NIPISSING UNIVERSITY

Meeting Book - January Academic Senate Meeting

Senate Agenda

1. Acknowledgement of the Traditional Territory		Senate Speaker

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

2. Approval of the Agenda	Motion 1	Senate Speaker

That the agenda of the January 17, 2025, Senate meeting be approved.

3. Adoption of Minutes	Motion 2	Senate Speaker

That the minutes of the Senate meeting of December 13, 2024, be adopted.

> i. December 13, 2024 Draft Senate Minutes and Reports.pdf

4. Business Arising from the Minutes

Motion: Moved by A. Graff, seconded by R. Veli that the recommendations of the Academic Quality Assurance and Planning Committee, the School of Nursing, and the Education and Professional Studies Executive, to formally close the Scholar Practitioner Program be adopted.

Following a lengthy discussion, a request for a secret ballot was made. As there was no way to ensure confidentiality during the meeting for on-line Senators, an email including an anonymous Microsoft Forms poll was sent to only those Senators in attendance in-person and on-line. The results of the poll were announced by email following the vote. The motion was CARRIED.

The motion included in the December 9, 2024, Report of the Joint Committee of the Board and Senate on Governance, was revised for accuracy:
Following a voting period, the motion passed (4 in favour, 2 opposed) and was brought forward to the Senate Executive Committee by Dr. Wamsley.

5. Reading and Disposing of Communications

6. Reports from Other Bodies

> **i. President**
> *oral report*
>
> **ii. Provost & Vice-President Academic**
> *oral report*
>
> **iii. Vice-President Finance and Administration**
> *no report*
>
> **iv. Board of Governors**
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> > a. Board Report to Senate - January 2025.pdf
>
> **v. Alumni Advisory Board**
> *no report*
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> **vi. Council of Ontario Universities (Academic Colleague)**
> *no report*
>
> **vii. Joint Committee of the Board and Senate on Governance**
> *no report*

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7. Question Period

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8. Reports of Standing Committees and Faculty Councils

i. Senate Executive Committee
That the report of the Senate Executive Committee dated January 9, 2025, be received.

Motion 1

ii. Academic Curriculum Committee
That the Report of the Academic Curriculum Committee dated December 2, 2024, be received.

Motion 1

    a. ACC REPORT - December 2, 2024.pdf

b. PHIL-2406 Ancient Philosophy
That Senate approve the creation of PHIL-2406 Ancient Philosophy and that it be added to the academic calendar as outlined in the December 2, 2024, ACC document attached.

Rationale:
With the loss of a permanent, dedicated specialist in Ancient Philosophy, PHIL no longer has the resources to commit to running two required courses in this area: This course will replace PHIL 2306 Plato and the Pre-Socratics, and PHIL 2307 Aristotle and the Schools, in our degree requirements. Because the 2000-level courses are also 'introductory' level, it is also appropriate to treat the course as a survey of ancient philosophy. This course will continue to serve the same learning expectations and degree expectations as PHIL 2306 and PHIL 2307.

Motion 2 (Substantive)

c. PHIL 3767 Special Topics in Ethics
That Senate approve the creation of PHIL-3767 Special Topics in Ethics and that it be added to the academic calendar as outlined in the December 2, 2024, ACC document attached.

Rationale:
The creation of this course will enable PHIL to offer a more flexible set of options for advanced students, in keeping with the broader changes being introduced to the degree requirements. It will also highlight the strengths of the program in ethics, at an advanced level.

Motion 3 (Substantive)

d. PHIL - 1116 Introduction to Philosophy
That Senate approve that the course title of PHIL-1116 Introduction to Western Philosophy be changed to PHIL-1116 Introduction to Philosophy.

Rationale:
PHIL 1116 had been designated specifically as a course in Western Philosophy in deliberate contrast to the two PHIL courses in Eastern Philosophy. As a result of the loss of Dr. Borody, we no longer have the faculty expertise to teach those dedicated courses in Eastern Philosophy. It is appropriate therefore to loosen the description of Introduction to Philosophy to allow faculty at least to introduce students to some non-Western philosophy, according to faculty competence.

The loss of expertise in Eastern philosophy diminishes the distinctiveness of the program at Nipissing, which had been noted repeatedly in IQAP assessments. However, because the Eastern Philosophy courses were not required, they were not embedded in the degree-level expectations; therefore, no change of those expectations in required.

Motion 4 (Non-Substantive)

    PHIL-1116 Introduction to Philosophy Course Description
    That Senate approve that the course description for PHIL-1116 Introduction to Philosophy be changed as outlined below.

Motion 5 (Non-Substantive)

Old Description:
Students are introduced to the main concerns in the discipline of Philosophy within the Western tradition. Beginning with the ancient Greeks and ending with the 20th century, students explore some of the most significant issues that have engaged philosophers during each of the main periods of the long and complicated history of Western Philosophy.

New Description:
Students engage with some of the main concerns in the discipline of Philosophy from a historical perspective, beginning with the philosophy of the ancient world and ending with the 20th century. Students explore such significant issues as the nature of knowledge and reality, the good life, and the standards of sound reasoning. Specific content varies from year-to-year.

Rationale:
PHIL 1116 had been designated specifically as a course in Western Philosophy in deliberate contrast to the two PHIL courses in Eastern Philosophy. As a result of the loss of Dr. Borody, we no longer have the faculty expertise to teach those dedicated courses in Eastern Philosophy. It is appropriate therefore to loosen the description of Introduction to Philosophy to allow faculty at least to introduce students to some non-Western philosophy, according to faculty competence.

The loss of expertise in Eastern philosophy diminishes the distinctiveness of the program at Nipissing, which had been noted repeatedly in IQAP assessments. However, because the Eastern Philosophy courses were not required, they were not embedded in the degree-level expectations; therefore, no change of those expectations in required.

Honours Specialization in Philosophy
That Senate approve that the degree requirements for the Honours Specialization in Philosophy be modified as outlined in the December 2, 2024, ACC document attached.

Rationale:
These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Specialization in Philosophy
That Senate approve that the degree requirements for the Specialization in Philosophy be modified as per the December 2, 2024, ACC document attached.

Rationale:
These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Major in Philosophy
That Senate approve that the degree requirements for the Major in Philosophy be modified as outlined in the December 2, 2024, document attached.

Rationale:

Motion 6 (Substantive)

Motion 7 (Substantive)

Motion 8 (Substantive)

These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Minor in Philosophy   **Motion 9 (Substantive)**

That Senate approve that the degree requirements for the Minor in Philosophy be modified as outlined in the December 2, 2024, document attached.

Rationale:
These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

PHIL-2306 The Presocratic and Plato & PHIL 2307 Aristotle and the Schools   **Motion 10 (Non-Substantive)**

That Senate approve that PHIL-2306 The Presocratic and Plato and PHIL-2307 Aristotle and the Schools be deleted.

Rationale:
These courses are being replaced by a single course in Ancient Philosophy, as a consequent of faculty and scheduling constraints in the program.

PHIL-2417 Seminar in Philosophy   **Motion 11 (Non-Substantive)**

That Senate approve that PHIL-4217 Seminar in Philosophy be deleted.

Rationale:
PHIL 4206 and PHIL 4207 satisfy the course level and program level learning expectations of PHIL 4217.

PHIL-2526 Contemporary Moral Issues   **Motion 12 (Non-Substantive)**

That Senate approve that the Course Description for PHIL-2526 Contemporary Moral Issues be changed as outlined below.

Old Description:
Students critically engage with a selection of significant moral problems for the individual and society. Topics may include: suicide, intimacy and sexual conduct, euthanasia, political correctness, fake news, drug use and abuse, racism, artificial intelligence, civil disobedience, capital punishment, and war. Through engagement with such issues, students explore philosophical positions on the possibility and nature of general moral standards.

New Description:
Students critically engage with a practical moral issue or issues of significant contemporary interest. While specific topics will vary from year-to-year depending on the Instructor, potential examples include: Ethical Issues in Harm Reduction Policy; Ethical Issues in the Opioid Crisis; Ethical Issues in Contemporary Sport; the Ethics of Reproductive Rights Today.

Rationale:
There is no required change to the learning expectations for this course, nor its contribution to the degree expectations.

iii. Senate Research Committee   **Motion**
That the Report of the Senate Research Committee dated December 12, 2024, be received.

a. SRC December 2024 Report to Senate.pdf

b. Centres & Institutes Policy   **Motion**
That Senate approve the Centres & Institutes Policy as outlined in the
attached document.

Centres & Institutes Policy_Revision v 24-12-16.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 Joint Committee of the
Board and Senate on Governance for a three-year term which ends June 30, 2027.

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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

December 13, 2024

2:30 p.m.

Room F210 & Zoom Videoconference

<u>**Members Present:**</u>   K. Wamsley (Chair), A. Graff, R. Hacquard, B. Law, N. Colborne, G. Raymer, D. Iafrate, N. Black

J. Abbott, R. Gendron, A. Hatef, G. McCann, G. Phillips (Deputy Speaker), K. Srigley, T. Smith, N. Stevens, T. Stewart, 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), J. Thornborrow, R. Vanderlee, V. Williams

C. Irwin, R. Veli, R. Hehn

H. Panchal, M. DeVuono, B. Brown, D. Cassanto

<u>**Absent With Regrets:**</u>   L. Chen, S. Kariuki, S. Renshaw, D. Tabachnick, O. Pokorny, L. Sinclair, M. Sullivan, F. Couchie, T. Miller, P. English, E. Bonneau

The Senate Speaker offered a Traditional Territory acknowledgement.

<u>**Approval of the Agenda of the Senate Meeting of:**</u> December 13, 2024

Motion 1:   Moved by V. Williams, seconded by R. Veli that the agenda of the Senate meeting of December 13, 2024 be approved with an amendment that Motion 9 be revised to indicate that the Motion be adopted not received.
CARRIED

<u>**Adoption of the Minutes of the Senate Meeting of:**</u> November 8, 2024

Motion 2:   Moved by N. Black, seconded by S. Winters that the minutes of the Senate meeting of November 8, 2024 be adopted.
CARRIED

<u>**Business Arising From the Minutes**</u>

In follow-up to Senator Winters' question from the November 8, 2024, Senate meeting regarding whether updates to the Code of Student Rights and Responsibilities should have been brought to Senate to allow for questions, it was noted that the Interim AVP Students confirmed that Senate is not a consultative body for purposes of decision-making about the Code and it is not within Senate's purview. Consultation about changes to the Code of Student Rights and Responsibilities are conducted outside of Senate.

In response to a follow up question around educational programming within the Student Code of Conduct, the Provost noted that educational programs include, first aid, personal health, mental health and well-being, time management skills, as well as other information and services provided by Student Development and Services to support students.

Reports From Other Bodies

The President's report, appended to the minutes, highlighted Giving Tuesday and the Student Support Fund project. Updates were also provided on government advocacy and the Equity Audit.

The President also provided a schedule of meetings of the Joint Committee of the Board and Senate on Governance, including the recommendation of the Committee as it relates to the Provost's process for administrative suspension and revisions to the process were made to address two main issues which arose at the Joint Committee:

1. Ensure a process is in place to ensure that any Provost or President may not unilaterally change the process; and
2. Ensure an oversight committee on behalf of Senate.

The Joint Committee recommends that the Academic Quality Assurance and Planning Committee (AQAPC), the Senate subcommittee responsible for academic quality and planning, is inherent in the annual review process for academic programs. Included in the documents is a set of regulations to be followed in the suspension of admission to academic programs. These regulations and procedures will go back to the Board for information, discussion, and resolution, should the Board wish to adopt.

The Report of the Joint Committee of the Board and Senate on Governance is included under Reports of Standing Committees and Faculty Councils.

The Provost and Vice-President Academic acknowledged December 10, 1992, as the anniversary of the date that Nipissing University received its charter as an independent University. She commended everyone for the sustainability of the institution. She congratulated the faculty that received internal research awards as well as the Nipissing Lakers women's soccer team. She also conveyed her appreciation to the staff working diligently on recruitment and admission, and provided updates on the Ontario University Fair, student applications, the Strategic Enrollment Management (SEM) Plan, and the Academic and Operational Plan (APOP). She thanked Cheryl Foy, a guest at today's Senate meeting, who is guiding the University through a full governance review. A full report is attached to the minutes.

Question Period

Concerns were raised regarding the cancellation of classes on three Mondays during the Fall term in observance of statutory holidays, and student residence leases not extended to account for make-up dates for these classes. The Interim AVP of Students clarified that residence facilities close at noon on December 21 and any student requiring extended accommodation for academic purposes may submit a request. It was confirmed that no such requests had been received.

A request was made for a review of the policy requiring students to vacate residence within two days of their last exam. The Vice-President, Finance and Administration (VPFA) assured that the policy would be examined to identify potential improvements aimed at alleviating any additional stress for students.

A question was raised with respect to the absence of a Director in the Office of Indigenous Initiatives, and the status of reviews for Indigenous Community Engagement Proposals. The AVP of Research, Innovation, and Graduate Studies confirmed that there are no pending submissions at this time and, should proposals be submitted, the Office of Research and Innovation is responsible for those submissions.

As the Principal of the Indigenous Teacher Education Program (ITEP) is currently on assignment, a question was raised around the measures in place for student support, and what is being done regarding recruitment for the upcoming year. The Interim Dean of Education and Professional Studies reported that the Principal of Indigenous Education is currently on an LTA. During this period, the Student Success and Development Coordinator continues to support those students on practicum. Recruitment efforts remain ongoing, with regular meetings between the Interim Dean and program Principals. A mailout to communities, Indigenous partner agencies, and associations is scheduled for distribution by the Marketing Department in January, with application deadlines set for April and June.

Questions were raised regarding the pausing of the Anishnabek ontologies learning outcome by Senate. The Provost advised that Anishinabek learning and ways of being is identified as a learning outcome in order to ensure that every program embeds Anishnabek ways of being into their expectations and the University provides the necessary supports to ensure this aim. The goal is to broaden to Turtle Island and global indigeneities, once we can demonstrate that every program has embedded Indigenous ways of knowing into their conceptual model. We can ensure that by making it an institutional learning outcome so that every program area can meet the commitment.

The Provost advised that one meeting had been held with Indigenous faculty members in which the collective expressed concern about using the word "ontologies" as it suggests a narrower theoretical framework than "ways of being" which more expansively opens up Anishinabek cultures. The Provost hopes that a motion to undo the pause might be a result of the ongoing conversations. Meetings will be convened with Indigenous faculty members and the Indigenous Reconciliation Targeted Action Group. The plan is to move forward with the hiring of a Director of Indigenous Initiatives, once consultation has completed. It is a high priority and we hope to get started in January.

In response to a question on the Sustainable Planning Program, the Provost reminded Senate that the program remains in development and has been received by AQAPC but won't come forward for Senate approval until the proposal is complete. The inherent design of the program includes Indigenous Ways of Being as a key pillar.

The Committee is being kept apprised of the possible initiatives generated at the faculty level. A key pillar in the design of the program focuses on Indigenous ways of being and Anishinabek is a minimum as to what the institution can support, with a focus on broadening to Turtle Island and global indigeneity.

It was noted that the Anishinabek ontologies was removed from the University learning outcomes form. Has it been temporarily removed from the forms until an outcome has been achieved and comes back to Senate? The Provost advised that she is not familiar with the form and that reconciliation remains a commitment of the University independent of any form.

In response to a question about the timeline for filling the Director of Indigenous Initiatives position, the Provost stated that consultations have been held and the position is expected to be posted in January.

In response to a question as to why the exception to the Human Rights Code to specifically target Indigenous applicants was not used for the tenure-track Indigenous faculty position in Child and Family Studies, the Provost clarified that this tenure-track position was not proposed as an affirmative hire, specifically for an Indigenous individual. Candidates with expertise in Indigenous health and wellness or those able to work in allyship are encouraged to apply.

In response to a question regarding the number of academic programs that are not independently revenue generating, the Provost estimated close to 70%, noting she did not have the exact figure at the time of the meeting and reiterated that the University is committed to an annual program review process, which is expected to begin in January 2025. Through the Efficiency and Accountability Fund, the NOUS Group will assess the overall health of every program. Annual program reviews will be presented to AQAPC and subsequently to Senate, providing a clear understanding of program health and how this impacts investment decisions.

When discussing the strategies the University utilizes to assist these programs in becoming revenue generating, the PVPA highlighted Project Integrate, which has been deployed and our recruitment and admission efforts for every program have been redesigned. We have moved to a high touch approach to student recruitment and the Registrar's Office has asked each program to define their mission, vision and value to align with both the Strategic and Academic Plans. The current Strategic Enrollment Management Working Group meets regularly and has set targets for 2025-26 and 2026-27 with the expectation that by 2026-27, programs will be aware of what their break-even targets are.

A question was raised around which of the strategies listed above were used when making the decision to close enrolments two years ago in the Scholarly Practitioner Program (SPP) program. The PVPA noted that the strategies are emerging and began July 1, 2023 after the SPP program was suspended. Project Integrate was not finalized until May 2024, and the SPP was not an integral part of the review as enrollment in the School of Nursing programs generally was defined as the target for enrolment. While the suspension was a keen source of conversation between the Dean and the Associate Dean regarding resources, a renewed recruitment strategy would not have moved the SPP out of suspension. Nursing requires investment in other opportunities because the SPP program as designed was required to be delivered in conjunction with an urban teaching hospital.

An additional question was raised regarding discussions at the Board of Governors around the revenue impact of the University losing 40-50 students through the suspension of the SPP program. At the time of suspension, the SPP required a minimum $500,000 investment in a facility that was not Nipissing's. The Dean and the Associate Dean have been charged with finding programs to broaden the appeal of the Nursing degree to expand the number of funded and unfunded students. The financial burden on the institution to continue this program and the nature of the external relationships on which the institution was dependant were the factors that complicated the ability of the Board of Governors to commit resources at the time of suspension.

The Provost stated that the suspension of enrolment in the SPP program did not conform to current protocols, and the institution has committed to not replicating this process. The decision to suspend enrolment was based on financial considerations and the inability to invest in the required facility. As no viable location was found for the program, the School of Nursing, advocating for the closure of the program, requested Senate's approval to remove the program from suspension and reallocate resources. There were no faculty, nor students in the SPP at this time. Senate's role is to provide academic oversight, and a final motion to close the program requires Senate approval. For the Board to formally discontinue the SPP program, it requires a recommendation from Senate.

The Provost commended Senator Wenghofer for merging Ancient Studies with History, recognizing that a four-year Honours Specialization in Ancient Studies could not be sustained with only one faculty member. She advised that the University is proceeding with a program-by-program approach, engaging in conversations with faculty, departments, and Deans to gather both anecdotal and objective data on program health. It is crucial that AQAPC, Senate, and the Board have a clear understanding of program health moving forward. Schools, including Nursing, Business, and Education, have been asked to present strategic plans outlining their goals for the next 5-10 years. Collaborative efforts are necessary to support program health, and this process will be transparent through Senate.

Concerns were raised about the lack of a clearly defined policy and the flawed process, as Senate has been removed from the decision-making on program closures. It was suggested that if the motion is defeated, a Senate Redundancy Committee be established.

Given the discussion around increased enrolment efforts, a question was raised regarding affordable student housing. Due to a decline in international students across Ontario, discussions around new residence construction have been paused. Housing availability in North Bay has also changed, with fewer international students at Canadore College. Efforts are being made to match students with housing, and the University is monitoring the situation while adopting a responsible approach to student recruitment.

A question was raised about creating family residences. The President advised that discussions have occurred in forums relating to ancillary operations.

A request was made for an update on the University Honorarium Policy for Elders and Indigenous Knowledge Holders. Concerns were raised about the policy's lack of flexibility and not being competitive enough, as well as the need to request honorariums too far in advance. Further discussion and consultation on respecting Indigenous protocols in the policy renewal were requested. The VPFA is reviewing proposals and encouraged Senators to speak with their Deans.

In follow up to a question initially raised at the October 11, 2024, Senate meeting regarding a request for an update on the levy students pay to support the Equity Centre with 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. In response to a further question as to when the Compulsory and Ancillary Fees Committee will meet, the VPFA advised that the Committee usually meets in February.

In response to a request for an update on the review of per diem and travel policies, the VPFA noted that the updated travel policy was announced at the September Community Forum and is available on the website.

A question was raised at the November Senate meeting regarding whether the search for consultants for the third-party sustainability reviews had to go out to tender. It was noted that NOUS was on a list of pre-approved firms, so it was not required to go to tender. The VPFA confirmed that several consultants were on the list, and a selection were interviewed before selecting the NOUS Group.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3:   Moved by K. Wamsley, seconded by A. Graff that the Report of the Senate Executive Committee dated December 5, 2024 be received.
CARRIED

Motion 4:   Moved by K. Wamsley, seconded by R. Hehn that Senate consider motions 6-9 as an omnibus motion.
CARRIED

Motion 5:   Moved by K. Wamsley, seconded by R. Hehn that Senate approve motions 6-9 as an omnibus motion.
CARRIED

Motion 6:   That the 2024-25 Graduate Studies Committee Work Plan be received for information.

Motion 7:   That the 2024-25 Honorary Degrees Committee Work Plan be received for information.

Motion 8:   That the 2024-25 Research Committee Work Plan be received for information.

Motion 9:   That the 2024-25 Teaching and Learning Committee Work Plan be received for information.
Motions 6-9, as omnibus, CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 10:   Moved by A. Graff, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated November 1, 2024 be received.
CARRIED

Motion 11:   Moved by A. Graff, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated November 22, 2024 be received.
CARRIED

Motion 12:   Moved by A. Graff, seconded by R. Veli that the Quality Assurance Audit – Institutional Self-Study Addendum for submission to the Quality Council be received for information.
CARRIED

Motion 13:   Moved by A. Graff, seconded by R. Veli that the recommendations of the Academic Quality Assurance and Planning Committee, the School of Nursing, and the Education and Professional Studies Executive, to formally close the Scholar Practitioner Program be adopted.

Following a lengthy discussion, a request for a secret ballot was made. As there was no way to ensure confidentiality during the meeting for those Senators online, an email including an anonymous Microsoft Forms poll will be sent to only those Senators in attendance in-person and on-line. The results of the poll will be announced by email following the vote and reported under Business Arising in the next Senate Agenda.

Motion 14:   Moved by S. Winters, seconded by A. Adler that voting on Motion 13, to formally close the Scholar Practitioner Program, be sent to Senators to vote on by secret ballot.
CARRIED

Graduate Studies Committee

Motion 15:   Moved by B. Law, seconded by V. Williams that the Report of the Graduate
               Studies Committee dated September 25, 2024 be received.
               CARRIED

Motion 16:   Moved by B. Law, seconded by R. Veli that the Report of the Graduate Studies
               Committee dated October 23, 2024 be received.
               CARRIED

Motion 17:   Moved by B. Law, seconded by R. Veli that the Report of the Graduate Studies
               Committee dated November 20, 2024 be received.
               CARRIED

Honorary Degrees Committee

Motion 18:   Moved by K. Wamsley, seconded by A. Graff that the Report of the Honorary
               Degrees Committee dated December 3, 2024 be received.
               CARRIED

Joint Committee of the Board and Senate on Governance

Motion 19:   Moved by K. Wamsley, seconded by R. Veli that the Report of the Joint
               Committee of the Board and Senate on Governance Committee dated December
               9, 2024 be received.
               CARRIED

It was requested that the minutes note that receipt of the report does not constitute Senate's
endorsement.

The following revision of Article1.3 of the Program Admission Suspension Procedure was
suggested (revision in bold):
*As well, suspension of enrolment may be taken as the result of the direction from an external
body, including accreditors, such as IQAP, CASN **or regulators**.*

Senate Research Committee

Motion 20:   Moved by B. Law, seconded by N. Black that the Report of the Research
               Committee dated September 25, 2024 be received.
               CARRIED

Motion 21:   Moved by B. Law, seconded by N. Black, that the Report of the Research
               Committee dated November 7, 2024 be received.
               CARRIED

Teaching and Learning Committee

Motion 22:   Moved by G. Raymer, seconded by R. Veli that the Report of the Teaching and
               Learning Committee dated November 25, 2024 be received.
               CARRIED

The November 25, 2024 Report of the Teaching and Learning Committee states: "The
Committee is not providing further direction on generative artificial intelligence use at this time,
given that the report of the ad hoc committee on the use of artificial intelligence technologies in
instructional settings is expected to be finished in Spring 2025." A question was raised as to

whether an ad hoc committee has been struck, and if so, is the membership open to Senators, Faculty members and Administrative staff. Senator Winters and Senator Allison had expressed interest in serving on this committee in the September Senate meeting. This question will be directed to the Director of Teaching and Learning.

Motion 23:   Moved by G. Raymer, seconded by B. Brown that Senate approve the revised Institutional Syllabus Template as circulated.
                      CARRIED

Elections

- Notice of election to fill a vacancy on the Joint Committee of the Board and Senate on Governance.

New Business

Motion 24:   Moved by K. Wamsley, seconded by A. Graff that Senate approve that Nipissing University signs on to the CMVF3C - the Canadian Military, Veteran, and Family Connected Campus Consortium.
                      CARRIED

Rationale: To contribute to a network of institutions which focus on the transformative potential of post secondary education for those who have served or are serving. Provide advice and support for transition into education, provide information on, scholarship and bursary opportunities, help with advanced standing and transfer credits where applicable, assist with well being. There is no financial commitment.

Motion 25:   Moved by K. Wamsley, seconded by A. Graff that Senate move in camera to approve the list of honorary degree recipients.
                      CARRIED

Adjournment

Senate was adjourned at 4:38 p.m.

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K. Wamsley (Chair)			S. Landriault (Senate Secretary)

President's Senate Report
13 December 2024

Good afternoon Senators, our last meeting before the holiday break, a few things for my update today. First, it is the season for government advocacy. As you know from the last Senate meeting, we have had a meeting with the Ministry to discuss our funding and I will also be meeting with the Minister in late January. I will keep Senate informed as I receive information.

At this time of year, there is little to report on our finances but we have reported to the Board that we still project a balanced budget for 2024-25. We will be providing a synopsis of the SMA4 corridor funding model for Senate at an upcoming meeting.

An update on the equity audit – the Task Force has ranked the proponents and the university is currently in the process of negotiating with a potential candidate. Our thanks to the Task Force for their comprehensive and careful work.

You may have seen the report from the Auditor General in the news last week. As we reported to the Board, we have set a timetable to address the recommendations in the Auditor-General's Report and we are satisfied with our progress.

Thanks to our members who donated to Giving Tuesday, this year targeted to support undergraduate student research with faculty members. I am pleased to report that we raised over $18,000. Many thanks to Advancement for their work on Giving Tuesday and to our supportive Alumni Board as well.

We are still in the process of wrapping up our Student Support Fund project, as cabinet members continue to approach donors. We will be able to distribute some funds in the next fiscal year and should have the entirety of donations collection by July 2025.

A very brief report today and I will be pleased to take questions during Question Period.

Provost's Report to Senate
November 28, 2024

1. Congratulations to faculty who have received internal research awards:

Researcher		Title	Awarded
Aimable Nkurunziza	Nursing	Post-Government Regionalization and Dispersal Policies: Community-Based Participatory Project to Identify Solutions of Newcomers' Health and Healthcare Challenges in Rural and Northern Ontario	$7,000
Anna Przednowek	Social Work	PARN Research Camp Photo Elicitation Evaluation Study	$8,000
Tyson Stewart	Indigenous Studies	"Playing Indian" in the Era of Truth and Reconciliation: Satirizing Pretendians in Indigenous News Media and Popular Culture	$6,000
Richard Wenghofer	History	Archaeology and History of Greek Colonization of Ancient Thrace	$4,000
			$25,000

2. For 2025-26 enrollment, the recruitment team and faculty have supported efforts at the Ontario University Fair (OUF – October 5-6) and a campus Open House (November 2). The recruiters have also travelled to Nigeria, Ghana, and Jakarta, Indonesia as a part of a new initial to diversify Nipissing's international imprint.

    OUF
    2024 OUF Attendance was 70,653 (-18.15% from 86,318 in 2023)
    Scans at the Nipissing booth were up 7.77% from last year for a total of 1674.
    This is our highest ratio of scans for the past 5 years representing a connection with 2.37% of event attendees (we connected with 1.81% of attendees at the event in 2023)

    Fall Open House
    Total Registrations: 386 (2023 registrations: 273)
    Attendance: 285 (2023 attendance: 199)
    Attendance rate: 73.8% (2023 rate: 73.3%)

    Ontario High School Fall Travel
    Recruiters completed 60% more visits this year than the previous fall, and the number of leads collected across visits is up 77%

    Applications
    Undergraduate applications are up approximately 5.2% from this time last year
    Ontario High School applications are up 7.8% from this time last year

    For Winter 2025, with modest confidence, the Registrar is anticipating 5 new international admissions, 20 new domestic starts (general), and 100 Nursing starts in Winter 2024.

3. The Strategic Enrollment Management (SEM) Working Group has been established and convened (Action #23 complete, APOP). And the SEM Plan 2024-27 is being finalized. Phase 1 has been to accurately profile with data NU's position and student composition. Phase 2 will align KPIs to the Strategic Plan commitments, APOP, and Project Integrate. At the Faculty level, SEM Faculty Groups are being composed by the Deans and we look forward to working integratively.

4. Lindsay Sullivan is the acting AVP, Students.

5. With respect to the academic governance review, Cheryl Foy has been on-campus for the week of November 18-22 to conduct interviews with both Board members and Senators. Thank you to all members who have made the time to meet with Cheryl. And to those who were unavailable within the week, interviews will continue for invited participants by Zoom.

6. Congratulations to the Nipissing Laker's Women's Soccer Team who finished the season second in Ontario (nail biter in Ottawa) and fifth in the country (a series of really fabulous games in Halifax)!

APOP UPDATE

28 of 45 actions identified as academic are underway. 1 action is complete. By way of examples, work on Action #14: Develop process maps for program innovation and new program development that respond to the Ministry requirements for market research, business plan, resource commitments from existing programs with clear templates setting out what is required and which office will provide it, has guided our work on two new programs (one already with Ministry approval) and one current program that required significant redesign.

NIPISSING
U N I V E R S I T Y

Board of Governors Report to Senate – January 2025

Board of Governors Meeting
November 28, 2024

The Board of Governors met on Thursday, November 28, 2024, In the President's Boardroom (F303) and via Zoom remote conferencing.

The Board welcomed Cheryl Foy, President of Strategic Governance Consulting Services, who has been engaged to carry out a governance review, as funded through the Ontario Government's Efficiency and Accountability Fund. Ms. Foy has conducted both in-person and online surveys with members of the Board of Governors and Senate, with a final report expected for presentation in late January. The NOUS Group has been contracted to review the remaining mandated areas, which include academic programming, physical assets and facilities, collaborative procurement opportunities, and revenue generating opportunities.

The Board of Governors accepted the recommendation of the Provost and Vice-President, Academic to appoint Dr. Geoff Hartley as Vice-Chair, Training, Education, and Community Engagement of the Nipissing University Research Ethics Board (NUREB) for a three-year term.

The Board of Governors resolved to accept the recommendation of the Audit & Finance Committee to approve the 2025/26 Budget Process.

The Board of Governors endorsed the status of Nipissing University as a signatory to the Canadian Military Veteran and Family Connected Campus Consortium.

The Board of Governors next meets on February 13, 2025, at 5:30 p.m.

NUSU Academic Senate Report: January 2025

Happy New Year
NUSU would like to wish everyone a Happy 2025 and hope that everyone had a relaxing and happy break.

Academic Week
Academic Week will be held from Jan 13th-Jan 17th. This is a week full of events to connect students with different departments and services on campus, as well as having a fun week related to academia. The events include:

Monday, January 13th
- Goodie Bag Handout
- Are You Smarter Than a NUSU Exec outside the Campus Bookstore
- NUSU Spill and Chill in the OnTheRocks Space: a new event where students can sit at different roundtables to discuss common interests and topics of interest

Tuesday January 14th
- Academic Wheel and Hot Chocolate outside the Campus Bookstore

Wednesday January 15th
- Drop in Support at the Library: NUSU and Peer Support will be at the library for students to come and speak to
- Clue Night in the OnTheRocks Space: come use your detective skills to solve the unsolved cold case. Be the first team to solve to receive a prize!

Thursday January 16th
- Program Check-In: come to the NUSU Alumni Lounge to talk about future goals, how to plan, and how to destress when thinking about the future
- Disney Trivia in the OnTheRocks space

Friday, January 17th
- Brain Teaser Bonfire: passive event where students can solve brain teasers and riddles for a work break!

All Week
- Lakersopololy: students will complete challenges on Goosechase and be entered into a draw to win an airfryer!

Out of Town Trip

We are excited to announce that students will be taken to Sudbury on January 18th to visit Science North! Credits goes to Preston English and the NUSU Services Team for getting some tickets for students! It will be a fun trip and NUSU is excited for students to explore Science North in Sudbury!

NUSU Executive Director Elections

NUSU's Elections for Executive Directors are on its way. Callouts for the President, Vice-President, Finance & Administration, Vice-President, Advocacy & Awareness, and Vice-President, Student Life have gone out. The campaign period will occur between February 10th - February 19th. We are excited to meet the candidates and run the election. For more information, please reach out to exec@nusu.com

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Report of the
Academic Curriculum Committee (ACC)

December 2, 2024

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Members Present:

Graydon Raymer (acting Chair)	Nathan Colborne	Barbi Law
Nancy Black	Debra Iafrate	Kurt Clausen
Gillian McCann	Tammie McParland	Ping Zou
Brendan Brown	Daniel Cassanto	

Regrets: Ann-Barbara Graff, Paul Millar, Emma Bonneau, Tyandra Miller

Guests: David Borman, Robin Gibson, Beth Holden, Kari Rasmussen

Recording Secretary: Jane Hughes

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

Respectfully submitted,

Graydon H. Raymer, Acting Chair
Dean (Interim), Faculty of Education and Professional Studies

Motion 1:   That Senate receive the Report of the ACC, dated December 2, 2024.

Faculty of Arts & Science

Philosophy (Click here to access the Philosophy Curriculum Map)

Substantive:

Motion 2:   That Senate approve the creation of PHIL-2406 Ancient Philosophy and that it be added to the academic calendar as outlined in the template below.

Rationale:
With the loss of a permanent, dedicated specialist in Ancient Philosophy, PHIL no longer has the resources to commit to running two required courses in this area: This course will replace PHIL 2306 Plato and the Pre-Socratics, and PHIL 2307 Aristotle and the Schools, in our degree requirements. Because the 2000-level courses are also 'introductory' level, it is also appropriate to treat the course as a survey of ancient philosophy. This course will continue to serve the same learning expectations and degree expectations as PHIL 2306 and PHIL 2307.

Course Code	**PHIL 2406**
Course Title:	**Ancient Philosophy**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students explore a selection of classic texts in early Western philosophy, especially the work of Plato and Aristotle, and engage with foundational issues in various areas of philosophy including ethics, epistemology, and metaphysics. Some consideration may also be given to the work of pre-Socratic philosophy, as well as to later Greek and Roman thought (Scepticism, Epicureanism, and Stoicism).
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	PHIL 2306, PHIL 2307, PHIL 2305
List any restrictions: *For example, "This course is restricted to BPHE students".*	None
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes X No
Will this course have an Experiential Learning component as defined by the MCU?	¨ Yes X No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered every year, in place of PHIL 2306 and PHIL 2307
List the total hours and the weekly breakdown of hours by instructional method. **Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.** *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>**Is this course cross-listed? If so, with what department?**</u>	¨ Yes X No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>**Program Implications:**</u>	This change will reduce our required course offerings within Ancient Philosophy from 6 credits to 3 and enable us to be

Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?	more flexible in our yearly scheduling and course development
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* **For detailed information on Learning Outcomes, please consult the [Quality Assurance website](#).**	Students who successfully complete this course will: 1. Demonstrate a developing knowledge of the thinkers, positions, texts and arguments studied in the course, including the relationships between these thinkers and texts; 2. Demonstrate insight into the classical Greek foundations of key 'western' values and beliefs; 3. Identify and explain key Greek/transliterated philosophical terms; 4. Demonstrate an enhanced capacity for critical thought through the identification and reconstruction of arguments, positions and presuppositions; 5. Demonstrate a developing sophistication of language, clarity of expression and argument in the production of written work; 6. Demonstrate a developing interpretative subtlety in assessing the reliability of some primary sources and more contemporary commentary and translations
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes X No enter additional resources:
How will this course contribute to the program level outcomes?	This course is intended to make the same contributions as existing PHIL 2306 and PHIL 2307 ([see curriculum map for details](#))
Who amongst your current faculty has the competencies to teach this course?	As a less specialized version of PHIL 2306 and PHIL 2307, focused on Plato and Aristotle, this course falls into basic teaching competence in Philosophy – i.e., any faculty member with a PhD in Philosophy could be expected to teach this course. Having said that, there would certainly be value added by having the course run by a specialist in Ancient Philosophy; however, since the retirement of Dr. Borody, we have lost that specialization.
How does this course contribute to the institution's commitments	This is a foundational course in Philosophy, an expected part of any Philosophy degree program anywhere in

to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Canada; as such it is part of Nipissing's obligation to support regional equity by offering comprehensive programming options in the North.
How will you communicate this new offering to students?	Webadvisor, Instagram, verbally

SYLLABUS

PHIL 2406 – Ancient Philosophy
Credits: 3
Hours: 36 (3h/wk)

Description:
Students explore a selection of classic texts in early Western philosophy, especially the work of Plato and Aristotle, and engage with foundational issues in various areas of philosophy including ethics, epistemology, and metaphysics. Some consideration may also be given to the work of pre-Socratic philosophy, as well as to later Greek and Roman thought (Scepticism, Epicureanism, and Stoicism).

Learning Outcomes:
Upon the successful completion of this course, students will:

1. Demonstrate a developing knowledge of the thinkers, positions, texts and arguments studied in the course, including the relationships between these thinkers and texts;

2. Demonstrate insight into the classical Greek foundations of key 'western' values and beliefs;

3. Identify and explain key Greek/transliterated philosophical terms;

4. Demonstrate an enhanced capacity for critical thought through the identification and reconstruction of arguments, positions and presuppositions;

5. Demonstrate a developing sophistication of language, clarity of expression and argument in the production of written work;

6. Demonstrate a developing interpretative subtlety in assessing the reliability of some primary sources and more contemporary commentary and translations.

Required Resources:
None

Assessment Strategies:
At least one course paper.

Method of Delivery:

Modality	Approach
X☐ Face-to-Face	☐ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex

□ Hybrid	□ Other:

Prerequisite(s): None

Antirequisite(s): PHIL 2305, PHIL 2306, PHIL 2307

Corequisite(s):

Cross-Listed (if applicable):

Cross-Coded (if applicable):

Substantive:

Motion 3:   That Senate approve the creation of PHIL-3767 Special Topics in Ethics and that it
              be added to the academic calendar as outlined in the template below.

Rationale:
The creation of this course will enable PHIL to offer a more flexible set of options for advanced students, in keeping with the broader changes being introduced to the degree requirements. It will also highlight the strengths of the program in ethics, at an advanced level.

Course Code	PHIL 3767
Course Title:	Special Topics in Ethics
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	This course will vary in specific focus from year to year, depending upon the expertise of the Instructor; but in each case, course content will concern some specific issue, question, text, or author in ethics. Students are advised that a more detailed outline of subject matter is provided on a year to year basis by the discipline.
Course Prerequisite:	30 Credits Completed
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	None
Is this a Topic Course? **f** *Topic courses are courses that students can take more than once for credit.*	X Yes ¨ No
Will this course have an Experiential Learning component as defined by the MCU?	¨ Yes X No
Outline the department's plan for offering this course.	This course will be cycled with other 3000-level offerings in PHIL. Whether it will first be offered in 2025-

For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.	26 will depend on the timing of approval as well as faculty staffing.
List the total hours and the weekly breakdown of hours by instructional method. **Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.** *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes X No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course will offer an additional, upper-year credit in the "Ethics" list, for students majoring in PHIL.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* **For detailed information on Learning Outcomes, please consult the Quality Assurance website.**	Students who successfully complete this course will: 1. Demonstrate knowledge of some subfield within Ethics; 2. Demonstrate knowledge of the some of the core issues and positions within that subfield; 3. Demonstrate an ability to identify and reconstruct arguments in advanced philosophical texts; 4. Demonstrate an ability to produce philosophical arguments in written and oral forms; and 5. Demonstrate an ability to charitably interpret and respond to objections to their own views. 6. Demonstrate a developing ability to pursue an original program of research
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes X No enter additional resources:

How will this course contribute to the program level outcomes?	This course will contribute to students' Depth and Breadth of Knowledge within Value Theory; help develop more advanced methods and skills in the identification, analysis, and construction of arguments; provide opportunities to apply this knowledge and skill set to novel and challenging ethical problems; and to communicate these achievements through philosophical writing, which put s a premium on charity of interpretation, clarity of expression, and awareness of limits of one's own argument.
Who amongst your current faculty has the competencies to teach this course?	Dr. David Borman, Dr. Sasa Stankovich
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Contributions will vary depending on the topic selected
How will you communicate this new offering to students?	Webadvisor, Instagram, verbally

SYLLABUS

PHIL 3767 – Special Topics in Ethics

Credits: 3
Hours: 36 (3hr/wk)

Description:
This course will vary in specific focus from year to year, depending upon the expertise of the Instructor; but in each case, course content will concern some specific issue, question, text, or author in ethics. Students are advised that a more detailed outline of subject matter is provided on a year to year basis by the discipline.

Learning Outcomes:
Upon the successful completion of this course, students will:

1. Demonstrate knowledge of some subfield within Ethics;
2. Demonstrate knowledge of the some of the core issues and positions within that subfield;
3. Demonstrate an ability to identify and reconstruct arguments in advanced philosophical texts;
4. Demonstrate an ability to produce philosophical arguments in written and oral forms; and
5. Demonstrate an ability to charitably interpret and respond to objections to their own views;
6. Demonstrate a developing ability to pursue an original program of research.

Required Resources: None

Assessment Strategies: At least one major course paper and assessment of oral arguments.

Method of Delivery:

Modality	Approach
X□ Face-to-Face	□ Synchronous
□ Online	□ Asynchronous
□ Blended	□ HyFlex
□ Hybrid	□ Other:

Prerequisite(s): 30 credits completed

Antirequisite(s): None

Corequisite(s):

Cross-Listed (if applicable):

Cross-Coded (if applicable):

Non-substantive:

Motion 4:   That Senate approve that the course title of PHIL-1116 Introduction to Western Philosophy be changed to PHIL-1116 Introduction to Philosophy.

Rationale:
PHIL 1116 had been designated specifically as a course in Western Philosophy in deliberate contrast to the two PHIL courses in Eastern Philosophy. As a result of the loss of Dr. Borody, we no longer have the faculty expertise to teach those dedicated courses in Eastern Philosophy. It is appropriate therefore to loosen the description of Introduction to Philosophy to allow faculty at least to introduce students to some non-Western philosophy, according to faculty competence.

The loss of expertise in Eastern philosophy diminishes the distinctiveness of the program at Nipissing, which had been noted repeatedly in IQAP assessments. However, because the Eastern Philosophy courses were not required, they were not embedded in the degree-level expectations; therefore, no change of those expectations in required.

Non-substantive:

Motion 5:   That Senate approve that the course description for PHIL-1116 Introduction to Philosophy be changed as outlined below.

Old Description:
Students are introduced to the main concerns in the discipline of Philosophy within the Western tradition. Beginning with the ancient Greeks and ending with the 20th century, students explore some of the most significant issues that have engaged philosophers during each of the main periods of the long and complicated history of Western Philosophy.

New Description:

Students engage with some of the main concerns in the discipline of Philosophy from a historical perspective, beginning with the philosophy of the ancient world and ending with the 20th century. Students explore such significant issues as the nature of knowledge and reality, the good life, and the standards of sound reasoning. Specific content varies from year-to-year.

Rationale:
PHIL 1116 had been designated specifically as a course in Western Philosophy in deliberate contrast to the two PHIL courses in Eastern Philosophy. As a result of the loss of Dr. Borody, we no longer have the faculty expertise to teach those dedicated courses in Eastern Philosophy. It is appropriate therefore to loosen the description of Introduction to Philosophy to allow faculty at least to introduce students to some non-Western philosophy, according to faculty competence.

The loss of expertise in Eastern philosophy diminishes the distinctiveness of the program at Nipissing, which had been noted repeatedly in IQAP assessments. However, because the Eastern Philosophy courses were not required, they were not embedded in the degree-level expectations; therefore, no change of those expectations in required.

Substantive:

Motion 6:   That Senate approve that the degree requirements for the Honours Specialization in Philosophy be modified as outlined below.

OLD REQUIRMENTS
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Philosophy.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

PHIL 1116 or	Introduction to Western Philosophy or	
		3 cr.
PHIL 1117	Values and Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		33 cr.

NEW REQUIREMENTS
Honours Specialization

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Philosophy.
Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.
PHIL 4000 Level		6 cr.

9 credits in "History" from:
PHIL 1116 Introduction to Philosophy
PHIL 2406 Ancient Philosophy
PHIL 3336 Reason and Experience in Modern Philosophy
PHIL 3337 Idealism and Its Critics
PHIL 3476 Existentialism I
PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen
PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

9 credits in "Value Theory" from:
PHIL 1117 Values and the Human Condition
PHIL 2526 Contemporary Moral Issues
PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy
PHIL 2716 Bio-Ethics
PHIL 2717 Environmental Ethics
PHIL 2816 Digital Ethics
PHIL 3756 Special Topics in Social and Political Philosophy
PHIL 3767 Special Topics in Ethics

30 additional PHIL credits

Rationale:
These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Substantive:

Motion 7:   That Senate approve that the degree requirements for the Specialization in Philosophy be modified as outlined below.

OLD REQUIREMENTS
Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Philosophy.

Students must complete 120 credits including 54 credits in the Specialization as follows:

PHIL 1116 or PHIL 1117	Introduction to Western Philosophy or Values and the Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4206 or PHIL 4207	Seminar in Philosophy	3 cr.
PHIL Upper level		30 cr.

NEW REQUIREMENTS

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Philosophy.

Students must complete 120 credits including 54 credits in the Specialization as follows:

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.
PHIL 4000 Level		3 cr.

9 credits in "History" from:
PHIL 1116 Introduction to Philosophy
PHIL 2406 Ancient Philosophy
PHIL 3336 Reason and Experience in Modern Philosophy
PHIL 3337 Idealism and Its Critics
PHIL 3476 Existentialism I
PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen
PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

9 credits in "Value Theory" from:
PHIL 1117 Values and the Human Condition
PHIL 2526 Contemporary Moral Issues
PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy
PHIL 2716 Bio-Ethics
PHIL 2717 Environmental Ethics
PHIL 2816 Digital Ethics
PHIL 3756 Special Topics in Social and Political Philosophy
PHIL 3767 Special Topics in Ethics

27 additional PHIL credits

Rationale:
These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Substantive:

Motion 8:   That Senate approve that the degree requirements for the Major in Philosophy be modified as outlined below.

OLD REQUIREMENTS
Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Philosophy.

Students must complete 36 credits in the Major as follows:

PHIL 1116 or PHIL 1117	Introduction to Western Philosophy or Values and the Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Critics	3 cr.
PHIL Upper level		15 cr.

Note:
Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Degree Requirement section for further information.

NEW REQUIREMENTS
Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Philosophy.

Students must complete 36 credits in the Major as follows:

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.

9 credits in "History" from:
PHIL 1116 Introduction to Philosophy
PHIL 2406 Ancient Philosophy
PHIL 3336 Reason and Experience in Modern Philosophy
PHIL 3337 Idealism and Its Critics
PHIL 3476 Existentialism I
PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen
PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

9 credits in "Value Theory" from:
PHIL 1117 Values and the Human Condition
PHIL 2526 Contemporary Moral Issues
PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy
PHIL 2716 Bio-Ethics
PHIL 2717 Environmental Ethics
PHIL 2816 Digital Ethics

PHIL 3756 Special Topics in Social and Political Philosophy
PHIL 3767 Special Topics in Ethics

12 additional PHIL credits

Note:
Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Degree Requirement section for further information

Rationale:
These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Substantive:

Motion 9:   That Senate approve that the degree requirements for the Minor in Philosophy be modified as outlined below.

OLD REQUIREMENTS
 Students must complete 18 credits in Philosophy as follows:

PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
OR		
PHIL 2307	Aristotle and the Schools	
PHIL Upper level		12 cr.

NEW REQUIREMENTS

PHIL 2506	Thinking Clearly	3 cr.
OR		
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.

6 credits in "History" from:
PHIL 1116 Introduction to Philosophy
PHIL 2406 Ancient Philosophy
PHIL 3336 Reason and Experience in Modern Philosophy
PHIL 3337 Idealism and Its Critics
PHIL 3476 Existentialism I
PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen

PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

6 credits in "Value Theory" from:
PHIL 1117 Values and the Human Condition
PHIL 2526 Contemporary Moral Issues
PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy
PHIL 2716 Bio-Ethics
PHIL 2717 Environmental Ethics
PHIL 2816 Digital Ethics
PHIL 3756 Special Topics in Social and Political Philosophy
PHIL 3767 Special Topics in Ethics

3 additional PHIL credits

Rationale:
These changes respond directly to recommendations contained in the IQAP report for
PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

Non-substantive:

Motion 10:   That Senate approve that PHIL-2306 The Presocratic and Plato and PHIL-2307 Aristotle and the Schools be deleted.

Rationale:
These courses are being replaced by a single course in Ancient Philosophy, as a consequent of faculty and scheduling constraints in the program.

Non-substantive:

Motion 11:   That Senate approve that PHIL-4217 Seminar in Philosophy be deleted.

Rationale:
PHIL 4206 and PHIL 4207 satisfy the course level and program level learning expectations of PHIL 4217.

Non-substantive:

Motion 12:   That Senate approve that the Course Description for PHIL-2526 Contemporary Moral Issues be changed as outlined below.

Old Description:
Students critically engage with a selection of significant moral problems for the individual and society. Topics may include: suicide, intimacy and sexual conduct, euthanasia, political

correctness, fake news, drug use and abuse, racism, artificial intelligence, civil disobedience, capital punishment, and war. Through engagement with such issues, students explore philosophical positions on the possibility and nature of general moral standards.

<u>New Description:</u>
Students critically engage with a practical moral issue or issues of significant contemporary interest. While specific topics will vary from year-to-year depending on the Instructor, potential examples include: Ethical Issues in Harm Reduction Policy; Ethical Issues in the Opioid Crisis; Ethical Issues in Contemporary Sport; the Ethics of Reproductive Rights Today.

Rationale:
There is no required change to the learning expectations for this course, nor its contribution to the degree expectations.

Nipissing University
Senate Research Committee Report
December 12, 2024

The SRC met on December 12, 2024.

Members in attendance: B. Law (Chair), N. Black (Vice-Chair), B. Brown, C. Byers (non-voting), C. Cho, K. Sarginson (non-voting), D. Zarifa, H. Zhu. Absent: M. Sullivan, M. De Vuono. Recording Secretary: L. Snoddon

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the meeting. Updates included:

- Network updates from OCUR, including new funding and connection opportunities.
- Recent Tri-Agency updates including the release of the Narrative CV (Tri-Agency CV) that will replace the CCV in grant applications.) that will replace the CCV in grant applications.
- Release of the Tri-Agency's guidance on the use of generative AI in the preparation and evaluation of grant proposals.
- Industry engagement at the Northern Ontario Road to Defence event
- Call for volunteers for UGRC and NU360 2025, specifically the need for a UGRC Chair.
- Next Research Rendezvous event: January 30th at 10:30 am in the Teaching Hub on the topic of Research Security.

The committee considered the revised Centres & Institutes Policy.
Moved by N. Black, seconded by D. Zarifa, SRC recommends the revised Centres & Institutes policy to Senate.

New business topics included updates on the following:
- The commercialization policy renewal
- CRC EDI Action Plan requirement updates
- Research security resources

Respectfully submitted,

B. Law
Chair, Senate Research Committee

Motion 1:   That Senate receives the report of the Senate Research Committee, dated December 12, 2024.

Motion 2:   That Senate approve the Centres & Institutes Policy as outlined in the attached document.

Approval Package Contents:

1. Policy Revision Summary, page 1 – For information only
2. Centres & Institutes Policy, pages 2-6 – To be reviewed and approved by Senate
3. Centres & Institutes Procedure, pages 7-11 – For information only

Centres & Institutes Policy Revision Summary

The Centres & Institutes policy was originally issued in February 2011. In May 2024, the Senate Research Committee (SRC) moved to establish a working group with the mandate of bringing a revised policy to SRC. The working group included representation from faculty deans, faculty members, SRC, and the Office of Research & Innovation. The revision process included review and discussion of analogous policies at other Ontario universities and synthesis of feedback from faculty deans, working group members, SRC members, the AVP RIGS, the VPFA, and the Provost.

The main changes in this revision include the following:

- **Research groups** – In keeping with policies at other institutions, the category of research groups (research collaborations that do not require a formal structure and application process) was added to clarify that researchers may form research collectives without applying for centre or institute status.
- **Progressive classification** – Criteria for each category are structured to encourage a progressive approach to collaboration as research relationships develop and a clear record of publications and other scholarly outcomes has been established.
- **Application review process** - Since centres and institutes may have programmatic, workload, space, and financial implications for the institution, the relevant faculty dean(s), the AVP RIGS, the Director of Facilities, and the VPFA will be asked to review proposals and provide a written recommendation to the Senate Research Committee.
- **Authority to establish centres and institutes** – Instead of establishing all centres and institutes, the Board of Governors will be responsible for establishing only those with infrastructure and/or financial implications for the University. Academic Senate will have the authority to establish all others.
- **Review process** – Although faculty deans will be included in the review process, the faculty offices will no longer be responsible for reviewing centres and institutes. This corrects a process in which faculty deans were required to review centres that they were not responsible for approving and where the Senate Research Committee was removed from review of centres.
- **Reclassification** – The policy provides the opportunity for centres and institutes to request reclassification if they are unable to maintain the requirements of their given classification.
- **Closure** – The policy includes conditions under which a centre or institute may be closed by the institution and the corresponding procedure includes a process for closure.
- **Separation of policy and procedure** – To align with best practices in policy writing and to streamline the review process for minor procedural changes, procedural pieces have been moved to a separate Procedure document (included in this document after the Policy). The criteria for classification as a centre, institute, or group have been presented with guidance to potential applicants and moved to Appendix A.
- **Timeline** – A timeline for the submission and review process has been added to the Procedure. Since applications will not re-open until February, for the 2024-2025 year proposals will be accepted up to May 1. The November 1st deadline for applications will take effect for the 2025-2026 year and thereafter.

The working group would like to acknowledge the work of other institutions on which we relied in writing this revision: most notably, Queen's *Policy on the Establishment of Research Centres and Institutes* and related procedures, Trent's *Policy on Research Organizations*, and Lakehead's *Research Centres and Institutes, Policies and Procedures*.

Policy Name:	**Centres & Institutes**		
Policy No:	NU-RES-2011.05	**Approval Authority:**	Senate
Volume:		**Responsible Executive:**	Provost and Vice-President, Academic
Chapter:		**Responsible Office:**	Office of Research & Innovation
Issue date:	February 2011	**Revision dates:**	Feb 2013; Dec 2024

Policy Statement

This policy defines and outlines the establishment, operation and management of research centres and institutes at Nipissing University. Centres and institutes serve as hubs for research, academic, industry, and community collaboration, while enhancing the university's overall mission and contribution to the advancement of knowledge and innovation.

Reason for Policy

Centres and institutes focus and sustain activities in specific research areas and encourage intra-, inter-, multi-, and transdisciplinary collaboration within the University and with external partners. These entities are responsive to changing circumstances and opportunities, create synergies and community engagement, and provide opportunities for mentoring and the development of expertise.

Centres and institutes provide for the strengthening, coordination, facilitation, or execution of research initiatives that are not readily undertaken within the University's faculty structure and build upon the expertise, competence, and research interests that exist within the University. They provide a way of formalizing an identity that reflects existing research collaborations and supports development of new opportunities and external funding.

Policy Applies to

- Research entities that have applied for and received the status of Nipissing University
- centre or institute and research entities that plan to apply for this status.
- This policy does not apply to centres and institutes on campus whose function is primarily administrative or physical; nor does it apply to research labs, unless the faculty members within the lab have applied for the status of centre or institute.

Who Should Read this Policy

- Deans, Directors, and Chairs
- Faculty members
- Staff of faculty offices, the Office of Research & Innovation, Finance, and Human Resources

Contacts

Office of Research & Innovation: research@nipissingu.ca

Office of the Provost & Vice-President, Academic: pvpa@nipissingu.ca

Definitions

*Note about the definitions***:** The terms below refer to formal categories of research entities that may be established through this policy. Approved centres and institutes may choose, however, to use a different term in their entity's name (e.g., consortium). Likewise, registered research groups may choose to use a different term in their name, with the exception of the protected terms 'centre' and 'institute.'

Research group: A research group is a collective of researchers formed for the purpose of achieving shared research objectives. The lifespan of research groups is typically linked to a defined research program. Establishing a research group does **not** require the formal application and approval process outlined in this policy; however, research groups that wish to be formally recognized as such and listed on Nipissing's Research & Innovation webpage can request this by providing a short description, a membership list, and a contact person's information, to be updated annually, to the Office of Research & Innovation.

Research centre: A research centre is an organization created to undertake research activities within one or more Faculties. The research activities complement and enhance the work of multiple faculty members and may include external partners (e.g., government, community, industry) and faculty from other post-secondary institutions. Centres have a specific thematic focus and provide a platform for collaborations that foster connections among different academic disciplines and faculty departments.

Research institute: A research institute is an organization created to undertake research activities involving more than one Faculty *and* external partners, as well as faculty from other post-secondary institutions. Research institutes address areas of strategic research importance to the University. They are often engaged in high-impact research responding to real-world challenges and they have a well-established track record of successful collaboration and external funding.

The Policy

1. **Establishment and Closure**
    Centres and institutes will be established following the *Centres & Institutes Procedure* and evaluated based on the criteria in Appendix A.

    1.1. **Establishment**: The authority to establish centres or institutes resides with Senate, except in cases where there are financial implications for the University. In those cases, the authority to establish centres and institutes resides with the Board of Governors. The Associate Vice-President, Research, Innovation & Graduate Studies (AVP RIGS) will report any academic implications of new centres or institutes to Senate. The Provost and Vice-President, Academic (PVPA) will seek Board approval for those with material implications. Research centres or institutes are established in five-year terms, which may be extended upon application during the end-of-term review process.

    1.2. **Annual and end-of-term reporting:** The Director of the centre or institute will report annually to the AVP RIGS through SRC. To ensure that all research carried out by research centres and institutes is consistent with the goals of the University and enhances the general reputation of the University, the AVP RIGS shall also review all centres and institutes at the end of their terms, unless the centre or institute requests reclassification. The content of the report, review, and reclassification processes are described in the *Centres & Institutes Procedure*.

    1.3. **Closure:** A centre or institute may be closed as a result of the review process detailed in the *Centres & Institutes Procedure* or at the written request of the Director. The University also

reserves the right to close a centre or institute at any time during its approved term for financial exigency, violation of university and/or research policies (e.g., Responsible Conduct of Research), failure to convene the governing board over a two-year period, or failure to submit annual reports two years in a row.

2. **Structure and Scope**

   2.1. **Relationship with the University**: Centres and institutes are operationally and financially responsible to the University through the AVP RIGS. As such, they must conform to University policies and procedures. A centre or institute is entitled to identify itself as a part of Nipissing University and to use the University's name and address in the conduct of its activities, subject to corporate branding criteria.

   2.2. **Formal structure**: All research centres and institutes must have terms of reference that define the mandate of the research entity and describes its organization, governance, management, and membership. This organization must include a governing committee or board that provides guidance and oversight of the conduct and management of its affairs. The governing board of centres may consist entirely of members from within the University, but that of institutes must include representation from members who are external to NU. A lead/principal researcher (director) will have administrative responsibility for the centre or institute, including its overall management, budget, and reporting requirements and will normally be a NU faculty member. Assuming a leadership role within a centre or institute (i.e., lead researcher, principal researcher, director) does not automatically afford the individual additional compensation or workload release; all workload assignments must conform to the collective agreement.

   2.3. **Funding:** Centres and institutes are expected to secure funding from external sources and develop financial self-sufficiency through external cost recovery during their first five years of operation. Entities may be supported by one or more grants held by one or more of the members. Exceptions to that normal expectation require the approval of the Provost. University contributions may be provided to centres or institutes in the form of operating funds and/or in-kind support in compliance with University policies and procedures.

   2.4. **Academic responsibilities:** Academic programs shall not be housed in a centre or institute, although academic programs within faculties may be associated with a centre or institute.

3. **University Centre or Institute Partnerships:** In addition to Nipissing University centres or institutes, the University may participate with centres or institutes that are part of a multi-institutional consortium or exist under a corporate structure. On occasion, research centres or institutes may involve formal partnerships with other universities and/or institutions. Involvement in such partnerships is subject to formal agreement guided by the intent of conditions in this policy and signed by the PVPA and, when applicable, the Vice-President, Finance and Administration (VPFA).

4. **Transition for Existing Entities:** The research centres and institutes that exist at the date this policy is approved are continued herein and are subject to the terms of this policy. A listing of university and faculty centres or institutes subject to revision is provided in Appendix B and is intended as information to accompany this policy.

Forms and Tools

Procedure: Centres & Institutes

Appendix A: Criteria for Centres, Institutes, and Groups

The criteria table below may be useful for determining which level of collaboration researchers may wish to pursue. The classifications may be approached progressively. For example, an informal research group is a good starting place for researchers forming new collaborations. After some time of successful collaboration, the group may decide to apply for centre status. Well-established centres that have grown in scope and incorporated external partners may then wish to apply for institute status.

The rating scale indicates the degree to which each criterion must be met in order for SRC to recommend formation of the research entity. The footnotes link to Tri-Agency policies and guidelines applicable to the criteria; when addressing the criteria, applicants should consider the principles of these documents and align their approaches with them.

Table 1: Criteria for Centres, Institutes, and Groups			
Criteria	Group	Centre	Institute
Objectives: Clearly identified goals and objectives	Required	Required	Required
Alignment with SRP:[1] Objectives are aligned with NU's Strategic Research Plan, the University Strategic Plan, and the Academic and Operational Plan	Optional	Recommended	Required
Scope: Includes multiple projects; broader than collaboration on a specific, limited project	Recommended	Required	Required
Interdisciplinarity: Brings together scholars from different disciplines and/or areas of specialization within a particular discipline	Optional	Recommended	Required
Inter-faculty collaboration: Brings together scholars from different faculties	Optional	Recommended	Required
Inter-institution collaboration: Facilitates co-operation with scholars at other universities and/or institutions	Optional	Optional	Required
Quality/Research excellence:[2] Maintains high levels of research, scholarly, and/or creative outputs	Required	Required	Required
Administrative structure: Has a formal structure, including a director and governing board/committee	Optional	Required	Required
Funding: Has acquired external funding to operate on a cost-recovery basis	Optional	Required	Required
HQP engagement:[3] Mentorship of student (undergraduate, graduate) and postdoctoral researchers within research activities	Recommended	Required	Required
Knowledge mobilization:[4] Engagement in knowledge mobilization activities within and beyond academia, which may include various dissemination strategies, community engagement, data management, and assessment of research impact	Required	Required	Required

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[1] NU's Strategic Research Plan; Pathways: Our Commitments to Water, Land, and People; Academic & Operational Plan

[2] NSERC's Guidelines on the assessment of contributions to research, training and mentoring; SSHRC's alignment with the San Francisco Declaration on Research Assessment (DORA); and DORA at CIHR

[3] Tri-Agency Research Training Strategy; SSHRC's Guidelines for Effective Research Training

[4] SSHRC's Guidelines for Effective Knowledge Mobilization; CIHR's Guide to Knowledge Translation Planning at CIHR: Integrated and End-of-Grant Approaches

Appendix B: Current Research Entities

The research entities below are current as of December 2024.

Research Centres:

Centre	End-of-Term Review Schedule
Centre for Interdisciplinary Collaboration in the Arts and Sciences (CICAS)	January 2026
Integrative Watershed Research Centre (IWRC)	January 2026
Centre for the Study of State Violence	January 2026

Research Institutes: N/A

Research Groups: N/A

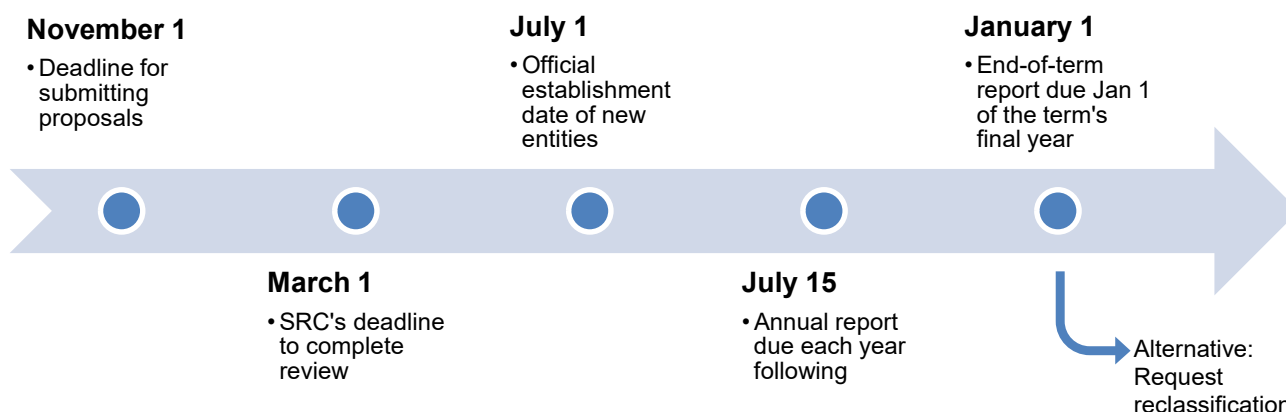| Procedure:	**Centres & Institutes**		
Related Policy:	NU-RES-2011.05	**Responsible Office:**	Office of Research & Innovation
Effective date:	December 2024	**Revisions:**	

Figure 1. Process Overview & Timeline

APPLICATION

1. **Proposal submission:** A proposal to create a research centre or institute will be submitted to the Office of Research & Innovation prior to the deadline of **November 1**. The proposal should use the *Template – Centre Institute Proposal* or cover all sections listed in that template. Additional information about some of the criteria is provided below, to aid applicants and reviewers:

   1.1. **Terms of Reference**: All research centres and institutes must have approved terms of reference that define the mandate of the research entity and describe its organization, governance, management, and membership. The terms of reference must be publicly available. The terms of reference of a research centre or institute should be reflective of the goals of the centre or institute and respect the diversity of research approaches, knowledge systems, and member experiences of those included within the scope of the centre or institute. At the time of proposal submission, terms of reference may be in draft form. Adopted terms of reference must be included in the annual report, for review and approval by SRC.

   1.2. **Governing committee or board**: While the organizational and administrative structures of centres or institutes vary as a function of their objectives, size and funding arrangements, each centre or institute shall have a governing committee or board that provides guidance and oversight of the conduct and management of its affairs. The specific terms of reference of such governing committees or boards may vary from one centre or institute to another; however, the general purpose of the governing committee or board is to provide advice on the activities and programs of the centre or institute, to mitigate risk, and to be responsible for financial management. Centres have governing committees that consist of members from within the University. Institutes have a governing board that must contain representation from members who are external to NU. All governing boards must meet the requirements of the centre or institute's funder and be aligned with Nipissing University policies (e.g., conflict of interest). If the governing committee is not convened over a period of two years, the centre or institute will be closed as per section 1.3 of the Policy.

   1.3. **Leadership**: Each research centre or institute will have a lead/principal researcher (director) who has administrative responsibility for the centre or institute, including its overall management, budget, and reporting requirements. Directors will exercise general supervision over the operation of the centre or institute, with specific responsibilities varying with the size of the centre or institute, as well as with the complexities of its policies and operations. The director will normally

be an in-scope faculty member (tenure-track or tenured) at Nipissing University. The director is normally appointed for a three- to five-year term and can be renewed for subsequent terms based on the terms of reference for the centre or institute. The role of director/lead researcher is distinct from the role of director described in Article 42 of the collective agreement. Assuming a leadership role within a centre or institute (i.e., Lead Researcher, Principal Researcher, Director) does not automatically afford the individual additional compensation or workload release; all workload assignments must conform to the collective agreement.

1.4. **Membership**: Membership in a centre or institute is supplemental to a member's academic home. Members may be appointed to a research entity in accordance with the needs of the centre or institute. A centre or institute's membership may also include research fellows, research or professional associates, adjunct professors (when external to the University), and external partners. When inviting members, the entity's leadership should be cognizant of provincial and federal research security requirements and the potential impacts international affiliations may have on grant eligibility.

2. **Application Review and Establishment:**

2.1. **Preliminary Review:** The AVP RIGS, relevant Faculty Deans, Director of Facilities, and VPFA will review with a view to programmatic, workload, space, and financial implications for the institution and provide a written recommendation to SRC.

2.2. **SRC's Review**: SRC will review the proposal and the recommendation from the individuals listed above, using the review criteria identified in Appendix A of the *Centres & Institutes policy*. If the application is found to meet the review criteria, SRC will recommend to the Academic Senate that the research entity be created.

2.3. **Establishment:**

2.3.1. For centres or institutes without institutional infrastructure and/or financial obligations, Academic Senate can provide final approval and creation of the centre or institute.

2.3.2. For centres or institutes with infrastructure and/or financial obligations for the university, the Senate will make their recommendation to the Board of Governor's for final approval and creation of the centre or institute.

2.3.3. Establishment of centres and institutes will take effect July 1.

2.3.4. The approval of a centre or Institute does not constitute approval of a related request for physical space or virtual space (e.g., a website). Allocation of physical and virtual space is subject to the availability of university resources and terms of applicable policies (e.g., Office Space Policy).

2.4. **Branding and Promotion:**

2.4.1. The Marketing department should be consulted and/or involved in the creation of any logos, branding, websites or marketing assets related to Centres and Institutes.

2.4.2. The Office of Research & Innovation will promote all established centres and institutes on Nipissing's website. The profile will include a link to each research entity's webpage, so long as the centre/institute updates their webpage at least annually.
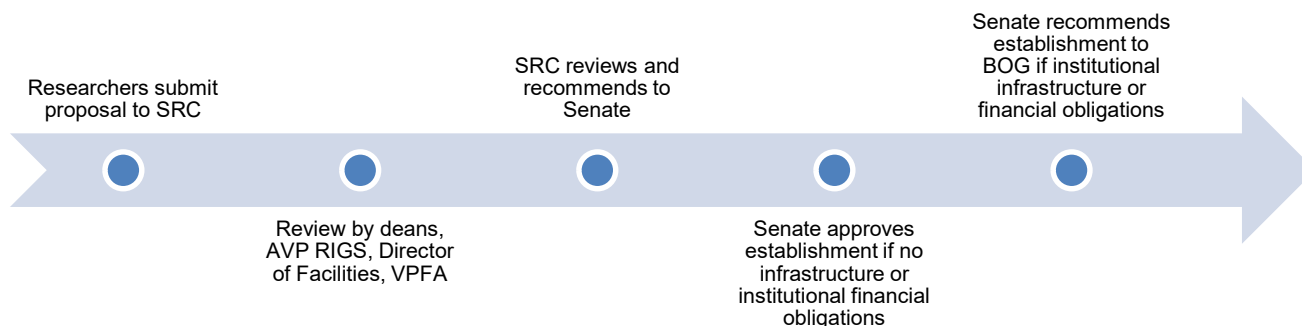

Figure 2. Application Review Process

Researchers submit proposal to SRC

Review by deans, AVP RIGS, Director of Facilities, VPFA

SRC reviews and recommends to Senate

Senate approves establishment if no infrastructure or institutional financial obligations

Senate recommends establishment to BOG if institutional infrastructure or financial obligations

REPORTING & REVIEW

3. **Annual Reporting**: The director must submit an annual report to the AVP RIGS through SRC by July 15th each year. The report must detail the activities of the research entity and its personnel, including:

- scholarly and research accomplishments,
- graduate and/or undergraduate training,
- other research-related activities (e.g. conferences, workshops, seminars),
- a detailed financial statement, and
- whether the centre or institute is on track to achieve its five-year goals, as outlined in the proposal or renewal application.

3.1. **AVP's Review**: The AVP RIGS will review the report and assess the Centre/Institute's accomplishments in relation to the goals identified in the proposal.

3.1.1. The AVP RIGS will share a copy of the assessment with the director and a copy of the assessment and the Centre/Institute's annual report with the relevant faculty Dean. This review is distinct from the director's personal annual report. The director may choose to include the centre/institute's annual report in a personal annual report.

3.2. **Summary Report:** After reviewing all annual reports, the AVP RIGS will provide a summary report to SRC on all centres and institutes.

4. **End-of-Term Review**: The AVP RIGS shall review all research centres and institutes at the end of their term. The review process will take the following form:

4.1. **Notice of review**: Notice of review will be communicated to the Director of the research entity by the Office of Research & Innovation at least twelve (12) months prior to the end of the current term. In response, the Director shall submit a report to the AVP RIGS through SRC by January 1 of the year the term ends.

4.2. **Report contents**: The report must contain the following:

- A description of how and why the institute has achieved or revised its original objectives,
- A detailed listing of its accomplishments,
- A current membership list,
- A detailed financial statement that identifies all past and projected sources of revenue and annual operating costs,
- The requested period of extension,
- A plan identifying future directions and development strategies for the proposed term, and
- Letters or references indicating support for the requested extension.

4.3. **Review**: SRC will review the entity using the same criteria for establishing a Centre or Institute, alongside any specific expectations agreed to at the time of establishment. Some examples of relevant metrics include publications (number and quality) and evidence of successful knowledge mobilization, societal impact, and contribution to Nipissing's strategic research priorities. Broad and diverse contributions will be considered in this evaluation, in line with the San Francisco Declaration on Research Assessment (DORA), as endorsed by NSERC, SSHRC, and CIHR. On the basis of the above report, the AVP RIGS, through SRC, may recommend prior to June 30th of the year the term ends that:

- the centre or institute continue for another defined term;
- the centre or institute request reclassification;
- the centre or institute be terminated, with any legal agreements that affect the status of the institute taken into consideration in the recommendation; or

- a full review of the institute be conducted by a sub-committee.

5. Full reviews

5.1. Review Committee: If a full review is required, the AVP RIGS will, at least six months before the end of the term of the entity, appoint an independent Review Committee that shall normally include:

- a senior researcher with administrative experience and no direct involvement with the institute who will act as the Chair;
- the director of another centre or institute;
- a researcher not affiliated with the institute but knowledgeable in the field of activity;
- the Vice-Chair of the SRC or delegate; and
- other members as deemed appropriate.

5.2. Review Process: The Review Committee shall develop its own process for conducting the review, but the primary focus shall be to assess the extent to which the institute has fulfilled its objectives; the appropriateness of its future goals; and its financial viability. The review should include meetings with the Director and members; discussions with non-members from related departments and fields; and assessments from external reviewers.

5.2.1. **Written Report:** Within three (3) months of being established, the Review Committee must provide a written report to the AVP RIGS, with a copy to the Director of the entity under review. The Director may submit a written response to the report to the AVP RIGS.

5.2.2. **Final Recommendation**: The AVP RIGS, in consultation with SRC, shall consider the report before making a recommendation on the future of the institute. The AVP RIGS may recommend to the Senate or Board of Governors (depending on which body approved the entity) that:

- the centre or institute continue with review in three (3) or five (5) years;
- the centre or institute continue with review in one (1) year; or
- termination, with any legal agreements that affect the status of the institute taken into consideration in the recommendation.

The Senate or Board of Governors is responsible for approving the recommendation from the AVP RIGS.

6. Transitional Review of Existing Centres: Existing centres that have not been reviewed since their establishment will have a one-year grace period before undergoing an end-of-term review. As such, the Director must submit an annual report (as described above) by July 15, 2025, and an end-of-term report by January 1, 2026, following the end-of-term review process above.

RECLASSIFICATION & CLOSURE

7. Reclassification

7.1. Reclassification Upwards: For a centre to request institute status or a group to request centre status, the research entity must submit a new proposal, following the application process on the first page of this procedures document.

7.2. Reclassification Downwards: To request reclassification from institute to centre or centre to group, the research entity must submit a proposal for review to SRC explaining how it is non-compliant due to its current classification and how a reclassification will alleviate the compliance issue.

7.2.1. Following the review, the director will prepare a final proposal that will address any comments and concerns identified during the review process. To be reclassified as research centre, the final proposal will be submitted to SRC, to be forwarded to:

- Senate, for consideration of the academic implications, and
- the Board of Governors (if approved by the Board of Governors), for consideration of the financial implications of the proposal.

To be reclassified as a research group, the final proposal would be submitted to the AVP RIGS.

8. **Early Closure:** If a centre or institute requests closure within its approved term or if the institution chooses to close it on account of financial exigency, violation of university and research policies, or failure to maintain the requirements of its given status, the following process will be followed:

8.1. **Assessment:** The AVP RIGS will select one or more individuals at arm's length from the centre or institute to review the assets, liabilities and ongoing obligations of the entity and to make recommendations on the disposition of assets and liabilities.

8.1.1. As part of this review, a financial statement is to be presented to and approved by Nipissing's Finance Office. An external auditor may be required depending on the complexity of the research entity's financial situation.

8.2. **Closure:** Upon receiving these reports and after consulting the research entity's sunset clause, the AVP RIGS will implement the recommendations of the review, in accordance with Nipissing's existing policies and procedures. This will include recommending to the Senate or Board of Governors (depending on which body approved the entity) that the entity be closed.