19	1		1.18	1	
Sustainability Ratios																		
Viability ratio	< 60%	< 30%	25%	18%	2	1.0	33%	1	0.8	38%	1	0.8	47%	1	0.8	57%	1	0.8
Debt ratio	> 35%	> 55%	25%	59%	2		58%	2		58%	2		58%	2		57%	2	
Debt to revenue ratio	> 35%	> 50%	25%	35%	-		33%	-		31%	-		28%	-		25%	-	
Interest burden ratio	> 2%	> 4%	25%	1%	-		1%	-		1%	-		1%	-		1%	-	
Performance																		
Net income / (loss) ratio	< 1.5%	< 0%	50%	2%	-	-	3%	-	0.5	1%	1	1.0	1%	1	1.0	1%	1	1.0
Net operating revenue ratios	< 7%	< 2%	50%	8%	-		2%	1		2%	1		2%	1		2%	1	
Credit rating																		
Third party credit rating				BBB Stable	1	1	BBB Stable	1	1	BBB Stable	1	1	BBB Stable	1	1	BBB Stable	1	1
Overall Risk Score Action Plan				Medium Action			Low Action			Low Action			Low Action			Low Action		

Spendable net assets



Cash Flows



Appendix 1: Expenses by department

NIPISSING UNIVERSITY Arts & Science

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & Benefits	\$ 16,114,348	\$ 16,166,431	\$ (52,083)	-0.32%
Operating costs	\$ 142,304	\$ 107,155	\$ 35,149	32.80%
Expenses Total	\$ 16,256,652	16,273,586	\$ (16,934)	
Transfers				
Transfers to (from) other funds	\$ 246,654	\$ 217,105	\$ 29,549	11.98%
Transfers Total	\$ 246,654	\$ 217,105	\$ 29,549	11.98%
Net expenses	\$ 16,503,306	\$ 16,490,691	\$ 12,615	0.08%

NIPISSING UNIVERSITY
Education and Professional Studies

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & benefits	\$ 21,864,474	\$ 21,000,003	\$ 864,471	4.12%
Operating costs	\$ 1,152,849	\$ 1,498,744	\$ (345,895)	-23.08%
Expenses Total	23,017,323	22,498,747	\$ 518,576	2.30%
Transfers				
Transfers to (from) other funds	\$ 226,773	\$ 199,588	\$ 27,185	13.62%
Transfers Total	\$ 226,773	\$ 199,588	\$ 27,185	13.62%
Net expenses	\$ 23,244,096	\$ 22,698,335	\$ 545,761	2.40%

NIPISSING UNIVERSITY
Academic Support & Library

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & benefits	\$ 6,772,915	\$ 6,172,357	\$ 600,558	9.73%
Operating costs	\$ 4,146,217	\$ 2,468,642	\$ 1,677,575	67.96%
Expenses Total	10,919,132	8,640,999	\$ 2,278,133	26.36%
Transfers				
Transfers to (from) other funds	\$ 563,050	\$ 527,800	\$ 35,250	6.68%
Transfers Total	\$ 563,050	\$ 527,800	\$ 35,250	6.68%
Net expenses	\$ 11,482,182	\$ 9,168,799	\$ 2,313,383	25.23%

NIPISSING UNIVERSITY
Office of Indigenous Initiatives

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & benefits	\$ 758,140	\$ 729,419	\$ 28,721	3.94%
Operating costs	\$ 104,090	\$ 98,090	\$ 6,000	6.12%
Expenses Total	862,230	827,509	\$ 34,721	4.20%
Transfers				
Transfers to (from) other funds	\$ -	\$ -	\$ -	0.00%
Transfers Total	\$ -	\$ -	\$ -	0.00%
Net expenses	\$ 862,230	\$ 827,509	\$ 34,721	4.20%

NIPISSING UNIVERSITY
Student Services

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & benefits	\$ 3,614,412	\$ 3,818,623	\$ (204,211)	-5.35%
Operating costs	\$ 2,831,946	\$ 2,633,934	\$ 198,012	7.52%
Expenses Total	6,446,358	6,452,557	- 6,199	-0.10%
Transfers				
Transfers to (from) other funds	\$ (182,000)	\$ (178,000)	\$ (4,000)	2.25%
Transfers Total	\$ (182,000)	\$ (178,000)	\$ (4,000)	2.25%
Net expenses	\$ 6,264,358	\$ 6,274,557	\$ (10,199)	-0.16%

NIPISSING UNIVERSITY

Athletics

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & benefits	\$ 1,669,594	\$ 1,354,037	\$ 315,557	23.30%
Operating costs	\$ 1,399,249	\$ 1,261,767	\$ 137,482	10.90%
Expenses Total	\$ 3,068,843	\$ 2,615,804	\$ 453,039	17.32%
Transfers				
Transfers to (from) other funds	-\$ 39,922	\$ -	\$ (39,922)	0.00%
Transfers Total	\$ (39,922)	\$ -	\$ (39,922)	0.00%
Net expenses	\$ 3,028,921	\$ 2,615,804	\$ 413,117	17.32%

NIPISSING UNIVERSITY
Administration

	2024-2025 Budget	2023-2024 Budget	Variance	% Variance
Expenses				
Salaries & benefits	\$ 8,348,129	\$ 7,735,729	\$ 612,400	7.92%
Operating costs	\$ 10,578,146	\$ 9,438,803	\$ 1,139,343	12.07%
Expenses Total	18,926,275	17,174,532	\$ 1,751,743	10.20%
Transfers				
Transfers to (from) other funds	\$ (483,000)	\$ (395,511)	\$ (87,489)	22.12%
Transfers Total	\$ (483,000)	\$ (395,511)	\$ (87,489)	22.12%
Net expenses	\$ 18,443,275	\$ 16,779,021	\$ 1,664,254	9.92%

Appendix 2: Fund descriptions

Separate funds are setup for activities, with each fund comprised of its own revenue and expenses. The following funds are used:

Operating Fund (Fund 10): Revenues and expenses that are directly related to the mission of the University, education and activities supporting research.

Internally restricted (Fund 11): This fund accounts for expenses that are funded from various allowances negotiated through the collective agreement and Appointment letters such as Personal Expense Reimbursement, Research Allowance, Professional Development allowance, etc.. Transfers from the Operating fund increase the funds available in internally restricted net assets. Expenses are accounted for when expenses are incurred (i.e. conference fees, travel, etc..). Amounts in this fund are carried forward annually until fully spent or no longer available for spending.

Ancillary Fund (Fund 15): Sales of goods and services by departments that are defined as being supplementary to the University's primary operating activities of education and research. Such sales may be made to the University community and/or to external clients.

Capital Fund (Fund 40): Funding and expenditures for capital projects.

Trust (Non-Endowed) Fund (Fund 50): Donations and fundraising revenues with internal or external restrictions are recorded in this fund. Income generated from investments is also recorded as revenue in this fund. Donation revenue is recorded when expenses are incurred.

Research Fund (Fund 60): Research-related funds externally restricted by an agreement or contract for specific research purposes. The use of these funds is restricted by the donor or granting agency.

Specifically Funded (Fund 70): Funding provided by an external entity, or internally restricted by an agreement outlining expenditure of the funds and a requirement to return unspent funds at the end of the term.

Endowments (Fund 51): Donations or bequests received by the University that have a non-expendable requirement as well as other legal requirements for use as agreed upon by the donor and the University. This fund also includes internal endowments which are unrestricted donations that have been endowed by action of the Board of Governors.



Board of Governors Report to Senate – May 2024

Board of Governors Meeting April 25, 2024

The Board of Governors met on Thursday, April 25, 2024, in the President's Boardroom (F303) and via Zoom remote conferencing.

The Vice-President, Finance & Administration provided a detailed presentation of the 2024/25 Draft Budget, with a total consolidated surplus of \$945,972.

The Board of Governors accepted the recommendations of the Audit & Finance Committee to approve the 2024/25 Nipissing University and Nipissing University Student Union Ancillary Fees as presented.

The Board of Governors accepted the recommendation of the Audit & Finance Committee to approve the 2024/25 Domestic, Out-of-Province, and International tuitions rates as presented.

Finally, the Board of Governors accepted the recommendation of the Audit & Finance Committee to approve the 2024/25 Budget as presented.

Nominations for Board Chair, Board Vice-Chair, and Board Vice-Chair pro tem were sought and, following a meeting of the University Governance Committee meeting, the following members were brought forward for recommendation and approval:

Mr. David Smits was appointed to the position of Board Chair for a one-year period effective July 1, 2024;

Mr. John D'Agostino was appointed to the position of Board Vice-Chair for a one-year period effective July 1, 2024; and

Ms. Stacie Fiddler was appointed to the position of Board Vice-Chair Pro Tem for a one-year period effective July 1, 2024.



Academic Senate Report: May

New Executive Team

NUSU is excited to announce the new Executive Team that has taken office on May 1st. The new team is excited to get into their roles and start planning for the new school year. The NUSU Executive Team and Staff are working over the summer so feel free to connect with us and don't hesitate to reach out for collaborations on projects and events.

New Executive Team and their contact information:

Tyandra Miller - Vice President of Advocacy and Awareness

vpadvocacy@nusu.com

Preston English - Vice President of Student Life

vpstudent@nusu.com

Matt De Vuono - Vice President of Finance and Administration

vpfinance@nusu.com

Harikesh Panchal - President

president@nusu.com

Summer Events

As our winter semester is ending, we will be on a much quieter campus over the summer. NUSU does hold a few events during the summer and we love to see the engagement of the faculty and staff during our summer events! It also gives us an opportunity to connect with each other as we may not have time to during the school year. Be on the lookout on our social media for event postings @nusutalks. We look forward to seeing you out at our events!

NUSU Student Centre

The NUSU Student Centre hours of operation will be changing starting the week of May 6: Monday - Thursday, 8:30am - 4:30pm.



Starting Monday, August 19, the hours of operation will return to the following until further notice: Monday - Friday, 8:30am - 4:30pm.

NUSU Student Food Bank

The NUSU Food Bank hours of operation will be changing when the NUSU Student Centre hours of operation change. Starting the week of May 6, the Food Bank hours of operation will be Monday - Thursday, 9:00am - 4:00pm.

Starting Monday, August 19, the NUSU Food Bank hours of operation will change to Monday - Friday, 9:00am - 4:00pm.

Starting Monday, May 6, the Food Bank will also be reducing the number of bags that students can access. We will be reducing the number of bags from one bag a week to two bags a month. Please note, the two bags a month must be collected on different days. For example, you can collect a bag on Monday, May 6, and the second bag on Tuesday, May 7, but you cannot collect both on Monday, May 6.

If you have any questions or concerns, please contact info@nusu.com.

NSO Planning

NUSU and Nipissing University have connected over the past few weeks to work together on the planning of New Student Orientation. We are excited to host our new students and provide tours. We applaud the work of all staff as this is a very important day for our students and wouldn't be able to happen without the hard work of all involved.

A Brief Report on the Meetings of COU Academic Colleagues April/May 2024

The following items discussed:

Ontario 2024 Budget

- On March 26 Ontario Finance Minister Peter Bethlenfalvy delivered the provincial government's 2024 Spring Budget, Building Better Ontario.
- The Budget focused on attracting investment to Ontario, making key investments in infrastructure and housing, and addressing cost-of-living issues to relieve pressure on Ontarians. It focused on themes of: rebuilding Ontario's economy; building infrastructure, highways and transit; working for workers; keeping costs down; and better services for you.
- Of note to the sector, postsecondary-related announcements were primarily grouped under Keeping Costs Down, highlighting the extension of the tuition freeze, and Better Services for You, highlighting last month's postsecondary funding announcement and the new York University medical school.
- Minister Bethlenfalvy foregrounded the extended cut and freeze on tuition as a measure to reduce pressure on Ontario's students and families, saying the government will not "raise taxes, tolls, tuitions or fees."

Future Financial Sustainability

- The Ontario government's underfunding, tuition cut and freeze, and inadequate response to the Blue-Ribbon Panel recommendations leaves the sector in a financial sustainability crisis. The need for sector leadership in reducing reliance on government and protecting institutional autonomy has never been greater.
- While advocacy will continue tuition relief and long-term sustainable funding/revenue levers, the sector will need to leverage its long tradition of transforming to drive greater efficiencies and cost-saving strategies.
- A joint OCAV-CSAO Steering Committee (comprising the chair, vice chair and past chair of those affiliates) was struck and tasked with developing a Future Financial Sustainability Strategy that brings forward "bold ideas" for transformation and practical solutions that may help support the sector in the absence of systemic funding solutions offered by government. Some activities for consideration by Executive Heads include but are not limited to research/jurisdictional landscape on revenue/efficiency models that could be adapted for an Ontario context; curriculum and course streamlining; alternative revenue generation; and enhanced efficiency initiatives.
- Pending direction from Executive Heads, CSAO and OCAV respective affiliates (and working groups etc.) may be asked to undertake work and increased sector collaboration in actioning ideas over the short-, medium- and long term.

College Applied Master's Degrees

- On February 26 the Ministry of Colleges and Universities proposed a regulation amending O. Reg. 279/02 (under the Postsecondary Education Choice and Excellence Act, 2000) to allow the Minister authority to grant consent to publicly assisted colleges meeting certain conditions to offer master's degrees.
- The Ministry's objectives are to:

- Introduce new, carefully developed programs at the graduate level in Ontario that will produce graduates in key sectors with the targeted skill sets that employers are looking for.
- Offer students new choices when it comes to graduate programs in Ontario.
- Recognize colleges' expertise in offering programs which focus on applied study and applied research and are different from master's degree programs in the university stream.
- The deadline for public comment is April 11. COU will be collecting data and developing a response to demonstrate the breadth of master's degrees already offered by the university sector, and the importance of a differentiated postsecondary sector.

International

- On March 27 the Ministry announced its plan for allocating the IRCC study permit applications across Ontario institutions. Ontario will allocate 96% of permit applications to publicly assisted colleges and universities, with the remaining 4% going to Ontario's language schools, private universities and other institutions. Career colleges will not receive any applications.
- Applications will be allocated to institutions based on the following criteria:
 - Prioritize programs in the following high-demand areas: skilled trades, human health resources, STEM, hospitality, and child care.
 - Cannot exceed the institution's 2023 permit levels.
 - As a final backstop, the ratio of international permits cannot exceed 55% (exclusive of high-demand areas) of the institution's 2023 first-year domestic enrolment.
 - French-language enrolment will also be prioritized as employers compete for workers with French-language skills.
- Most international students seeking to study in Ontario must provide a provincial attestation letter (PAL) with their study permit application. The letter serves as proof that the applicant has been accounted for within the maximum allocations set by the federal government. To acquire a PAL, students should contact their admissions office at the institution where they have accepted the offer of admission and intend to enroll.
- The government is also:
 - Requiring all publicly assisted colleges and universities to have a guarantee that housing options are available for incoming international students.
 - Investing over \$32M to support the mental health of postsecondary students.
 - Introducing the Strengthening Accountability and Student Supports Act, 2024 that would, if passed, help to enhance the student experience by putting in place additional measures to support mental health, safe and inclusive campuses and allow for increased transparency of fees.
- The federal government has adjusted the date from which international graduates from public-private college partnership programs would not be eligible for a post-graduate work permit (PGWP) from September 1, 2024 to May 15, 2024.

Bill 166, Strengthening Accountability and Students Support Act, 2024

- Bill 166 was tabled by the Ontario Minister of Colleges and Universities on February 26, 2024. If passed, Bill 166 will require every college of applied arts and technology and publicly assisted university to have a student mental health policy and a policy that describes how the institution will address and combat racism and hate. Bill 166 will also

authorize the Minister to issue directives regarding the information to be provided about the costs associated with attendance at a college or university.

- COU submitted a letter to Minister Dunlop on March 27 in response to the Bill.
- Universities spend nearly \$1.6B annually on student services, a spending increase of nearly 27% over the past 5 years.
- While universities support the overall intent of the proposed legislation, the lack of provincial funding for these activities, coupled with the fact that these activities will be administered through Ministerial directives, ultimately undermines the objectives of Bill 166 and the institutional autonomy of universities. Furthermore, many of the policies, frameworks and cost transparency that Bill 166 seeks to develop are already in place at universities. A new directive will only duplicate existing efforts, while increasing red tape.

• COU recommendations:

- Provide long-term, sustainable funding to universities to ensure they can continue to provide critical resources and supports to students.
- Set the directives within the proposed legislation through the Lieutenant Governor in Council (LGIC), rather than through Ministerial directives, recognizing the institutional autonomy of universities.
- Provide increased, multi-year direct base funding for postsecondary student mental health.
- Allow flexibility in how institutions can use student mental health funds to ensure they respond most effectively to the unique needs of their students.
- Collaborate with the sector in the development and implementation of any new mental health strategy to ensure optimal outcomes for students, universities and communities.
- Help fund the current initiatives and student services in place to address hate speech, harassment and discrimination.
- Avoid duplicative legal and statutory requirements being issued by Ministerial directives that undermine institutional autonomy.

Research Security

- The federal government has released a new policy on Sensitive Technology Research and Affiliations of Concern (STRAC), which includes publishing a list of sensitive research areas and a list of named research organizations (NROs) of concern.
- Ontario is now moving forward with the implementation of the next phase of safeguarding Ontario research, which includes:
 - Application stage attestations: All Ontario Research Fund (ORF) programs will be implementing an attestation form as part of their application package. The research team will be asked to attest that they do not have any active collaborations with any researchers and entities on the federal NRO list.
 - Streamlined disclosure process: The scope of disclosure requirements has been streamlined to no longer include low-risk agreements and focus only on agreements with NROs, governments on Canada's sanction list, and commercial or public entities that are banned under existing federal legislation or administrative sanction.
 - TPAs will be updated to refer to the STRAC policy and its related list, along with the federal sanction list.



NUSU Academic Senate Report: June 2024

Convocation and Congratulations

NUSU would like to send a thank you to the staff and faculty of Nipissing for their dedication and support to our students throughout their years at Nipissing University. We would also like to congratulate all students who are graduating this year! NUSU is excited to be a part of Convocation, and look forward to seeing the students with their bright futures ahead of them!

We would also like to thank the convocation team for their hard work in preparing for the Convocation ceremonies. This means so much to these graduates and we appreciate all of the hard work and dedication to making this a success.

Plane Pull

The NUSU team will be joining with United Way on June 14th, 2024 to participate in a plane pull competition, to pull for a united way in support of the Nipissing community. This event brings together different parts of the community to raise funds to support local programs in the community. NUSU is excited to be a part of this for another year!

Community Canvas: Art From Our Neighborhoods

This summer, NUSU will be partnering with the North Bay community to create an art exhibit in our Reflection Gallery. Submissions for the gallery are now open, and the opening reception of the gallery is set to be July 19th. NUSU would appreciate faculty and staff to come on out to the reception to see the North Bay community come together to celebrate the “Community Canvas: Art From Our Neighborhoods”. Submissions can be sent to vpadvocacy@nusu.com and events@nusu.com and will close on June 27th. For more information please see @nusutalks instagram or email vpadvocacy@nusu.com

Pride BBQ

NUSU will be hosting a Pride BBQ and Drag Show in our courtyard in collaboration with the Equity Centre in celebration of Pride Month. This will be held June 26th at 3:00pm-6:30pm. Along with the Drag Show will be outdoor games, snowcones, face painting and tie-dye! We hope to see staff and faculty at this BBQ! Together, let us stand as allies to help create a safe community. For more information please see @nusutalks instagram or email vpadvocacy@nusu.com

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

June 6, 2024

There was a meeting of the Senate Executive Committee on June 6, 2024. The meeting took place in person and by Zoom conference.

The following members participated:

K. Wamsley (Chair), G. Raymer, N. Colborne, T. Sibbald (Speaker), D. Iafrate, G. Phillips, S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: A. Graff, B. Law, D. Walters, A. Adler, T. Miller

The purpose of the meeting was to set the agenda for the June 14, 2024 Senate meeting.

The Chair advised that the Academic and Operational Plan will be presented at the June 10 AQAPC meeting and is expected to be included in the June 14 Senate agenda under New Business for comment by Senate.

The Report of the Academic Curriculum Committee dated May 22, 2024 was provided to the Senate Executive for inclusion in the Senate agenda. A discussion took place regarding the inclusion of a preliminary outline and assignment breakdown in the Senate agenda and the ACC report. It was noted that a request had been made to redact course syllabi from the January 12, 2024 Senate agenda and minutes, and that the Provost had committed to convene the ACC and ARCC to discuss this matter further.

The Report of the Academic Quality Assurance and Planning Committee dated May 24, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Joint Committee of the Board and Senate on Governance dated March 27, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Reports of the Senate Budget Advisory Committee dated May 2 & May 27, 2024 were provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Teaching and Learning Committee dated April 29, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

Annual Reports of the Senate Executive Committee, the Academic Appeals and Petitions Committee, the Academic Awards Committee, the Academic Curriculum Committee, the By-laws and Elections Committee, the Graduate Studies Committee, the Honorary Degrees Committee, the Joint Committee of the Board and Senate on Governance, the Senate Research Committee, the Senate Budget Advisory Committee, and the Teaching and Learning Committee were provided to the Senate Executive Committee for inclusion in the Senate agenda.

The amendment of Senate By-law 9.0 regarding Librarians being assigned to a Faculty was provided as a notice of motion in the May 10, 2024 Senate agenda and was provided as a motion for inclusion in the Senate agenda.

Two elections were provided for inclusion in the Senate agenda.

The Deans will announce the numbers of graduands by faculty and degree and express congratulations under New Business.

Motions will be presented under New Business that Senate move in camera to accept the recommendation of the Chancellor's Selection Committee.

Moved by S. Renshaw, seconded by G. Phillips that the Senate Executive Committee approves the June 14, 2024 Senate Agenda.

CARRIED

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Keith B. Hambley". The signature is fluid and cursive, with a long horizontal stroke at the end.

Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated June 6, 2024.

NIPISSING UNIVERSITY

ANNUAL REPORT OF THE SENATE EXECUTIVE COMMITTEE

June 6, 2024

The Senate Executive met a total of 12 times since July 1, 2023.

Members	Attendance/Participation
Kevin Wamsley, Chair	12
Ann-Barbara Graff, Vice-Chair	7
Tim Sibbald, Speaker	12
Gyllie Phillips, Deputy Speaker (Jan. 2024 to present)	6
Dean Hay, Deputy Speaker (July 2023 to Dec. 2023)	5
Barbi Law	9
Graydon Raymer (Sept. 2023 to present)	9
Callie Mady (July 2023 to Aug. 2023)	2
Dan Walters	10
Nathan Colborne	2
Debra lafrate	8
Sal Renshaw (A&S)	8
Adam Adler (EPS)	8
Tyandra Miller (NUSU) (May 1, 2024 to present)	0
Harikesh Panchal (NUSU) (May 1, 2023 to April 30, 2024)	2

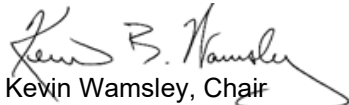
At the May 10, 2024 meeting, the Senate Executive established the Senate meeting dates for 2024-2025. The schedule is as follows:

Friday, September 13, 2024
Friday, October 11, 2024
Friday, November 8, 2024
Friday, December 13, 2024
Friday, January 17, 2025
Friday, February 14, 2025
Friday, March 14, 2025
Friday, April 11, 2025
Friday, May 9, 2025
Friday, June 6, 2025

Annual Reports were received from the following Senate committees:

Academic Appeals and Petitions Committee
Academic Awards Committee
Academic Curriculum Committee
By-laws and Elections Committee
Graduate Studies Committee
Honorary Degrees Committee
Joint Committee of the Board and Senate on Governance
Senate Budget Advisory Committee
Senate Executive Committee
Senate Research Committee
Teaching and Learning Committee

Respectfully submitted,


Kevin Wamsley, Chair
Senate Executive Committee

MOTION 1: That Senate receive the Annual Report of the Senate Executive Committee dated June 6, 2024.



**ANNUAL REPORT OF THE
ACADEMIC APPEALS AND PETITIONS COMMITTEE**

May 22, 2024

The Senate Committee on Academic Appeals and Petitions (AAPC) members include:

Debra Iafrate (Chair)
Robin Gendron
Logan Hoehn
Corina Irwin
Alison Schinkel-Ivy
Jeff Thornborrow
Julie Corkett
Harikesh Panchal
Brendan Brown
Samual Greco

From July 1st to May 22nd, 306 petitions were reviewed, 2 academic appeals and revisions to our Graduating with Distinction Policy was approved.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', with a large, stylized flourish at the end.

Debra Iafrate, Chair
Academic Awards, Appeals and Petitions Committee

Motion 1: That the Annual Report of the Academic Appeals and Petitions Committee dated May 22, 2024, be received by Senate.



**ANNUAL REPORT OF THE
ACADEMIC AWARDS COMMITTEE**

May 22, 2024

The membership of the Senate Committee on Academic Awards (AAC) is as follows:

COMMITTEE MEMBERS

Debra Iafrate (Chair)
Sarah Taylor
Romeo Fournier
Leslie Aitchison
Steven Smits
Dr. Nancy Stevens (A&S Senator)
Dr. James Abbott (A&S non-Senator)
Dr. Dean Hay (EPS Senator)
Anna Przednowek (EPS non-Senator)
Riley McEntee (NUSU President)
Samuel Greco (Student Senator)

The Senate Committee on Academic Awards (AAC) met between July 1, 2023, and May 22, 2024, and selected recipients for the following awards and scholarships:

Chancellor's Award
Ontario Remembrance Scholarship
Board of Governor's Award
Talon Research Assistantships
Ontario-Ukraine Solidarity Scholarships
Tembec Citizenship Award
Ivan A. and Joy Clysdale Memorial Achievement Award
Dave Marshall Leadership Awards

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', written over a white background.

Debra Iafrate, Chair
Academic Awards Committee

Motion 1: That the Annual Report of the Academic Awards Committee dated May 22, 2024, be received by Senate.

**Report of the
Academic Curriculum Committee**

May 22, 2024

Members:

Ann-Barbara Graff	Dan Walters	Dan Jarvis (Dean's Designate)
Nancy Black	Debra Iafrate	Alex Karassev
Paul Millar (late)	Jamie Murton	Ping Zou
Emma Bonneau (late)	Tyandra Miller	

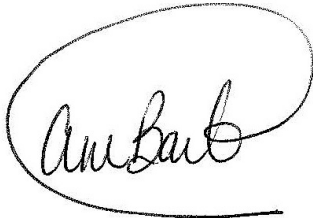
Regrets: Blaine Hatt, Tammie McParland, Roxana Vernescu

Guests: Tyson Stewart, Chris Hachkowski, Prasad Ravi, Beth Holden

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and Admission Requirements. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below.

Respectfully submitted,



Dr. Ann-Barbara Graff
Provost & Vice-President, Academic

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated May 22, 2024.

Faculty of Arts and Science

Indigenous Studies

Motion 2: That Senate approve the creation of INDG 3206 Moose Studies and that it be added to the academic calendar as outlined below.

Rationale:

To add to the current third year course options for Indigenous Studies majors, as well as to increase the diversity of Indigenous-focused streams, and add more land-based learning options.

Course Code	INDG 3206
Course Title:	Moose Studies
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students reflect on Indigenous interpretations and ethnographic accounts of moose (mooz)-human relationality, community-based harvesting practises, and storytelling in Anishinaabeg communities. Students explore moose management efforts and activities on the traditional territories of several First Nation communities, and the transmission and exchange of knowledge that occurs on-the-land. Students acquire an understanding of the current affairs of traditional foods of Anishinaabeg cultures, reflect on past practises, and what the next generation can expect when entering this world.
Course Prerequisite:	Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No This course will include a medicine walk and field trips out on the land. This enables students to learn key skills that have and continue to sustain the livelihoods of Indigenous peoples. In this respect, the land constitutes "a workplace" as defined by MCU in which students are "exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce."
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course will run in Fall 2025, and then every other year most likely
List the total hours and the weekly breakdown of hours by instructional	Total Hours: __ 3 hours lecture/seminar weekly; 36 hours total _____ Breakdown of hours per week _____

<p>method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="radio"/> Yes <input checked="" type="radio"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>
<p><u>Program Implications:</u> <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p><u>This will be an extra 3000-level offering, not a required course</u></p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, include rationale:</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.</p>	<p>Students who successfully complete this course will: Enter Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain the connection between animals and Anishinaabe ways of being • Explore the significance of hoofed clan members in contemporary storytelling and Anishinaabe culture • Compare Western and Indigenous methods of moose management and monitoring • Interpret traditional storytelling related to treaties with the Hoof clan • Discuss harvesting best practises and protocols in multiple Indigenous communities • Present a limited environmental scan that accounts for moose population and health • Gain some of the practical skills and knowledge required for the effective harvesting and management of moose within the Indigenous context.
<p>Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for</p>	<p><input checked="" type="radio"/> Yes <input type="checkbox"/> No enter additional resources: Honoraria for elders, knowledge carriers, costs for transportation for field trips</p>

<i>elder, travel, etc.)</i>	
How will this course contribute to the program level outcomes?	An additional 3000-level course on land education provides more diverse course options for those students looking to complete their degree in Indigenous Studies.
Who amongst your current faculty has the competencies to teach this course?	Tyson Stewart
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	It introduces students to Indigenous hunting and harvesting practices in this region. It explores the importance of animals in Indigenous culture.
How will you communicate this new offering to students?	Social media/Oll/word of mouth

Moose Studies preliminary outline and assignment breakdown:

Week 1: Read *Gift is in the Making* (Simpson) chapter 1 to 12 + "Indigenous Guardianship and moose monitoring" (Popp et al.).

W2: Read *Gift is in the Making* (Simpson) chapter 12 to 21 + Preliminary Report on *Protection of Moose Populations* (Anishnabe Moose Studies Comm.); Watch *Biidaaban* (Dir. Strong, 2018).

W3: Read *Moose to Moccasins* (Katt Theriault) pages 1 to 61 + "They're here—I can feel them" by Watson & Huntington. **First reflection piece due.**

W4: Watch *The Silent Enemy* (Dir. Carver, 1930); Read "*The Silent Enemy* and n'Daki Menan" (Stewart/Laronde).

W5: Read *Moose to Moccasins* (Katt Theriault) pages 62 to 120. **Second Reflection due by end of the week.**

W6: Read *Moon of the Turning Leaves* (Rice) First half. Field trip: hide tanning or harvesting practices on the land.

W7: Read *Moon of the Turning Leaves* (Rice) Second half. **Third Reflection piece due.**

W8: Read excerpts from *Braiding Sweetgrass* (Kimmerer), pp. 303-379; **Report on field trip due.**

W9: Read *The Only Good Indians* (Jones) pp. 1 to 104.

W10: Read *The Only Good Indians* (Jones) pp. 105 to 200; Watch *Antlers* (dir. Cooper, 2021).

W11: Read *The Only Good Indians* (Jones) pp. 201 to 305; **Group Moose Management Presentations begin.**

W12: Book Review Writing workshop and **Group Presentations.**

Book Review due One week after classes end.

Moose Studies
Assignment Breakdown Appendix

- **Group Moose Management & Area Study Report and Oral Presentation** (20%)
 - Choose an area where moose are known to live;
 - Identify the Indigenous community or communities that are the stewards of the area being addressed;
 - Provide assessment of the area's moose population and history, and how they connect with Indigenous culture;
 - How do Indigenous methods of harvesting inform your study? What are the challenges to harvesting moose, and other animals?
 - What are the connections between the course content (i.e. traditional knowledge and stories) and the ways in which you approached your study?
 - Presentation of Moose Management/Area Study should be 20 minutes for each group.
- **First Person Reflections Pieces** (25%)
 - Over the semester, the student is to develop a series of 1-3 page (double-spaced) reflections on one of the readings and/or class lectures for 3 different weeks. These reflections are to be an engagement with the ideas in the reading or lecture/class discussion.
- **Field Trip Report** (20%)
 - Write a 5-6 page report on the class field trip;
 - How did the experiential learning opportunity enhance your understanding of moose harvesting/management in Anishinaabe culture?
- **Book Review** (20%)
 - In 6-7 pages, the student will review a novel or collection of stories related to moose or the Hoof clan members;
 - Assess the depiction of the animal for its accuracy and ability to reflect Indigenous ways of knowing and the concept of relationality.
- Attendance and Participation (15%)

Religion and Cultures

For Information Only (forwarded to AQAPC)

That the Specialization and Honours Specialization degree options be removed from the Religions and Cultures Program as outlined below.

Rationale:

The Religions and Cultures program offers a Minor, Major, Specialization and Honours Specialization degree. This will reduce the number of degree options in RLCT to a Honours Double Major (39 credits), Major (36 credits), and a Minor (18 credits) only.

Nipissing University has offered courses in Religions and Cultures since 1997. Due to popular demand for these courses, a Minor was created in 2003-4, followed by a 3-year Major and 4-year Combined Major in 2005-6 and a Single Honours degree in 2006-7. In 2009 Religions and Cultures became a stand-alone department. Much of the growth in Religions and Cultures between 1997 and 2007 was a direct result of students in Education choosing it as one of their “teachable” subjects.

The more recent decline in majors in the program began with the reduction of Teacher College seats mandated by the Ontario Government in 2013. Notwithstanding this significant contraction initiated by the Government, we have continuously taught 400-500 students every year in Religions and Cultures courses. Between 2012 and 2020 we have had a modest but declining number of majors, but we have also had 10-20 students graduating with minors each year.

In 2019 the Faculty of Education cut the teachable in religion and this had a significant effect on the number of students majoring in RLCT. Currently the only option for a teachable subject that allows students to teach religion is the Social Sciences and Humanities curriculum, which also includes world cultures, gender, equity, and social justice studies. To ensure students at Nipissing have the continuing opportunity to pursue a teachable for world religions and cultures, we are proposing that the 3-year Major as well as the 18-credit Minor RLCT degrees be maintained.

The faculty in RLCT recognize that the university has considerable concerns about resourcing ‘small programs’ that have few majors and that this concern has led to a university wide interest in re-thinking programming in both the Faculties of Applied and Professional Studies as well as Arts and Science. We, in RLCT, are keen to find ways to reimagine the place of programming in Religions and Cultures in a way that enhances opportunities for students and that acknowledges and responds to the ongoing social and civic importance of education in this field. As noted in the most recent IQAP report of 2021 the quality of both the RLCT program/curriculum and the RLCT faculty is exemplary. Hence, the changes we are proposing here are a direct response to the fiscal concerns of the university as well as the broader societal reality about university programming that is not directly tied to vocational opportunities.

Admission Requirements

Indigenous Teacher Education Program (ITEP)

Modification to Admission Requirements

Motion 3: That Senate approve the modification of the admission requirements for the Indigenous Teacher Education Program (ITEP) program subject to the Registrar’s Office finding more equitable language for the term “proof of ancestry”, before May of 2025.

Current ITEP Admission Requirements

- One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Native/Aboriginal Classroom Assistant Diploma Program (NCADP/ACADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);

- An undergraduate degree from an accredited university
- Proof of Indigenous ancestry.
- A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program.

Proposed ITEP Admission Requirements

- Successful completion of one of the following with a minimum overall average of 60% or equivalent.
 - 18 credits or equivalent at an accredited university; or
 - one year (2 semesters) or equivalent at an accredited college; or
 - the equivalent of one year of full-time study at an Indigenous Post-Secondary Institute
- Proof of Indigenous ancestry

Rationale:

- Currently, the identification of specific programs may inhibit potential applicants from applying even though they may have other completed post-secondary programs and attained other credentials. The removal of specifically identified post-secondary programs will broaden our marketing appeal to potential applicants who completed other post-secondary programs and who wish to become a certified teacher. The completion of a full-time equivalency will demonstrate evidence of the skills required for success at a post-secondary level.
- Our current admission requirements are much higher than the admission requirements of similar Indigenous Teacher Education Programs at other institutions in Ontario (ex. Queen's, York University). These institutions do not require the completion of any post-secondary education by its Indigenous applicants. By moving to the successful completion of one academic year of a post-secondary program makes us more competitive with these programs, while still maintaining a requirement of applicants to have demonstrated success at the post-secondary level.
- The one-page statement is unnecessary for the admission of an individual into the program. Previous entrance requirements included literacy assessments for all applicants, however, this requirement was removed in the mid-2010's. The intent of the one-page statement is to provide program administrators an understanding of the general literacy skills of the applicant. In the new delivery schedule of the program, new students will be assigned discussion posts and other writing components during the online portion of their first course prior to their arrival on campus. This will provide the instructor an opportunity to assess a student's writing skills and if required, locate writing supports for students during the summer session held on campus.

Submitted by: Heather Brown

Date: April 18, 2024

Teacher of Indigenous Language as a Second Language (TILSL)

Modification to Admission Requirements

Motion 4: That Senate approve the modification of the admission requirements for the Teacher of Indigenous Language as a Second Language (TILSL) program.

Current TILSL Admission Requirements

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a teacher of Indigenous Languages;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Proposed TILSL Admission Requirements

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Rationale:

The one-page statement is unnecessary for the admission of an individual into the program. Previous entrance requirements included literacy assessments for all applicants, however, this requirement was removed in the mid-2010's. The intent of the one-page statement is to provide program administrators an understanding of the general literacy skills of the applicant. In the new delivery schedule of the program, new students will be assigned discussion posts and other writing components during the online portion of their first course prior to their arrival on campus. This will provide the instructor an opportunity to assess a student's writing skills and if required, locate writing supports for students during the summer session held on campus.

Submitted by: Heather Brown

Date: April 18, 2024

Annual Report of the Academic Curriculum Committee

May 27, 2024

The Academic Curriculum Committee (ACC) met eight times between July 1, 2023, and May 27, 2024. The ACC membership and attendance at the meetings were as follows:

<u>Membership</u>	<u>Attendance</u>
Dr. Ann-Barbara Graff, (Chair)	8
Dr. Graydon Raymer	8
Dr. Dan Walters	6
Debra Iafrate	8
Dr. Nancy Black	8
Dr. Roxana Vernescu	6
Dr. Jamie Murton	8
Dr. Tammy McParland	6
Dr. Paul Millar	4
Dr. Ping Zou	7
Dr. Alex Karassev	8
Dr. Blaine Hatt	4
Harikesh Panchal	3
Brendan Brown	4
Sam Greco	3
Tyandra Miller	1
Nathan Colbourne (Dean's Designate)	2

The Academic Curriculum Committee approved a total of 48 motions.

The following new degree, certificate, and program requirements, including amendments and revisions were approved:

Faculty of Arts and Science:

- Biology/Chemistry
- English
- French Minor
- Social Welfare and Social Development
- Spanish Minor
- Certificate in Applied Behaviour Analysis (ABA) – Lifespan (revised)
- Certificate in Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorder (ASD) (revised)
- Certificate in Geomatics (revised)
- Certificate in Conflict Resolution and Negotiation (revised)
- Certificate in the Study of Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories (revised)
- Certificate in Digital Humanities (removed)

Faculty of Education & Professional Studies:

- Bachelor of Education for Concurrent Education
- Indigenous Teacher Education Program

- School of Business - Bachelor of Commerce
- School of Criminal Justice
- Teacher of Indigenous Language as a Second Language Program

New courses, course revisions, banking or deletions were approved in the following degrees/disciplines:

Faculty of Arts and Science:

- Chemistry
- Classical Studies
- English Studies
- Fine Arts and Visual Arts
- First Year Foundations Experience
- Geography & Geology
- History and Ancient Studies
- Indigenous Studies
- Mathematics and Computer Science
- Physics
- Political Science
- Psychology and Child & Family Studies
- Social Welfare and Social Development
- Sociology

Faculty of Education & Professional Studies:

- Schulich School of Education

Pathways:

- Biotechnology Technician (two-year) and Biotechnology Technologist (three-year) College diploma graduates
- Transfer Pathway for Environmental Technician and Environmental Technology Diploma Graduates from Canadore College amendment
- Foundations Pathway option for admission to the Liberal Arts and Liberal Science degree programs be discontinued

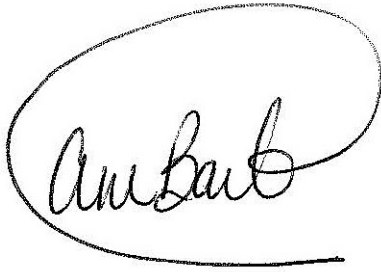
Policy:

- Distinction at Graduation

Admission Requirements:

- Business Post-Baccalaureate Diplomas (revised)
- RPN to BScN Bridging Program (Blended Delivery) (revised)
- RPN to BScN Bridging Program (On Campus) (revised)
- Foundations Pathway Option for admission to the Liberal Arts and Liberal Science (discontinued)
- Indigenous Teacher Education Program (ITEP) program (revised)
- Teacher of Indigenous Language as a Second Language (TILSL) program (revised)

Respectfully submitted,

A handwritten signature in black ink, enclosed within a large, hand-drawn oval. The signature appears to read "Ann-Barb".

Ann-Barbara Graff, PhD
Provost and Vice-President, Academic

Motion 1: That Senate receive the Annual Report of the Academic Curriculum Committee,
dated May 27, 2024.

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

Academic Year 2023-2024

May 24, 2024

The sixth meeting of the Academic Quality Assurance and Planning Committee of 2023-2024 was held on Friday, May 24, 2024 in person and via Teams conference.

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)	Stephen Tedesco	Veronica Williams
Graydon Raymer	Nancy Black	Alireza Khorakian
Dan Walters	Jamie Murton	Judy Smith
Nathan Colborne	Nathan Kozuskanich	Tyandra Miller
Debra lafrate	Andrew Ackerman	

Regrets: Barbi Law, Susan Srigley, Prasad Ravi

Guests: Beth Holden, Nathan Colborne, Richard Wenghofer, Andrew Weeks

Recording Secretary: S. Landriault

The Ancient Studies IQAP Final Assessment Report and Implementation Plan (FAR/IP) was received and discussed.

Motion 1: Moved by N. Kozuskanich, seconded by V. Williams that the Ancient Studies IQAP Final Assessment Report and Implementation Plan (FAR/IP) be recommended to Senate for information.
CARRIED

A motion to remove the Specialization and Honours Specialization Degree Options from the Religions and Cultures Program was received from the Faculty of Arts and Science Executive Committee. The rationale is included in the attached memo. The motion was received and discussed.

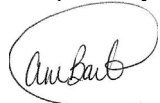
Motion 2: Moved by N. Black, seconded by N. Kozuskanich that the AQAPC recommends to Senate the removal of the Specialization and Honours Specialization Degree Options from the Religions and Cultures Program.
CARRIED

A motion to create a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology was received from the Faculty of Arts and Science Executive Committee. The SWLF program and the unit including PSYC, CHFS, and SOC1 were unanimous in their support of the motion.

Motion 3: Moved by N. Black, seconded by A. Ackerman that the AQAPC recommends to Senate the creation of a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology effective July 1, 2024.
CARRIED

The Provost proposed that the AQAPC meet on June 10 at noon to review the Academic and Operational Plan. A draft of the APOP will be presented for discussion and an opportunity will be provided for feedback.

Respectfully submitted,



Ann-Barbara Graff, PhD
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated May 24, 2024.

Motion 2: That Senate receive the attached Ancient Studies IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

Motion 3: That Senate receive the recommendation from the AQAPC that the Specialization and Honours Specialization Degree Options be removed from the Religions and Cultures Program.

Motion 4: That Senate receive the recommendation from the AQAPC that a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology be created effective July 1, 2024.

FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Ancient Studies	[Select Date]	Provost and Vice-President

A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	June 23, 2023
2. Visit Conducted - On-Site <input type="checkbox"/> Virtual <input checked="" type="checkbox"/>	October 24 – 26, 2023
3. Reviewer's Report Received	December 6, 2023
4. Internal Reviewers Response Received	January 19, 2024
5. Dean's Response Received	March 2, 2024

The members of the review committee were:

- Dr. Allison Glazebrook, Brock University
- Dr. George Kovacs, Trent University

The academic programs offered by the Department which were examined as part of the review included:

- **Bachelor of Arts**

This review was conducted under the terms and conditions of the IQAP approved by Senate on October 19, 2018 and re-ratified by the Quality Council on April 26, 2019.

B. PROGRAM STRENGTHS

Ancient Studies remains a vital component of the Humanities division and of Nipissing University. Because of the interdisciplinarity of the program, it links up with multiple units and enriches the experience of students. At Nipissing, Ancient Studies has adapted and adopted new approaches that strengthen these links further. These links provide potential for greater collaboration across the university community.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

NOTES: COMMENTS ARE AS RECEIVED

External Reviewer's Recommendation #1: Regularizing a position in ancient literature/performance/reception.

The hard work of the program's single tenure track has been invaluable in keeping Ancient Studies operating at Nipissing, but it has been abetted by the crucial work of the LTA member. In addition to serving the program, the LTA offers elective courses popular with students across disciplines at Nipissing, like Greek Myth & Religion, Gods & Heroes, Greek Civilization, and Roman Civilization, along with courses that appeal to majors of other programs, like The Ancient Novel, Ancient World in Popular Media, Drama & Performance in Greece & Rome, and Sport & Recreation. The institution should give careful thought to regularizing a position in ancient literature and/or performance and/or reception. Such a position might productively be housed in English or a similar department while focusing on enhancing course offerings through the electives noted above. Such a position would also stabilize the program enough to provide sustainable options for keeping Ancient Studies going at Nipissing (see Recommendation 2).

We note that the current LTA position has been renewed several times. As this is a twelve-month position, it should not be a significant increase in the allocation of resources to create a regularized line.

Unit's Response: While the IRC agrees fully with the recommendation that the current LTA in Ancient Studies be regularized, this is a decision that lies with the Dean's office. Unfortunately, the Dean has not prioritized renewal of the LTA position in Ancient Studies. Additionally, the Provost has decided to suspend enrollment in the Ancient Studies Program, which we consider regrettable, as the number of Majors in Ancient Studies is in fact increasing. All the ancient history courses in the Ancient Studies Program have been recoded as History courses (i.e. from CLAS to HIST), but the literature courses have been eliminated from the courses offered as there is now no one to teach them. We feel that this situation could have been remedied by moving the current LTA position into English and recoding all the ancient literature courses as English courses (i.e. from CLAS to ENGL), as is recommended by the ERC. This would allow Nipissing to retain the Ancient Studies Program in a way that is likely to increase enrollment in the Ancient Studies degree programs while simultaneously benefitting both the History and English Programs. We hope that the Provost will consider reinstating this position as the purpose of a suspension of enrollment in an academic program is so that measures can be taken to make a program viable. Ancient Studies was in fact a viable program until the decision to discontinue the LTA.

Dean's Response: I acknowledge receiving a position request for Ancient Studies. All the position requests (~20 annually) from across Arts and Science programs are ranked based on the alignment with the strategic and academic plans, admissions and enrollments, contribution to new or other program areas where there is a demonstrated need, among other criteria described in the position request form. All the positions then go forward for consideration along with those from the Faculty of Education and Professional Schools. The Dean will continue to advocate for keeping faculty salaries within the Arts and Science budget to be reallocated where there is a demonstrated need. The Dean's office is committed to continuing to work with Ancients Studies to find a way to make the program viable during the period of admission suspension.

After consultation with the Registrar's Office, I recommended suspending admissions to the Ancient Studies program due to low application/offer/acceptance rates, low program enrollment, and the inability to deliver the program as designed by offering 3000 and 4000 level courses as Independent Study Courses. The two-year admissions pause will give time to explore opportunities to design a plan to ensure students will have access to Ancient Studies at some level. The Dean's office has been working with faculty members and the Registrar's office to develop new innovative degree programs that are built on the expertise within the University. The integration of some Ancient Studies courses within the History program will not disrupt student progression, students will have access to the courses through electives, and it may address the low enrollments in upper-level courses.

I disagree with the IRC opinion that the Ancient Studies program was viable with one tenured faculty member and an LTA. The ERC (see Recommendation #2) also questions the viability of the program with the current complement of faculty members. The faculty members were regularly teaching on overload, offering several independent study courses for students to complete the degree requirements, changing program requirements, and adjusting faculty members workload prior to the start of the term because of low course enrollment. The program was not being delivered as designed. The program enrollment ranged from 5.4 to 13.3 FFTE between 2014/15 to 2023/24. The enrollment trends in the 1000 and 2000 level courses did not translate into higher enrollments in the 3000-4000 level courses. We anticipate that the integration of Ancient Studies courses within the History program will help resolve the course enrollments.

Provost's Response: The University accepts the recommendation of the Dean of Arts and Science to suspend enrollment into Ancient Studies. It is not tenable to register students in a program with one faculty member. The University appreciates the efforts of Ancient Studies and History to immediately fold courses from the Ancient Studies program into History thus making History courses more reflective of the ancient world and increasingly the likelihood of students taking ancient history courses (as part of a History major, and in support of a History teachable if part of the concurrent program). Well done to History and Professor Wenghofer for making these changes within the current academic year, so that there is no disruption to the student experience.

External Reviewer's Recommendation #2: Program be restructured to be sustainably offered. Currently faculty complement is not sufficient for a sustainable program offering three tiers (major, specialization, and honours specialization). Current faculty have attempted to maintain these tiers by teaching online, on overload, and by reducing requirements. Some of these changes have benefitted the program and increased enrollments, but at a great cost to faculty members. Ancient Studies will need to reduce its degree offerings and to sacrifice some of its departmental autonomy. This may mean converting Ancient Studies to a double major only or establishing Ancient Studies as a specialization within the History or Anthropology degrees.

Unit's Response: We should begin by noting that down to 2016 Ancient Studies had a faculty complement of two tenured/tenure track faculty, one LTA, and one sessional faculty. In that year, one tenured faculty member passed away and the sessional faculty left Nipissing, leaving the Ancient Studies program with a faculty complement of one tenured faculty member and one LTA. Repeated requests for a replacement of the lost faculty members were denied, and then a decision was made to declare Ancient Studies no longer viable owing to an insufficient faculty complement. We would agree, then, that owing to policy decisions in the offices of the Dean and the Provost, we must, perforce, restructure again. The program was restructured in 2017 and again in 2022 in order to address the cuts to faculty complement. As suggested above, we would be amenable to splitting the Ancient Studies faculty between the History and English Programs, with relevant courses recoded either as History courses or English courses as appropriate, thus allowing the Ancient Studies Program to remain viable, and even grow, since the recoding would open up Ancient Studies courses to Education students as 'teachables.' Such a restructuring would, we believe, also benefit the Programs in English and History. However, with the faculty complement reduced to one, this option is no longer possible, although we are hopeful that the Provost will decide to reinstate the LTA in Ancient Studies, which would make such a model feasible. The reappointment of the LTA in Ancient Studies and the reallocation of Ancient Studies courses as History and English courses could then be accompanied by the elimination of the Honours Specialization in Ancient Studies, while retaining the Specialization and Major. Alternatively, if the LTA position in Ancient Studies should not be reinstated, we would also consider reallocating the one remaining Ancient Studies faculty member, who is a historian, into the History Program and developing an Ancient History stream within the History Program. Having said all this, these are not decisions that the Ancient Studies faculty are empowered to make.

Dean's Response: I agree with the ERC recommendation that the Ancient Studies program should be restructured to develop a viable program. This work has already begun. As mentioned by the IRC, Ancient Studies courses were recoded as History courses to ensure students continue to have access to Ancient Studies courses. The Dean's office is committed to working with Ancient Studies and other programs, perhaps English as recommended by the ERC and IRC, to develop a sustainable solution. I agree with the IRC that the Faculty of Arts and Science need to work with the School of Education to ensure that our degree programs and 'teachables' are structured in a way that there are clear and exciting pathways for students. This will benefit both the Faculty of Arts and Science and Education programs.

Provost's Response: With the current integration of Ancient Studies into History, and with the possibility of collaborations with other programs on the literature, language, geographies, cultures of the ancient world, there remains opportunities to continue to think about structure in the context of a dynamic offering.

External Reviewer's Recommendation #3: Resources be allocated so that the current tenured faculty member is able to take sabbatical leave. Sabbatical leave is a crucial process that allows faculty to publish and stay current with the scholarship of their field – and thus to educate students in that field more effectively. With smaller programs it is even more

essential that faculty be replaced by limited term positions to enable sabbaticals, as there is no capacity to cover the faculty member's workload within the program. The program and faculty complement greatly enhance the experience of students at Nipissing with their course offerings popular among non-majors. Sabbaticals that aren't fully supported can delay time to completion for majors and double majors.

Unit's Response: The one tenured member of the Ancient Studies Program has been at Nipissing since 2006 and has never had a sabbatical. We agree that a sabbatical is long overdue, however, this is quite impossible in a program with a faculty complement of one. This could be resolved by simply moving the remaining Ancient Studies faculty member into the History Program, at which point a sabbatical is entirely feasible, but only after a scheduled Teach-Out plan of the remaining Ancient Studies students has been completed. The Teach-Out Plan, which has been submitted to the Associate Dean, would take two years to complete and so a sabbatical would have to wait until the Teach Out is completed. Alternatively, if the Ancient Studies Program still exists after the period of suspended enrollment (2024/2025 – 2026/2027), then resources would have to be committed to hire a sabbatical replacement. In either case these are decisions that are outside the power of the existing faculty to effect.

Dean's Response: I agree with the ERC and IRC that a sabbatical is essential; it gives faculty members the opportunity to pursue new research projects, develop new partnerships, seek research funding, develop new or enhance courses and pedagogy. These will ultimately benefit the students' learning experiences, retention rates, and program recruitment. The Teach-Out Plan does not prevent the faculty member from applying for a sabbatical. The academic unit would request a sabbatical replacement to deliver the required courses.

Provost's Response: As a function of the integration of Ancient Studies into History, the opportunity of sabbatical is assured. The lack of sabbatical in the earlier structure highlights one of its detriments.

External Reviewer's Recommendation #4: Current language offerings be restructured.

Currently, the program seeks to offer four full years of instruction in both primary languages. Training in Latin and Greek is essential for students with long-term goals within the discipline, but given the faculty complement, the program should consider consolidating upper year languages courses (say, a shared 3000/4000 level course) to free up some teaching resources while still providing adequate preparation for graduate programs for students who so desire. We do not feel that instituting a summer institute for ancient language will address the issue sufficiently and will take from the already limited resources available to the program.

Unit's Response: The program has already discontinued all ancient Greek and Latin courses for several reasons. First, the decision to suspend enrollment in the Ancient Studies Program has removed the purpose of the ancient language courses. Second, the low prioritization of renewal of the Limited Term Appointment in Ancient Studies makes it very unlikely that language courses will be offered in the near future. Third, the policies of Nipissing University on the cancellation of courses with an enrollment of less than fifteen students would mean that even combined 3000/4000 level ancient language courses would be cancelled regardless. This could only be remedied by renewing the Limited Term Appointment in Ancient Studies and allowing 3000/4000 level ancient language courses, combined or otherwise, to be offered even if fewer than fifteen students are enrolled. These are not decisions that the faculty are able to affect.

Dean's Response: We will certainly consider the ERC recommendation to consolidate the Latin and Greek language courses, as we work to develop an innovative way to ensure students continue to have access to Ancient Studies. I agree with the ERC that there are insufficient data and information to justify investing in a summer language institute at this time. A strong business case will need to be made to support investment in this initiative.

Provost's Response: I would encourage the Deans to undertake a review of how additional language offerings are presented and supported at Nipissing. This includes ancient languages, as well as the official languages of Canada. The value of languages in the curricula needs to be clearly articulated along with the pathways to achieve those ends. There is no problem in partnering with other institutions who have strong language programs (but may have low enrollment, thus we would be mutually supporting). Travel Abroad programs also offer opportunities to support students pedagogical and experiential objectives while also gaining competencies in additional languages.

External Reviewer's Recommendation #5: Course offerings be stabilized.

Ancient Studies faculty have developed a wide range of courses over the past decade, in part to revise the program to better suit the limited teaching resources and in part to align the program with trends in the broader discipline. Students expressed disappointment at courses being cancelled at the start of term and some even wait to register in Ancient Studies courses on account of this. Faculty and administration should coordinate to ensure that courses listed in a particular year are offered.

Recent changes to upper-level seminar courses are a start in addressing this issue. We caution against the development of new courses without a thorough overview of current listings. There has been a lot of course development in recent years, and these courses should be given time to develop and attract students. New preps are a significant draw on faculty time. Courses not offered within a five-year period should be removed from the calendar.

The program currently lists a Certificate in Digital Classics, and a digital mapping project (Ancient History GeoVisage) as a focus for the certificate but has so far been unable to enrol students. Such a certificate is unique in Ontario and could be a draw for students and the administration should consider ways to ensure the success of the certificate by providing centralized support through the library or teaching hub, or the certificate should be reconsidered.

Faculty noted that Ancient Studies, combined with Anthropology, offers enough courses in material culture to merit a minor in Archaeology. The institution and program should educate students about possibilities for archaeological licensing in Ontario.

Unit's Response: The current faculty have no control over administrative decisions to cancel courses or over whether or not time will be given to allow newly developed courses to attract students. These are decisions made in the Dean's office and are in any case moot in light of the Provost's decision to suspend enrollment in Ancient Studies and the unlikely renewal of the existing Limited Term Appointment in Ancient Studies. All courses related to the Certificate in Digital Classes have thus also been banked as there is now insufficient faculty complement to offer them. The Ancient History GeoVisage Project, co-created with Nipissing Computer Science faculty, has ended and is no longer available owing to lack of institutional support, without which this innovative project cannot continue. The Minor in Archaeology, in conjunction with Anthropology is currently under development.

Dean's Response: I agree with the ERC recommendation that students should have access to a 3-year course cycling plan for all Arts and Science courses so they know when (year and term) courses will be offered. I also agree that a curriculum review and mapping exercise should be completed prior to introducing any new courses or position requests. Ancient Studies is collaborating with Anthropology to develop a minor in Archaeology, using the Balkan Heritage Field School and local placements opportunities to recruit students to the program.

Provost's Response: I am confident that the History Chair is aware of the need to cycle courses in the program and the implications of commitments to majors and other areas of concentration or specialism on the year-over-year course master. It would be beneficial to work with the Registrar's Office to model the implications.

External Reviewer's Recommendation #6: More administrative support be provided in a directly accessible way

Faculty at Nipissing are not directly supported by an administrative assistant, and thus a great deal of the clerical and administrative tasks of running a university department are downloaded to the faculty. A departmental event such as a guest talk, for example, might include arranging a room booking, preparing and distributing advertising material like posters, and updating the department website. Even where support is available (faculty can request photocopying and printing through the centralized print shop, for example), it is the responsibility of the faculty member to seek out and coordinate that support. This additional labour can be invisible to higher level administrators but can have real impact on individual faculty workloads.

Unit's Response: While we agree that additional administrative support is desperately needed, although such support is a budgetary decision that lies outside the purview of faculty.

Dean's Response: I agree with the ERC that programs need administrative support; however, I am not sure the types of tasks listed by the ERC are the priorities. Depending on the administrative duty we are shifting responsibility to staff members or Associate Deans. For example, the Manager of Quality Assurance and Program Innovation will be able to assist with the IQAP process and new program development, and the Registrar's office is providing data to help prepare the course cycling plan for programs. Whereas, the Chair, along with the support of faculty members can focus academic governance and decision making such as curriculum reviews, program innovation, student recruitment and retention, and other academic initiatives. The new academic unit of History, Anthropology and Ancient Studies has 11 tenured faculty members to share the academic services.

Provost's Response: The University is making investments in additional administrative support re program innovation and quality assurance. We see this as the most necessary area of investment at this time.

External Reviewer's Recommendation #7: Raising the profile of Ancient Studies at Nipissing
Students reported being uninformed about the program and the opportunity of a double major with Ancient Studies. In addition to institutional open houses and OUF, there are many ways by which the Program might be better promoted both internally and externally:

- **The website for Ancient Studies is very sparse and provides little information for prospective (or current) students. The blurb describing Ancient Studies is very short, for example, and leaves a great deal of white space on the page. More information about Ancient Studies could be included, identifying unique features of pedagogy, directing to opportunities for students (e.g., the Balkan Heritage Exchange), and highlighting the close contact with faculty in small, seminar style courses. The possibility of a double major or minor should be stressed, as well the ability to acquire an honours specialization via the con-ed program. Career opportunities associated with the degree could also be highlighted.**
- **An effective way to raise the profile among enrolled students is to put aside a particular week each term for in class recruitment (e.g. November for the fall term and March for the winter term). A PowerPoint slide show presented at the start of class covering the program, especially the possibility of a double major and of a minor in Ancient Studies, can attract students to the program. A "meet and greet" with faculty once a term is another venue for promoting the program to currently enrolled students.**
- **Nipissing previously had a thriving student club, but support for the club has dwindled in recent years. Interviewed students had interest in reviving the club and its revival would strengthen the community of students in the program, be a selling point for the program, and even increase visibility of the program around campus among students.**
- **For new or prospective students, we note some breakdown in communication between Ancient Studies and Recruitment (managed through the Office of the Registrar). For instance, Ancient Studies faculty are not available to generate recruitment videos during the summer.**

Unit's Response: We agree that the Ancient Studies Program urgently needs to raise its profile. Unfortunately, faculty have little control over the marketing of programs and the management of online presence including websites and social media. Moreover, with a tenured faculty complement of one, all the responsibility for marketing the Ancient Studies Program falls to one person. Additionally, the decision by the Provost to suspend enrollment in the Ancient Studies Program and initiate a 'teach-out' plan for the remaining Ancient Studies Majors has obviated the need to raise the profile of a degree program which now exists as a stream or concentration in Ancient History housed in the History Program.

Dean's Response: I agree with the ERC and IRC that we need to effectively communicate to external and internal stakeholders the exciting, innovative, and unique opportunities that our programs offer students. The Dean's office will continue to work with Marketing, Communications and Recruitment team to develop a robust plan.

Provost's Response: As part of the Academic and Operational Plan (APOP), Nipissing is rethinking its communication and marketing priorities and we look forward to being more effective with a more coordinated approach that it tied to APOP goals.

External Reviewer's Recommendation #8: Cross-listed courses receive greater visibility

The opportunity to enrol in courses outside a program but related to one's major promotes interdisciplinarity within the institution and broadens students' perspectives. It also aligns with the institution's strategic plan. The current system of cross-listing appears confusing for both departments and students. For example, a cross-listed course keeps a single course code even though it includes credit in the different unit. To find such courses in the Academic Calendar, students need to look on the program page instead of simply consulting the course list for the program. As a result, cross-listed courses are often invisible to students. If the coding included the additional program/s then it would appear under the courses listed for that program, providing the necessary visibility. This change would allow students outside Ancient Studies to find "their way in" to elective courses and enable Ancient Studies majors to better identify courses available for the completion of their degree.

Unit's Response: How cross-listed courses are coded and listed in the Academic Calendar is not the purview of Ancient Studies faculty. However, as part of the decision to suspend enrollment in the Ancient Studies Program and to develop an ancient history stream or concentration within the History Program, all the ancient history courses offered by the Ancient Studies Program have been recoded as History courses and will appear under the History section of the Academic Calendar. The courses in ancient Greek and Roman literature, as well as the courses in ancient Greek and Latin, have been banked for now. However, we believe that if the decision is made to begin readmitting students to the Ancient Studies Program, it would be prudent to recode the banked ancient language and literature courses as English courses, as they would then appear under the English section of the Academic Calendar.

An Ancient Studies degree program made up of ancient history courses offered by the History Program, and ancient language and literature courses offered by the English Program has several advantages. First, fewer and fewer students are aware of what Classical Studies/Ancient Studies is, so they are unlikely to actively seek it out as a degree program. Students do, however, know what History and English are. Given that Ancient Studies is comprised of ancient Greek and Roman history and ancient Greek and Roman language and literature, listing Ancient Studies courses in the History and English Programs respectively would raise the profile of Ancient Studies courses. There is every reason to believe that such a change, already begun in the case of History, would increase enrollments in Ancient Studies courses and degree programs.

Moreover, although Classical Studies/Ancient Studies is a 'teachable' subject in Ontario secondary schools, the Education Program at Nipissing lacks the faculty necessary for offering Ancient Studies as a 'teachable' subject to Education students. If, however, all our ancient history courses are coded as History and all our language and literature courses are coded as English courses, then they would these courses would become available for Nipissing Education Students looking for a 'teachable' in Ancient Civilizations, History, and/or English respectively. The increase in enrollments in ancient history and ancient language and literature courses would not come at the expense of enrollments in History and English but would actually enhance enrollments in those programs.

The ancient Greco-Roman world has never been more popular among prospective students, as ancient themes are prominent in film, contemporary literature, graphic novels, video games, and social media. Unfortunately, students are unaware that this is something they can study. The proposed restructuring, we believe, will greatly remedy this deficiency. Having said this, such restructuring would require the reappointment of a Limited Term Appointment to the English Program, who would offer a suite of courses in ancient literature, as the one remaining Ancient Studies faculty member, who is an ancient historian, would not be able to offer all the ancient history courses and all the ancient language and literature courses necessary for a comprehensive Ancient Studies/Classical Studies degree program. The decision to appoint Limited Term Appointments does not rest with Ancient Studies faculty.

If the decision is made to not reinstate the Limited Term Appointment in Ancient Studies, and to not begin readmitting students into the Ancient Studies Program, then the only reasonable option is to appoint the remaining Ancient Studies faculty member, who as mentioned is a historian, to the History Program and continue developing a stream or concentration in ancient history within the History Program. As mentioned, all the ancient history courses from the Ancient Studies Program have already been recoded as History courses and will appear in the History section of the Academic Calendar beginning in the 2024-2025 academic year.

Dean’s Response: We acknowledge that our current system for identifying disciplinary and cross-listed courses makes it difficult for students to select courses that meet the program requirements. The cross-coding of courses (i.e. two separate course codes for the same course) as recommended by the ERC creates a separate set of problems. The Registrar’s office has purchased new software that will allow us to display the disciplinary courses and cross-listed courses together in Webadvisor. We hope this will be available for registration by 24FW.

Provost’s Response: The Dean’s response highlights that this area of concern is being reviewed with the Registrar.

D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken.

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Recommendation 7 - Raising the profile of Ancient Studies at Nipissing	As Ancient Studies has been enfolded into History, the Institution will need to be mindful of its marketing and communication. This will require coordination with History and with other programs who may see a value in contributing to the roster of ancient-minded curricula	March 2025
Recommendation 5 - Course offerings be stabilized	Course stabilization efforts are key and should reflect the strategic priorities of the University which include global antiquity (which is not currently a part of the program)	January 2025
Recommendation 4 - Current language offerings be restructured	Deans to undertake a review of how additional language offerings are presented and supported at Nipissing. This includes ancient languages, as well as the official languages of Canada.	April 30, 2025

E. CONFIDENTIAL COMMENTS

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

Memorandum

To: Academic Quality Assurance and Planning Committee (AQAPC)

From: Faculty of Arts and Science Executive Committee

Subject: Removal of the Specialization and Honours Specialization Degree Options from the Religions and Cultures Program

Date: May 2, 2024

Religion and Cultures

Motion – Substantive

That the Specialization and Honours Specialization degree options be removed from the Religions and Cultures Program as outlined below:

Rationale:

The Religions and Cultures program offers a Minor, Major, Specialization and Honours Specialization degree. This will reduce the number of degree options in RLCT to an Honours Double Major (39 credits), Major (36 credits), and a Minor (18 credits) only.

Nipissing University has offered courses in Religions and Cultures since 1997. Due to popular demand for these courses, a Minor was created in 2003-4, followed by a 3-year Major and 4-year Combined Major in 2005-6 and a Single Honours degree in 2006-7. In 2009 Religions and Cultures became a stand-alone department. Much of the growth in Religions and Cultures between 1997 and 2007 was a direct result of students in Education choosing it as one of their “teachable” subjects.

The more recent decline in majors in the program began with the reduction of Teacher College seats mandated by the Ontario Government in 2013. Notwithstanding this significant contraction initiated by the Government, we have continuously taught 400-500 students every year in Religions and Cultures courses. Between 2012 and 2020 we have had a modest but declining number of majors, but we have also had 10-20 students graduating with minors each year.

In 2019 the Faculty of Education cut the teachable in religion and this had a significant effect on the number of students majoring in RLCT. Currently the only option for a teachable subject that allows students to teach religion is the Social Sciences and Humanities curriculum, which also includes world cultures, gender, equity, and social justice studies. To ensure students at Nipissing have the continuing opportunity to pursue a teachable for world religions and cultures, we are proposing that the 3-year Major as well as the 18-credit Minor RLCT degrees be maintained.

The faculty in RLCT recognize that the university has considerable concerns about resourcing ‘small programs’ that have few majors and that this concern has led to a university wide interest in re-thinking programming in both the Faculties of Applied and Professional Studies as well as Arts and Science. We, in RLCT, are keen to find ways to reimagine the place of programming in Religions and Cultures in a way that enhances opportunities for students and that acknowledges and responds to the ongoing social and civic importance of education in this field. As noted in the most recent IQAP report of 2021 the quality of both the RLCT program/curriculum and the RLCT faculty is exemplary. Hence, the changes we are proposing here are a direct response to the fiscal concerns of the university as well as the broader societal reality about university programming that is not directly tied to vocational opportunities.

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE
Academic Year 2023-2024**

June 10, 2024

The seventh meeting of the Academic Quality Assurance and Planning Committee of 2023-2024 was held on Monday, June 10, 2024 in F303 to discuss the draft Academic and Operational Plan.

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)
Graydon Raymer
Dan Walters
Barbi Law
Debra lafrate

Stephen Tedesco
Nancy Black
Jamie Murton
Nathan Kozuskanich
Susan Srigley

Andrew Ackerman
Prasad Ravi
Alireza Khorakian

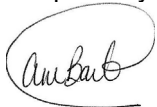
Regrets: Judy Smith, Veronica Williams, Tyandra Miller

Guests: Renee Hacquard, Martee Storms

Recording Secretary: S. Landriault

The Provost presented the draft Academic and Operational Plan. Members provided comments and were asked to review the document further and provide feedback to the PVPA. The draft Academic and Operational Plan will be included in the June 10, 2024 Senate agenda for discussion and feedback.

Respectfully submitted,



Ann-Barbara Graff, PhD
Chair, Academic Quality Assurance and Planning Committee

Academic & Operational Plan

Executive Summary

After a period of financial austerity and uncertainty, Nipissing University is entering a period of optimism and opportunity.

In Fall 2023, after robust consultation, Nipissing University delivered its strategic plan, *Pathways: Our Commitments to Water, Land, and People for the Next Seven Generations*. The plan upholds the following commitments through 80 pathways: Fulfilling our Responsibility to Truth and Reconciliation; Nurturing our Relationship with Water, Land and Place; Embodying Harmony and Care; Inspiring Innovative Growth and Development; Building Sustainable Futures; and Celebrating Who We Are.

The Academic and Operational Plan picks up where strategic planning has directed us, by providing a roadmap for how we will fulfill the commitments set out in *Pathways*.

In Winter 2024, we hosted 14 conversations with the broader Nipissing community on topics drawn from the Strategic Plan. The process foregrounded conversations between academic and administrative areas to break down the silos that inevitably influence how we think about our own unique contributions to the university.

The goal of the Academic and Operational Plan is to set a course for sustainable growth that makes the most of the optimism and opportunities that characterize the current moment and that also anticipates Nipissing University's unique contribution to post-secondary education into the future, especially sensitive to how the sector is changing in Ontario and globally in response to COVID-19, funding models, international participation, student interests, and labour market realities. In fact, there are two directives which may be seen bounding the APOP plans (**long-term financial stability and embrace and celebrate our uniqueness in post-secondary education as a small student-centered university**). On a go-forward basis, these two directives will be the guardrails that allow us to future proof the institution, as they are spurs to (conscientious) innovation. This plan will see Nipissing transform its teaching and learning, research, and community engagement driven by its commitment to students and the demands of the future.

The goal of this work is to be a demonstrably inclusive community with robust enrolment and measurable impact. The sustainability of the institution will be assured if and as we can work collectively, so the process of conversation across units will be an integral part of the actions outlined in this plan.

We would like to thank all members of the community who took time to attend the engagement sessions and offer their feedback to inform our way forward; your commitment to the success of Nipissing University is evident in the

(Editorial comment: excellent opening)

Sincerely,

Ann-Barbara Graff, Provost and Vice-President, Academic

Cheryl Sutton, Vice-President, Finance and Administration

Renee Hacquard, Assistant-Vice-President, Finance and Infrastructure

Must Haves:

When we set the APOP process in motion, we said that there would be concurrent processes to ensure that foundational work was underway:

1. Student Recruitment, Enrollment, Retention and Persistence (Project Integrate),
2. Indigenous Knowledge (Indigenous Reconciliation Targeted Action Plan),
3. Equity, Diversity, Inclusion and Accessibility Plan (audit),
4. Procedural Integrity – establishing clear roles for various bodies (senate, unions, board, Cheryl Foy); building trust/understanding, consistency, reproducibility, fairness and transparency.

We can report the following at this time:

1. Student Recruitment, Enrollment, Retention and Persistence
The Registrar has worked assiduously over the 2023-24 academic year performing a SWOT analysis of our recruitment and enrolment data, systems, and structure. This work has culminated in Project Integrate, a plan to ensure that our data, systems and structures work together to promote a culture of welcome and support for prospective students.

As we work to implement Project Integrate on recruitment and admissions, the AVP Students and the Director of Teaching and Learning are developing corresponding and sympathetic student support models to enhance retention and persistence.

Action #: Fully implement Project Integrate so that we are able to establish systems whereby Nipissing University can measure recruitment trends by program, influence recruitment efforts in year and secure conversion rates.

2. Indigenous Reconciliation Knowledge
The Strategic Plan, *Pathways*, highlighted the commitment to Reconciliation that is broadly shared across the institution. The community has invested a great deal of time and effort into setting the table for a forthcoming audit which will provide the necessary overview of what actions have been undertaken across the university and suggestions for new areas of activity.

Independent of the audit, it is time to convene an academically-focused conversation on Reconciliation. While all proposals for new faculty positions now must address the relationship of the position to the Truth and Reconciliation Calls to Action or Scarborough Charter, we recognize that much of the work in support of Reconciliation has been undertaken at the unit level. In order to be effective, we need institutional level coordination in order to be able to support what is structural work.

Action #: Convene a Provostial working group on internal and external member committed to the development of an **Indigenous Reconciliation Targeted Action Plan by June 30, 2025**. The plan will look at processes for recognizing Indigenous identity in order to help draft an institutional policy; best practices at Indigenizing program learning outcomes and faculty complement; best practices for supporting aspirations of local Indigenous communities by

working in partnership; understanding the model of student support that has worked in OII to roll it out across other units.

Action #: Provide faculty and staff ongoing training on evolving best practices in support of the SMART goals established in the Indigenous Reconciliation Targeted Action Plan.

How to address this section like the others recognizing the contingencies presented by the audit and your plan to use Benchmarks – do you want to capture in Actions?

3. Equity, Diversity, Inclusion and Accessibility Plan

Nipissing University will receive an audit of current EDIA practices.

Until we have data (and I mean on a regularized and routine basis), it is very challenging to understand how effectively we are evolving to be an equitable, diverse, inclusive and accessible space. The need for data is ongoing because the benchmarks advance with success. I would like to propose that we use the Global Diversity, Equity & Inclusion Benchmarks (GDEIB) as they have been proven to be helpful in Canadian PSE. We will need to coordinate which approach we adopt with recommendations of the audit,

Action #: We know that the AODA requires compliance with legislation by 2025, so we have asked the Director of Teaching and Learning to do a SWOT analysis of current for-credit systems and practises in order to ascertain what will be necessary to be in compliance.

4. Procedural Integrity

Nipissing University has many processes (financial, academic, research, human resources) that have developed over time. Some processes have emerged to solve a problem in one office or unit, only to have a different office or unit create a different process. Many of our policies do not have a proposed cycle of review or renewal; many policies are not reviewed for their effectiveness. Without a clear system of policies and processes it is difficult to build trust and understanding of the various stakeholders and it is difficult to demonstrate consistency, reproducibility, fairness and transparency—all of which are not only desirable but necessary. As well, ensuring the clear roles for various bodies, especially Senate and Board of Governors, as we work to developing new programs and reporting back on investments in programs through new positions or program modifications, will improve the efficiency of our actions and build shared understanding and support.

Action#: Nipissing will develop a policy of policies including template, review timelines and proliferation protocol. (I'm not a massive fan but willing to talk about other institutional approaches to Policy Excellence – maybe there's a different term)

Action #: Nipissing will develop process maps for all administrative (academic) processes to ensure consistency, reproducibility, fairness and transparency.

Action #: Planning and process documents will adopt SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) to ensure effective articulation and ensure that annual review is built in to all processes and structures.

This Academic Plan is designed to be aspirational and set parameters to direct activities. There are a few practical milestones that must be met and, as an institution, we must get in the habit of establishing, meeting, and, where possible, exceeding targets. (strive to establish, meet and, where possible, exceed targets)

Academic Renewal and Curricular Reform

Pedagogy/Andragogy, Curriculum and Programs

The academic courses and programs offered by Nipissing University reflect and define the ethos and identity of the school. They are markers of our history and of our future. Keeping the academic courses and programs lively, engaging, challenging and innovative requires the formal attention and processes of Senate to challenge assumptions about the appropriateness of material, the relevance of approach, and the value to student learners. Future-proofing the institution means reflecting on current offerings, assumptions and practices, modalities of delivery and the inclusivity of our curricula and a keen understanding of new directions in post-secondary environments.

Over the period of this *Academic Plan*, the Deans with the support of the Director of Teaching and Learning will lead a review of pedagogy and andragogy as well as curriculum and programs with the goal of ensuring that Nipissing is a leader in andragogical innovation; that curriculum design aligns with and defines best practice as well as the requirements of IQAF among other recognized accreditation bodies who set pertinent standards; and that Nipissing's programs continue to evolve and reach students who will most benefit from our unique approach to university education. Importantly, recognizing that andragogy, curriculum, and program offerings are the essential core of Nipissing's identity, brand, and future, we need to maximize our efforts to future-proof these core elements against the uncertainties in which we live.

Pedagogy and Andragogy

Action #: In order to respond to the needs of our students and to reflect best practices in PSE, under the leadership of the Director of Teaching and Learning

- Nipissing will review the balance between face-to-face, blended (hybrid and hi-flex) and online courses, prepackaged, credit and non-credit offerings, and synchronous/asynchronous modalities with the objective of delivering the most engaging and compelling curriculum in the most appropriate modalities, and to reach a broad and diverse audience of learners.
- Nipissing will expand its andragogical models of delivery to include Indigenous land-based practices, site-specific and environmental interventions, as well as language-based practices to reflect contemporary and regional practices and conventions.
- Nipissing will work to define and demonstrate how a commitment to experiential learning is reflected in curricula and degree architecture. In particular, we will convene a land-based pedagogy ad hoc working group to report by June 30, 2025 (Director T&L.).
- Nipissing will review its academic integrity policies and protocols to support the confidence and competencies of students to be independent and original contributors to academic conversations.

Relatedly, Nipissing will continue to review its policies and protocols for the use of artificial intelligence technologies.

- Nipissing University will have the premiere 4 season outdoor classroom in Canada. We will form an ad hoc committee on outdoor teaching to define the opportunities and models available to maximize the experience for faculty and students. Chair: Gyllian Phillips
- The Teaching Hub in coordination with the Academic Skills team in Student Development Services will develop its expertise and identity to support students. The objective is to provide wrap around services that respond to the needs of students defined by them as well as by instructors.
- The Teaching Hub in coordination with the Administrative team will provide training to faculty and staff re financial management and administrative policy management.

Curricula and Programs

To support student learning that will not depend on accommodation (addressing individual exceptionality) but instead focus on inclusive approaches (e.g., universal design for learning [UDL] and culturally responsive pedagogy [CRP]), Nipissing University will align with best practices for higher education by reviewing program architecture comprising competencies and learning outcomes for each degree, program and course.

Action #: Over the first year of this Academic Plan, each Faculty will review the current program outcomes to ensure assessment and architecture reinforce the program design.

Action: #: Each faculty will convene community advisory councils (at least) semi-annually that best suits its program mix. The Advisory Council acts as an advisory body to the respective unit/program, ensuring alignment with discipline/professional standards as well as labour market needs, program coherence, and continuous improvement through regular reviews of mission, admissions, curriculum, experiential education, and student feedback, while fostering partnerships to enhance educational and research quality. By December 15, 2024, the terms of reference and membership for each council will be developed, with the plan to populate the first councils by March 31, 2025.

Nipissing must develop new programs, refine current programs and repurpose resources in programs that are no longer appealing to students in order to respond to changing disciplines, conventions, ontologies, and practices at the graduate and undergraduate level. Over the period of the last academic plan, the IQAP Self-Study process was reformed. The 6 year self-study process will be bolstered by meaningful annual review. As a consequence, with this process in place, the following action is now possible for Nipissing to undertake an evidence-based review of current programs and faculty structure to ensure highest quality and relevance, with the aim of strengthening quality of our curricular offerings, addressing gaps, curriculum mapping, including program-based competencies, exploring new programmatic areas for instruction; outreach to non-traditional students and communications strategies. At the graduate level, the preparation and ability to transfer skills for both PhD and non-academic careers (research, policy, government, etc) is important. Research is a form of experiential learning but internships/co-op/research exchanges (internationally) would also be helpful for graduate students, if we can think about ways to recognize these within our program structures.

We also know that student innovation and entrepreneurship are areas of opportunity for Nipissing. The goal is to enhance the effectiveness and student focus of our program offerings; increase retention and degree completion; and, foster and support innovation in program development in alignment with efforts at pedagogical and andragogical innovation.

Action: Establish baseline and benchmarks for program sustainability at the Faculty level, recognizing that there are factors that are unique to programs (like alignment with the Strategic Plan) and need to be taken into account in any assessment.

Action: By October 1, 2024, in consultation with the Deans, the Manager of QA and PI will develop process maps for program innovation and new program development that respond to the Ministry requirements for market research, business plan, resource commitments from existing programs with clear templates setting out what is required and which office will provide it.

Action: By October 15, 2024, the Provost's Office will undertake a review of experiential learning opportunities, specifically co-op, practica, internship, placement in order to ensure that the policies and procedures for these programs provide the necessary protections to students and the institution. As well, we will work with the offices to develop process maps and templates for co-ops, internships, experiential learning, and travel courses. We will review whether a shared administrative support for co-ops, internships, placements between EPS and A&S will allow knowledge to be shared and administrative efficiency to be achieved.

Nipissing University has developed a Nursing program that has gone from strength to strength. Enrollment in the program has consistently met its targets, a new simulation facility has been customized to meet the evolving needs of Nursing education, and new faculty are contributing to new areas of research and curriculum development. We recognize that Nursing is growing because of societal needs for more nurses; we also know that the potential for indefinite growth is unlikely. Instead, the focus of the School must be on future proofing the program so that changes in funding or interest do not substantially affect what we are able to offer.

Action: We will undertake innovative program renewal to distinguish Nipissing University's Nursing programs with the overarching goal that students ought to choose Nipissing to pursue their Nursing degree because they will benefit from a degree that prepares them not only for an active career in Nursing upon graduation, but also for specializations in Nursing (for example: northern, Indigenous, and rural health; mental health and addiction; geriatrics; public health) and careers in Nursing that fall outside the clinical setting (for example: nursing education; research, public health, public policy, and administration). This includes developing an accelerated pathway for completion of a BScN for qualified domestic and international candidates, and a graduate program in Nursing that has both a research and a professional focus.

DAN/NATHAN Action: Schulich School of education (1-year degree options, international qualification) and coordination with FASS. Teachables.

Quality Assurance and Program Innovation

In response to a Provincial mandate, all Ontario universities have developed new Institutional Quality Assurance Procedures (IQAP). We know that the Province through the Ministry program approval process is expanding quality assurance to include labour market analysis and financial sustainability metrics. As an institution, we need to make use of annual and cumulative reviews like IQAP to inform program evaluation and investment. Senate, through its academic governance and oversight function, needs regular data in order to fulfill its role. The deans in their capacity as senior administrators need

to be able to evaluate the effectiveness of their investments, staffing decisions, marketing and communications, and student recruitment/enrollment/persistence.

In response to the requirement for procedural integrity, the Manager of Quality Assurance and Program Innovation in concert with the Deans will work with all academic units to produce process maps for related cyclical activities including program review, curriculum review, position requests, budgeting, course loading, scheduling, student registration, course cancellation, CASBU contracts being offered, workload adjustments, course cycling, and all of the other activities that are related to the annual planning the Dean's Offices, Registrar, and others have to do. This would allow us to negotiate them more easily, plan more effectively, but also work towards improving them in ways that aren't obvious when they're siloed from each other.

Record of Student Development

Nipissing University has a Record of Student Development system. Are we using it effectively? How can we use it better to support students on their learning journey, especially as we want to recognize the transformative power of experiential learning.

ACTION: By November 2024, the AVP Students will provide a report to Senate's Teaching and Learning Committee on how many RSD are issued annually; how many students receive RSD; are a diversity of students and programs represented. With the goal of reconsidering how we use the RSD. For instance, the RSD could offer undergraduate and graduate students badges of recognition for completing/attending certain unique learning opportunities to align with the Strategic Plan +:

- TRC – Indigenous history and culture
- Language – bilingualism
- Civic Responsibility – “Write for Rights”
- Climate Justice
- Anti-Black Racism

Recruitment, Enrolment, Persistence

Nipissing University has had modest domestic enrollment growth year-over-year, since the pandemic. Nipissing has set for itself growth of international students to 15% of the total student body by 2028. Over the course of the academic plan, the challenge will be to increase domestic enrolment 6% year-over-year (largely by increasing conversion led by the Registrar as detailed in *Project Integrate*).

Nipissing does not have the financial capacity to absorb modest disruption to student enrollment in its programs. At its most simple level, independent of the need to diversify the cohorts of students who participate in Nipissing's programs as a requirement to renovate, innovate, and continuously improve our offerings and the reflectivity of our community, Nipissing's ongoing financial sustainability is dependent on secure enrollment.

Table (We need 2018-19 to 2028-29 enrollment actual and projected).

Our goal is academic excellence that continuously evolves as a function of new and continuing (persistent) students who are drawn to Nipissing University by virtue of its reputation for excellence, the value added features of its programs, and its innovative and challenging curriculum. Nipissing

University, in this vision, is **accessible** to sufficient numbers of **satisfied** students who we **retain** and who become **successful** alumni.

Action #: From Sarah T we need the list. Student-centred approach. On persistence, move to

Action #: process mapping to reduce the bureaucratic noise.

Action #: Moving forward, Nipissing University requires ongoing careful attention, planning and strategy, from which to project and manage enrollment and persistence at the program/degree level. Nipissing University commits to a strategic enrollment management (SEM) plan and a recognition that recruitment, enrollment and persistence are meaningfully measurable, distinct, and, most importantly, shared responsibilities of all members of the Nipissing community.

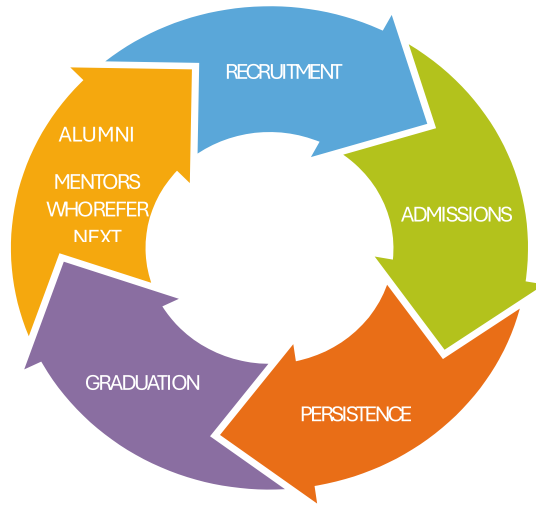
To ensure that recruitment aligns with strategic and academic priorities, SEM will move the Provost's Office in order that budget and recruitment targets will be communicated such that recruitment and persistence are reported as a shared responsibility where everyone, across portfolios, takes ownership and responsibility for the goal.

Action #: Analysis of NU's recruiting effectiveness has revealed that we can improve conversion rates, time to offer and penetration in the local area market (300 km). We have developed a new Strategic Recruitment Plan titled "INTEGRATE" which will provide a blueprint for measurable and achievable success focusing on digital infrastructure and supports, marketing and communication, and removing silos between units to ensure that we adopt a student-centred approach. (sufficient attention in INTEGRATE to retention or do we need another plan?)

Action #: Nipissing commits to a comprehensive strategic review of data systems and analysis in which we will

- Establish appropriate data governance, data warehouse, and business intelligence tools to support data- driven decision-making.
- Capture, store, analyze, and report on data in a streamlined, transparent, and consistent fashion.
- Deploy a centralized, student CRM system to foster data driven collaboration campus-wide to enhance recruitment, enrollment, and student success.
- Enact policies and procedures that enable timely review and reinforce student-centered technologies and ensure campus-wide adoption and compliance

Action #: Develop digital brand messaging, include redesigning the website that is consistent with this Nipissing strategy and the value proposition/s to target philanthropic efforts, appeal to industry, and attract a diverse student population



Need new graphic.

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Student Services: The Way to Yes

Proactive and automated student alert systems

- Based on term grades
- Based on in-course grades: if it could be required that some pre-determined percentage (25%) needs to be recorded in a standardized way that SDS could access/receive alerts from then we could better assist students before they actually fail the entire course
- Incorporation of other, non-academic, alert sources e.g. finance, conduct from residence, RSD participation drop off (potentially signaling disengagement from the community), etc.
- These could potentially look like a retention working group to eliminate barriers to student success and student access to services

Seamless student service experience

- reduce barriers and onerous burdens such as excessive paper work, difficulties communicating between services, and others
- 'no wrong door' approach: regardless of where a student presents with a problem (in services or an academic space) they should be met with compassion and assistance in connection to the appropriate resource. This would involve development of a new process/procedure for triage of students as well as all staff and faculty with direct student contact to have a level of confidence in their knowledge of that process

More direct support to students in academic processes

- Procedural inclusion of student services in academic processes such as appeals, academic dishonesty, and others

Greater partnership between student services and academic/faculty offices: more communication, regular discussions about trends, needs, gaps, successes, etc.

Supporting ALL students to **their own** definition of success, not just at-risk students but also the mid-performing and high-performing students.

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Are these ready for actions or also
TBD?)

First Year Experience

In order to excite students about learning and the value of university education from the beginning and introduce them to the multitude ways of thinking, and

In order to allow students to develop of a cohort of peers as a source of community and strength (possibly through common academic/social experience)

In order to develop/introduce foundational university skills: research/curiosity, academic integrity, communication, etc.

Development of a distinctive First Year Experience for at least A & S students - I'm sure you're on this as well but, if it doesn't already, I'd like to see its development include an assessment of ACAD's value and alternative ways to achieve its goals as well as an assessment of our first-year courses and what we expect from them (cohort-building, attracting majors to smaller programs, pathways to specific or multiple programs).

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Research

The pursuit, dissemination and mobilization of new knowledge are the hallmarks of a robust university experience. The UN Sustainability Goals, the Horizons Europe Priorities, the Tri-Agency Future Challenges Areas all point to the need for novel research to respond to real-world problems that require expertise across disciplines. As a primarily undergraduate institution, Nipissing University is committed to sharing the passion and possibilities of research with its undergraduate students and to supporting faculty and graduate students in transformative research.

Nipissing is eligible for funding under all three national granting councils. Nipissing faculty have had research success through the tri-agency (SSHRC, CIHR, NSERC), as well as through CFI and MITACs, among other peer reviewed funding bodies. CRC and CERC chairs are awarded based on tri-agency research success; as well, Research Support Fund (RSF) funding is based on a three-year average of tri-agency success in select competitions. The value of the RSF determines whether Nipissing can access additional funding to support new projects (IPG) and to support compliance with new research funding mandates (Research Security, Research Data Management).

In 2024-25, we will be searching for 4 new CRCs. The allocation of those chairs will align with the strategic research priorities defined in the Strategic Research Plan.

Action: in Fall 2024, the AVPRIGS will lead a consultation to finalize the Strategic Research Plan, 2024-28. The Strategic Research Plan will have SMART goals and set metrics for measuring the effectiveness of support provided to faculty, especially early career, mid-career, and post-award. The SRP will include a plan for mentorship and professional development opportunities for early and mid-career researchers.

ACTION. Given the recognized for faculty support, by September 1, 2024, we will review the historical allocation of the RSF and reallocate a portion beyond grant management and research office staffing to support faculty research success through grant writing, research data management, research security and EDI priorities.

TABLE

Action #: In recognition of the importance of the research and the value Nipissing places on the RSF to support and seed future research, the target over the next five years is to increase tri-agency research funding by 30% (2024 allocation \$470K, 2028 projected \$611K allocation).

Action: By January 2025, the Office of Research Services will develop research dashboard to track research funding metrics to make research metrics more visible, inform strategies for increasing the RSF and overall research revenue, and facilitate communications about the impact of research.

Action: By October 2024, the AVPRIGS with the Deans will work in concert with Senate to review existing research labs, centres and institutes and provide a cycle of policy review.

Action #: The Office of Research, Innovation, and Graduate Studies will map policies and processes in collaboration with linked departments to ensure compliance with tri-agency policies, clarity of forms, and clearly communicated processes that facilitate continued grant success.

Action: By September 2024, in concert with the Marketing and Communications Office, the Office of Research Services will develop enhanced research communications strategy to celebrate and promote the diversity of faculty and student research and its impacts to both internal and external communities.

Action #: marketing, communications, foundations and support (continue to explain across siloes the research enterprise).

Action: Diversify supports for research by engaging with foundations, donors, industry and other potential research funders and partners.

Action: Engage with researchers and Indigenous community to develop pathway and supports for research conducted by and with Indigenous communities. (includes addressing iterative ICEP process & REB feedback loop, PD and skills related to Indigenous data sovereignty such as OCAP training, community engagement & working in relationship, review committees knowledgeable with understanding to evaluate/review proposals)

Action: Establish research processes that support and encourage collaborative research with diverse partners (inter-university, inter-disciplinary, industry partnered, community partnered).

Action: Develop an action plan and associated processes that prioritizes an equitable, diverse, inclusive, and accessible research culture.

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Internationalization, Globalization and Decolonization

Action #: We commit to the following measurable goals for decolonialization and respond to the Reconciliation with Indigenous communities and partners:

- a) Develop meaningful partnerships between local First Nations, Inuit and Métis communities in order to incorporate local and Indigenous values into each program.(how?)

(Indigenous knowledge in the curriculum?)

Action # : Nipissing will build and strengthen a culture of opportunity and belonging across all aspects of the community. We pledge to develop and maintain productive relationships with Indigenous partners who do not always perceive PSE as a safe and welcoming space. (how?)

Action # : Nipissing will create a culture of opportunity and belonging for cohorts of students that we recognize to be most vulnerable, including first-year students and international students whose initial experience of Nipissing will sometimes determine their sense of affinity for the community. (how?)

Action: Indigenous Action Plan. Academic advisory council.

Indigenization, decolonization, and Reconciliation. This process has started in an ad hoc manner; however, we need more guidance on how this can be done in a good way. There are many faculty members that do this well that could provide mentorship for other faculty members

EDI in hiring and program renewal.

In this section, the actions appear to be goals, whereas actions state that we're having workshops for example

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Climate Citizenship and Environmental Protection

We envision the development of an Environmental Sustainability Plan that will assist with achieving the pathways under the commitment of nurturing our relationship with Water, Land, and Place. The Plan will be developed by a committee led by the Director, Facilities and have representation from various groups (Academic, Student, Support staff, and other interested parties??). The committee will be tasked with developing terms of reference within the first six months.

Some of the work to be done includes:

- Reviewing existing policies and recommend updates
- Reviewing/discussing sustainability initiatives currently being done by Canadore that can easily be adopted and communicated to the Nipissing community (may want to explain here the shared land aspect of NU/Canadore relationship)
- Recommending new policies that assist with addressing environmental sustainability
- Reviewing current outdoor spaces that are used for educational experiences
- Creating an annual report reporting on the work done by this committee

Action: Develop an Environmental Sustainability Plan, with the goals of:

- Improving environmental protection efforts and revitalizing outdoor spaces.

It's okay to project this out into the long term – it requires a lot of pre-work

Environment as a Priority Area of Action

Through the Strategic Planning consultation, Environment was defined as a Priority Area of Action. While there are curricular examples and research activities ongoing on water and land, the commitment to Environment exceeds these categories. Certainly we understand the environmental sustainability is part of this priority.

ACTION. SUSTAINABILITY committee co-chaired by Facilities and April James with the TOR to develop a campus master plan that aligns with the sustainability targets established by the Board of Governors and an environmental sustainability plan that speaks to academic priorities, energy usage, material consumption.

We have a beautiful campus that would allow us to establish a long-term ecological monitor site (water, land, people) in the Nipissing/Canadore Forest that highlights training/research opportunities for undergraduate and graduate students at Nipissing. We are using the forest for teaching and research, but we are not coordinating the activities or capitalizing on the recruitment and marketing opportunities. This would create research training/opportunities for undergraduate and graduate students. Similarly, we have the technological capacity (boats, buoys and other equipment) to monitor local lakes, including Lake Nipissing that has not been deployed since 2019; these are underutilized resources that could attract students to Nipissing water sciences, raise out local and regional profile.

ACTION: Environment as Priority Working Group. It was unclear from the campus consultation what this can mean.

Workplace Culture

We believe that creating a thriving workplace culture will be paramount to the success of Nipissing University and be built on the pillars of inclusivity, collaboration, and continuous improvement. We will foster an environment where every employee feels valued and empowered to contribute their unique perspectives and talents. Open communication and mutual respect are cornerstones of our daily interactions, ensuring a positive and supportive atmosphere. We are committed to professional development and recognize the importance of work-life balance in maintaining high employee morale and productivity. By investing in our people and promoting a culture of innovation and excellence, we aim to attract and retain top talent.

For the past year, we have engaged in the following activities for the purpose of enhancing our workplace culture.

Monthly meetings between Human Resources and Departmental Supervisors

to ensure consistency in the application of Collective Agreements and employment related policies and issue resolution, provide opportunities for professional development,

Creation of a Wellness Section of Website which outlines and includes the newly developed

Ergonomic Prevention Program and outlines current wellness initiatives at Nipissing University.

For the next few years, we will engage in the following for the purpose of enhancing our workplace culture:

Action #1 Creation of a Wellness Strategy

Nipissing University is committed to supporting the well-being of all staff and faculty. We understand the challenge of maintaining a positive and healthy balance between personal and work life. As a result, we currently provide a range of supportive resources, information, and assistance to all employees to support work-life balance.

Expansion of the current initiatives will include consideration of the principles in the Okanagan Charter, extend current wellness initiatives, which will include feedback received from employees and culturally appropriate activities. This strategy will also outline new ways to recognize employees.

Action #2 Pension & Benefits Advisory Committee will continue to review group benefits

The Committee has recently recommended enhancements to our group benefits plan and will continue to review what is offered to respond to employee needs.

Action #3 Development of an Employee Engagement Plan

We are committed to fostering a culture where employees feel valued, empowered, and connected to our mission. The Human Resources Department will develop and conduct annual employee engagement surveys to collect baseline data on employee attitudes, morale and communication preferences. This information will be utilized to inform future engagement and retention efforts. Our engagement initiatives will include regular feedback loops, team-building activities, and opportunities for career growth. Through these efforts, we anticipate not only enhanced employee satisfaction and retention but also significant contributions to our overall success.

Action #4 Flexible Workplace Policy

We heard in our community feedback sessions how important the Flexible Workplace Plan is to work/life balance and employee wellness. After seeking feedback from administrative and support staff, across, we will be launching the permanent policy later this summer.

Welcome & Belonging, Commitment to Diversity

Our commitment to diversity is a fundamental aspect of our Academic and Operational Plans. We believe that a diverse workforce drives innovation, enhances decision-making, and reflects the communities we serve. We are dedicated to creating an inclusive environment where individuals of all backgrounds, experiences, and perspectives are welcomed and valued. Our recruitment, retention, and development practices are designed to ensure equal opportunities for all, and we actively promote policies that foster diversity at all levels of the organization. By embracing and celebrating differences, we not only build a stronger, more adaptable team but also better serve our diverse customer base and drive sustainable growth.

For the past year, we have engaged in the following activities for the purpose of continuing our commitment to equity, diversity and inclusion:

Creation of the Equity Action Planning Task Force (EAPT)

From the recently completed Terms of Reference, the Task Force is focused on promoting and upholding the principles of equity, diversity, and inclusion within the university. Committee members are dedicated to fostering an inclusive and respectful environment where diversity is valued, recognizing its importance for excellence, and ensuring a safe and supportive atmosphere while sharing the responsibility of creating an equitable community. The EAPT will focus on identifying structural inequities, including but not limited to the protected grounds as identified in the Ontario Human Rights Code (OHRC). These complex intersectionality's underscore the importance of valuing individual contributions from diverse members of our community.

The EAPT recently finalized a Request for Proposals for the completion of an Equity Audit at Nipissing University. We anticipate the audit work will begin in the fall of 2024.

Equity, Diversity, and Inclusion related Initiatives (Anything from Student Services, or other areas that could be added?)

Various regular communications are sent to all employees outlining current activities/initiatives on campus, training opportunities, and highlighting educational tools/resources available through the University's partnership with the Canadian Centre for Diversity and Inclusion.

Nipissing University signed the Scarborough Charter on Anti-Black Racism and Black Inclusion in **2022?** and is a member of the Inter-Institutional Forum and has participated in the National Dialogues and Action hosted by the University of Toronto. Nipissing's President has been attending the annual meetings. (Nipissing University is currently working on a report to outline the progress made since signing the Charter)

Nipissing University has adopted The Canada Research Chair Program (CRCP) incorporated equity, diversity, and inclusion practices within the program that institutions must comply with in order to be part of the program and to continue to receive funding. These requirements and practices are provided in a guideline and include collecting self-identification data, target setting methodologies, public accountability and transparency webpages and data. We have internal policies that have been amended guide our decision-making process, and we also follow the recruitment, selection, and retention document provided by the CRCP.

Training - Various EDI training has been delivered (Unconscious Bias and Discrimination in Hiring, Respectful Workplace and Learning Environments, for example) has been delivered across the University with more specific offerings being investigated to be offered to leadership, supervisors, and expanded to all employees.

Accessibility: Work was done to ensure continued compliance with the Accessibility for Ontarians with Disabilities Act, 2005, Ontario, which has included a final version of a new Service Animal on Campus policy, information regarding closed captioning resources. Work continued with the Nipissing University Accessibility Advisory Committee (NUAAC) which provides leadership and resources to promote and foster a barrier free campus for students, faculty, employees, visitors, and volunteers. The Chair of the Committee is responsible for completing the bi-annual report for the Ministry and keeps Nipissing University accessibility policies up to date which includes the Multi-Year Accessibility Policy, and others.

Over the next few years, we will engage in the following for the purpose of enhancing our equity, diversity and inclusion efforts.

Action #1: Implement the Recommendations from the EDI Audit

Upon completion of the Audit and the Office of the President's acceptance of the Audit's recommendation for action, the EAPT shall initiate the transfer of responsibility for the Action Plan to the group(s) responsible for the implementation.

Action #2: Develop processes to affirm Indigenous identity and establish clear processes

Developing a robust process to confirm Indigenous identity for your business plan requires a respectful, transparent, and culturally sensitive approach. This process should aim to honor the traditions and protocols of Indigenous communities while ensuring the integrity of the verification.

(we will need assistance, perhaps NUICE, to affirm a good process – as other universities have done)

Action #3: Creation of an Equity, Diversity and Inclusion Action Plan as required under the Canada Research Chair Program

Develop and implement an institutional equity, diversity and inclusion (EDI) action plan. This plan will guide institutional efforts for identifying and addressing systemic barriers to sustain the participation of and/or address the underrepresentation of individuals from the four designated groups (women, Indigenous Peoples, persons with disabilities and members of visible minorities) among their Chair allocations.

Action #4: Investigate the creation of a stand-alone Equity, Diversity, and Inclusion Department

Review the possibility of creating an independent Equity, Diversity, and Inclusion unit within the organization, dedicated to promoting equity, diversity, and inclusion (EDI) across all levels of the University. Its primary objectives will be to eliminate bias, foster an inclusive culture, ensure equal opportunities, and support marginalized groups within the organization, to cultivate a diverse, equitable, and inclusive environment where all employees feel valued, respected, and empowered to contribute to their fullest potential.

Staff & Faculty Recruitment and Retention

Effective recruitment and retention strategies are critical to our success. We prioritize diversity and inclusivity in our hiring practices to foster a rich, dynamic workforce. We emphasize a positive workplace culture by promoting work-life balance, offering wellness programs, and recognizing employee achievements. By investing in our employees' growth and well-being, we aim to reduce turnover, boost job satisfaction, and create a committed, high-performing team that drives our business forward.

For the past year, we have engaged in the following activities for the purpose of supporting our recruitment and retention efforts:

'Bias and Discrimination in Hiring' training has been delivered to all academic hiring committees and to UMG group, with intention of expanding to all hiring committees

Nipissing University has adopted many of the Canada Research Chair Program's (CRCP) related to Recruitment - Equity, Diversity, and Inclusion: Best Practices Guide for Recruitment, Hiring and Retention for all faculty hires.

Expanded wellness initiatives throughout the year in response to feedback received from employees, which has included wellness fairs, additional wellness activities and gatherings.

Action #1: Develop a broad Recruitment and Retention Strategy

The Human Resources Department, in conjunction with the Executive Team, will review our current recruitment and retention efforts while considering current best practices that will adhere to our collective agreements and any related legislation. This strategy will focus on attracting candidates who possess the required skills and experience as well as alignment with Nipissing's values and culture. Which will include:

Action #2: Create a more vigorous onboarding program

Create a more consistent program that ensures all new hires seamlessly integrate into our University culture and become productive members of the community swiftly. By fostering a supportive and inclusive environment from day one, our onboarding program aims to enhance job satisfaction, accelerate ramp-up time, and lay a strong foundation for long-term success within our organization.

Action #3 – Align talent development initiatives described below with retention efforts

Action #4 - Adopt many of the principles outlined in the Canada Research Chair Program's (CRCP) related to Recruitment - Equity, Diversity and Inclusion: Best Practices Guide for Recruitment, Hiring and Retention into all recruitment efforts.

Action #5 – Adopt initiatives as outlined in Workplace Culture

Workplace culture is an important aspect related to the retention of employees. Nipissing University is committed to supporting the well-being of all staff and faculty.

Expansion of the current initiatives will include consideration of the principles in the Okanagan Charter, extend current wellness initiatives, which will include feedback received from employees and culturally appropriate activities. This strategy will also outline new ways to recognize employees.

Talent Development

Talent development is a cornerstone strategy, aimed at fostering a culture of continuous growth and excellence. We are committed to providing our employees with comprehensive development programs that include ongoing training, mentorship, and leadership development opportunities. Our approach will be tailored to meet the diverse needs and career aspirations of our employees., ensuring they have the skills and knowledge necessary to excel in their roles and advance within the University. By offering a blend of formal education, hands-on experiences, and access to industry thought leaders, we empower our employees to reach their full potential. This investment will not only enhance individual performance, improve employee retention but also drive innovation.

We have created and begun the implementation of an Annual Performance and Development process for all Administrators and Support Staff which will continue to be rolled out over the next year. This process provides managers and employees the opportunity to discuss performance, goals, development and expectations to contribute and align with the University's goals. This process also requires establishing what activities and outputs are desired, observing whether they occur, and providing feedback to assist employees in meeting work and goal expectations. While providing feedback, managers and employees may also identify performance issues and development opportunities while establishing ways to resolve issues and achieve development goals. This process will be maintained on at least an annual basis.

Action#1: Develop a campus wide Employee Training Plan/Program:

- To increase opportunities for staff and faculty professional and leadership development and will empower employees to strengthen and/or acquire skills and abilities.
- Include appropriate leadership training that will enhance and support our workplace culture
- To promote widely learning, development and a growth mindset
- Ensure continued legal compliance
- Assist in succession planning for certain positions

Action #2 = Teaching Hub – Faculty training

Nipissing University expects that faculty remain current on a variety of topics that inform academic relationships and teaching experiences. For instance, there is a lot of research and information about best practices for recognizing students that are at-risk, for ensuring your class is understood and experienced as a safe space (especially so that you can have free ranging conversations); for meeting the commitments under the TRC and Scarborough Charter.

We commit to rolling out a professional development curricula through the Teaching Hub to meet the ongoing needs of faculty.

Action #3: Academic Leadership

Academic administration is a thing! It is unreasonable to assume that colleagues can move in and out of administrative roles without sufficient support and preparation. It is also a sufficiently strange thing that we should be providing faculty with a glimpse of what challenges and opportunities exist within academic administration, if there are interested in moving into it.

We commit to providing regular training in the following areas: finance and budget, administering Collective Agreements, managing in diversity, governance training for Senate and Board and UMG onboarding.

Draft - Not for Circulation

Financial Stability & Sustainability

Financial Stability & Sustainability are integral to the overall mission and vision of Nipissing University. It ensures the provision of high-quality education, supports research and innovation, facilitates long-term planning, and enables the institution to fulfill its societal responsibilities effectively. Nipissing University must be financially stable in the short-term, to build a sustainable financial model for the long-term.

Financial Sustainability focuses on our long-term ability to maintain operations and fulfill our commitments without compromising future financial health. This involves:

- Generating sufficient revenues through diverse income streams such as tuition, grants, donations, endowments, etc.
- Managing expenses effectively by controlling costs, improving operational efficiencies, and making strategic investments
- Planning for the future by setting long-term goals, investing in growth opportunities, and adapting to changes

Financial Stability focuses on the current and short-term ability of Nipissing University to meet its financial obligations and maintain operations. This involves:

- Setting specific annual targets on the replenishment of spendable reserves
- Continuing to have surplus and/or balanced budgets

Action: Develop internal financial metrics including annual targets on replenishment of spendable reserves

Action: Document our budget process including how the budget is developed, reviewed and approved (AGO recommendation)

Action: Develop a financial literacy resource (i.e. web page) to assist University community in understanding Nipissing University financials

Action: Develop a long-term alternative revenue strategy. This includes developing profitability strategies for each ancillary service, extended learning, as well as alternative revenues for athletics and other non-academic activities.

Action: Develop a comprehensive picture of the financial contributions of each academic and non-academic area to assist in making future investment decisions to fulfill the requirements mandated by the Auditor General's Office

Action: Continue on-going communication of financial updates with University Community

- Action:** Continue Ministry advocacy regarding government grants
- Action:** Create an operational review plan and consider engaging external consultants.
- Action:** Develop an IT strategic plan, and investment plan with the goal of understanding what resources are required, and when.

Communications

Effective communication will play an important role in Nipissing's ability to fulfill its strategic commitments by helping to build trust, align goals, and foster collaboration across the institution.

Throughout the engagement sessions, we heard that effective, two-way communication helps our community feel informed, connected, and contributes to a sense of belonging. We also heard that celebrating the successes of students, staff, and faculty, both internally and externally, is key to improving employee morale and in building our profile and reputation.

While bicameral governance and hierarchical organizational structures can often reinforce silos and impede collaboration, communication serves as a conduit for conveying strategic initiatives, managing resources efficiently, and cultivating a shared sense of purpose. By prioritizing open dialogue and leveraging various communication channels, Nipissing can not only navigate challenges more collaboratively and effectively, but also capitalize on opportunities for growth and innovation.

Action: Develop and implement a Strategic Communications Plan for both internal and external audiences with the goals of:

- Building a culture of trust through open, transparent, two-way communication among University leadership, staff, and faculty
- Fostering a sense of community, pride, and shared purpose among students, faculty and staff through the sharing of stories, successes, and information related to the University's goals and priorities
- Ensuring all staff and faculty members have the knowledge and information they need to serve as proud ambassadors for Nipissing
- Raising Nipissing's profile and reputation locally, nationally and internationally

A draft Internal Communications Plan has already been developed, with elements of the plan set for implementation at the start of the Fall 2024 academic year.

Community & Industry Engagement

As a northern institution, Nipissing's success is intricately linked with its surrounding communities, serving as an academic, cultural, and economic hub for the region.

Effective community engagement not only enhances Nipissing's reputation, but also enriches the educational experience for students, and work environment for faculty and staff. By forging partnerships with local businesses, government, non-profit organizations, and community members, Nipissing can leverage resources, promote innovation, and help address societal challenges in a collaborative way. With the University situated on the territory of Nipissing First Nation and on the lands within the Robinson-Huron Treaty of 1850, the importance of building and sustaining reciprocal relationships with Indigenous communities cannot be overstated.

Establishing a robust community relations strategy will contribute to recruitment efforts, alumni engagement, fundraising endeavours, Reconciliation, and overall institutional sustainability. Therefore, engaging in community relations is not just a strategic imperative, but a fundamental commitment to the advancement of the University, and the communities it serves.

Action: Community **Develop a comprehensive Community Relations Strategy, leveraging the Relations Committee of the Board of Governors, with the goals of:**

- Building and strengthening relationships and understanding between the university and the communities it serves
- Identifying, developing and nurturing meaningful partnerships that advance the University's strategic commitments
- Engaging with community leaders to identify and resolve issues of concern to the community
- Promoting Nipissing as a valuable resource in the community
- Cultivating strong relationships with all levels of government to advance the University's mission and strategic commitments
- Facilitating access to Nipissing's people, knowledge and resources
- Deepening our commitment to Reconciliation

Action: **Establish a sponsorship policy to ensure sponsorship dollars are allocated to support events and initiatives in the community that align with the University's strategy.**

Matrix Table with SMART Goals linked to accountable UMG Member to be attached.

A great start. Context will be everything as you present to AQAPC, Senate, and Board. Some areas are not as developed as others – they don't have actions yet – perhaps they are identified for further development

Work in progress is the key – AQAPC and Senate will need to understand that they are asked to endorse the substantive approach as opposed to written in stone – assuming there will be feedback sessions for people to provide input – this is what you said and we reported, do you agree sort of thing – of course people will see it for the first time and take four steps back but if they know they can take time to assess and participate over the summer then that will be meaningful

Board will do the same – endorse the substantive efforts to date, understanding more development is coming and measurable actions are coming too in the fall – particularly a schedule (and in most cases who is responsible is listed here

Draft - Not for Circulation

Nipissing University
Annual Report of the By-laws and Elections Committee

May 31, 2024

During the 2023-24 academic year, the By-laws and Elections Committee met two times, on November 14, 2023, and April 18, 2024. Membership and attendance at the meetings was as follows:

<u>Membership</u>	<u>Attendance</u>
Tim Sibbald, Chair	2
Ann-Barbara Graff	2
Dean Hay (Oct. 2022 to Dec. 2023)	1
Gyllie Phillips (Dec. 2023 to present)	1
Todd Horton	1
David Tabachnick	2
Riley, McEntee (NUSU May 1, 2023 to April 30, 2024)	2
Sandy Landriault (recording secretary) (non-voting)	2

The committee recommended the following substantive motions to Senate over the 2023-24 academic year. Amendments are noted below in bold and strikethrough:

- By-law 9.9(a)(i) Research Committee was amended removing the PVPA as an ex officio voting member of the committee.
- By-law 9.9(b)(i) Research Committee was amended as follows: four (4) Faculty members, **two from each Faculty**, elected ~~by Senate~~ for a three (3) year term, one of whom shall be elected as Vice-Chair;
- By-law 9.10 Senate Budget Advisory Committee (Recommendation 3.1 Special Governance Committee). The membership and the terms of reference were amended as follows as per the recommendations of the Ad Hoc Senate Committee for Redrafting the Terms of Reference of the Senate Budget Advisory Committee:
 - (a) Ex Officio Members
 - ~~(i) the PVPAR (Chair)~~
 - ~~(ii) the Vice President, Finance & Administration;~~
 - (i) **two (2)** Deans, appointed by the PVPAR;
 - (ii) one (1) Student Senator from the NUSU Executive;
 - (b) Members elected by Senate:
 - (i) ~~three (3)~~ **four (4)** Faculty Senators (at least one from each Faculty).
 - (c) Terms of Reference
 - ~~(i) to consider the financial position of the University and to make recommendations to Senate on budget planning;~~
 - ~~(ii) to make recommendations to Senate on the details of the annual university operating budget as it pertains to the allocation of resources for academic purposes;~~
 - ~~(iii) to provide input into long-range planning within the context of the Academic Plan;~~
 - ~~(iv) to convey recommendations from Senate on the annual operating budget and long-term financial plans to the Board of Governors which has ultimate fiduciary responsibility for the University;~~
 - (i) **to develop a workplan consequent upon key dates in the budgetary process, meetings of the Audit & Finance Committee (Board of Governors), and meetings of Senate with the workplan, amended as necessary, presented to Senate at its first meeting in each academic year;**
 - (ii) **to receive regular updates from the Provost and Vice-President, Academic (PVPA), the Vice-President, Finance & Administration (VPFA), and/or other administrative officials, about the budget process and the university's financial position;**
 - (iii) **to provide advice on and make recommendations to Senate as well as to the PVPA and the VPFA on the annual allocation of budgetary resources for academic purposes;**
 - (iv) **to provide input into and advise Senate about long-range planning on the allocation of resources for academic purposes within the context of the Academic Plan;**

- (v) to receive regular updates from the PVPA or other administrative officials and to provide advice on and recommendations to Senate and the PVPA about financial issues affecting academic programming.
 - (vi) to advise Senate on recommendations from Senate to the Board of Governors on the annual operating budget and the university's long-term financial plans for academic purposes, recognising that the Board of Governors has the ultimate fiduciary responsibility for the University;
 - (vii) to deal with such matters as may be assigned from time to time by Senate.
- By-law 9.0 Annual Standing Committee Election Process (excepting the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
 - (c) **Solely for purposes of election to standing committees and appointment to hiring committees, Librarians will each be assigned by the Provost to a Faculty effective July 1 each year;**

The committee recommended the following non-substantive revisions of the By-laws to Senate over the 2023-24 academic year. The revisions are listed below showing changes in bold and strikethrough:

- Provost and Vice-President, Academic and ~~Research~~ (PVPAR)
- ~~Dean of~~ **Associate Vice-President, Research, Innovation and** Graduate Studies (AVPRIGS)
- ~~Dean of Teaching~~ **Dean of Education and Professional Studies**
- Senate Standing Committees and faculty voting clarification - Members elected by Faculty Council not Senate (except for the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- 4.4 ~~Annual~~ Election Procedures for Instructor Representatives
- 7.6(b) If a candidate ~~from one of the two faculties~~ cannot be found to fill a Senate committee position, ~~then nominations from the floor will be accepted~~ **the position will remain vacant until filled**
- 9.0 Annual Standing Committee Election Process (**except the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee**)
- 9.0(a) Senate standing committee members shall be elected annually, **preferably in April**, by respective faculty councils with the exception of student Senators
- 9.0(d) ~~During April of each year, the faculty councils shall begin preparing a slate of faculty (Senators and non-Senators) for the various standing committees and present the slate in time for the May Senate meeting;~~
- 9.0(e) ~~If a candidate from one of the two faculties cannot be found, then the vacant position can be filled from the other faculty for that Senate year only.~~
- 9.8(b)(i) three (3) faculty Senators, **preferably at least one from each Faculty**
- The proportional representation of faculty Senators required by each faculty was determined and provided to the Deans' offices.
- Senate meeting dates for the 2024-2025 were discussed and approved.

A 10-meeting Senate schedule for 2024-25 was approved at the April 12, 2024 Senate meeting. If Senate agrees that the 10-month Senate meeting schedule is to become a permanent change, the By-laws and Elections Committee will forward a Notice of Motion to the Senate Executive Committee to amend the By-laws.

Members discussed nominations and elections for hiring committees, a motion to close nominations, and the development of a policy for electronic elections. These items will be discussed further at the next meeting.

Respectfully submitted,

Tim Sibbald
Chair, By-laws and Elections Committee

MOTION 1: That Senate receive the Annual Report of the By-laws and Elections Committee dated May 31, 2024.

Nipissing University

Annual Report of the Graduate Studies Committee

May 24, 2024

During the academic year 2023-2024, there were five meetings of the Graduate Studies Committee (GSC). The meetings were held on September 25th, October 18th, November 16th, December 21st, April 23rd. The scheduled January 23rd meeting was canceled due to a lack of agenda items. GSC will also meet on May 28th.

Attendance for the Graduate Studies Committee was as follows:

Membership	Attendance
Barbi Law, Chair	5
Aaron Kociolek	4
Alexandre Karassev	4
April James	5
Benjamin Kelly	5
Blaine Hatt	3
Dan Walters	3
Debra Iafrate	4
Graydon Raymer	5
Hilary Earl	3
Nancy Black	3
Nathan Colborne (Dan Walter's Delegate)	1
Amber McCarthy (Guest)	2
Gianni Chaput (Guest)	2
Heather Brown (Guest)	4
Laura Snoddon (Guest)	5

The following topics were discussed during this year:

- Admissions assessment of GPAs from graduate degrees
- Graduate Faculty Membership Policy Revisions
- Graduate Student Funding
- Graduate Studies Admission and Funding Deadlines/Funding Model for 2024/2025
- HR processes for Graduate Teaching Assistant/course instructor grievances
- International Graduate Student Supports
- International Graduate Student Tuition
- OCGS Principles of Graduate Supervision
- OCGS Regulation for Undergraduate Courses
- Progress Reports & Graduate Studies Forms
- School of Graduate Studies Form Signatures
- Teaching Assistant Human Resources Processes
- Thesis Templates

- UTS Practices regarding hybrid/virtual defenses
- Visiting Graduate Student Research Policy

The following motions were approved during this year:

- Approval of the Graduate Studies admissions cycle dates and funding model for 2024-2025.
- Approval to unbank EDUC 5126 Theories of Learning
- Approval to unbank EDUC 5237 Educating for Environmental Sustainability
- Approval to unbank EDUC 5256: Evaluation of Curriculum and Instruction
- Approval to unbank EDUC 5496 Meanings of Literacy: Theory into Practice
- Approval to unbank EDUC 5647: The Gifted Learner

Summary of Outcomes:

- The following working groups continued progress on the development of graduate student resources: Thesis Template
- Updated funding model, admission dates, and OGS allocation for 2024-2025.

Pending Items:

- OCGS Regulation for Undergraduate Courses
- Summer GSC Retreat
- Thesis template
- Visiting Graduate Student Researcher Policy

The Chair acknowledges and thanks the Graduate Studies Committee for their diligence and commitment. The Chair also acknowledges the contributions of coordinators and graduate faculty members to the associated working groups and graduate awards review committee.

Respectfully Submitted,



Barbi Law, PhD
Associate Vice-President, Research, Innovation, & Graduate Studies (Interim)

Motion: That Senate receive the 2023-2024 Annual Report of the Graduate Studies Committee, dated May 24th, 2024

**NIPISSING UNIVERSITY
ANNUAL REPORT OF THE HONORARY DEGREES COMMITTEE**

May 16, 2024

Members	Attendance
K. Wamsley	1
AB Graff	1
D. Walters	1
S. O'Hagan	1
P. Zou	1
D. Smits	1
R. McEntee	1
J. Bramburger	0

As per past practice, an e-mail was sent out to the University community in August to solicit names of potential candidates to add to the master list.

At the meeting on November 13, 2023, additional names were received from the solicitation, and the committee agreed to forward six (6) individuals to the Senate for approval. The list of names was approved at the December 8, 2023, meeting of Senate.

The Committee Chair reached out to the individuals as approved by the Honorary Degrees Committee and Senate and five individuals will receive Honorary Degrees at the June Convocation ceremonies.

Respectfully submitted,

Kevin Wamsley, Chair
Honorary Degrees Committee

Motion 1: That the Senate receive the 2023-2024 Annual Report of the Honorary Degrees Committee dated May 16, 2024.

The Joint Committee of the Board of and Senate on Governance

March 27, 2024

The Joint Committee met on Wednesday, March 27, 2024, at 4:00 p.m. in the President's Boardroom (F303).

Members Present: John D'Agostino (Board of Governors - Acting Chair)
Hilary Earl (Senate)
Dean Hay (Senate)
David Smits (Board of Governors)
David Tabachnick (Senate)
Kevin Wamsley (President & Vice-Chancellor)

Guests: Ann-Barbara Graff (PVPA)
Patricia Lupton (Executive Assistant, Office of the President)

Regrets: Marianne Berube (Board of Governors)

Recording Secretary: Abby Blaszczyk (University Secretary)

1. Welcome/Traditional Land Acknowledgement

The meeting was called to order at 4:00 p.m. John D'Agostino, Board of Governors, filled the role of Chair and provided a traditional land acknowledgement.

2. Declaration of Conflict of Interest

The Committee Chair called for any conflicts of interest; no such declarations were made.

3. Approval of the Agenda

The agenda was approved as circulated.

4. Review of the minutes from the meeting held September 27, 2023.

The minutes of the September 27, 2023, meeting were circulated electronically and no concerns were raised by those members of the Committee who were present for the discussion.

5. Suspension of Admissions and Enrolments Discussion

The following two motions were forwarded to the Joint Committee of the Board and Senate on Governance by the Academic Senate, which were jointly approved by the Board and the Senate for discussion, as per the Committee Terms of Reference:

- That the Arts & Science Faculty Council, held on December 8, 2023, recommend to Senate the creation of a clear policy pertaining to the suspension of admissions and enrolments; and
- That the above motion be referred to the Joint Committee of the Board and Senate on Governance for their recommendation on Senate's role in any decision regarding the suspension of applications/enrolments in programs.

The Chair opened the floor for discussion. Representatives from the Academic Senate emphasized the importance of collegiality in the decision-making process for program enrolment suspension, advocating for greater Senate involvement within the current process, while also recognizing the urgency of suspension of enrolment to engage in fulsome program reviews. Board of Governors representatives spoke to the Board's fiduciary duties, as defined within The Act, and noted that suspension of enrolment within a program is both a business decision (outside the scope of Senate) and a call to action from numerous audit reports over the past decade, including the most recent Auditor General of Ontario report on Financial Management in Ontario Universities.

Discussion took place around the Provost's authority to suspend enrollment as well as the programs selected for enrolment suspension based on the recommendation of the Dean under the current guidelines. These discussions are ongoing.

Conversation continued, with issues of jurisdiction, accountability, and the role of the Board, Senate, the executive and decanal management, and faculty within the decision-making process being raised. The Committee agreed that the Senate should take a proactive approach in the academic governance of the University to ensure a collaborative and cooperative production of the best programs within a top-tier institution and the possibility of governance training and professional development for both the Academic Senate and the Board of Governors was discussed. A member of the Senate tabled a proposal for changes to the process; however, the Committee could not reach a consensus on how to move forward.

Following a lengthy discussion, the Committee agreed on the need for further discussion to address the current challenges and a call for additional meeting dates will be shared following the meeting.

6. Other Business

There was no other business.

7. Adjournment

The meeting adjourned at 5:42 p.m.

**NIPISSING UNIVERSITY
ANNUAL REPORT OF JOINT COMMITTEE OF THE BOARD AND SENATE ON
GOVERNANCE**

May 16, 2024

Members	Attendance
M. Berube	1
J. D'Agostino	3
H. Earl	3
D. Hay	3
R. McEntee	2
D. Smits	3
D. Tabachnick	3
K. Wamsley	3

The Joint Committee of the Board and Senate on Governance met on September 27, 2023. The Senate referred the question of departmental mergers in the Arts & Science Faculty to the Committee and, following significant discussion, the Joint Committee made a recommendation to the Academic Senate and the Board of Governors that the approximately 80% of departments within the Faculty of Arts & Science that have successfully amalgamated will remain in the current configurations, while the remaining outliers shall amalgamate with a preferred unit by no later than January 1, 2024, and this recommendation was brought to the October 13, 2024, meeting of Senate.

Additional meetings were held on March 27, 2024, and May 13, 2024, to discuss suspension of admissions and enrolments, as forwarded to the Committee from the Academic Senate and jointly approved by the Board of Governors. Discussions took place around collegial decision-making, the fiduciary duties of the Board, and issues of jurisdiction, accountability, and the role of the Board, Senate, the executive and decanal management, and faculty within the decision-making process. Following lengthy discussions at both meetings, the Committee could not reach a consensus on how to move forward and agreed on the need for further discussion to address the current challenges.

Respectfully submitted,

Abby Blaszczyk
Recording Secretary
Joint Committee

Motion 1: That the Senate receive the 2023-2024 Annual Report of the Joint Committee of the Board and Senate on Governance, dated May 16, 2024.

Nipissing University

Annual Report of the Senate Research Committee

May 24, 2024

During the 2023-2024 academic year, there were seven meetings of the Senate Research Committee. The meetings were held on September 21st, October 23rd, November 27th, January 17th, March 25th, April 17th, and May 16th. Quorum was not met for the scheduled February meeting, and the December meeting was cancelled due to a lack of agenda items.

Attendance for the Senate Research Committee was as follows:

Membership	Attendance
Barbi Law, Chair	7
Jonathan Muterera, Vice-Chair	6
Anahita Baregheh	5
Ann-Barbara Graff (Completed term as of TOR revision - February 2024)	1
David Zarifa	6
Em Cookie (NUSU rep)	2
Haibin Zhu	5
Matt De Vuono - (NUSU rep, as of May 2024)	1
Nancy Black	7
Carly Byers (guest)	6
Kristen Sarginson (guest)	6
Laura Snoddon (guest)	6

The following topics were discussed during this year:

- Adjunct policy
- AI in research
- Centres and Institutes policy
- Commercialization & Intellectual Property Policies
- Internal Research Grant eligibility criteria
- Tri-agency Research Support Fund
- Safeguarding Ontario Research – International Research Disclosures
- Award recipients of internally administered competitions (e.g., IRGs, SIGs)
- Standing committee on science and research brief
- Strategic Research Plan development
- Undergraduate Research Conference 2024

The following motions were approved during this year:

- SRC recommends the revised SRC terms of reference to the Senate bylaws committee.
- SRC approves the Terms of Reference for the Internal Grant Review Committee.
- SRC approves the Terms of Reference for the Training Awards committee.
- SRC approves the Terms of Reference for the SSHRC SIG committee.
- Approval of the recommendations from the SIG Review Committee for the SSHRC Explore and Exchange competition (*in camera*)
- Approval of the recommendations from the Internal Awards Committee for the Internal Research Grant competition (*in camera*)
- Approval of the recommendations from the Internal Awards Committee for the Awards in Support of Research, Scholarly, and/or Creative Activities (*in camera*)
- Approval of the recommendations from the Training Awards Committee for the Undergraduate Student Research Awards competition (*in camera*)
- To establish a working group for the revision of the Centres and Institutes Policy with a mandate of bringing a revised policy back to the Senate Research Committee in September.
- To establish a working group for the revision of the IP policy with a mandate of bringing a revised policy back to the Senate Research Committee in September.

Summary of Outcomes:

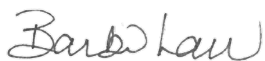
- The following award review committees were populated for 2023-2024: The Internal Awards Review Committee, The Training Awards Review Committee, and The SIG Review Committee
- Research Month 2024 activities: NU360, 17th annual Undergraduate Research Conference, 3MT, and Research Rendezvous Event.

Pending Items for 2024-2025:

- Strategic Research Plan Development
- Implementation of the Institutional Research Data Management Strategy
- Centres and Institutes Policy
- Intellectual Property Policy

The Chair acknowledges and thanks the Senate Research Committee for their diligence and commitment. The Chair also acknowledges the contributions of the associated review committees, organizing committees, and working groups, and thanks members for their engagement and diligence.

Respectfully Submitted,



Barbi Law, PhD
Associate Vice-President, Research, Innovation, & Graduate Studies (Interim)

Motion 1: That Senate receive the 2023-2024 Annual Report of the Senate Research Committee, dated May 24, 2024.

**Report of the
SENATE BUDGET ADVISORY COMMITTEE
Academic Year 2023-2024**

May 2, 2024

A meeting of the Senate Budget Advisory Committee was held on Thursday, May 2, 2024, at 10:00 a.m. in F307 and via Teams conference. The following members attended:

Committee Members:

Richard Wenghofer (Chair) Graydon Raymer Nathan Colborne	Robin Gendron Jonathan Muterera Sarah Winters
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Regrets: C. Sutton, D. Walters, M. DeVuono

Guests: A. Graff, R. Hacquard

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgment and the meeting was called to order.

The AVP Finance & Infrastructure started the budget presentation by providing updated projections for 2023-24, highlighting a \$2.6 million surplus in the Operating Fund as a result of higher enrolment and additional grant revenue from the Provincial STEM and Nursing grants. The Ancillary fund is projecting a \$2.1 million surplus due to a higher occupancy rate in Residence compared to budget. Overall, expenses in Operating fund and accounting adjustments are expected to be close to budget, which brings the consolidated surplus projection to \$3.2 million.

When reviewing the Operating budget for 2024-25, the AVP noted an overall revenue increase of \$1.8 million compared to 2023-24 projected revenues due to higher enrolment and tuition fee increases where permitted. The AVPFI noted an anticipated increase to base grants and the Northern grant, but these have not been included in the budget as the amounts remain unknown. The AVPFI reviewed the increases to instructional and non-instructional staff, highlighting new positions as had been disclosed at a previous Senate meeting. Non-staff expenses include an increase of approximately \$1.75 million from 2023-24 projections, with the largest increase in commissions on international tuition. Software expenses have also increased due to new software to assist with efficiencies in our current platforms.

When reviewing the Ancillary budget for 2024-25, the AVPFI indicated that the largest revenue increase comes from residence rate increase, and the largest expense increase is from meal vouchers for students living in residence for food at the main cafeteria.

The Capital Budget, which represents planned capital investments for the 2024-25 fiscal year, was reviewed.

The AVPFI reviewed the consolidated budget, noting a consolidated surplus of \$945,972.

The impact of the 2023-24 projections and the 2024-25 budget, as well as the next two projected projects show improvements on most ratios within the Ministry's Financial Accountability Framework. The projected results should improve the Working Capital ratio, which would result in an overall risk calculation from Medium to Low. 'Low Action' means the Ministry will require the University to continue to provide annual status reports until all

categories are in the 'no action' zone. The AVPFI indicated that the way to get to the 'no action' zone is through continued improvements in liquidity through increasing the University's spendable net assets.

In response to a request for an update regarding the fundraising initiatives the University is involved in, the Provost advised that the President has been successful in his ongoing fundraising efforts and announcements will be forthcoming.

The AVPFI advised that donations to endowments are not operating revenues and do not assist the bottom line as they are required to be added to net assets. If donation revenues with no criteria, similar to general-purpose government grants are received, they go straight to our revenues as no specific expense is attached to it.

Following a request for the amount of unused faculty PER, the AVP reported on the amount of unused PER for years 2016-2023 that was moved from internally restricted to unrestricted funds as per the CA. The unused amount sits in the fund and is regarded as an expense on the University's financial statements when the individual spends their money. PER has a three-year carry forward limit according to the CA. The increased amount of unspent PER from recent years could be due to the pandemic. It was noted that funds are moving back and forth as they should and if required, further discussion could take place with NUFA as to why funds aren't being used.

The Provost advised that the new program review template will be shared when it is available.

The AVPFI requested clarification of the request for changes to non-salary expenses for discussion at the next meeting. The Chair requested that accurate figures be provided to explain perceived discrepancies in the Faculty of A&S and Faculty of EPS programs' non-salary expenses as they appear to have decreased dramatically whereas administrative and athletic expenses appear to have increased.

The meeting adjourned at 11:10 a.m.

Respectfully submitted,

Dr. Richard Wenghofer, Chair
Senate Budget Advisory Committee

Motion 1: That Senate receive the Report of the Senate Budget Advisory Committee dated May 2, 2024.

**Report of the
SENATE BUDGET ADVISORY COMMITTEE
Academic Year 2023-2024**

May 27, 2024

A meeting of the Senate Budget Advisory Committee was held on Monday, May 27, 2024, at 11:00 a.m. in F307. The following members attended:

Committee Members:

Richard Wenghofer (Chair) Graydon Raymer Nathan Colborne	Robin Gendron Jonathan Muterera Sarah Winters
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Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgment and the meeting was called to order.

As incorrect information on non-salary expenses was provided at the May 2, 2024 SBAC meeting, the Chair will request that the Vice-President Finance and Administration speak to the correct information at the next meeting.

The Chair will request that the Provost share the new program review template when it is available. The Dean of Arts and Science advised that the new program review template is posted in the Teams folder, and although it is still a pilot, programs are using it. It was noted that the final version of the template should be available this summer.

The Chair requested members' input on activities and priorities of the SBAC for the upcoming year. The following recommendations were made:

- Election of a Chair by the committee for 2024-25
- Preparation of a schedule of meetings that follow the schedule of the Board of Governors Audit and Finance Committee meetings so that updates can be provided
- Receipt of information regarding non-salary expenses
- Receipt of the new program review template
- Receipt of a report outlining revenues associated with the Athletics program
- Long-range planning and priorities of both faculties and the areas of investment over the long term, program viability, asset allocation, hiring and reinvestment
- The vision of the University for 2050

A suggestion was made that Senators also be asked to provide input on information the SBAC considers for discussion over the next year.

The meeting adjourned at 11:45 a.m.

Respectfully submitted,

Dr. Richard Wenghofer, Chair
Senate Budget Advisory Committee

Motion 1: That Senate receive the Report of the Senate Budget Advisory Committee dated May 27, 2024.

**Annual Report of the
Senate Budget Advisory Committee
And
The Ad Hoc Committee for Revising the Terms of Reference for the Senate Budget
Advisory Committee
For the Period July 1, 2023 – June 30, 2024**

May 29, 2024

General Remarks:

There have been significant changes for the Senate Budget Advisory Committee (SBAC) for the period running from July 1st 2023 to June 30th 2024. In a Senate meeting (May 2023) a motion was passed creating an Ad Hoc Committee for rewriting the Terms of Reference for the SBAC. The members of the Ad Hoc Committee were Cheryl Sutton (Vice-President Finance and Administration), Robin Gendron, Roxana Vernescu, Jonathan Muterera, Em Cooke, and Richard Wenghofer (Chair). As the activities of the Ad Hoc Committee for Revising the Terms of Reference for the Senate Budget Advisory Committee are germane to the activities of the Senate Budget Advisory Committee itself, the following report contains the activities of both committees. The report below separates out the activities of the Senate Budget Advisory Committee and those of the Ad Hoc Subcommittee.

Meetings of the Ad Hoc Subcommittee for Revising the Terms of Reference for the Senate Budget Advisory Committee:

Between May 2023, when the Ad Hoc Subcommittee was struck, and October 2023, when the Ad Hoc Subcommittee completed its work, this committee met four times. What follows is a report of what was discussed in those meetings and actions taken.

May 30th, 2023

Attendees: Cheryl Sutton, Robin Gendron, Roxana Vernescu, Jonathan Muterera, Em Cooke, and Richard Wenghofer.

At this meeting a number of preliminary matters were discussed. First the Committee chose Richard Wenghofer as Committee Chair. The Committee members then discussed what the SBAC ought to deliver as a Senate Committee. It was decided that the primary purpose of the SBAC should be to ensure transparency and provide Senate a voice in the budgeting process insofar as these impact academic programs, and to ensure two-way communication between Senate and the SBAC on budget matters related to academic programs. The committee members then discussed how often and when the SBAC should meet, and it was decided that the SBAC meetings should be tied to the meeting dates of the Audit and Finance Committee to ensure timely communication of important developments in the budgeting process to Senate. The committee members then reviewed the current Terms of Reference (TOR) for the SBAC and worked out a process for revising them with a view to better meeting the above noted objectives. Cheryl Sutton, the Vice-President Finance and Administration then provided the Ad Hoc Committee with an overview of the budgeting process.

July 4th, 2023

Attendees: Cheryl Sutton (VPFA), Robin Gendron, Roxana Vernescu, Em Cooke, and Richard Wenghofer. Jonathan Muterera was absent with regrets.

The Ad Hoc Committee met in order to discuss the revised Terms of Reference (TOR) for the SBAC which were redrafted in the period between May 30th 2023 and July 4th 2023. The TOR were approved by the Ad Hoc Committee and sent to the Senate By-laws and Elections Committee for review and comment on July 10th, 2023. On July 17th, 2023 the amended TOR were forwarded to the Provost and Vice-President Academic (PVPA), Dr. Ann-Barbara-Graff, and to Dan Walters, the Dean of Arts and Science, both of whom were still members of the SBAC under the old Terms of Reference. Our intention was to receive input from the existing SBAC on the new TOR before submitting them to Senate for discussion and approval. The PVPA and the Dean of Arts and Science provided comments and recommendations via email on July 19th, 2023. As there were several concerns with the new TOR as drafted, the Ad Hoc Committee decided that it would be prudent to meet with the PVPA and the Dean of Arts and Science for further input and clarification.

August 4th, 2023

Attendees: Cheryl Sutton (VPFA), Robin Gendron, Jonathan Muterera, Em Cooke, and Richard Wenghofer. Roxana Vernescu was absent with regrets.

The Ad Hoc Committee met virtually with the PVPA and the Dean of Arts and Science to discuss concerns with the new SBAC TOR. At that meeting the PVPA raised concerns that the mandate of the SBAC under the revised TOR was too broad and raised further concerns about the proposed membership.

September 13th, 2023

Attendees: Cheryl Sutton (VPFA), Robin Gendron, Roxana Vernescu, Jonathan Muterera, Em Cooke, and Richard Wenghofer.

The Ad Hoc Committee met again to discuss and address the concerns raised by the PVPA over the new SBAC TOR. At this meeting the Ad Hoc Committee decided to expand the membership of the SBAC and revise the language in order to address the concerns raised by the PVPA. A revised set of SBAC TOR was prepared and approved by the Ad Hoc Committee via an electronic vote on October 12th, 2023. The revised SBAC TOR were then forwarded to the PVPA for further review.

On October 31st, 2023 the Chair of the Ad Hoc Committee submitted the revised SBAC TOR to the Senate Secretary for discussion at a meeting of the Senate By-laws Committee scheduled for November 12th, 2023. After discussion at the Senate By-laws Committee the proposed revisions to the SBAC TOR were submitted to Senate, first as a Notice of Motion at the December 8th Senate meeting, and then for a vote at the January 8th Senate meeting, where Senate approved the new SBAC TOR.

Meetings of the Senate Budget Advisory Committee:

Over the course of the period covered by this report the Senate Budget Advisory Committee met a total of five times. The first meeting occurred under the old TOR and the remaining four meetings occurred under the new TOR.

October 30th, 2023

Attendees: Cheryl Sutton (VPFA), Ann-Barbara Graff (PVPA), Dan Walters (Dean of Arts and Science), Jonathan Muterera, Richard Wenghofer, Robin Gendron, and Em Cooke.

Guests: Stephen Tedesco (Director of Institutional Planning and Analysis), Renee Hacquard, Assistant Vice-President, Finance and Infrastructure (AVPFI).

On October 30th the SBAC met under the old TOR, as the new TOR had not yet received Senate approval. Stephen Tedesco provided an update on the Strategic Mandate Agreement, and the VPFA and AVPFI provided a budget presentation and an overview of the 2023 audited financial statements. The SBAC was also provided with an enrollment update.

February 28th, 2024

Attendees: Robin Gendron, Sarah Winters, Em Cooke, Jonathan Muterera, and Richard Wenghofer. Absent with Regrets: Dan Walters and Graydon Raymer.

This was the first meeting of the SBAC under the new TOR which were approved at the January 2024 meeting of Senate. At this meeting Richard Wenghofer was nominated as SBAC Chair and a notice seeking any further nominations was sent out to those SBAC members who were unable to attend. As there were no other nominations, Richard Wenghofer was acclaimed as SBAC Chair. The committee also discussed a regular meeting schedule for the SBAC going forward and it was decided that in July 2024 the Chair will contact the Assistant Vice-President Finance and Infrastructure (AVPFI), as well as the PVPA, for a list of meeting dates pertaining to the University's budgeting process, such as meetings of the Audit and Finance Committee for 2024-2025, with the objective of giving the SBAC an opportunity to ask detailed questions of the budgeting process as it relates to academic programming on Senate's behalf in a timely manner. The SBAC also decided that the Chair should contact the AVPFI, as well as the PVPA to set up a meeting in order to receive a summary of the 2024-2025 budget presentation after the next meeting of the Audit and Finance Committee. This SBAC meeting was scheduled for April 15th, 2024.

April 15th, 2024

Attendees: Em Cooke, Robin Gendron, Jonathan Muterera, Graydon Raymer, Sarah Winters, and Richard Wenghofer (Chair).

Guests: Ann-Barbara Graff (PVPA), Cheryl Sutton (VPFA), Renee Hacquard (AVPFI), Matt De Vuono (in-coming NUSU representative), Nathan Colborne attended on behalf of Dan Walters who was absent with regrets.

The AVPFI gave a presentation summarizing the information presented to the last meeting of the Audit and Finance Committee. Other items discussed were the financial metrics used to assess program viability under the PVPA's new guidelines on program viability, which are still in the process of being drafted. The PVPA agreed to provide the SBAC with a copy of those guidelines once they are completed. The SBAC also discussed the impact of the deficit in Nipissing's athletics program on academic programming. More specifically, the SBAC wanted to know whether a plan was being developed to reduce or eliminate the deficit in athletics programs and what specific deficit reduction measures such a plan would entail. The VPFA informed the SBAC that the President was aware of the issue and that the President's response would be in the minutes of the April 18th meeting of the Board of Governors. The SBAC also requested from the VPFA the amount of unused PER for the last five to ten years, and was told that this information, though not at hand, would be provided later by email to the SBAC Chair.

May 2nd, 2024

Attendees: Jonathan Muterera, Sarah Winters, Graydon Raymer, Robin Gendron, Matt De Vuono, and Richard Wenghofer (Chair).

Guests: Ann-Barbara Graff (PVPA), Renee Hacquard (AVPFI), Nathan Colborne (on behalf of Dan Walters, who was absent with regrets).

In advance of this meeting the SBAC Chair circulated a spreadsheet purporting to compare changes in the non-salary operating expenses in 2023/24 with those from 2013/14 for discussion. The spreadsheet was sent to the SBAC Chair by concerned faculty members and the Chair circulated it to the wider SBAC on April 12th for inclusion in the April 15th agenda. As the SBAC did not have time to discuss the contents of the spreadsheet at the April 15th meeting, the discussion was deferred until May 2nd. At the May 2nd SBAC the PVPAR pointed out that the figures on the spreadsheet were inaccurate and so the item was removed from the agenda for discussion. The AVPFI then provided the committee with a presentation of the 2024-2025 budget.

May 27th, 2024

Attendees: Johnathan Muterera, Sarah Winters, Graydon Raymer, Robin Gendron, Dan Walters, Matt De Vuono, and Richard Wenghofer (Chair).

At this meeting, the committee discussed the priorities for the SBAC for 2024-2025, which are outlined below.

Matters for Consideration the Following Year:

The following are matters for consideration in the following year (July 1st, 2024-June 30th, 2025).

1. Election of an SBAC Chair.
2. Establishing a set meeting schedule mirroring the meetings of the Audit and Finance Committee and any other important dates in the budgeting process in consultation with the PVPA and the VPFA.
3. Requesting a discussion with the VPFA on changes to non-salary academic expenses between 2013/14 and 2023/24.
4. Requesting a discussion with the PVPA on the new program review template once it has been finalized.
5. Requesting a discussion with the VPFA on the revenues and expenses associated with athletics programs at Nipissing, as well as information on how the viability of athletics programs is assessed in comparison with academic programs.
6. Requesting a meeting with PVPA to discuss long-range planning and priorities of both faculties and the areas of investment over the long term, including program viability, asset allocation, hiring, and areas of reinvestment.
7. The vision for the university through to 2050.

Motion 1: That Senate receive the 2023-2024 Annual Report of the Senate Budget Advisory Committee dated May 29, 2024.

Reports of Standing Committees and Faculty or University Councils

TEACHING AND LEARNING COMMITTEE Report

April 29, 2024

Summary:

a) Academic Misconduct

Discussion: The Motion approved by the Senate, on April 12, 2024: That the Teaching and Learning Committee obtain and analyze data from the Registrar's Office on cases of academic misconduct reported by the Faculty of Arts and Science, the Faculty of Education and Professional Studies, and the Graduate Studies and Research Office and prepare a report annually for the Senate. The report will summarize institutional data on the types of misconduct, penalties, and appeals and offer recommendations to support the effectiveness of the University's Academic Integrity Policy.

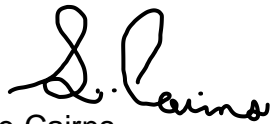
The Registrar's Office is in the process of a workflow update that will be launched in September 2024. This includes updating academic misconduct reporting categories to include a way of indicating whether a report is related to AI involvement.

b) Student Course Experience Survey (SCES)

Discussion:

Alison Schinkel-Ivy attended as a special guest to discuss the Student Course Experience Survey (SCES). Concerns were listed and itemized in a separate form and attached to the minutes of the April 29, 2024 meeting. Next steps include planning more options for faculty to demonstrate teaching effectiveness as a priority within the Teaching and Learning Committee.

Respectively Submitted,



Steve Cairns
Teaching and Learning Committee Chair

May 29, 2024

MOTION 1: That Senate Executive receive the Report of the Teaching and Learning Committee dated April 29, 2024.



Annual Report of the Teaching and Learning Committee of Senate
May 29, 2024

During the 2023-2024 Academic Year, the Teaching and Learning Committee (TLC) met on five occasions on the following dates: November 23, 2023, February 29, March 27, April 29, May 29, 2024.

<u>Members</u>	<u>Attendance</u>
Graydon Raymer (Dean of EPS)	5
Nancy Black (Executive Director, Library Services)	3
Steven Cairns (EPS Senator)	5
Louela Manankil-Rankin (EPS non-Senator)	4
Sal Renshaw (A&S Senator)	3
Rob Breton (A&S non-Senator)	5
Rick Vanderlee (EPS Senator)	4
Trevor Smith (A&S Senator)	2
Harikesh Panchal (NUSU A&S Undergraduate student rep)	0
Samuel Greco (NUSU EPS Undergraduate student rep)	3
Tyandra Miller (NUSU EPS Undergraduate student rep)	1

Some of the substantive items completed or discussed by the TLC in the 2023-2024 Academic year included the following:

1. The Dean of Education and Professional Studies supported this period of transition within the Teaching and Learning Committee from the Dean of Teaching to the hiring process of a Director of Teaching and Learning.

2. Student Course Experience Survey (SCES) has been piloted during the winter term. Ongoing discussion have included concerns for:

- How the SCES will be used in career procedures such as advancement and professional development. How would a Dean use the information and what use do the results serve the institution?
- Changes to the SOS anchors/descriptors for the Likert scales which are now based on frequency, how often a thing was present in a course, rather than about the quality of the student experience.
- The electronic administration of the survey enables access to students who have not participated in the course or withdrew from a course. This may lower the overall response rate.
- Review the timing of the SCES tailored question request. Enable the option to add questions before the course starts.

Further considerations for review at the end of this initial SCES pilot: We want to meet the needs of the collective agreement and provide students with a voice. Look at other student experience indicators in accreditation bodies and ICAP.

3. Moving forward on the Joint Committee on the Assessment of Teaching and Learning (JCATL) Report: Recommendations 10 (toolkit) and 11 (better communications and limitations). An opportunity for the new Director of Teaching and Learning to focus on the implementation of recommendations 10 and 11 through the Teaching Hub.

4. Discussion of the Academic Integrity policy lead to the approval of a motion by the Senate on April 12, 2024:

That the Teaching and Learning Committee obtain and analyze data from the Registrar's Office on cases of academic misconduct reported by the Faculty of Arts and Science, the Faculty of Education and Professional Studies, and the Graduate Studies and Research Office and prepare a report annually for the Senate. The report will summarize institutional data on the types of misconduct, penalties, and appeals and offer recommendations to support the effectiveness of the University's Academic Integrity Policy.

The process of reporting instances of academic misconduct through the Registrar's Office is being updated for September 2024. Categories include:

- plagiarism, including self-plagiarism
- clinical clearance
- cheating
- contract cheating
- misrepresentation of personal identity or performance
- submission of false information
- contributing to academic misconduct
- damaging, tampering or interfering with the scholarly environment
- unauthorized use of intellectual property
- misconduct in re-graded/re-submitted work
- research misconduct

Each category will include an indication if AI was involved.

5. Further discussion of options for hybrid teaching of students participating in-class and online is ongoing.

6. Dr. Kari Rasmussen is the successful candidate for the Director, Teaching and Learning position and will begin this position in the Teaching Hub on July 8, 2024.

7. The Northern Interprofessional Education Collaborative (NIEC) was introduced to the Teaching and Learning Committee as an opportunity to host a hybrid conference at Nipissing University in the fall of 2024.

Respectfully submitted,



S. Cairns
Chair, Teaching and Learning Committee

MOTION 1: That Senate Executive receive the Annual Report of the Teaching and Learning Committee dated May 29, 2024.