Nipissing University

Minutes of the Academic Senate Meeting

December 13, 2019

2:30 p.m. – Room F210

MEMBERS PRESENT:	A. Vainio-Mattila (Vice-Chair), C. Sutton, P. Maher, P. Radia, C. Richardson, D. Iafrate, N. Black
	A. Ackerman, A. Burk, D. Campbell, N. Colborne, S. Connor, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, S. Srigley, D. Tabachnick, R. Vernescu
	J. Allison, C. Anyinam, C. Hachkowski, D. Hay, T. Horton, D. Jarvis, A. Kociolek, D. Lafrance Horning, L. Manankil-Rankin, K. McCullough, C. Ricci, A. Schinkel-Ivy, T. Sibbald, M. Sullivan
	C. Irwin, O. Pokorny
	S. Kidd, B. Ray
	H. Mackie, T. Sullivan
ABSENT WITH REGRETS:	M. DeGagné, J. McAuliffe
	O. Atari, L. Chen, H. Earl, B. Kelly, S. Renshaw, H. Teixeira, H. Zhu
	P. Millar, G. Raymer
	B. Perron
	C. Foster, N. Muylaert, S. Pecoskie-Schweir

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: December 13, 2019

MOTION 1: Moved by A. Ackerman, seconded by D. Tabachnick that the agenda of the Senate meeting of December 13, 2019 be approved.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 8, 2019

MOTION 2: Moved by D. Iafrate, seconded by S. Kidd that the minutes of the Senate meeting of November 8, 2019 be adopted.
CARRIED

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

BUSINESS ARISING FROM THE MINUTES

Following the discussion and voluntary withdrawal of the Motion to approve the admission average for the Criminal Justice program from the October 9, 2019 Academic Curriculum Committee Report, the Registrar advised that a solution that works for both the School of Criminology/Criminal Justice and the Registrar will be included in the January Senate Agenda.

The following non-substantive changes were included in the October 28, 2019 ACC Report, but were inadvertently left off of the November 8, 2019 Senate Agenda. The modification of the Honours Specialization in Sociology program requirements (as outlined on page 4, Motion 1) was included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion.

FACULTY OF ARTS & SCIENCE

Aboriginal Leadership

Non-Substantive (for information only)

- The name of the Certificate in Aboriginal Leadership modification to Certificate in Indigenous Leadership.

- The title and course description from LEAD 1006 Concepts and Ethics of Aboriginal Leadership modification to LEAD 1006 Concepts and Ethics of Indigenous Leadership as outlined below:

Old Description:
Students are introduced to the concepts and ethics of leadership in First Nations contexts. Students explore both traditional and contemporary Aboriginal concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Issues of judgment, cultural conflict, and successful representation of constituents will be discussed. This course includes a service learning component.

New Description:
Students explore both traditional and contemporary Indigenous concepts of leadership, leadership qualities, and the ethical challenges that leaders face. Topics include issues of judgment, cultural conflict, and successful representation of constituents. This course includes a service learning component.

- The title and course description from LEAD 2006 Aboriginal Political Culture modification to LEAD 2006 Indigenous Political Culture as outlined below:

Old Description:
Political reality concerns practices and perceptions as well as laws and institutions. This course explores the cultural markers of indigenous politics, with consideration to distinctive patterns of indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group.

Topics covered may include indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

New Description:
Political reality concerns practices and perceptions as well as laws and institutions. Students explore the cultural markers of Indigenous politics, with consideration to distinctive patterns of Indigenous leadership, conceptions of what is a community and what is the person's place in relation to the group. Topics covered may include Indigenous models of federalism, potlatch and the gift economy, modes of resistance to and relations with settler societies. This course includes a service learning component.

- The title and course description from LEAD 2007 Aboriginal Governance Models and Intergovernmental Relations modification to LEAD 2007 Indigenous Governance Models and Intergovernmental Relations as outlined below:

Old Description:
Effective governance is examined in light of: governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Aboriginal governance can function effectively while still preserving Aboriginal cultures, values and worldviews. Focus is given to how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also explore this deeply significant relation between aboriginals and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

New Description:
Students examine effective governance in light of governmental structures, intergovernmental relations, and different theories of power and politics. Students determine how Indigenous governance can function effectively while still preserving Indigenous cultures, values and worldviews. Students explore how differing political identities inform distinct ideas about development, education, resource extraction, and the function of band councils. Students also examine this deeply significant relation between Indigenous peoples and the land in terms of historical practices, contemporary political negotiations, and towards a re-thinking of human relations to nature. This course includes a service learning component.

- The course description modification for LEAD 3126 Treaty Law in Canada as outlined below:

Old Description:
Treaties with First Nations in Canada represent both historical legacies and frameworks for on-going relations between those nations and settler society. How First Nations permit Canada to exist as it does is described in these treaties, with the sharing of lands made possible by these agreements between nations. Students explore the history of treaties in Canada towards an understanding of the possible futures that can be negotiated in this shared land. This course includes a service learning component.

New Description:
Students explore the historical and modern treaties negotiated between Indigenous nations, European powers, and the Canadian state. Students learn about the current treaty practices among Indigenous peoples, deconstruct the concept of "modern treaties" when tied to Canada's comprehensive claims process, and examine treaties as tools for self-determination. This course includes a service learning component.

- The course description modification for LEAD 3127 Comparative Indigenous Leadership in a Globalized World as outlined below:

Old Description:
Students examine indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. The international dimension of indigenous politics within the United Nations, the World Economic Forum, and other regional bodies may be considered as examples of a globalized indigenous politics. This course includes a service learning component.

New Description:
Students examine Indigenous leadership in an international context, considering examples of alignment on political, economic and environmental grounds. Students discuss the international dimension of Indigenous politics within the United Nations, the World Economic Forum, and other regional bodies as examples of a globalized Indigenous politics. This course includes a service learning component.

- The course description modification for LEAD 3147 International or First Nations Placement as outlined below:

Old Description:
An international or First Nation community based placement in a leadership role, arranged is overseen in conjunction with Nipissing International and the Office of Aboriginal Initiatives with regular reporting on work done and with written and oral reports at the annual intensive seminar on the projects undertaken.

New Description:
Students participate in an international or Indigenous community-based placement in a leadership role, overseen in conjunction with Nipissing International and the Office of Indigenous Initiatives.

Native Studies

Non-Substantive (for information only)

- The program title change from Native Studies program to Indigenous Studies program.

Rationale: The program title change is consistent with other Indigenous Studies programs in the province. The program expectations and learning outcomes will remain the same.

Sociology

Non-Substantive (for information only)
The following banking of SOCI 4576 Honours Seminar in Professional Development in Sociology was included in the November 8, 2019 Senate Agenda as a Motion, and approved, but should have been listed as a non-substantive change:

- The banking of SOCI 4576 Honours Seminar in Professional Development in Sociology.

The following Motion was included in the October 28, 2019 ACC Report as a non-substantive change, but should have been listed as a Motion:

MOTION 3:   Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the modification of the Honors Specialization program requirements as outlined below:

Old Program Requirements:
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
SOCI 4576	Honours Seminar in Professional Development in Sociology	3 cr.
In addition, students must complete:		
SOCI Upper level		30 cr.
SOCI 4000 level		3 cr.

New Program Requirements:
Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Sociology.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
SOCI 1016	Introduction to Sociology	3 cr.
SOCI 2016	Classical Sociological Theory	3 cr.
SOCI 2017	Contemporary Sociological Theory	3 cr.
SOCI 2126	Introduction to Sociological Research Methods	3 cr.
SOCI 2127	Quantitative Research Methods	3 cr.
SOCI 3226	Survey Research	3 cr.
SOCI 4016	Advanced Sociological Theory	3 cr.
SOCI 4127	Advanced Social Data Analysis	3 cr.
In addition, students must complete:		
SOCI Upper level		**33 cr.**
SOCI 4000 level		3 cr.

CARRIED

REPORTS FROM OTHER BODIES

The Provost thanked all those that attended the SMA3 process briefing on November 23, and advised that further discussion can take place for any additional questions. An update was provided on the new Mathematics Proficiency Test that teacher candidates must successfully complete in order to become certified. Recently attended events included the Canadian Bureau for International Education conference (CBIE), and the Ontario Council of Academic Vice-Presidents (OCAV) meeting. The OCAV meeting included discussions regarding academic integrity and the pressures students face to write essays for other students. She questioned whether a community conversation regarding this issue should be held with faculty and students to educate about the potential consequences. The Provost also informed of the upcoming talk scheduled for January 14 to discuss the possibilities that exist within the UArctic framework. She advised that the government has in place a new International Education Strategy (2019-2024) which also provides students and faculty mobility. The Provost provided an update on her recent travels to India and Nepal where she met with an amazing group of potential students. She informed that 28 new students from India have applied, and was pleased to advise that internationalization at NU has started.

In response to a question as to what our international student target is, the Provost responded that we currently have less than 1%. We have no target, and we are concentrating on planning to have the supports in place to give students the same experience our current students have.

In response to a question regarding support for international students in residence when other students go home for the holidays, the AVP Students informed that many international students are familiar with what they are coming to and some do have family here. As well, students are able to indicate if they require accommodations over the holidays. In the past three years, no students have indicated that accommodations were required.

The Vice-President Finance and Administration advised that the university is embarking on a new budget process utilizing the Web Advisor budget module, which will enable budget holders to review changes in real time. She thanked Karen Charles, Manager of Budgeting and Accounting, for undertaking this project to improve transparency and increase efficiencies. Further training will take place in January. She advised that confirmation had been received from the Ministry that the anticipated grant will be received for the Northern Sustainability Fund.

The Senate representative of the Board of Governors, Bobby Ray, thanked Dr. Mark Bruner, Professor, Physical and Health Education and Master of Education, Kinesiology, for providing a presentation on Youth Development through Sport and Physical Activity at the November 14, 2019 Board of Governors meeting. Further presentations would be appreciated by the Board as it establishes a connection between the Board and the faculty.

The Alumni Advisory Board Report is attached to the Minutes.

The Council of Ontario Universities (Academic Colleague) Report is attached to the Minutes.

A meeting of the Joint Board/Senate Committee on Governance was held on December 13, 2019. The Report will be provided to Senate when it has been approved.

NUSU President, Hannah Mackie, provided a Report. The Report is attached to the Minutes.

QUESTION PERIOD

In response to questions raised regarding the relationship between NU's Honorarium Policy for Elders and Indigenous Knowledge Holders (2019), NU's Honorarium and Gift Certificate Policy (2009) and the payment structure for ELAS (Experiential Learning and Arts Program), the Vice-President Finance and Administration advised that a meeting including faculty members will be scheduled to review the policies.

In response to a request to schedule lockdown drills earlier in the year at a less busy time, the Vice-President Finance and Administration advised that the drills are coordinated with Canadore College and there were several reasons for the delay. This request along with other feedback received will be taken into consideration when setting policies and procedures. The Provost advised that she was very disappointed to hear that some classes continued and not all doors were closed during the lockdown drill. She reminded that lockdown drills are not optional and must be taken seriously. This information needs to be communicated to the entire NU community.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 4:   Moved by A. Vainio-Mattila, seconded by A. Burk that the Report of the Senate Executive Committee dated December 5, 2019 be received.
CARRIED

ACADEMIC CURRICULUM COMMITTEE

MOTION 5:   Moved by A. Vainio-Mattila, seconded by N. Kozuskanich that the Report of the Academic Curriculum Committee dated November 18, 2019 be received.
CARRIED

ADMISSION REQUIREMENTS

MOTION 6:   Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve the Admission to a Degree Program from the Indigenous Foundations Program admission requirements policy modification.
CARRIED

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES

Business

MOTION 7:   Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that MKTG 2127 Marketing for Managers be added to the "Nine credits from the following" list of the Marketing Concentration.
CARRIED

MOTION 8:   Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the maximum amount of 1000 level courses allowed for the BBA change from 48 to 49 credits to accommodate the new 1 credit first year workshop.
CARRIED

MOTION 9:   Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that Second
              Degree requirements be approved for the Bachelor of Commerce (Four Year).
              CARRIED

MOTION 10:   Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve that the
              Residency Requirements for the BBA be changed to "30 Nipissing Business credits".
              CARRIED

MOTION 11:   Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve that
              ORGS 1137 be removed as a prerequisite for ADMN 4606.
              CARRIED

MOTION 12:   Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve that the name
              of 'iLEAD Co-op' option be changed to 'Co-op' option in the revised BBA program.
              CARRIED

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 13:   Moved by A. Vainio-Mattila, seconded by A. Burk that the Report of the Academic
              Quality Assurance and Planning Committee dated November 22, 2019 be received.
              CARRIED

MOTION 14:   Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the IQAP Final
              Assessment Report and Implementation Plan for the School of Nursing.
              CARRIED

MOTION 15:   Moved by A. Vainio-Mattila, seconded by H. Mackie that Senate approve the IQAP Final
              Assessment Report and Implementation Plan for the MES/MESc Environment.
              CARRIED

BY-LAWS AND ELECTIONS COMMITTEE

MOTION 16:   Moved by D. Tabachnick, seconded by H. Mackie that the Report of the By-Laws and
              Elections Committee dated November 14, 2019 be received.
              CARRIED

AMENDMENT OF BY-LAWS

- Notice of Motion - Proposed amendments to Senate By-Laws 6.3(a)(vii), 6.3(b), and 8.4(b)(iii) to
  include reference of a Consent Agenda as outlined below:

Current article reads (revisions in bold and strikethrough):

6.3   Order of Business

        (a)   The order of business observed at all regular meetings of Senate shall normally be as
                follows:
                (i)   Acknowledgement of the traditional territory of the Robinson-Huron Treaty of
                         1850;
                (ii)   Approval of the Agenda;
                (iii)   Approval of the minutes of the previous meeting(s);

(iv)   Business arising from the minutes;

(v)   Reading and disposing of communications;

(vi)   Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented (President, PVPAR, VPFA, Deans, Students, and Others);

(vii)   Question period;

(viii)   Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;

(ix)   Consent Agenda including motions of standing committees not set apart for discussion and debate within Senate. These motions shall be voted on by Senate as an omnibus motion;

(x)   Other business (which includes substantive motions);

(xi)   Motions from Question period;

(xii)   Amendment of By-Laws;

(xiii)   Elections;

(xiv)   New business (requiring a motion to consider);

(xv)   Announcements;

(xvi)   Adjournment

(b)   Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

(c)   **Motions from Senate Committees will appear under the heading 'consent agenda' unless set apart by that committee for discussion and debate within Senate. All supporting documentation will be included in the agenda circulated to Senators. At the time the agenda is approved, at the request of any Senator, a motion shall be removed from the consent agenda and placed under the appropriate standing committee to be discussed. No motion or vote is required for a motion's removal from the consent agenda. Simple questions about any motion do not require removal from the consent agenda. All motions remaining on the consent agenda will be voted on by Senate as an omnibus motion.**

(d)   The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

8.4   Committee/Ad Hoc Committee Reports

(a)   Written reports of Senate standing or ad hoc committee should be clear and concise. Each recommendation intended for Senate consideration should be clearly stated within the main body of the report, and accompanied by an adequate rationale.

(b)   At the end of each written report submitted for Senate consideration, a list of motions shall be provided, as follows:

(i)   a motion that Senate receive the report (required even if the report includes no other recommendations for Senate consideration); and

(ii)   a motion for each individual recommendation within the report, carefully worded to reflect the appropriate Senate action being proposed (i.e. that Senate approve the implementation of a new program, that Senate recommend to the President, for conveyance to the Board, the addition of a new tenure-track position, etc.).

> **(iii)   committees bringing motions to Senate may (by majority vote) designate them to be excluded from the 'consent agenda' and included in the Senate Agenda as part of a written report from the committee.**

(c)   A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee's procedures or the adequacy of the report's analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns.

(d)   Carrying a motion to receive a written report in no way binds Senate to accept the individual recommendations within it.

(e)   Senate may amend the individual motions presented at the end of a written report, but may in no way alter the main body (including the recommendations) of the report itself.

(f)   Oral reports of Senate standing or ad hoc committees shall be permitted, provided that they are brief and for information only. Such oral reports shall not require a motion to receive.

(g)   That all reports sent to Senate committees from Senate for revisions, or documents that have undergone substantive revisions by a Senate standing committee, clearly identify any changes made to the document using track changes or some other form of highlighting.

- Notice of Motion - Proposed amendments to Senate By-Laws Articles 2.6, 5.1 and 5.3 in regards to NUSU membership, voting and elections as outlined below:
  Current article reads (revisions in bold and strikethrough):

2.6   Terms of Office
  (a)   Ex officio Senators shall serve for as long as they remain in office.
  (b)   For student Senators, the normal term of office shall be:
     (i)   one (1) year (renewable), for the three (3) student Senators chosen by and from the NUSU Executive;
     (ii)   one (1) year (renewable), for **each** ~~the~~ undergraduate student Senator elected by and from the undergraduate students ~~in the Schulich School of Education~~; the graduate student Senator elected by and from the graduate students~~; and the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty~~.
  (c)   For other non-faculty Senators, the term of office shall be at the discretion of the respective constituencies.
  (d)   For faculty Senators, the normal term of office shall be:
     (i)   three (3) years (renewable) for the two (2) designated faculty Senate representatives specified in 2.4(b), with roughly one-half (1/2) to be elected in alternate years; and
     (ii)   three (3) years (renewable), for the remaining faculty representatives allocated to the individual Faculties, with roughly one-third (1/3) to be elected each year.
  (e)   All Senate terms of office shall commence at the beginning of the Senate year (i.e. 01 July), except:
     (i)   the terms of the three (3) student Senators chosen by and from the NUSU Executive, which shall run from 01 May each year to 30 April the following year; and
     (ii)   the terms of the graduate student Senator elected by and from the graduate students, **and** the undergraduate student Senators elected by and from the

undergraduate students ~~in the Schulich School of Education; and the terms of the undergraduate student Senators elected by and from the undergraduate students in each remaining Faculty,~~ shall run from 01 ~~October~~ **May** each year to 30 ~~September~~ **April** of the following year.

5.1   Eligibility to Vote
(a)   All undergraduate students currently registered at the time of the election shall be eligible to vote for the undergraduate student representative in their respective Faculty. Students in Concurrent Education or completing double majors in two different Faculties shall be required to declare one Faculty for purposes of the election.
(b)   All graduate students currently registered at the time of the election shall be eligible to vote for the graduate student representative.
(c)   In order to vote, currently-registered undergraduate and graduate students shall be required:
(i)   ~~where feasible, to present a valid University student card at any NUSU polling station and have their names crossed off the list of eligible voters provided by the University; or~~
(ii)   ~~where voting in person is not possible,~~ to vote by e-mail according to established election procedures, using their University-assigned e-mail address.

~~5.3   Annual Election Procedures for Undergraduate Student Representatives from both Faculties and Graduate Student Representative~~

~~(a)   By 01 September each year, the By-Laws & Elections Committee shall announce the election to fill the undergraduate and graduate student Senate positions, and indicate that the term of office for these positions is one (1) year. A copy of the announcement shall be provided to the NUSU Executive. The procedures and timelines for the election of undergraduate and graduate student representatives shall generally be those followed for the NUSU delegate elections, except as specifically otherwise indicated in this Article.~~
~~(b)   Nominations shall be submitted in writing, signed by the nominee and ten (10) eligible voters.~~
~~(c)   In the event that there is only one (1) candidate for a particular position, that candidate shall be declared elected by acclamation.~~
~~(d)   Voting for each contested position shall be by secret ballot at any NUSU polling station or, for any voter unable to vote in person, by e-mail according to established election procedures, using the voter's University-assigned e-mail address. Candidates shall be listed on the ballot in alphabetical order. Eligible voters may vote for only one candidate. Voting by proxy shall not be permitted.~~
~~(e)   Elections for the undergraduate and graduate student representatives shall be completed by the last week of September each year. The Chief Returning Officer (CRO) appointed by the NUSU Board shall announce the results, and shall provide the names of the elected student representatives to the By-Laws & Elections Committee of Senate by 01 October each year.~~
~~(f)   Should any Senate undergraduate or graduate student position(s) still remain unfilled after the NUSU fall Delegate Elections, the By-Laws & Elections Committee shall consider other alternatives and make appropriate recommendations to the Senate Executive Committee, for conveyance to Senate.~~

HONORARY DEGREES COMMITTEE

MOTION 17:   Moved by A. Vainio-Mattila, seconded by M. Litalien that the Report of the Honorary Degrees Committee dated November 14, 2019 be received.
CARRIED

ELECTIONS

- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU) Academic Colleague – Alternate, for a three (3) year term.
  As no nominations were received, this election will be carried over to the January 17, 2020 Senate Agenda.

- Elect three (3) tenured faculty members, from the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.
  T. Horton - ELECTED
  D. Lafrance Horning - ELECTED
  K. McCullough - ELECTED

- Elect one (1) tenured faculty member, from a Faculty other than the Faculty of Education and Professional Studies, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the Dean of Education and Professional Studies.
  S. Srigley - ACCLAIMED

- Elect four (4) Senators to serve on the Chancellor's Selection Committee.
  T. Sibbald - ACCLAIMED
  N. Black - ACCLAIMED
  S. Connor - ACCLAIMED
  B. Ray - ACCLAIMED

NEW BUSINESS

MOTION 18:   Moved by C. Sutton, seconded by H. Mackie that Senate move in camera to bring forward five (5) new names to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED

MOTION 19:   Moved by C. Sutton, seconded by H. Mackie that Senate accept the slate of names to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED

ANNOUNCEMENTS

Senator Black was pleased to announce the launch of Omni, an academic search tool that connects the libraries of 14 of Ontario's universities. Omni went live on December 10th, 2019. An outcome of OCUL's Collaborative Futures initiative, Omni is powered by the skills and expertise of team members from 14 Ontario university libraries. Omni users will experience access to a collection of diverse, high-

quality academic research resources, enabling them to confidently develop new insights in their areas of study and succeed in their research goals. Omni brings OCUL's mission to life: advancing research, teaching, and learning by collaborating at scale. By sharing expertise at university libraries across Ontario, Omni partners will provide users with efficient access to information in every field of study, and ensure the ongoing sustainability of shared resources; users will have access to quality resources. Senator Black thanked the Library staff for their hard work on this significant accomplishment.

ADJOURNMENT

Senate was adjourned at 3:45 p.m.

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M. DeGagné (Chair)   S. Landriault (Senate Secretary)

Senate Update for December 13, 2019 – NUAAB

- TD Insurance - In addition to Home & Auto insurance for alumni we are now offering Life & Health benefits. Term Life and Critical Illness protection, as well as dental benefits are now available through our suite of services. Follow our social media channels for more information in the coming weeks. @nipissingu.alum or @NipissingAlumni.

- NU Café, powered by Ten Thousand Coffees and supported by RBC Future Launch, has 250 members on the platform so far comprising of 74 students, 162 alumni, 13 staff/faculty and 1 industry partner. Our goal is 300 alumni and 300 students by the Summer and we need your help to achieve this goal. Help us spread the message whenever you can. This is a great way for students, alumni, faculty, staff and friends to mentor and expand their professional network.

- We are moving forward on an affinity partnership with EF Educational Tours, offering guided educational trips for alumni, students, staff and faculty. We are hoping to provide 2 trip options starting in Spring of 2021. More information will be available on the website in the near future.

- NUAAB wishes to extend all members of the NU community a safe and happy holiday season!

COU Report by Manuel Litalien

Presented at the Senate 13 Dec. 2019

-Two-day meeting, *December 10-11*

Tuesday evening (6:00-9:00)

1) COU: presented a summary of the First Ontario Universities Summit - September 25-26. The summit was presented as a milestone in the evolution of the COU and the ongoing dialogue at the Executive Heads table.

Purpose of the Summit: to better foster collaboration, coordination, and communication between and among COU's committees and Executive Heads.

Following the changes in the provincial government and their postsecondary policy implications, it is imperative that the sector:

-Identify collective sector collaboration and government advocacy priorities;
-Develop a shared understanding of, and better coordinate the major initiatives and projects undertaken at the committee and affiliate level;
-Establish understanding and support for a more collaborative and strategic way of working as a sector;
-The Summit was presented as a great opportunity to engage with the Minister of Training, Colleges and Universities, the Minister of Finance, and the President of the Treasury Board.

The Summit's three goals:
1) Focused on short-term advocacy priorities with a focus on the next two provincial budgets;
2) Longer term opportunities for proactive policy leadership while considering whether we as a sector and an association are best structured for effective collaboration and advocacy;
3) Input on our sector's thought over leadership priorities.

Poll results performed at the Summit where members were asked to consider top advocacy priorities for the sector. The following has been identified:
1) Stable and predictable revenue enhancement, such as through tuition policy, operating grant increases, and research funding;
2) Student experience enhancements, such as in mental health and experiential learning; and
3) Campus modernization, such as investments in deferred maintenance and new capital projects.

Also, the Summit members provided a wide variety of inputs on: how we could speak collectively about our sector in a way that would resonate with government and the public.

Now that the Summit is over, the aim is to implement final recommendations over the next three years (Strategy and Planning Working Group and the Executive Heads Round Table).

2) We had conversations with Michele Mastroeni, Assistant Professor, OCAD University and Leah Zaidi, futurist and entrepreneur: The evolving role of Ontario universities – perspectives on the future (6:15-8pm)

1) "Interdisciplinarity" came as important, following a funders' report to COU. So how can we articulate our narratives to appeal to potential funders? The challenge is we cannot paint everything as interdisciplinary. Also, discipline or interdisciplinarity both are not the problem, but the gatekeepers of these new trends are seen as problematic.

2) New models of learning (anarchist education; populist education, etc.) were discussed. Criticize the old model of education based on the industrial model, which is based on standardization; universities cannot all be the same. Cheers to our differences!

3) Let the students decide where they are going, so a bottom-up approach to curriculum development. *Solution*: establish more independent study courses, as we cannot anticipate what the work of the future will look like (Artificial Intelligence). Solutions are not at the administration level.

4) Depicting the old model of learning as wrong and the new one as correct is problematic. Getting back to the old model is not a bad idea, where universities were seen as trying to solve problems, where we were testing the boundaries. Tenure system was mentioned as being key, but some executives proposed that it could/should be reformed.

5) In a world of AI, creativity is key, as well as independent thinkers that can challenge the system. Are we seeing a return to old university model, should we bring the old model of university education back in (creativity; Innovation; and Critical thinkers). Rethinking degrees are fundamental to make sure students and industries maintain their supports to universities in a "dark world", and where there is a loss of confidence in our institutions. Should be asking students what they need, and where they are going. So what are the purview of professors and administration? Redesign a social contract between private and public, since the one we have at the moment failed? Should we redesign that contract? What are the roles of universities? What are the roles of the profession?

6) We need to know who the funders are to universities? Need to establish a tactic to get the donors at the periphery.

7) University design (look at other models, such as Pixar; office spaces are organized so people run into each other all the time, it encourages development and collaboration). So the idea is to create organic buildings, organic office spaces.

8) Future of university depends on building new narratives. Cannot leave the industry aside, separated from universities. Focus on pre-university experience.

9) Universities cannot *be-all and end-all* to make functioning members of society.

10) Students perception of universities: affordability? Climate change? Used to be, if you work hard you get a good job. Follow your passion and you will get a job. Now these two arguments are perceived to be two false narratives. Students see software engineers as the way forward.

11) Future work? Trends not all about climate change, but it has a huge impact. Future is unpredictable, AI, climate migration. Universities have to respond to these, at the moment we are unprepared about how the world is evolving. The system is chaotic and unpredictable. Our past creativity led to this state, so we share a common responsibility.

12) Tenure (do we need a longer probationary period)? Support? Tenure understood as a colonizing structure? Need to reform? What is the perception of the tenure system by the public? Enduring perception: professors not working, and are getting paid? *Student perspectives*: students do not have a say, since professors keep their job no matter what. Universities are left-wing institutions? *Solution*: More public education? Suggested seeing Ryerson as an example to follow.

13) Universities are losing to the Internet? *YouTube the way*? How about Mental Health and Privacy. See Google's "*Selfish Ledger*" (8:41min). https://www.theverge.com/2018/5/17/17344250/google-x-selfish-ledger-video-data-

[privacy](). Google will solve all world problems. One p*roblem*: the current perception of students is: YouTube is a competitor to universities, it can teach you what universities cannot. However, YouTube cannot challenge you, and push you intellectually.

14) Universities will need more contexts to move forward. Can students teach each other, and inform each other. So create more space for student interactions.

15) Academic Freedom, what does it look like? Universities' goal is to push the boundaries. This leads to mental health issues, as we have the mandate to push through the boundaries, but without further adding to the stress already present.

16) Enrolment? Universities are seeing students as clients, and this is not the way forward. It is a new trend, and it is disturbing.

17) Class mobility? Because of the negative perception of our student (climate change), now universities are not understood as being a place that will provide class mobility. *Anxiety is much higher*. Expectations of our students are different than the ones in the 1980s, the 1990s or the first decade of the 2000s. Not the same idea of "what" the world should be or the direction it is taking. The future now is dark. Our students' mentality: better your life while the world is falling apart.

18) Innovation: OCAD: Foresight programs: if this is the future, how do we prepare for it? https://www.ocadu.ca/academics/graduate-studies/strategic-foresight-and-innovation.htm

19) How to reduce the rural and urban universities' divide? Is the goal of universities to make profit? How about sharing resources, practices, and knowledge further? How to address the future of universities without looking at the demographic knowledge of tomorrow? Goals of university are to prepare citizens of tomorrow. How do we guarantee access to proper resources when challenges are different from rural universities/urban universities? Cannot only rely on the private sector/industries to provide a solution.

COU - Wednesday (9:00-1:00):

1) Perception of the public: universities are perceived as more on the defensive, and less on the receptive side? Are University degrees useless?

2) COU: is not doing a good job in convening affiliates (deans, provost, senior executives, admin. VPR, etc.). We need to share strengths and best practices among institutions better.

3) General feeling during the meeting: universities have plans but the government does not. Spoke about the SMA3 new matrix when COU met with the Minister. Leadership is key. Budget is at risk for universities. Maintaining growth is important, despite shifting enrolments. Focus on institutional strengths. The meeting with COU executives was described as positive. Clearer definition of the expectations is needed and the Minister was receptive.

4) Now the Ford government is more open to listening about our concerns on the implementation of the matrix, and how to measure them. Is this a consequence of the poor results in the recent poll toward the Conservative government?

5) The matrix is used to differentiate institutions, where you are performing your best. The government is adopting a *risk management approach*. We are in the mitigate phase and not the pushback phase according to the COU.

6) Promise that if the university loses money, it will go to a "redistributive pot" and will not leave the sector.

7) Out of the ten matrixes, only 2 matrixes will the universities say how it can be measured. The rest will be pre-established, or set in stone by the government.

8) Each university will be responsible for writing their narrative about each matrix. So the objective is to low ball, in order to make sure you achieve your goals, and guarantee funding. So not only you 1) lose money but also 2) you potentially can lose social capital. *Problem*: public image of the institution may suffer? *Answer COU*: make the public our partner in the writing of our university's narrative. Length: 500 words each matrix. *Problem*: matrix never tested before. The understanding is that there will be an adjustment period, and some form of money adjustment guarantee in the early phase.

9) Workload under the matrix? There would not be a teaching matrix, but a *faculty activity matrix*. The strategic working group (Provost, Deans, VP of Teaching, etc.), but no faculty or colleagues would be part of these committees. It is a source of concern.

10) Concerned over IQAP? How do we ensure quality assurance process under the new matrix, as faculty are not consulted? We should not be excluded.

11) Ford government will appeal the November 21 decision of the court to strike down its fee opt-out measure for student unions.

12) Internationalization: 1) regional development (encourage students further to stay where they are currently studying); 2) Relocation of international students to rural areas once they graduate or during their studies; 3) mobility of students (abroad). Still need some work on that front.

13) No free speech problem in Ontario.

14) **Indigenization Faculty Report** (**Lighting the Fire**) by COU (2019): (86 responses from the experience of indigenous faculties in Ontario universities. Indigenous people are 5% of the population.

  – "1% of PhD students are Indigenous; 1.4% of professors are Indigenous; 5% of university presidents are Indigenous;
  – 2018: Gold rush to hire indigenous faculty. Intense competition for faculty; hiring of grad students before they are finished the PhD; intense service loads; early burnout; inadequate institutional support;
  – Most survey respondents (63%, N=60) noted that their university is "supportive" or "very supportive" of their research;
  – Research: challenges for faculty include time, Research Ethics Boards, and western frameworks/expectations;
  – Teaching: challenges noted in teaching experiences include workload/service load, western policies and procedures, and experiences of racism;
  – Service: perceived to be different. Very high service load, so not seeking a leadership role."

  • Recommendations:
    • "Examine research and Research Ethics Boards' policies;
    • Review university policies that guide committee representation;
    • Continue anti-racism work;
    • Provide support for all faculty to include Indigenous content and pedagogy in teaching and research. Western University's method needs to be rethought;
    • Review policies and practices regarding classroom spaces (outdoor classes, also means more summer teaching); furniture flexibility;
    • Review policies regarding engagement with Indigenous people and communities."

NUSU Senate Report

Santa Claus Parade:

Thank you to all of the faculty from NUFA who came and walked in the parade with us for the Santa Claus Parade! This was one of the bigger Nipissing turnouts I've seen so thank you to all of those who helped make it happen and participate in the Laker and Holiday spirit! Also thank you to everyone who came out and cheered us on, I saw lots of familiar and friendly faces in the streets!

Naming the Bar/ Restaurant:

As a reminder/announcement, NUSU has a survey currently taking place for the name of our new bar and restaurant. The two will be separate entities, so there is a survey for each. If you would like to contribute, go to nusu.com and the link is in our banner slideshow at the top.

Wellness Week:

We had yet another successful wellness week that took place this last month combined with quite a few social activities to help students take the stress off heading into exams. There was lots of campus and community support, so thank you to everyone who partnered with us. Also thank you to the President's Office who sponsored a pancake breakfast as a part of that week.

Caring Cards for the Holidays:

An initiative that has carried through wellness week, and is ongoing until December 17th, is "Caring Cards for the Holidays". You can come by the NUSU office where you can pick up a christmas card or two, and write a nice holiday greeting to someone in the hospital this christmas. Drop them back off to us and we will be delivering them to the hospital next week.

The New Year:

We are quite excited for the new year, and have many fun events coming up. The first being NUSU's first spirit week! We will have a week full of activities highlighting research, art, all leading up to our double header basketball game against Laurentian. Keep an eye out on out social media for more information!

The next is our executive elections will be taking place in January as well. When we come back to classes, if you know of a student who would be a great representative of the student body, let them know about our elections! Our social media and website is full of information.

Happy Holidays!