



## Meeting Book - November Academic Senate Meeting

### Senate Agenda

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- |  |               |                |
|--|---------------|----------------|
| 1. Acknowledgement of the Traditional Territory  |               | Senate Speaker |
| <i>As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robison-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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.</i> |               |                |
| <hr/>  |               |                |
| 2. Approval of the Agenda  | <b>Motion</b> | Senate Speaker |
| <i>That the agenda of the November 8, 2024, Senate meeting be approved.</i>  |               |                |
| <hr/>  |               |                |
| 3. Adoption of Minutes   | <b>Motion</b> | Senate Speaker |
| <i>That the minutes of the Senate meeting of October 11, 2024, be adopted.</i>   |               |                |
| i. October 11, 2024 Draft Senate Minutes and Reports.pdf   |               |                |
| <hr/>  |               |                |
| 4. Business Arising from the Minutes   |               |                |
| <hr/>  |               |                |
| 5. Reading and Disposing of Communications   |               |                |
| <hr/>  |               |                |
| 6. Reports from Other Bodies   |               |                |
| i. President   |               |                |
| ii. Provost & Vice-President Academic  |               |                |
| iii. Vice-President Finance and Administration   |               |                |
| iv. Board of Governors   |               |                |
| a. Board Report to Senate - November 2024.pdf  |               |                |
| v. Alumni Advisory Board   |               |                |
| vi. Council of Ontario Universities (Academic Colleague)   |               |                |
| a. COU Report 25Oct24.pdf  |               |                |
| vii. Joint Committee of the Board and Senate on Governance   |               |                |
| viii. Nipissing University Student Union (NUSU)  |               |                |
| a. NUSU Academic Senate Report - November 2024.pdf   |               |                |
| ix. Other  |               |                |
| <hr/>  |               |                |
| 7. Question Period   |               |                |
| <hr/>  |               |                |
| 8. Reports of Standing Committees and Faculty Councils   |               |                |
| i. Senate Executive Committee  |               |                |
| <i>That the report of the Senate Executive Committee dated October 31, 2024, be received.</i>  |               |                |
| a. Senate Exec Report October 31, 2024.pdf   |               |                |

ii. Academic Curriculum Committee

*That the Report of the Academic Curriculum Committee dated October 1, 2024, be received.*

Motion

a. ACC REPORT - October 1, 2024.pdf

iii. Academic Quality Assurance and Planning Committee (AQAPC)

*That the Report of the Academic Quality Assurance and Planning Committee dated October 18, 2024, be received.*

Motion

a. Quality Assurance Audit

*That Senate receive the Quality Assurance Audit - Institutional Self-Study for submission to the Quality Council for information.*

Motion

AQAPC Senate Report & Attachments October 18, 2024.pdf

b. Mathematics IQAP

*That Senate receive the Mathematics IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.*

Motion

iv. Senate Budget Advisory Committee

*That the Report of the Senate Budget Advisory Committee dated October 7, 2024, be received.*

Motion

*That the Report of the Senate Budget Advisory Committee dates October 28, 2024, be received.*

a. SBAC Oct 7&28 Reports and Work Plan.pdf

v. Teaching and Learning Committee

*That the Report of the Teaching and Learning Committee dated September 24, 2024, be received.*

Motion

a. TLC Report to Senate 20240923.pdf

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9. Other Business

Senate Speaker

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10. Amendments of By-Laws

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11. Elections

*Elect one (1) faculty Senate representative to serve on the Board of Governors for a three-year term effective immediately to June 30, 2027.*

i. Search Committee: Dean of Education and Professional Studies  
*Elect one (1) tenured faculty member from a faculty other than the one for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Education and Professional Studies.*

AND

*Elect three (3) tenured faculty members from the faculty for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Education and Professional Studies.*

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12. New Business

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13. Announcements

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14. Adjournment

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**October 11, 2024**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

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

J. Abbott, R. Gendron, A. Hatef, S. Kariuki, S. Renshaw, K. Srigley, N. Stevens, H. Texiera, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

A. Adler, J. Allison, C. Anyinam, S. Cairns, K. Ferguson, C. Greco, D. Hay, T. Horton, T. McParland, P. Millar, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams

C. Irwin, O. Pokorny

R. Veli

R. Hehn

H. Panchal, T. Miller, B. Brown, D. Cassanto

**Absent With Regrets:**

L. Chen, G. McCann, G. Phillips, T. Smith, T. Stewart, D. Tabachnick, L. Sinclair, F. Couchie, M. DeVuono, P. English, E. Bonneau

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** October 11, 2024

Motion 1: Moved by N. Black, seconded by H. Panchal that the agenda of the Senate meeting of October 11, 2024 be approved with an amendment that Senator Wamsley will provide an oral report from the Joint Committee of the Board and Senate on Governance.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** September 13, 2024

Motion 2: Moved by K. Srigley, seconded by R. Wenghofer that the minutes of the Senate meeting of September 13, 2024 be adopted.  
CARRIED

## **Reports From Other Bodies**

The President's report, appended to the minutes, highlighted a recent meeting with the new Minister of Colleges and Universities, Nolan Quinn, and upcoming discussions with Deputy Minister Wai about Canadore College's three-year degree programs, including Bachelor of Commerce and Computer Science. He will also meet with the Minister's office to discuss the SMA4.

The President also thanked the students, staff, faculty, and administrators who represented the University so well at the Ontario Universities Fair.

The Provost and Vice-President Academic provided an oral report. She was pleased to share that our colleague, Anna Przednowek, Assistant Professor in the School of Social Work, was awarded the Nipissing Violence Against Woman Coordinating Committee Dedication Award.

The Provost also expressed her appreciation to the students, staff, faculty, and administrators that attended the Ontario Universities Fair, highlighting it as a great opportunity to showcase our programs and connect with students and their families.

Following President's mention of the SMA4, the Provost reported that negotiations are underway. A key priority is to highlight the University's STEM contributions. Faculty may have already been contacted by their Deans regarding this, and she looks forward to further discussions on positioning the University's STEM programs for successful negotiations, emphasizing the need to maximize our competitive advantage in these areas.

The Provost thanked Senators who participated in the Joint Board and Senate Retreat. Cheryl Foy, President, Strategic Governance Consulting Services, provided a presentation, "A Sustainable Future for Nipissing – How Good Governance Will Make a Difference" that spoke to the interesting and theoretically compelling challenges of academic governance and Senate's role in maintaining accountability in its system of bicameral shared governance. She looks forward to working with Ms. Foy on the academic governance review to ensure our Senate is one of the most efficient and effective Senate's in the province.

The Alumni Advisory Board provided a report. The report is attached to the minutes.

The President provided an oral report from the Joint Committee of the Board and Senate on Governance, updating Senate on events since the last meeting regarding the motion passed compelling Senate to withdraw from the process if no new policy was established. A meeting was held with the Provost and Senator Tabachnick, where they agreed on the need for a Board policy to provide clarity on program pause and retooling, as well as the importance defining the role of Senate for long term stability in the decision-making process.

The Speaker advised that the motion regarding the Joint Committee reference passed at the September 13, 2024 Senate would be discussed further under Other Business.

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

## **Question Period**

In follow up to questions as to whether a process had been put in place to reopen the Equity Centre and if faculty will be involved, the Provost advised that Lindsay Sullivan, Student Experience Coordinator, Access and Inclusion Support, is working on a formalized process to

rebuild trust and is developing an agenda of activities to ensure that we are meeting the goals set with respect to access and inclusion of the Equity Centre.

Following a request for an update on the levey students paid to support the Equity Centre and for an itemized list of how student fees are used, the VP, Finance and Administration confirmed that ancillary fees are collected to fund ongoing activities, with details available on the website. She also noted that these fees are approved by the Compulsory Ancillary Fees Committee, which includes NUSU members and University representatives.

Concerns were raised about the IQAP for Indigenous Studies, specifically how Anishinaabek ontologies align with the new university-level student outcomes. There are many Anishinaabek nations with varying cultures and languages. A request was made for further discussion, and the following motion was proposed:

Motion 3: Moved by N. Stevens, seconded by S. Winters that the new curriculum mapping process, including the University level student outcomes, **for Anishinaabek ontologies only**, be suspended until Senate has an opportunity to discuss and amend, if necessary, and approve new learning outcomes.  
CARRIED

The Provost expressed concern over Senate's previous approval of the APOP document, suggesting it would be highly disruptive to change decisions from one meeting to the next. She proposed suspending discussions on Anishinaabek ontologies until the ad hoc Indigenous Working Group can meet and recommended amending the motion to apply only to Anishinaabek ontologies.

Following a request for further information regarding the Governance Review, the Provost advised that Cheryl Foy was contracted to review our governance practices to ensure that we are meeting our obligation with a focus on shared governance, the Act, and the By-laws of Senate, so we can respond to the Ministry regarding our activities.

The VP Finance and Administration also added that the Ministry has allocated up to \$500K from an Efficiency and Accountability Fund for a number of Ontario universities to hire a third party to review various areas and provide recommendations that would assist with financial sustainability. We are in the process of finalizing our third-party review plan, and further information will be provided.

It was noted that Cheryl Foy's presentation mentioned the role of paid faculty association members as Senators and their ability to separate fiduciary responsibilities from institutional interests. A brief discussion ensued on the overlap between the bicameral system and faculty associations, as well as whether program members can detach themselves from their program when making academic decisions, including Senators and Board members.

In follow up to a question regarding the level of research done prior to Cheryl Foy's participation in the Governance Review, the Provost advised that Ms. Foy's book, *An Introduction to University Governance in Canada* is the premier resource and thought leader with respect to governance and procedural integrity. She has worked in governance for 20 years, has been counsel for both union and management, and holds an Honours Bachelor of Arts degree in Political Studies and a Bachelor of Laws (though she no longer practices law).

In response to a question regarding the implementation of the principles and what they will look like on our campus, the Provost advised that the governance review is a high-level review of

process and policy; we will have a better idea on the implications of that review on actions once the report is received. It is anticipated that the report will be disseminated to Senate and the Board.

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

#### **Senate Executive Committee**

Motion 4: Moved by K. Wamsley, seconded by M. Sullivan that the Report of the Senate Executive Committee dated October 3, 2024 be received.  
CARRIED

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

Motion 5: Moved by A. Graff, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated September 27, 2024 be received.  
CARRIED

Motion 6: Moved by A. Graff, seconded by A. Weeks that Senate receive the attached Psychology IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.  
CARRIED

Motion 7: Moved by A. Graff, seconded by N. Black that Senate receive the AQAPC Work Plan for information.  
CARRIED

#### **Other Business**

In follow up to the President's oral report regarding the motion from the September 13, 2024 Senate meeting compelling Senate to withdraw its reference to the Joint Committee if a new policy was not provided, the question was raised as to whether a proposal for a new policy on the suspension of enrolments would be presented at today's Senate meeting. The President stated that the Board could not meet and prepare a policy in such a short timeline, but a proposal clarifying the jurisdictions of both the Board and Senate will be presented to the Joint Committee. He encouraged Senate to continue participating in the process.

On behalf of the Board of Governors, Marianne Berube, member of the Board, past Board Chair, and member of the Joint Committee, expressed disappointment that Senate is considering withdrawing their participation in this process. She advised that the Board has been very satisfied with the relationship of the Board and Senate and recognizes the importance of the bicameral model and working together in response to the requirements of the Treasury Board and the Auditor General to be more accountable.

In response to a question as to whether enrolment suspension will continue until the suspension policy is finalized, the Provost stated that the Senate's suspension protocol is already in place and the aim is to formalize a Board policy that aligns with the existing Board financial sustainability policy.

It was noted that the Nipissing University Act outlines that governance of the academic affairs of the University are the matter of the Academic Senate which includes program structure. The dispute is to where the authority for suspension of enrolment lies. The Joint Committee has

heard some Senators argue that a suspension of enrolment is an example of academic decision making. The contrary view is that suspension of enrolment is an example of administrative and business decision and is a Board responsibility not a Senate responsibility. If there is an insufficient number of students for a program, under the current procedures, enrolment can be suspended for two years, after which the decision can be reviewed, potentially involving academic changes to the program that must go through Senate. Senate's role in academic decision-making is not being diminished. The process includes all affected faculty members and the Dean responsible for the decision. While she understands Senate's concerns, her priority is to ensure we have the resources to deliver programs without students needing waivers or LOA's due to staffing issues. It is a matter of jurisdiction, responsibility, and accountability with Senate holding significant accountability in our bicameral system.

The President emphasized that Senate oversees the academic mission and that AQAPC is tasked with addressing academic quality on Senate's behalf. AQAPC ensures program quality and alerts us if a program is at risk. We must prioritize academic quality, efficiency, and sustainability. He urged Senators to keep engaging with the Joint Committee on this issue.

In response to a request for clarification of the timeline that the policy of enrolment and suspension will be created, the President advised that the Board would endeavour to create the policy and bring the proposal to the Joint Committee before the November or December Senate meetings.

Motion 8: Moved by A. Graff, seconded by R. Hehn that the standing Motion from the September 13, 2024 Senate meeting regarding the withdrawal of the referral to the Joint Committee of the Board and Senate on Governance be withdrawn in order that the Joint Committee can continue to meet to work to resolution.  
OPPOSED - 1  
CARRIED

New degree proposals have normally gone through ARCC, Stage 1 and 2 approval, Senate, external review and the government, but it has come to light that even though they have gone through these stages they now have to go through the Board of Governors. Can programs only go ahead with Board approval, and what is the rationale behind this change of policy?

The Provost advised that this is not a new policy, the Nipissing Act assigns powers and privileges to each of the bicameral houses of the institution. The Board is responsible for financial matters. A new program represents a new set of financial responsibilities. New programs must be approved by the Board to demonstrate that there is a financial commitment to the program. We have discovered that one new program did not go to the Board and we will be correcting that procedural error by ensuring that it is presented to the Board for approval.

### **Elections**

- Elect one (1) faculty Senate representative to serve on the Board of Governors for a three-year (3) term effective July 1, 2024 to June 30, 2027. *No nominations were received. The election will be included in the November 8, 2024 Senate agenda.*

### **New Business**

Motion 9: Moved by D. Iafrate, seconded by A. Graff that Senate consider receipt of the Graduation Applicants dated September 27, 2024.  
CARRIED

Motion 10: Moved by D. Iafrate, seconded by A. Graff that Senate receive the Report of Graduation Applicants dated September 27, 2024.  
CARRIED

Motion 11: Moved by D. Iafrate, seconded by H. Panchal that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated September 27, 2024.  
CARRIED

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

**Announcements**

NUSU VP Advocacy and Awareness, Senator Miller, introduced and welcomed new NUSU student representatives, Emma Bonneau (A&S), Daniel Cassanto (EPS), and Brendan Brown (Graduate Studies).

Senator Iafrate reminded of the Fall Open House on Saturday, November 2, and thanked all those that participated in the Ontario Universities Fair.

**Adjournment**

Senate was adjourned at 4:00 p.m.

.....  
K. Wamsley (Chair)

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



## **President's Senate Report**

11 October 2024

Good afternoon fellow Senators. I have a brief report today with a couple of items. Yesterday I met in person with the new Minister of Colleges and Universities, Nolan Quinn. I had the pleasure of providing Minister Quinn with a brief history of Nipissing's challenges and successes. We talked about the unintended consequences of government funding models, our trajectory for some years, our recovery plans and successes, and of course the various audits that we have experienced. In the end, I believe the Minister Quinn understands our position and the necessity of continuing to improve our financial position and the role of government in supporting us. Next week, I will be meeting with Deputy Minister Wai to discuss Canadore College's three-year degree programs, the Bachelor of Commerce and Computer Science degrees. And we will also be meeting with the Minister's office to discuss SMA4.

I want to extend my gratitude to the large contingent of students, staff, faculty, and administrators who attended the Ontario Universities Fair in Toronto. Nipissing University was very well represented by this team of roughly 50 people, including our new Chancellor who spent more than three hours recruiting students to consider our university and to attend our Open House on November 2. As you can imagine, our Chancellor's presence created quite a stir and many photo opportunities. My thanks to our Recruitment team for organizing us and providing support.

I wish all of you a restful Thanksgiving weekend and to our students a restful Reading Week.



## **Nipissing University Alumni Advisory Board report to Academic Senate October 2024**

### **Welcome, Chancellor Russell**

Laurel Muldoon, President of the Nipissing University Alumni Advisory Board (NUAAB), was honoured to bring greetings on behalf of Nipissing University's alumni at the installation of Dr. Scott Russell as the University's 5th Chancellor. We wish him every success in his tenure and look forward to working with him to amplify and celebrate Nipissing University's impact nationwide.

### **2024 Alumni Award Winners**

Please join us in congratulating the Alumni Award winners for 2024! The alumni award winners include Dr. Joyce Helmer (Dr. James Jamieson Influential Alumni Award), Mabel Plourde-Doran (Distinguished Alumni Achievement Award), Nakissa (Keesa) Koomalsingh (Rising Star Alumni Award), Colin Vezina (Philanthropy Alumni Award), and Dr. Paul Cook (Honorary Alumni Award).

We are deeply proud that these 5 incredible individuals are Nipissing Alumni, and we are inspired by their dedication to their professions, communities, and the University.

### **Homecoming Weekend**

A big thank you to everyone who participated in Homecoming Weekend from September 20th – 22nd, 2024! We had 550 registered attendees, with many more choosing to attend free events of their choice. Additionally, we reached 60,515 people through digital advertisements and had 4,111 visitors to the Homecoming webpage leading up to the event.

This Homecoming weekend, we were able to engage in community activities to further enhance Nipissing University's presence. We were thrilled to participate in the Farmer's Market Fall Fair and a Downtown Gallery Hop! We also had banners installed along Main Street and new advertisements placed in Memorial Gardens in partnership with Nipissing University.

We look forward to welcoming alumni, students, staff, faculty, and community members to campus from September 19th – 21st, 2025!

### **Upcoming Alumni Survey**

Plans are underway to release an Alumni Survey to all of our contactable alumni. This will help us gather feedback on our events, affinity programs, and engagement offerings. We look forward to using this information to guide our future initiatives and develop strategies to strengthen alumni affinity with the University.

## **NUSU Academic Senate Report: October 2024**

### **Academic Week**

The first Academic Week occurred between September 23rd - September 27th. We would like to give a big thank you to the departments that were a part of our info booths and Amazing Academic Race. We appreciate the great work of the Nipissing University departments and services for coming together to put on some great events for students. The week included the following:

- Academic Week goodie bags
- Are You Smarter Than a NUSU Exec
- We Got Game (thank you to Dave and the WeGotGame corporation for hosting)
- Info Booths
- Bridge to Balance (Thank you Peer Support and the Library for the collaboration)
- Paint & Sip Night (Thank you to Marriane for putting on a great event for our students)
- Nature walk with our Director of Services Warren
- Tune Trivia
- Amazing Academic Race
- Academic Week Trivia (online scavenger hunt)

The next Academic Week will be in the Winter term, so stay tuned for that. If you have any questions, please contact [vpadvocacy@nusu.com](mailto:vpadvocacy@nusu.com)

### **Director/Senator Elections**

NUSU held their bi-annual Director-at-Large and Senator elections from September 24th to September 27th. Congratulations to our new Directors and Student Senators. To check out the results, head to <https://www.nusu.com/getinvolved/elections/>

### **Block Party**

On September 28th, NUSU held their second Block Party in Lot 1 on campus. There were different games, blow up games, rides, vendors, food, drinks and much more. NUSU enjoyed planning it, and the students enjoyed it. We look forward to planning another one next year!



## **NUSU Building**

- ***Booking space at the Student Centre***

All bookings must go through this [form](#) for internal events. If you have any questions about bookings, please email [bookings@nusu.com](mailto:bookings@nusu.com).

- ***Building Hours***

The NUSU Student Centre will be open from 8:30am to 8:30pm, Monday through Friday. At this time the building will be closed on weekends, other than for the nightclub events or booked events.

- ***NUSU Office Hours***

The NUSU Office will be open from 8:30am to 4:30pm, Monday through Friday.

- ***Reflection Gallery***

Students will again showcase their work at the art gallery this year. We had a wonderful exhibition provided by Kurt Clausen, and their opening reception was on September 20th, from 4:00pm-7:00pm. Our next reception will be for Olivia Fetterly, on October 25th, from 6:00pm-8:00pm. Thank you to Andrew Ackerman who will be supporting this throughout the year.

- ***Bay Bistro restaurant***

The Bay Bistro has reopened! The hours of operation are from 11:00am to 8:30pm, Monday to Friday, and 11:00am-10:00pm on Friday for pub night.

- ***On The Rocks nightclub***

The nightclub is open to everyone ages 19+. This is in collaboration with HouseParty, and is open every Saturday from 10:00pm-2:00am

## **Trivia**

NUSU hosts Trivia nights every Thursday night at 6:30 pm, in the OnTheRocks space and it is open to the community! Feel free to extend the invitation to all your friends, family, and peers. Come attend and showcase your competitive spirits! It's a great opportunity for staff, admin, and faculty to connect with the students!

## **Blue Jays**

On September 13th, 2024, NUSU went to Toronto for the annual University Night game, to watch the Blue Jays. This is an event for alumni and distance students at a discounted price. As well, NUSU was able to bring some undergrad students to the game. It was great to connect with distance and alumni students. Thank you to all the faculty that came out as well!



## Board of Governors Report to Senate – November 2024

### **Board of Governors Meeting September 26, 2024**

The Board of Governors met on Thursday, September 26, 2024, in the President's Boardroom (F303) and via Zoom remote conferencing.

The Draft Audited Financial Statements and Audit Findings report were presented for the year ended April 30, 2024. The Vice-President, Finance and Administration noted that KPMG has provided an unqualified and clean opinion of the financial statements and the Board of Governors accepted the recommendation of the Audit & Finance Committee to approve the Consolidated Audited Financial Statements as presented.

The President was pleased to announce a surplus in funds for the 2023-24 year-end of \$3.5 million.

The Board of Governors resolved to approve the Academic and Operational Plan as well as the President's Goals and Priorities for 2024-25.

The Board of Governors next meets on November 28, 2024, at 5:30 p.m.



## Council of Ontario Universities – Academic Colleague Report

**From:** Dominika Flood <dflood@cou.ca>

**Sent:** Friday, October 18, 2024 10:28:59 AM

**To:** ACAD COLLEAGUES - GRP <ACADCOLLEAGUES-GRP@cou.ca>

**Subject:** COU Statement: Impact of Federal Changes to International Student Study Permits

Colleagues,

COU posted a statement on the impact of the federal government changes to the international student study permits this morning. The statement includes the sector-wide financial impacts of the cap for this year and next year

and is available here: <https://ontariosuniversities.ca/news/cou-statement-impact-of-federal-changes-to-international-student-study-permits/>

You can find COU's social posts here:

- X: <https://x.com/OntUniv/status/1847261424264868128>
- LinkedIn: <https://www.linkedin.com/feed/update/urn:li:activity:7253027204865880066>
- Facebook: <https://www.facebook.com/share/p/soUJ2rivA8MQzUpm/>

Please feel free to share with your networks and on your own digital and social channels to help amplify the message.

COU has also shared the statement with select media contacts. You can find links to the Globe and Mail and Toronto Star articles below, which we will be amplifying on social:

- Globe and Mail: <https://www.theglobeandmail.com/canada/article-international-student-cap-cost-ontario-universities/>
- Toronto Star: [https://www.thestar.com/news/canada/drop-in-international-students-leads-ontario-universities-to-project-1b-loss-in-revenues-over-2/article\\_95778f40-8cd2-11ef-8b74-b7ff88d95563.html](https://www.thestar.com/news/canada/drop-in-international-students-leads-ontario-universities-to-project-1b-loss-in-revenues-over-2/article_95778f40-8cd2-11ef-8b74-b7ff88d95563.html)

Thank you and please contact me with any questions

Dom

**Dominika Flood** | Chief of Staff and Strategic Advisor

Council of Ontario Universities

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## **NUSU Academic Senate Report: November 2024**

### **Wellness Week**

The first Wellness Week is occurring between Nov 4th-Nov 8th. We have a goosechase that students can participate in. As well, we will have info booths again with different departments of the university. There are evening events throughout the week and during the day! Lookout for a review on how it went! If you ever have any questions regarding Wellness Week, please contact [vpadvocacy@nusu.com](mailto:vpadvocacy@nusu.com).

### **Diwali Dhamaal 2024**

This years' Diwali Dhamaal event will be held on Nov 8th starting at 6:00pm. We are grateful to continue this tradition for our third year. This event is a time to celebrate light over darkness with a ceremony, buffet, games, and open dance floor, and more. We hope it brings good wealth and positive energy to Nipissing University! We appreciate our distinguished guests and those that have helped plan this event!

### **Out of Town Event**

This year, NUSU had the pleasure of bringing a group of students to Toronto to celebrate Halloween by going to Canada's Wonderland for the Halloween Haunt! It was an amazing time, and we are glad to have this opportunity to bring these students!

### **Gallery Reception**

We are pleased to have two more student exhibitions this semester! Olivia Fetterly held her exhibition reception on October 25th. Ren Silverthorn will be holding their exhibition reception on Nov 22nd. We are pleased to see students expressing their artistic creativity!

# NIPISSING UNIVERSITY

## REPORT OF THE SENATE EXECUTIVE COMMITTEE

October 31, 2024

A meeting of the Senate Executive Committee took place in person and by Zoom conference on October 31, 2024.

The following members participated:

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

Regrets: B. Law, T. Miller

The purpose of the meeting was to set the agenda for the November 8, 2024 Senate meeting.

The President will update Senate on the Joint Committee on Governance in his oral report. Scheduling a meeting has been challenging due to conflicting schedules of Senators and Board members. A report will be presented at the December 13 Senate meeting.

In anticipation of a question from the floor at the upcoming Senate, members of the Executive Committee discussed Senate's motion to suspend the institutional learning outcome concerning Anishinaabek ontologies. In brief, the Institutional Learning Outcomes translate the Strategic Plan into 7 or 8 commitments that define the Nipissing graduate. In APOP, there is a commitment that a Provostial working group will be convened to develop an Indigenous Reconciliation Targeted Action Plan. The current institutional learning outcome regarding Anishinaabek ontologies is a reflection of current commitments, reflected in the land acknowledgement which articulates a special relationship between Nipissing University and the land upon which its community members live and work as well as the practice of learning from Elders. It is not the ceiling of commitment, rather it is a reflection of the broad consultation that occurred through APOP and the ongoing desire of the community to align with the TRC 94 calls to action. The Executive discussed the benefit of convening a Town Hall or all faculty meeting to discuss the institutional learning outcome.

The Report of the Academic Curriculum Committee (ACC) dated October 1, 2024 was provided to the Senate Executive for inclusion in the Senate agenda. The proposed ACC work plan was included in the ACC Report, but it was recognized that the ACC work plan is incomplete. The Provost reported that all Senate Standing Committee Work Plans will be received by the Senate Executive Committee before being forwarded to Senate, as under the By-laws Senate Executive Committee is responsible for the work flow of Senate business.

The Report of the Academic Quality Assurance and Planning Committee (AQAPC) dated October 18, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

Reports of the Senate Budget Advisory Committee dated October 7 & 28, 2024 were provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Teaching and Learning Committee dated September 23, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The following elections will be included in the Senate agenda:

- One (1) faculty Senate representative to serve on the Board of Governors for a three-year (3) term which ends June 30, 2027.
- Elect one (1) tenured faculty member from a faculty other than the one for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Education and Professional Studies.

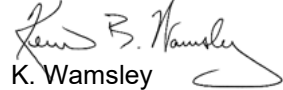


- Elect three (3) tenured faculty members from the faculty for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Education and Professional Studies.

Moved by K. Wamsley, seconded by A. Graff that the Senate Executive Committee approves the November 8, 2024 Senate agenda.

CARRIED

Respectfully submitted,



K. Wamsley

Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated October 31, 2024.

**Report of the  
Academic Curriculum Committee (ACC)**

**October 1, 2024**

**Members Present:**

Ann-Barbara Graff  
Nancy Black  
Tammie McParland

Nathan Colborne  
Debra Iafrate  
Ping Zou

Graydon Raymer  
Gillian McCann

**Regrets:** Kurt Clausen, Emma Bonneau, Tyandra Miller

**Absent:** Paul Millar

**Guests:** Robin Gibson, Beth Holden, Kari Rasmussen

**Recording Secretary:** Jane Hughes

The ACC received the course syllabus update from Dr. Rasmussen. The curriculum template package and the integration of a new platform for managing curriculum details were discussed. Mandatory components for syllabi are being identified while allowing flexibility for instructor-specific information. This approach aims to maintain consistency while adapting to individual teaching styles. Training on curricular planning is available through the Centre for Teaching and Learning.

The ACC Workplan was adopted (as attached) and sent to AQAPC.

Respectfully submitted,



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

**Motion 1:** That Senate receive the Report of the ACC, dated October 1, 2024.

**DRAFT Work Plan: Academic Curriculum Committee  
2024-25**

	25-Oct.-24	25-Nov.-24	02-Dec.-24	23-Jan.-25	12-Feb.-25	18-Mar.-25	07-Apr.-25
<b>Admission and Transfer Credit Policies</b>							
Admissions Policy <ul style="list-style-type: none"> <li>review of student success in PBacs</li> </ul>							
Admissions requirements by program <ul style="list-style-type: none"> <li>review</li> </ul>							
Transfer Credit policies <ul style="list-style-type: none"> <li>review for recruitment impact</li> </ul>							
<b>Academic Curriculum and Student Policies</b>							
Curricula changes (substantive and non-substantive)	x	x	x	x	x	x	x
Academic Probation <ul style="list-style-type: none"> <li>review of policy and student impacts</li> </ul>							
Student exchange							
Program requirements							
Policy on active length of course credit (new)							
Course Waiting List policy <ul style="list-style-type: none"> <li>review policy and process</li> </ul>							
Exam Policy and Procedures (review)							
Incomplete Grades <ul style="list-style-type: none"> <li>review policy and student impacts</li> </ul>							
Graduate Studies Time to Completion <ul style="list-style-type: none"> <li>review policy and student impacts</li> </ul>							
<b>Graduation Policies</b>							
Graduation criteria review							
Progression average and Minimum degree threshold for graduation policy (new)							
<b>Other Policies</b>							
Accommodation Policy							
<b>Reports</b>							
Annual Report to Senate							x
Academic Calendar							x

**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Academic Year 2024-2025**

October 18, 2024

The third meeting of the Academic Quality Assurance and Planning Committee of 2024-2025 was held on Friday, October 18, 2024 in person and via Teams conference.

**COMMITTEE MEMBERS:**

Ann-Barbara Graff (Chair)	Nancy Black	Veronika Williams
Nathan Colborne	Judy Smith	Alireza Khorakian
Graydon Raymer	Andrew Ackerman	Prasad Ravi
Stephen Tedesco	Nathan Kozuskanich (Vice-Chair)	Brendan Brown

Regrets: Barbi Law, Debra Iafrate, Tyandra Miller, Emma Bonneau

Guests: Beth Holden, Robin Gibson, Kari Rasmussen, Christine Benoit

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

**Business Arising from the Minutes**

The Final Draft of the Institutional Self-Study was received and discussed. The Manager of Quality Assurance and Program Innovation confirmed that the committee's previous recommendations and edits have been incorporated into the final draft. She updated the group on the Cyclical Program Review (CPR) documents for external audits, detailing the packages sent to the Quality Council, including internal evaluation committee information, Senate instructions and responses, external review documents, and follow-up actions to address recommendations. Phase 2 documents to the self-study will be submitted in January, as Quality Assurance has requested responses to observations from the previous audit.

The Provost and committee members acknowledged the amount of work involved and thanked the staff involved for their commitment, noting the impressive measurable improvement across programs.

Motion 1: Moved by N. Colborne, seconded by G. Raymer that the AQAPC approve the Quality Assurance Audit – Institutional Self-Study for submission to the Quality Council.  
CARRIED

**Review and Recommend to Senate for Information the Mathematics IQAP Final Assessment Report and Implementation Plan (FAR/IP)**

The Mathematics IQAP Final Assessment Report and Implementation Plan was received and discussed. Recommendation 4 which focused on the redesign of the BSc in Data Science was commended, as the underlying Data Science competencies are a component of many of the disciplines across faculties, including Health: "it would be great to see these tools across faculties".

The Provost repeated comments made at the last AQAPC meeting regarding the quality of the Mathematics IQAP, the focused responses from the external reviewers and the decanal and unit responses. This is another example of the IQAP working better. She thanked all those that worked on and participated in this effort.

Motion 2: Moved by N. Kozuskanich, seconded by V. William that the AQAPC recommend to Senate for information the Mathematics IQAP Final Assessment Report and Implementation Plan (FAR/IP).  
CARRIED

The Mathematics IQAP Final Assessment Report and Implementation Plan (FAR/IP) will be included in the November 8, 2024 Senate Agenda.

## STEM in the SMA4

The Provost reported that work on the SMA4 has started and the first meetings with the province will be held in November. The province has identified STEM as a primary concern for all Ontario universities. At Nipissing, we have undersubscribed courses and programs in STEM. The number of STEM FTE's as computed by the province is 231.55 across the institution which suggests that we have capacity to grow. N.B. Nursing is not considered a STEM program. The Provost is anticipating 1000 FTE's in STEM by 2026-27, with the following program revisions undertaken (all requiring Senate approval and, in the case of new programs, Board approval):

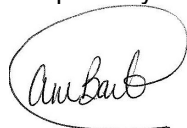
The Provost provided the following updates:

- **Environmental Science (BSc)** was recently approved through Quality Council and we are waiting for an accurate program costing and confirmation that the curricular map reflects a workable program to submit it to the Ministry and the Board.
- New program proposal on **Sustainable Planning (BSc)**. The Chair of Geography is leading a consultation with faculty and working with the Ontario Planners, an external organization that has noted a lack of graduates in the labour market especially in the north.
- **Data Science (BSc)** is being redesigned as the current program design has structural barriers to students completing the degree and the program does not have a clear mission, vision and value that aligns with labour market needs. The original Data Science program was not presented to the Board for approval. Once the program is redesigned and approved by Senate, it will be presented to the Board for approval.
- The 45-credit program Certificate in **Neuroscience** is being revised so that its credits accord with certificates and the **BSc in Psychology** is being refocused on neuroscience.
- The Deans are reviewing **Biology** and **Health Sciences** degree options – Nipissing has all the courses to potentially offer a health science program; we need to see what cooperation across Faculties can produce.
- The closure of the **SPP** program will be coming forward from the School of Nursing.
- A **BSc in Kinesiology** may be proposed.

## New Business/Question Period

Members discussed the motion approved at the last Senate meeting to suspend the institutional learning outcomes for Anishinaabek ontologies.

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 October 18, 2024.

Motion 2: That Senate receive the Quality Assurance Audit – Institutional Self-Study for submission to the Quality Council for information.

Motion 3: That Senate receive the attached Mathematics IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

## **Institutional Self-Study**

**Institution Name: Nipissing University**

**Name of institution contact: Robin Gibson**

**Date of new IQAP approval: May 2023**

**Date of submission of the Institutional Self-Study:**

**The Institutional Self-Study is an opportunity for the university to reflect on its current Quality Assurance policies and practices in relation to the cyclical review of existing programs and the development of new ones in the spirit of continuous improvement (Audit Protocol, p. 46). The document should normally be framed following the headings below and should not exceed 12 pages. Do not include any appendices. The Institutional Self-Study should summarize the institution's reflection about its Quality Assurance process.**

**The Institutional Self-Study must be forwarded to the Quality Council after the audit pre-orientation meeting and the assignment of auditors. It will help the Quality Council to identify key issues and guide the auditors during the desk audit and site visit.**

### **1) Preparation and Approval of this Institutional Self-Study (half-page)**

**Describe the consultation done in preparation of the Institutional Self-Study. (Senate committees AQAPC, ACC and a meeting with the chair and vice-chair/executive)**

The following Stakeholders were engaged in the preparation of this Self Study:

Nipissing University's Academic Quality Assurance and Planning Committee of Senate has been engaged on the institutional audit. Through its reporting, Senate has been kept updated on planning for the audit in Committee meetings on August 23 and September 27, 2024.

Dr. Nathan Colborne, Dean of Arts and Science, Dr. Graydon Raymer, Interim Dean of Education and Professional Studies, Dr. Barbi Law, Associate Vice-President, Research, Innovation and Graduate Studies conducted reviews of the CPR process undertaken by the Programs identified for this audit to track and report improvements the university has made to the process, as well as additional improvements that are required or are in progress. Constructive input was also provided regarding issues that have impeded the potential for program improvement through the CPR process (Section 3 b,c)

Dr. Kari Rasmussen, newly appointed Director of Teaching and Learning (2023 - ) was consulted on steps currently underway to address and work with academic units on establishing best practices in program-level learning outcomes and assessment of student achievement of their program's learning outcomes.

The Institutional Planning Unit provided updates regarding further progress on implementation tools, workflow management and further changes applied to the IQAP, since the last audit and changes to the QAF in 2021.

Dr. Ann-Barbara Graff, newly appointed Provost and Vice President, Academic (2023 - ) framed the steps taken to evolve the CPR process and Self Study template to ensure a focus on continued improvement of programs and their alignment to the university strategy. In addition, the Provost provided her vision for quality assurance at Nipissing University and its evolution over the next five years; this is part of the newly adopted Academic Plan (“APOP”) under the rubric of “procedural integrity.”.

The final draft of this Self Study is approved by AQAPC.

## **2) Specific Outcomes of the Last Audit after Quality Council approval (1-3 pages)**

**In the spirit of continuous improvement, how have the items reported in your last institutional audit been further addressed and/or updated after the Quality Council approved the result of the last audit (full or focused)? Items that might be discussed include:**

- **best practices,**
- **commendations,**
- **suggestions,**
- **recommendations,**
- **causes for concern.**

Based on the smaller sample size and specific emphasis on CPRs in Nipissing’s focused audit of August 2020, the Counsel concluded the report’s remarks would focus on “observations” and, in some cases, informal suggestions on how the university may look to enhance its quality assurance practices and processes. Updates below are in reference to these observations.

### **Observation 1: Progress on Quality Assurance**

The introduction to the audit report cited best practice that other Ontario universities follow in committing to additional resources for quality assurance work. With a focus on the need to evolve Nipissing’s quality assurance practices, the University established the new role of **Manager of Quality Assurance and Program Innovation** and reorganized the Teaching Hub to recentre quality assurance under a **Director of Teaching and Learning**.

On July 5, 2024, Robin Gibson joined Nipissing to oversee quality assurance processes and their improvements. As the primary contact for quality assurance, Robin works collaboratively with academic leaders and administrative departments to ensure the timely and accurate submissions of robust and meaningful program reviews. In addition, she provides managerial oversight to the Office of the Provost and Vice-President, Academic as it relates to quality assurance and program approvals (major modification).

On July 8, 2024, Dr. Kari Rasmussen joined Nipissing as Director of Teaching and Learning. Dr. Rasmussen has experience in quality assurance from her experience in Alberta in both PSE and Provincial government.

Additionally, we ensured a collaborative structure between the new Manager of Quality Assurance and Innovation, the new Director, Teaching and Learning (including the Centre for Teaching and Learning staff) and the Associate Registrar, Academic Programs and Planning. This leverages the impact of curricular mapping and innovation, professional development opportunities, Senate regulation, and provides coordinated supports to Faculties in their program planning, curricular innovation and the alignment of these activities at every level with quality assurance.

## **Observation 2: Program-Level Learning Outcomes**

In response to the 2020 report, the role of program-level outcomes was added to the CPR section in the body of the IQAP, re-ratified May 5, 2023, as noted in Section 3 of this Self-Study.

Since the last audit, the University has prioritized the advancement of its work on learning outcomes. An important step towards this goal is the appointment of Dr. Kari Rasmussen as the Director, Teaching and Learning. An overview of the Teaching and Learning department role in the quality assurance process is provided in Section 4.

“APOP”: The Academic and Operation Plan (2024-2028) includes institutional-level outcomes. Dr. Rasmussen has presented to the Academic Curriculum Committee (ACC) on the importance of the integration of degree-level, institutional-level, program-level and course outcomes to ensure ongoing and enhanced oversight of the appropriateness of program level learning outcomes in CPR Self-Studies for existing programs. This work is based on a foundation of curricular mapping of all programs with a focus on the students’ experience through each assessment, course, year as they move from entering a program to graduation. Further details are outlined in section 4 of this Self-Study.

## **Observation 3: Structure of the 2019 IQAP**

Nipissing’s 2019 IQAP was revised, restructured and re-ratified May 5, 2023. This is addressed in detail in section 3 a) Improvements to Nipissing’s IQAP since last audit. In addition, the CPR section of the IQAP includes reference to the AQAPC checklist, provided by the Provost’s Office.

## **Observation 4: Schedule of Reviews**

Upon review, we concluded that it is not applicable to Nipissing at this time.

## **Observation 5: Cyclical Program Review Protocol – IQAP specificity and clarity: IRC appointment and verification of external reviewers.**

The composition of the IRC is provided in Step 3 (page 14) of the revised IQAP, ratified May 5, 2023.



Verification of the external reviewers is done by the Dean and the Provost - Step 4 (page 15) of the IQAP. The Unit completes a Nomination of External Reviewers form provided by the Office of the Provost and submits the form to the Dean for acceptance, then to the Provost for ranking and final decision. The Office of Provost sends out an invitation to the external reviewers.

### **Observation 6: Student Participation**

Students are invited/welcome to the session where the CPR data is discussed. Most often students do not attend, however they have the same level of access to the data tables as the rest of the IRC. As part of her mandate, the Manager of Quality Assurance and Program Innovation will help to facilitate ways to foster better student participation, including working with Institutional Planning and Analysis to initiate a comprehensive review and re-write of an active student survey that is better aligned with the objectives of the CPR.

### **Observation 7: Accreditation**

Alignment of accreditation reviews and program reviews, as noted in the last audit report, is being integrated into the CPR and accreditation process. The institution has found value in leveraging both the reflective nature of the CPR Self Study and the internal review and approval process, as outlined in Nipissing's IQAP, to help inform our approach to the accreditation process. The creation of efficiencies and the effective use of Student, Faculty and Staff time through leveraging of technology to capture and maintain curricular information is also underway.

The Manager of Quality Assurance and Program Innovation is working to ensure alignment between quality assurance and accreditation processes in new program development. The recent development of a proposal for a new Sustainable Planning Program, for instance, has included alignment of these processes. Feedback from faculty has been very positive and these initial activities have created positive change agents within the institution.

### **Observation 8: Executive Summary**

The IQAP has been updated to reflect the practice the university follows in providing the Executive Summary of the Final Assessment Report posted on the university's website.

### **Observation 9: Documentation**

Projects are currently underway to utilize technology and process development to support both the quality assurance processes and the overall curriculum mapping processes. These two initiatives are focused on the ability to have a single source of master data in terms of the learning outcomes across the institution, the quality assurance review and sign-off process and the integration between these two components.

### **Observation 10: Communications**

Gaps in stakeholder understanding of their role(s) in the quality assurance process is being addressed through the newly established role of the Manager of Quality

Assurance whose role includes the priority of providing more effective engagement of stakeholders and systems for communications and guidance.

**Observation 11: Provost's Workload**

The University's recent appointments of the Manager of Quality Assurance and Director of Teaching and Learning recognizes the risks identified in the 2020 Audit and the need for both a consistent and collaborative approach to defining and fostering a culture of continuous improvement at Nipissing.

**3) Improvements in the Quality Assurance Process after the last Audit Process**  
(2-3 pages)

- a) **What improvements were made to your IQAP over the last seven years that arose as a result of:**
- **the new 2021 Quality Assurance Framework,**
  - **internally driven issues in current processes?**

Revisions were made to Nipissing's IQAP, ratified May 2023 that reflect the new 2021 Quality Assurance Framework. In response to Observation #3 from the 2020 Audit, there was also a complete re-structure of the IQAP. There are now specific sections for each module (i.e., Cyclical Program Review, New Programs, Major Modifications, etc.). There are also step-by-step instructions incorporated in each module.

From the Institutional Planning and Analysis perspective, here are some of the improvements:

- 1) The underlying infrastructure required to produce all the required data tables for the CPR is more robust/scalable/efficient. In other words, the IPA office can now provide comprehensive and validated data to the IRC within 6 weeks of the call for review. We then schedule a meeting with the IRC to review the data tables (typically 2-4 weeks after the tables are shared) as well as discuss any additional data needs of the IRC. We find this workflow improvement to be critical, as it provides the IRC team with an opportunity to discuss "data" early in the CPR process as well as allows the IRC to recognize the Institutional Planning office as a supportive partner as they navigate the CPR.
- 2) The IPA team has provided some additional tables that allow programs to gather more insight on student pathways into (and out of) their programs (i.e., who is coming into their program that did not initially apply?; who has left and what programs are they now in?). Other insights provided include information regarding what other programs within the institution participate in courses offered by the program/department, providing them with an avenue to investigate internal synergies, program development opportunities, etc.
- 3) All of the CPR data is provided within our business intelligence (BI) environment, Microsoft Power BI, which is integrated seamlessly into our Microsoft Teams platform. As are consequence of the pervasiveness of Microsoft Teams within

the institution, we are able to ensure that the program can continue to monitor their performance between CPRs (i.e., data tables can be refreshed annually so they don't have to wait for 8 years. This is a significant improvement to the entire CPR process.

**b) Has the cyclical program review process changed since the last audit?**

A new Self Study Template was created in 2022 and updated in September 2024. The new template makes more explicit the categories and criteria to be examined as evidence of program quality. It has been redesigned to provide a more robust focus on critical analysis of the program in review to identify strengths and weaknesses as well as opportunities for continuing improvement. This new format further enables external reviewers to provide more fulsome and constructive input. The template also requires enhanced focus on alignment to the Nipissing University Strategic Plan. In addition, there is an enhanced guidance provided by Teaching and Learning on curriculum mapping and program level learning outcomes. Recent CPRs that have used this new template include: Liberal Arts BA and Political Science BA.

Deans observe that the new template provides a clearer guide for faculty when preparing the program review documents. It draws the focus to existing data and encourages faculty to reflect on the curriculum, program characteristics, and student experience that expands beyond faculty complement (i.e., requires them to reflect on elements within their control rather than a singular focus on advocating for additional hires). The new template does help to identify areas in which graduate programs are distinct from undergraduate programs and where we may need to work with departments on a different approach (e.g., student recruitment, marketing). The explicit focus on research culture, community, and industry connections within the new template is a welcome addition and will help to identify program strengths as well as where departments may need support to make those connections. The new template helps to refocus on a self-study primarily within the department. There are some prompts that could be tweaked for graduate programs (e.g., faculty within a grad program may be housed in departments and faculties other than the one where the program is situated; research contributions of graduate students; graduate funding model).

**How have cyclical program reviews improved programs? What issues, if any, delayed or hindered improvements?**

Until the recent introduction of a new self study template, the importance of reflection on whether we are meeting degree/course level outcomes was not made explicit. In addition, prior to the appointment of the new Manager of Quality Assurance and Program Innovation and the Director of Teaching and Learning, the QA process has lacked formal direction in terms of processes and coaching for faculty. As a result, degree-level expectations, institutional SLOs commitments and program outcomes have not been well understood or normalized at Nipissing. The alignment of course-level outcomes mapped to program outcomes has historically not been identified as an essential component of cyclical review. As a result, the course maps and outcomes are

not always prominent in the discussions the reviewers have. In some cases, this can lead to a list of recommendations that may not be consequential to the program.

Steps taken for the last round of CPR activities to address these concerns include:

- Ensuring the updated Self Study Template was utilized. As noted above, the new template clearly indicated the importance of all categories and criteria to be examined as evidence of program quality.
- Enhanced guidance provided by the Centre for Teaching and Learning on curriculum from program outcomes to the assessment of the learning within the program.

Recent CPRs that have used the new template include Liberal Arts BA and Political Science BA. Feedback from these teams will be used to improve the form for the next round enabling a continuous improvement framework for quality assurance.

To ensure continuous improvement of programs, strengthened guidance on the criteria for analysis in self studies must also ensure external reviews consider outcomes of the program, university and province strategically and intentionally. This may require further clarification on the focus of external reviews as it pertains to quality assurance. In addition, the university recognizes the need to incorporate a system for guiding and tracking the steps for implementing recommendations from external reviews.

**c) Has the process for new program approval changed since the last audit? What issues, if any, were found in the processes of establishing and monitoring these new programs?**

New program proposals at Nipissing are now required at the LOI stage to complete a budget form, provided by Institutional Planning and Analysis and approved by the Provost's Office. The Unit's responses to the established categories in the form help to inform the business case for the program proposal. The Teaching and Learning Centre also provides support to create an initial mapping of the program curriculum to determine gaps in existing courses. Each of these steps work to identify resource requirements to determine the potential for building a sustainable program early in the process.

A New Program Proposal Template has also been developed in August, 2024. The focus for the redesign is to more effectively align with both the Quality Assurance Framework protocols for new programs and with the new requirements from the Ministry of Colleges and Universities for new program approvals and funding. This includes ensuring that program objectives are consistent with the university's strategic plan. To align with Ministry requirements, updates to the template require that the value a Nipissing program brings to Ontario's post secondary education system is effectively demonstrated. This includes providing a compelling argument for what differentiates Nipissing's program from similar programs at other Ontario universities. More fulsome evidence of student demand must be provided, including enrolment data from similar programs at other universities.

Also required by the Ministry is evidence of labour market demand, specifically the need for graduates of the program and in which fields. New Nipissing program proposals must indicate up to three occupations in which graduates from the program may be employed. Sources include the Federal Job Bank, as well as evidence of strong local, regional, provincial and national job demand, letters of support from industry/employers and average or above average key performance indicators for similar programs, such as metrics on employment rates.

The new Director of Teaching and Learning has provided guidance in the development of the new template to ensure a more rigorous focus on program mapping for new program proposals and alignment of:

- Program-level student outcomes to Degree Level Expectations (as set by the QAF)
- University-level student outcomes to Degree Level expectations
- If the program is to be accredited: Accreditation Requirements to Program-level and University-level student learning outcomes.

The Centre for Teaching and Learning will support this work by providing templates or by working with new program developers.

As mentioned in section 3, the Institutional Planning and Analysis Office has also developed tools to monitor/track performance of a new program more effectively.

#### **4) Current challenges and opportunities in maintaining and improving Quality Assurance at your institution (1-2 pages)**

##### **a) In terms of your Quality Assurance processes, what is going well, or not, and what would you suggest as examples of best practice(s)?**

Quality Assurance and Program Innovation is working with the Centre for Teaching and Learning to align Quality Assurance processes with the ongoing Senate and Senate Committees.

- The Director of Teaching and Learning has begun engaging with Senate Committees (ACC, AQAPC and Teaching and Learning) and Faculty Committees to clarify the expectations of the roles and the separation between subject matter content expertise and the overall value of a curriculum framework that provides oversight on the quality of Nipissing's degrees.

Quality Assurance processes have not been fully embraced by the institution, resulting in resistance to the work required to provide the information requested. This was exacerbated by the lack of focus on curriculum outcomes in historic program reviews.

- An integrated approach to the development of knowledge in this area, providing curricular supports and professional development opportunities and utilizing a change management approach to this work has been initiated.

**b) What actions are you taking to review and improve your degree-level expectations, program learning outcomes, curriculum mapping and assessment processes?**

Initial actions to ensure that every program has a standardized and accurate program map with clearly defined expectations is in progress. The utilization of a technological platform that can store this information with the ability to examine changes through time and analyse the impacts of changes to programs and/or courses has been identified as a next step.

**5) Over the next five years, how would you like to see the Quality Assurance process evolve at your institution to enhance continuous improvement? (1-2 pages)**

**Please note that material presented here might include changes that are foreseen, but also forward-looking possible adjustments; in either case, the material presented does not represent a formal commitment.**

That all changes are made from the lens of continuous improvement and normalized expectations. Successful QA requires the activities of quality assurance are woven into the cultural fabric of the institution.

Manager of Quality Assurance to advance priorities in quality assurance, including:

1. Further alignment of Quality Assurance and Accreditation process in new program development by continuing the integration of these activities into the initial design work of a new program.
2. Improved analysis in CPR will lead to a focus on the right investments that align with the university's strategic direction. This work will be made more valuable to the programs once a full program map is complete, as the ability to see a program in its entirety, to identify gaps or opportunities and to grow the programs strengths will be evident.
3. Stronger focus on Indigenization, starting with CPR Self Study analysis, will expand how programs align to this priority. Again, with the framework of the program current and accurate, indigenization of curriculum can be intentional, authentic and integrated. This more robust approach to integration has begun with recent new program proposals.
4. Work with the Institutional Planning and Analysis Office to improve data collection from alumni (e.g., program level data regarding graduate outcomes, including employment rates, graduate earnings, employment in related field, etc.). Similarly, comprehensive review and re-write of active student survey that is better aligned with the objectives of the CPR

**6) What issues, if any, would you like the Audit Committee to explore, provide feedback on, or help with in this audit to improve your Quality Assurance processes? (0-1 page)**

As Nipissing introduces more formalized expertise to the Quality Assurance process, we look to the audit process for feedback on our recent progress and to help underline the purpose and benefits of consistent adherence to robust analysis of curriculum and learning outcomes for the success of students and the programs we offer.

## FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

### PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Mathematics	[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	September 25, 2023
2. Site Visit Conducted	March 25, 27 & 28, 2024
3. Reviewer's Report Received	May 28, 2024
4. Internal Reviewers Response Received	September 9, 2024
5. Dean's Response Received	September 25, 2024

#### The members of the review committee were:

- Dr. Tatyana Barron, University of Western Ontario
- Dr. Marta Kobiela, McGill University

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

- Bachelor of Science, Mathematics
- Bachelor of Arts, Mathematics

This review was conducted under the terms and conditions of the IQAP re-ratified by the Quality Council on January 30, 2023 and approved by Senate on June 26, 2023.

### B. PROGRAM STRENGTHS

The Mathematics program objectives are in perfect alignment with the university mission and academic plan. These objectives include the highest academic standards coupled with paying careful attention to all aspects of the student experience. They are intertwined with supporting the northern communities and Indigenous learners, as well as with making decisions guided by transparency, respect, equity, diversity and inclusion.



## C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**NOTE: RECOMMENDATIONS AND COMMENTS ARE AS RECEIVED.**

**External Reviewers Recommendation #1: Increase participation and effort towards recruitment, particularly in the applied mathematics stream. Specific actions may include resuming and implementing outreach efforts (e.g., Math Circles), connecting with math teachers alumni, visiting area high schools, and advertising the concentration streams (and possible job options) to prospective and first year students much earlier. As requested by the math department in their Self Study Report, we also provide additional ideas for outreach activities**

**Unit's Response:** We appreciate the reviewers' extensive ideas and suggestions for outreach activities. Many of them are things we have explored in the past, and we are inspired to renew our efforts on them. We have already engaged our undergraduate students to solicit volunteers for Math Circles for the upcoming academic year, and have also contacted the Nipissing Teaching Hub for more support. We have also reached out to two of our close contacts within the North Bay high school system, John Burns and Carmelina McParland (our former student), who brought some of their students to campus shortly before the summer for a math enrichment talk we prepared, to organize some new events to engage their students. As for the more ambitious suggestions, we plan to include discussions of ideas for how we may participate in summer camps, etc., in our regular conversations with our colleagues in education (see recommendation 2)

**Dean's Response:** I agree with this recommendation. The implementation of the Strategic Enrollment Management Plan and of Project Integrate will bring a number of opportunities to the faculty members of the Mathematics program for participation in recruitment. This will include more extensive collaboration between faculty members and the recruitment team in the Office of the Registrar and the better promotion of initiatives such as the Math Circles already underway in the Department. The Dean commits to facilitating these relationships in the future.

**Provost's Response:** I appreciate the recommendation from the reviewers. The Dean has proposed to facilitate this recommendation. Ideally, a document plan will be produced by January 31, 2025 with dates for activities and measurables so that we have identify targets for participation in recruitment programming with measurable impact on enrollment starts (and potentially retention and persistence gains). Such a plan would be annually reviewed with participation from Centre for Teaching and Learning (which supports camps), marketing and recruitment.

**External Reviewers Recommendation #2: To continue collaborations with the Education department, organize a joint seminar between Mathematics/Computer Science and Education, open to faculty and students (or possibly revitalize the activities under the Numeric umbrella). In addition to regular joint discussions on education, communicate with Education privately, to sustain the collaborative approach in training future school teachers. The department (if allowed by the university and union regulations) may consider involving the two mathematics education faculty members as research mentors for the Senior Project courses for those students who may wish to pursue a research project in mathematics education. This would allow for more students to take a senior project course (provide additional experiential learning opportunities) and provide greater options (which helps with accessibility).**

**Unit's Response:** Our weekly departmental seminar is open to all students and faculty who are interested in attending, and in the call for talks we explicitly mention that talks about math education are welcome, in addition to expository talks for students and general audience. That said, we could do more to engage our colleagues in education, and perhaps our departmental seminar is not presently serving well as a venue for that. We appreciate the suggestions of the reviewers, and will reach out to initiate some regular conversations over coffee, as a starting point for increasing our collaboration. We will also explore the idea of math education faculty serving as (co)supervisors on some our senior research project courses, which has not been done in recent years.

**Dean's Response:** I agree with this recommendation. Closer relationships between Education and Arts & Science programs with clear links to it can only benefit both degrees. Action #17 of the current Academic and Operational Plan

addresses explicitly collaboration between the School of Education and the Faculty of Arts & Science and commits to developing better communication structures. The Dean's Office is committed to facilitating a thorough consultation between Education faculty members and members of the Mathematics program regarding the required training in mathematical education both for general Education students and those focused on Mathematics. Increased co-operation in the departmental seminar and in the co-supervision of Senior Project courses may be a strong basis for the collaboration we seek between the Faculties.

**Provost's Response:** I am delighted that APOP Action #17 is being actioned through this recommendation. It would be important to establish a cross-faculty working group which may be supported by a student club to ensure activities on math education are ongoing and connected to all stakeholder groups. Again, a documented plan for annual activities would inform the University master calendar. Ideally, such a calendar would be prepared by August 20 of every year to ensure maximum notice, advertising and participation.

**External Reviewers Recommendation #3: Hold a meeting between Mathematics and the NU Office of Indigenous Initiatives. Objective: discuss and strengthen continued indigenization strategy synchronised with the current university academic plan. This may include ways to bring Indigenous ways of knowing and doing into more traditional mathematics classes. Timeline: next 12 months. Format: a Mathematics and Computer Science faculty meeting with an Indigenous Office representative in attendance.**

**Unit's Response:** We have reached out to the office of Indigenous Initiatives as suggested to organize a meeting. We will be prepared to discuss our course MATH 2326 Anishinaabek Way of Life and Mathematics with Applications, and exchange ideas for how to incorporate Indigenous ways of knowing into other established courses in our curriculum.

**Dean's Response:** I agree with this recommendation. The Dean's Office is prepared to facilitate these meetings and support them. Efforts such as these should be coordinated with faculty- and institution-wide attempts to Indigenize the curriculum. An Indigenous Reconciliation Targeted Action Plan is currently being developed and an Indigenous academic advisory council will be established under the current Academic and Operational Plan. Initiatives within Mathematics will gain support from these.

**Provost's Response:** I echo the Dean's encouragement for ongoing collaboration between OII and Math/CS. I also encourage collaboration with the Indigenous Studies program within A&S and ITEP in EPS.

**External Reviewers Recommendation #4: Consider making the Data Science program more interdisciplinary, how it will evolve in connection with the university vision and in response with the provincial economic and industrial demands. Seek input from the academic leaders and bring it to the unit for discussion. A new hire in this area could facilitate the implementation of the program and be an opportunity for greater gender diversity.**

**Unit's Response:** With the ubiquity of AI technology (e.g. generative models) in the mainstream presently, we anticipate a continuous stream of opportunities for collaboration with other disciplines within the university and community involving data science. To date, faculty and students within our data science group have undertaken projects in natural language processing and analysis of survey responses, complexity of service, and analysis of hyperspectral images. Our biggest challenge with that program remains recruitment, and we will continue to engage with our administration to seek ways to improve this.

**Dean's Response:** I agree with this recommendation. The Data Science program at Nipissing University is in need of a significant overhaul. It is not in step with provincial and national comparator programs in terms of its math requirements and its interdisciplinarity, as the reviewers point out. There is an appetite to invest in the program, but dramatic changes will need to precede this investment. Recruitment is a challenge, but students can only be recruited into a program that will give them the skills they need in the contemporary context. An important step in increasing the interdisciplinarity of the Data Science program will be to develop an Interdisciplinary Steering Committee to administer the program instead of the present structure in which the program is administered solely in the

MATH/COSC department and by the Chair of that department. The Dean is committed to revising the program in light of the importance of interdisciplinarity and the recommendation of the External Reviewers.

**Provost's Response:** I accept the recommendation of the external reviewers and commit to supporting the Dean redesign Data Science in light of its need to be interdisciplinary and reflect the nature of competitor programs across the country. Data Science should reflect to distinct differences from Math (i.e, it is not a specialization in Math, but rather a distinct discipline which has the potential to attract students interested in qualitative and quantitative methods of defining problems across disciplines). Redesigning Data Science is a high priority for the University to reflect the need for STEM graduates with interdisciplinary expertise/curiosity. If the redesign requires a major modification and an LOI, I expect to receive it by February 2025, if not sooner.

**External Reviewers Recommendation #5: Continue and extend current efforts related to experiential learning, particularly in years 1-3.**

**Unit's Response:** We appreciate the thoughtful suggestions for how to incorporate more experiential learning in our courses. We have added an agenda item for our next department meeting to discuss the implementation. We agree with the comments about the senior research project courses and resources. Indeed, while we believe we are able to offer a lot of value for our students in these courses, in some years when demand for these courses is high, our faculty resources and seminar scheduling become strained, and the quality suffers. We will, in conversation with the dean's office, look into the possibility of establishing a threshold for enrollment beyond which we convert the course to one with a faculty member assigned to coordinate, as part of their workload.

**Dean's Response:** I support this recommendation. The support of experiential learning is a priority for Nipissing University, in all programs. Action #15 of the current Academic and Operational Plan commits the University to reviewing and streamlining its processes for developing experiential learning and supporting initiatives in this area adequately. The Mathematics program, with the support of the Dean, will be a central part of this expansion of Nipissing's capacity for experiential learning.

**Provost's Response:** I accept the recommendation of the external reviewers. I ask that Math/CS map (chronicle) the experiential learning opportunities that are used in the program and that they work with Denyse Lafrance-Horning on such a map, as Denyse is supporting the Provost's Office as an expert in WIL. Such a map should be shared with recruitment and marketing in order to be able to better define the distinct features of the Math/CS programs at Nipissing. I am not setting a date, but suggest that Math/CS set a reasonable date by which such activities are mapped.

**External Reviewers Recommendation #6: Extend current efforts to provide support and community to increase retention within the program and address the lower program completion rates. Based on our assessment of the problems in Section 3**

**Unit's Response:** We strongly agree that a dedicated space for our students would be highly beneficial for our program. Students could use a lounge to gather, build community, and help each other with courses. Our student club needs space for meetings and could hold social events there. It would also help with outreach activities to have a room with math imagery and math-related manipulatives and games readily available, inviting students and other guests to engage. With such a space, our Math Drop-in Centre could run on a regular, predictable schedule, making it more accessible to students seeking help, and faculty office hours could be held there also as needed. It would be very helpful to have such a space for impromptu, informal discussions with students and faculty about courses, and about research -- presently we often make use of a blackboard in a cramped hallway outside of our offices. We frequently have research visitors on campus, for both short- and long-term visits, and it would be great to have dedicated visitor office space to offer them. If large enough, such a space could also hold our departmental seminars, and some of our lectures (particularly in our smaller, upper-level courses).

- We are intrigued by the idea of formalizing tutorials for some of our third-year courses, where students transition to some fully proof-oriented courses. In recent years, faculty have been holding extra office hour/tutorial sessions for these students, and the attendance has been strong and feedback positive. Having more teaching assistant funds available to run a formal tutorial session would be very helpful. We appreciate the numerous thoughtful suggestions of ways to help students succeed in reading and writing proofs, and look forward to implementing many of them in our

upcoming courses.

- In our first-year calculus course MATH 1036, whose prerequisite material is most stringent among all of our entry-level program courses, we have been devoting some class time and one homework set at the beginning of the semester to review material from high-school, at the expense of some portion of the topics at the end of the course, namely curve sketching and optimization. We will engage with our students to determine whether and how to expand on this review to help students feel more prepared for our math courses. Additionally, we will consider moving a topic, e.g. optimization, into the sequel course MATH 1037.

**Dean's Response:** There are a number of useful recommendations for strategies encouraging retention in the Appendix to the External Reviewers' Report. Space is at a premium in the Education Centre Building which makes it difficult to dedicate tutorial and lounge space to the students of a single program, not to mention dedicated office space large enough to hold lectures and seminars for the visitors to a single program. It is likely that such dedicated space often would be unused. Presently, students and faculty members can book space in the library and on campus for tutorials or social events. I would encourage the program members to take advantage of this.

The Dean currently receives applications for tutorial assistance and distributes teaching assistants according to the needs of our programs and the constraints of the budget. The Mathematics program receives over half of the Arts & Science teaching assistant budget for the tutorials it currently offers. Any new proposals for funds will be assessed with all of the proposals for Arts & Science.

I encourage the Mathematics program to reach out to the Director of Teaching and Learning when assessing the progression of students through the program. A curriculum map can be an invaluable tool in planning the acquisition of skills and the progression of students through a course of study. The Centre for Teaching and Learning can support the Mathematics program in developing such a map.

**Provost's Response:** On the question of how to best use tutorial/lab as well as extracurricular support and how to address progression (retention and success), like the Dean, I encourage Math/CS to meet with the Director of Teaching and Learning to disambiguate the issues and work to a comprehensive plan—as I anticipate that the issues may be multipronged and require multiple solutions. Those solutions also need to be assessed over time, so that a plan in place would allow us to keep focus and measure success. A plan developed in concert with the Director of Teaching and Learning should be completed by November 1, 2024 if there are to be any changes to the delivery of courses (labs, tutorials, course changes) and by April 30, 2025 if such changes can't be agreed in time to affect the 2025-26 course master.

**External Reviewers Recommendation #7: Continue and extend current assessments and teaching aimed at targeting the following program-level outcomes: knowledge of methodologies, application of knowledge, communication skills (particularly oral skills), awareness and limits of knowledge, and autonomy and professional capacity.**

**Unit's Response:** As with other recommendations, we appreciate the thorough suggestions for learning and assessment activities. Presentations are already an integral component or have been used recently in our senior research project courses MATH 4496 & 4497, MATH 4246 Optimization, MATH 3296 Mathematical Modeling, MATH 3137 Real Analysis II, MATH 2306 History of Mathematics, and our course for education students MATH 1070 Fundamental Concepts of Mathematics for Teachers, among others. We will endeavor to expand on the inclusion of such elements in other courses as well, as time permits. Good candidates may include our algebra courses MATH 3156 & MATH 3157, MATH 3166 Topology, and MATH 3136 Real Analysis I, where proofs are heavily featured.

**Dean's Response:** Again, I encourage the faculty members of the Mathematics program to access the resources of the Centre for Teaching and Learning when determining whether current assessments adequately evaluate the learning objectives of the courses in the program.

**Provost's Response:** This recommendation will be supported by the Director of Teaching and Learning. A revised curricular map will help to demonstrate where program level outcomes are being met and what gaps continue to present themselves in the curriculum. The dates attached to recommendation #6 pertain here.

## 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 #1: document outreach activities with dates and measures	Math/CS and Dean	January 31, 2025
Recommendation #4: Data Science redesign	Dr. Mark Wachowiak, Dean with Manager, QA and PI	February 15, 2025 or sooner
Recommendation #6, 7, 5: Program outcomes assessment and, as a subset of that, WIL	Math/CS, Dr. Kari Rasmussen and Denyse LaFrance-Horning	November 1, 2024, but if not reasonable, April 30, 2025
Recommendation #2, 3: Coordinate efforts with internal colleagues in OII and SSoE	Math/CS and Deans and Director, OII	Ongoing

## 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)

**Report of the  
SENATE BUDGET ADVISORY COMMITTEE  
Academic Year 2024-2025**

October 7, 2024

A meeting of the Senate Budget Advisory Committee was held on Monday, October 7, 2024, at 10:00 a.m. in F307. The following members attended:

**Committee Members:**

Richard Wenghofer (Chair) Graydon Raymer Nathan Colborne Chris Greco	Robin Gendron Sarah Winters Matt DeVuono - Regrets
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**Guests:** Ann-Barbara Graff, Renée Hacquard, Stephen Tedesco  
Recording Secretary: C. Zimba

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

Motion 1: Moved by S. Winters, seconded by N. Colborne that the Senate Budget Advisory Committee (SBAC) adopt the October 7, 2024, Agenda as circulated.  
CARRIED

Motion 2: Moved by R. Gendron, seconded by S. Winters that the SBAC adopt the May 27, 2024, Minutes as circulated.  
CARRIED

Business Arising from the Minutes

**Changes to non-salary expenses from 2013/14 and 2022/23**

R. Hacquard, Vice-President, Finance & Administration provided and reviewed the corrected information regarding the changes to non-salary expenses from 2013/14 and 2022/23.

**Board Approved Program Review Template**

The Provost reviewed the attached version of the Program Review Template advising that this is a beta version and it will continue to be revised to ensure we are asking the right questions. Discussion took place around the purpose of the Program Review and the goal of getting a healthy understanding of each program. A clarification of the process was provided.

Concern was expressed around the time commitment that would be required by faculty and the outcomes on programs.

SBAC Chair Election

The current chair called for nominations. S Winters nominated R. Wenghofer, seconded by R. Gendron. Nominations were closed. R. Wenghofer was acclaimed.

SBAC Work Plan

Motion: That the Senate Budget Advisory Committee adopt the SBAC Work Plan as circulated.

The Provost reviewed the work plan as circulated, noting that meeting dates will align with A & F Committee meeting dates, occurring one week later. It was suggested by a committee member that this discussion continue by the SBAC over email. It was decided to remove this item from the table.

Review of the financial presentation from the September 9, 2024, Audit and Finance meeting (VP, Finance & Administration and the Provost & VP Academic)

The VPFA provided a review of the budget to actual results for the year ending April 30, 2024. VPFA Hacquard noted that the actual result of \$3.5M consolidated surplus compared to budget of \$7500, was due to a variety of factors, including higher than expected government grants (STEM funding, etc.), higher market returns, and salary adjustments to external sources of funding. Spendable reserves are now \$10.5M. As a result, we expect the financial health ratios as outlined by the ministry to move from medium to low risk. Replenishing our spendable reserves to a financially sustainable level could take up to three years or more.

In response to a question regarding our current year's projections, the VPFA confirmed we are currently on track to meet our budget of approx. \$1M surplus for the 2024-2025 fiscal year.

Summary of the financial position of NU Athletics and all revenues and expenses associated with Athletics and its impact on resources for academic programming

The VPFA provided a review of this report, noting that work is being done to increase fundraising efforts, and to establish a sponsorship and advertising program.

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 October 7, 2024.

**Report of the  
SENATE BUDGET ADVISORY COMMITTEE  
Academic Year 2024-2025**

October 28, 2024

A meeting of the Senate Budget Advisory Committee was held on Monday, October 28, 2024, at 11:00 a.m. in F307. The following members attended:

**Committee Members:**

Richard Wenghofer (Chair) Graydon Raymer Nathan Colborne Chris Greco	Robin Gendron Sarah Winters Matt DeVuono - Regrets
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Recording Secretary: C. Zimba

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

Motion 1: Moved by R. Gendron, seconded by S. Winters that the Senate Budget Advisory Committee (SBAC) adopt the October 28, 2024, Agenda as circulated.  
CARRIED

Motion 2: Moved by C. Greco, seconded by N. Colborne that the SBAC adopt the October 7, 2024, Minutes as circulated.  
CARRIED

Business Arising from the Minutes

SBAC Work Plan

Discussion took place around the dates and content of upcoming meetings. It was suggested that a meeting take place approximately 2 weeks following each Board Audit & Finance Committee meeting, with an additional meeting in January to discuss topics such as long-term planning, faculty compliment over the next five years, Graduate Studies funding etc. A request was made for a breakdown of finances/budget by department.

A question was raised regarding the purpose of the Senate Budget Advisory Committee. The Chair explained that the committee was formed to provide an opportunity for Senate to be more informed about financial status, budgets and planning, and to provide more clarity and transparency. At times, this may require resources such as Barbi Law, AVP, RIGS, Ann-Barbara Graff, Provost and VPA, Renée Hacquard, VPFA, etc.

Motion 3: Moved by G. Raymer, seconded by N. Colborne that the Senate Budget Advisory Committee adopt the SBAC Work Plan as drafted during the meeting.  
CARRIED

Motion 4: Moved by S. Winters, seconded by R. Gendron that the Senate Budget Advisory Committee submit the Senate Budget Advisory Committee Workplan (FW2024-2025) to Senate Executive for inclusion in the November Senate Agenda for Senate approval.  
CARRIED – One opposed

The meeting adjourned at 11:44 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 October 28, 2024.



**Work Plan  
Senate Budget  
Advisory Committee  
2024-2025**

9Sept24   21Oct24   27.Jan.25   10.Mar.25   14.Apr.25   26.May.25

**Budget Updates**

Receive updates from the PVPA and VPFA on budget process, financial position, and financial issues affecting academic programming	7.Oct.24	Early Nov/24	Early Feb/25	Mid Mar/25	Late Apr/25	Early Jun/25

**Academic Resources**

PVPA and VPFA to provide discussion of long-range planning on allocation of resources for academic purposes	Early Jan/25 (90 Min.)				

**Updates on financial position - dates should be aligned to Board Audit & Finance Committee meetings. Board Secretary to provide dates to committee.**

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

September 23, 2024

The following members participated:

Attendance: Nancy Black  
Rob Breton  
Steve Cairns  
Graydon Raymer  
Rick Vanderlee  
Trevor Smith  
Louela Manankil-Rankin

Regrets: Katrina Srigley

Guests: Ann-Barbara Graff  
Kari Rasmussen

Dr. Raymer welcomed Dr. Rasmussen as the new Director of Teaching and Learning. It is expected that Senate Bylaws Committee will revise the membership of the Teaching and Learning Committee to include the Director.

Dr. Rasmussen shared that services under the Director of Teaching and Learning portfolio are now known as the Centre for Teaching and Learning. The physical space will remain known as the Teaching Hub, which will be for faculty use moving forward (not student/lunch space). Also, Blackboard support from LSTs is no longer program specific; all requests will be received and triaged across the LSTs.

Dr. Trevor Smith was acclaimed as Vice-Chair of the Teaching and Learning Committee. There were no nominations for Chair. Dr. Raymer will thus serve as interim Chair.

The Provost spoke to the recent MTCU Directive to include the costs of required educational materials in course syllabi, starting January 2025. Discussion followed. While conversations between the MTCU and Provost are ongoing, it would seem so far that the MTCU would like to see an actual dollar value, which is the maximum cost (not a range) of the resources, and which makes clear if students can purchase used resources. Questions remain about whether instructors can or should provide a link to a site for purchasing, and how to deal with required resources (e.g. lab coat) that may be purchased and used across a number of courses. The Director of Teaching and Learning will review the current institutional syllabus template and suggest revisions to the Committee that include a space for communication information about the costs of resources to students, as well as some examples of use.

Finally, the Committee discussed the workplan for the 2024-2025 Academic Year, which will include a report on academic misconduct (as requested by Senate). The workplan will be finalized at the next Committee meeting. The Committee also decided that this year, approval of Senate Reports would be completed by the committee electronically after each meeting, to aid in timely submission to the Senate agenda.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "G. Raymer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

G. Raymer  
Dean, Faculty of Education and Professional Studies (Interim)

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated September 23, 2024.