

**Nipissing University**

**Minutes of the Academic Senate Meeting**

**June 14, 2024**

**10:30 a.m. Room F210 & Zoom Videoconference**

**Members Present:**

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

L. Chen, R. Davis, R. Gendron, G. Phillips (Deputy Speaker), S. Renshaw, T. Smith, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

A. Adler, S. Cairns, K. Ferguson, C. Greco, D. Hay, T. Horton, T. McParland, P. Millar, J. Muterera, A. Schinkel-Ivy, R. Vanderlee, V. Williams

C. Irwin

F. Couchie, S. Fiddler

R. Hehn

**Absent With Regrets:**

C. Sutton, H. Earl, A. Hatef, G. McCann, J. Murton, S. O'Hagan, S. Srigley, N. Stevens, D. Tabachnick, R. Vernescu, O. Pokorny, L. Sinclair, C. Ricci, T. Sibbald, M. Sullivan, J. Thornborrow, H. Panchal, M. DeVuono, T. Miller, P. English, E. Bonneau

The Deputy Senate Speaker offered a personal Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of: June 14, 2024**

Motion 1: Moved by N. Black, seconded by R. Hehn that the agenda of the Senate meeting of June 14, 2024 be approved.

Motion 2: Moved by A. Graff, seconded by N. Black that the agenda of the Senate meeting of June 14, 2024 be adopted with an amendment to add a motion to receive the Report of the Academic Quality Assurance and Planning Committee dated June 10, 2024.  
CARRIED

Motion 3: Moved by S. Winters, seconded by R. Gendron that the agenda of the Senate meeting of June 14, 2024 be adopted with an amendment that the information included in the Report of the Academic Curriculum Committee dated May 22, 2024, regarding the INDG 3206 Moose Studies preliminary outline and assignment breakdown be redacted.  
CARRIED

Rationale: A decision has not yet been made as to whether it is academically necessary and appropriate to include sample syllabi in proposals and new course documentation to Senate. A request was made at the January 12, 2024 Senate meeting that ACC and ARCC discuss this matter further and a rationale and recommendation on this practice be provided to Senate.

The Provost reported that the inclusion of course syllabi in the Senate agenda was discussed at both ACC and AQAPC. She advised that this is not a course syllabus, it is a broad description and it is not the final structure. The implications and the nature of the activities and assignments that could be imagined in this course could be different year over year which is why the description and not the syllabus was included. Given Senate's responsibilities for academic oversight, Senate must deliberate on syllabi as presented by units when proposing new courses or programs.

20 votes in favour, 11 against - motion to amend the agenda has carried.

### **Adoption of the Minutes of the Senate Meeting of: May 10, 2024**

Motion 4: Moved by R. Wenghofer, seconded by R. Gendron that the minutes of the Senate meeting of May 10, 2024 be adopted.  
CARRIED

### **Reports From Other Bodies**

The President provided a report. The report is included in the minutes.

The Provost and Vice-President Academic provided an oral report. She congratulated everyone that participated in the convocation ceremonies, noting that students appreciated celebrating their graduation with the faculty in attendance.

She was pleased to acknowledge Senators' Sullivan and Williams on their recent RDS Grant, "A Realist Evaluation of Rare Dementia Support" from the Canadian Institutes of Health Research (CIHR) and the Institute of Aging. The research they are leading through their multi-national team is to be commended.

The PVPA acknowledged her appreciation of the work of Senators who served on the various search committees this past year. Results will be announced after the Board reviews the recommendations of the committees. Recommendations for the AVPRIGS, Associate Dean of Graduate Studies, and the Dean of Arts and Science have been forwarded to the Board for consideration.

The PVPA advised that the draft Academic and Operational Plan was presented to AQAPC and that the comments and feedback received will be considered as we move to the final stages of the plan. The PVPA and the Interim VP Finance and Administration will provide an update to Senate.

The PVPA announced that the Manager of Quality Assurance and Program Innovation will be announced later today. They will be start on July 2. The Manager will work closely with all program areas on innovation and provide faculty with the support they need.

The PVPA advised that, given the changes to the protocols for recruitment of international students announced in the Winter 2024, the University will not meet its targets for international student recruitment for the fall, but she is hopeful that targets for the winter term will be met. The

processes implemented at all universities across the country have created challenges issuing PALS to ensure that students are able to commit in the timelines attached to the new process. There could be a potential impact to the University's financial position and we are working with the Registrar's Office to ensure that all students are prepared for the fall and have the support of the institution.

The Council of Ontario Universities Academic Colleague provided a report. The report is included in the minutes.

The report of the March 27, 2024 Joint Committee of the Board and Senate on Governance is included in the minutes.

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

### **Question Period**

In response to a question as to when a review/audit of the travel approval, Centre Suite expense report, and Romeo research administration platform processes might occur, the PVPA reported that the draft Academic and Operational Plan identifies that procedural integrity is one of the must haves as a guiding principle moving forward to identify inefficiencies in both academic and administrative processes, and that a review is planned.

Following a question from the COU Academic Colleague's report regarding the University's plans for research security, the AVPRIGS advised that since NU's RSF (Research Support Fund) is below \$2M annually, we were ineligible to apply for additional RSF funds to support research security. As a result, we have not hired dedicated staff related to research security. NU is a member of the Team Canada community of practice and individuals from the AVPRIGS' office attend those monthly meetings and receive communications to ensure we are up to date on policies and practices. We are carefully considering what the new and emerging research security policies might mean for research and funding applications and are taking a cautious approach as academic freedom is vital. At this time, we are focused on ensuring NU is compliant with federal and provincial research security policies and are not aiming to implement a broad-based NU specific policy. We are focused on connecting with faculty and having conversations to understand concerns and address questions. In follow up to a question as to what the process will look like as it relates to Social Sciences and Humanities research, the AVPRIGS advised that the new STRAC policy is focused on sensitive technology areas and applies to all Tri-Agency research, regardless of discipline. The Research Security Centre offers Safeguarding Science webinars and hosted a Research Security workshop on campus as part of the Research Rendezvous series. Information about the workshops has been included in the Research Newsletter. She encouraged faculty to attend the webinars and to reach out to her office with any questions.

In response to a question regarding how and when the Nipissing University Indigenous Council on Education (NUICE) and the development of the Indigenous Reconciliation Action Plan by June 30, 2025, will be addressed in the Academic and Operational Plan, the PVPA reported that an academically focused Indigenous Reconciliation Plan independent of APOP is a must have, but there are some fundamental things that need to happen first before we can begin to articulate actions as measurable KPI's. A lot of activity is happening at the individual or unit level, but the connection between institutional values, priorities, investment, support and structure is missing. APOP has identified a commitment to spend the next year defining reconciliation in respect to this institution targeted to the academic portfolio. She is proposing that we have an academically focused Indigenous Reconciliation Committee internal and

external to the institution, that would include allies and members of the community, Temagami, Dokis, Nipissing First Nation, and potentially with communities across Turtle Island. APOP is not a static document. Every year the KPI's will be measured, and we will have entry points back into APOP.

Concerns were expressed regarding the Equity Action Planning Taskforce (EAPT) Request for Proposals (RFP). In response to a concern that a budget had not been included in the RFP, the President and Co-Chair of the EAPT advised that this was not intentional and that it would be rectified in the process. He noted that a budget is not always included in the RFP process as this is one of the ranking considerations for the proponents. How a proponent proposes to spend the awarded contract is one of the judgements that the committee makes when selecting the proponent and the relative value of the work. In some cases, a range of budget can be provided, but we are not yet in the stage where proponents can ask questions. We must be careful about the legal ramifications of sharing information as we are bound by the procurement processes.

Important issues regarding the EAPT such as communication, accessibility, process and transparency were also discussed. It was noted that the EAPT is a broader committee of the entire campus and is responsible to the Office of the President and the Board of Governors. The EAPT operated for one-year on a consensus basis much the same as other University committees. Not all members may agree with the decisions made by the Task Force, but they were made by consensus.

The Task Force launched a webpage to provide updates on timelines and next steps: [www.nipissingu.ca/ca/EAPT](http://www.nipissingu.ca/ca/EAPT). It was suggested that questions regarding process be sent to: [eapt@nipissingu.ca](mailto:eapt@nipissingu.ca)

## **Reports of Standing Committees and Faculty or University Councils**

### **Senate Executive Committee**

Motion 5: Moved by K. Wamsley, seconded by A. Graff that the Report of the Senate Executive Committee dated June 6, 2024 be received.  
CARRIED

Motion 6: Moved by K. Wamsley, seconded by A. Graff that the Annual Report of the Senate Executive Committee dated June 6, 2024 be received.  
CARRIED

### **Academic Appeals and Petitions Committee**

Motion 7: Moved by D. Iafrate, seconded by A. Graff that the Annual Report of the Academic Appeals and Petitions Committee dated May 22, 2024 be received.  
CARRIED

### **Academic Awards Committee**

Motion 8: Moved by D. Iafrate, seconded by A. Graff that the Annual Report of the Academic Awards Committee dated May 22, 2024 be received.  
CARRIED

**Academic Curriculum Committee**

Motion 9: Moved by A. Graff, seconded by T. McParland that the Report of the Academic Curriculum Committee dated May 22, 2024 be received.  
CARRIED

**Faculty of Arts and Science**

**Indigenous Studies**

Motion 10: Moved by D. Walters, seconded by S. Winters that Senate approve the creation of INDG 3206 Moose Studies and that it be added to the academic calendar as outlined below.  
CARRIED

***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."

<p>Outline the department's plan for offering this course.</p> <p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>This course will run in Fall 2025, and then every other year most likely</p>
<p>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.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: <u>   </u> 3 hours lecture/seminar weekly; 36 hours total _____</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical: _____</p> <p>Independent Study: _____</p> <p>Lecture: _____</p> <p>Lab: _____</p> <p>Practical: _____</p> <p>Seminar : _____</p> <p>Tutorial: _____</p> <p>Service Learning: _____</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>
<p><u>Program Implications:</u></p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p><a href="#"><u>This will be an extra 3000-level offering, not a required course</u></a></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</p> <p>If yes, include rationale:</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#"><u>Quality Assurance website</u></a>.</p>	<p>Students who successfully complete this course will:</p> <p>Enter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Explain the connection between animals and Anishinaabe ways of being</li> <li>• Explore the significance of hoofed clan members in contemporary storytelling and Anishinaabe culture</li> <li>• Compare Western and Indigenous methods of moose management and monitoring</li> <li>• Interpret traditional storytelling related to treaties with the Hoof clan</li> <li>• Discuss harvesting best practises and protocols in multiple Indigenous communities</li> <li>• Present a limited environmental scan that accounts for moose population and health</li> </ul>

	<ul style="list-style-type: none"> <li>Gain some of the practical skills and knowledge required for the effective harvesting and management of moose within the Indigenous context.</li> </ul>
<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>
<p>How will this course contribute to the program level outcomes?</p>	<p>An additional 3000-level course on land education provides more diverse course options for those students looking to complete their degree in Indigenous Studies.</p>
<p>Who amongst your current faculty has the competencies to teach this course?</p>	<p>Tyson Stewart</p>
<p>How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?</p>	<p>It introduces students to Indigenous hunting and harvesting practices in this region. It explores the importance of animals in Indigenous culture.</p>
<p>How will you communicate this new offering to students?</p>	<p>Social media/OII/word of mouth</p>

**\*Redacted as per Motion 3.**

[Redacted content]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]



## **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 11: Moved by G. Raymer, seconded by A. Graff 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.

CARRIED

### **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 12: Moved by G. Raymer, seconded by L. Chen that Senate approve the modification of the admission requirements for the Teacher of Indigenous Language as a Second Language (TILSL) program.  
CARRIED

### **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 13: Moved A. Graff, seconded by L. Chen that the Annual Report of the Academic Curriculum Committee dated May 27, 2024 be received.  
CARRIED

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

Motion 14: Moved by A. Graff, seconded by L. Chen that the Report of the Academic Quality Assurance and Planning Committee dated May 24, 2024 be received.  
CARRIED

- Motion 15: Moved by A. Graff, seconded by R. Wenghofer that Senate receive the attached Ancient Studies IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.  
CARRIED
- Motion 16: Moved by A. Graff, seconded by N. Black that Senate receive the recommendation from the AQAPC that the Specialization and Honours Specialization Degree Options be removed from the Religions and Cultures Program.  
CARRIED
- Motion 17: Moved by A. Graff, seconded by L. Chen 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.  
*A request was made that Motion 17 be amended to include: subject to approval of the Board of Governors. This request was approved by the mover and the seconder (see below in bold):*
- Motion 18: Moved by R. Hehn, seconded by N. Black that Senate amend the above motion to include 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, **subject to approval of the Board of Governors.**  
CARRIED
- Motion 19: Moved by A. Graff, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated June 10, 2024 be received.  
CARRIED

The Provost and Vice-President, Academic and Research, and the Interim Vice-President, Finance and Administration, spoke to the preliminary draft of the Academic and Operational Plan (APOP) included with the June 10, 2024 AQAPC report. A formal copy of the APOP will be presented to Senate with further opportunities for discussion. The Draft APOP is included in the minutes.

### **By-laws and Elections Committee**

- Motion 20: Moved by A. Graff, seconded by V. Williams that the Annual Report of the By-laws and Elections Committee dated May 31, 2024 be received.  
CARRIED

### **Graduate Studies Committee**

- Motion 21: Moved by B. Law, seconded by A. Graff that the Annual Report of the Graduate Studies Committee dated May 24, 2024 be received.  
CARRIED

### **Honorary Degrees Committee**

- Motion 22: Moved by K. Wamsley, seconded by T. Smith that the Annual Report of the Honorary Degrees Committee dated May 16, 2024 be received.  
CARRIED

**Joint Committee of the Board and Senate on Governance**

Motion 23: Moved by K. Wamsley, seconded by V. Williams that the Report of the Joint Committee of the Board and Senate on Governance Committee dated March 27, 2024 be received.  
CARRIED

Motion 24: Moved by K. Wamsley, seconded by A. Graff that the Annual Report of the Joint Committee of the Board and Senate on Governance dated May 16, 2024 be received.  
CARRIED

**Senate Research Committee**

Motion 25: Moved by B. Law, seconded by N. Black that the Annual Report of the Research Committee dated May 24, 2024 be received.  
CARRIED

**Senate Budget Advisory Committee**

Motion 26: Moved by R. Wenghofer, seconded by R. Gendron that the Report of the Senate Budget Advisory Committee dated May 2, 2024 be received.  
CARRIED

Motion 27: Moved by R. Wenghofer, seconded by S. Winters that the Report of the Senate Budget Advisory Committee dated May 27, 2024 be received.  
CARRIED

Motion 28: Moved by R. Wenghofer, seconded by D. Hay that the Annual Report of the Senate Budget Advisory Committee dated May 29, 2024 be received.  
CARRIED

**Teaching and Learning Committee**

Motion 29: Moved by S. Cairns, seconded by N. Black that the Report of the Teaching and Learning Committee dated April 29, 2024 be received.  
CARRIED

Motion 30: Moved by S. Cairns, seconded by N. Black that the Annual Report of the Teaching and Learning Committee dated May 10, 2024 be received.  
CARRIED

**Amendment of By-laws**

Motion 31: Moved by A. Graff, seconded by L. Chen that Senate approve that the Senate By-laws be amended as outlined below:  
CARRIED

- 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.  
**ACCLAIMED: S. Winters**
- 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.  
**ACCLAIMED: C. Greco**

### **New Business**

The Deans and the AVPRIGS read out the 2024 graduands by faculty and degree and congratulated the students and faculty on their achievements.

Motion 32: Moved by S. Winters, seconded by R. Gendron that Senate move in camera.  
CARRIED

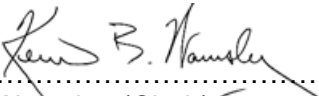
Motion 33: Moved by A. Graff, seconded by S. Winters that Senate move out of camera.  
CARRIED

### **Announcements**

The President reminded of the BBQ to be held on Friday, June 21, 2024.

### **Adjournment**

Senate was adjourned at 12:35 p.m.

  
.....  
K. Wamsley (Chair)

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

## President's Senate Report

14 June 2024

Good morning Senators. We are just finishing a terrific week for Nipissing University, the most important week, with Convocation ceremonies concluded. Thanks to all of you who attended, participated, volunteered. A big shout out and thank you to all of our many volunteers and our convocation committee for its months of work organizing these events. This week we welcomed Vicky Paine-Mantha, Corina Moore, Jeremy Dutcher, Rob Shaw, and Jody Wilson-Raybould as the 2024 honorary doctorate recipients. And on Wednesday, honorary doc and music superstar Jeremy Dutcher gave a private concert to the Nipissing and surrounding Indigenous communities.

In addition to that, we hosted our inaugural fundraising dinner last night, to create an endowment for the Student Support Fund. Since the end of September, we have raised a total of \$606,000 including last night's Evening at Nipissing event, through ticket sales and the silent auction. I want to thank Cabinet members Al McDonald, Gord Durnan, Joanne Wallace, John D'Agostino, Tom Curry, Tom Hedican, Vicky Payne-Mantha, and Marianne Berube for their months of making calls and asking everyone to give generously to our Student Support Fund. I also thank Patricia in the President's office for coordinating, and Andrea Parolin and Steven Smits for all of their professional work in keeping donations organized and policies followed. Our gratitude to Paul Cook the Co-chair of the Cabinet. Paul completed his 8<sup>th</sup> year of convocations yesterday and, on behalf of Senate I want to thank Paul for his service to Nipissing University. I want to thank our entire crew led by Abby who worked to make the evening at Nipissing University successful, right in the middle of convocation.

The RFP for the Equity Audit has been posted since May 31 and our website is now live. On the website you will find a record of the work that the Task Force has been completing. The Task Force will be selecting the proponent to complete the Equity Audit over the summer months, with a projected start for the audit in early fall.

Many thanks to the folks who attended our announcement of the outdoor classroom to be constructed in the forest adjacent to the Student Centre. We have been fortunate to find a donor, we have received a generous gift from the Nipissing University Alumni Advisory Board, we too are investing money in the project, and we have full matching grant funds for a total of \$1 million to construct this new teaching and event facility. As soon as the paperwork and insurance are complete for the project, we will be having an external announcement. In the short term, please pay attention to announcements about consultations that will be held for those interested in discussing the project, in addition to consultations with the Indigenous community both on and off campus.

We have received notification for our funding for 2024-25. As you may know, we have received an additional \$1.6 million in one-time Northern Grant funding; we have received approximately \$800,000 in operational funding for 2024-25, and we have received funding as a medium risk institution of approximately \$2.0 million, so as hoped, the Provincial government has responded positively to our many months of advocacy and communications.

## **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.

## **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.



## **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](mailto:vpadvocacy@nusu.com) and [events@nusu.com](mailto:events@nusu.com) and will close on June 27th. For more information please see [@nusutalks](https://www.instagram.com/nusutalks) instagram or email [vpadvocacy@nusu.com](mailto: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](https://www.instagram.com/nusutalks) instagram or email [vpadvocacy@nusu.com](mailto:vpadvocacy@nusu.com)