

Nipissing University
Minutes of the Academic Senate Meeting
March 12, 2021
2:30 p.m.
Zoom Remote Conferencing

Members Present:

C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, C. McFarlane, S. Renshaw, S. Srigley, M. Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

H. Mackie, M. King, A. Locke, S. Pecoskie-Schweir

Absent With Regrets:

M. Saari

P. Zou

E. Lougheed

S. MacCarthy, C. Foster

Approval of the Agenda of the Senate Meeting of: March 12, 2021

Motion 1: Moved by C. Sutton, seconded N. Black that the agenda of the Senate meeting of March 12, 2021 be approved.
Carried

Adoption of the Minutes of the Senate Meetings of: February 12, 2021 & February 19, 2021

Motion 2: Moved by T. McParland, seconded by K. Wilcox that the minutes of the Senate meeting of February 12, 2021 be adopted.
Carried

Motion 3: Moved by S. Winters, seconded by D. Campbell that the minutes of the Special Senate meeting of February 19, 2021 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

The Director of Institutional Planning provided a presentation in follow up to a request for further information regarding the faculty to student ratio. He advised that Maclean's does not provide information as to how their calculations are determined, and their enrolment data is not aligned with their faculty staffing data. Sector comparisons from Maclean's 2015 advising of the student to faculty ratio of primarily undergraduate and comprehensive universities in Ontario was provided. The values ranged from 18:1 to 34:1 with NU reporting the 4th lowest in the province. A rough replication of Maclean's calculation for 2019/2020 showed a ratio of 25:1.

The presentation also included computing ratios by degree type (2020 vs 2010), institutional values that look at the average class size at the department and discipline levels along with our institutional average, and the proportion of courses by class level of study (CUDO 2018).

Following the presentation, it was noted that Maclean's reviews primarily on undergraduate programs, and that a further breakdown of data including online, BComm, undergraduate, and graduate courses would make a difference and be more effective. It was also noted that nuanced graphs and stacked charts make it hard to compare and may not represent the truest forms of the data. The Provost advised that looking at the trends program by program, and not in multiple types of programs, would be a much richer source of data. The presentation is attached to the minutes.

Following a request for further information on departments on a base level, the Director of Institutional Planning advised that information can be provided at the department level.

Reading and Disposing of Communications

A summary of continued correspondence between the Caucus of Racialized Persons and the President's office will be included in the April 9, 2021 Senate agenda. The following update was provided:

1. We know there are members of our university community that are experiencing racism.
2. We have agreed to pause the RFP process until we can meet with CRP to discuss their concerns.
3. We are working together with CRP on logistics and timing now.
4. The President's office is also scheduling a meeting with NUBASE – Nipissing University Black Association for Student Expression.

Reports From Other Bodies

The Interim President highlighted a number of items from her written report, including an announcement from Prime-Minister Justin Trudeau that March 11 was the "National Day of Observance" to "honour everyone that has been lost to COVID-19, and to recognize the impact this global pandemic has had on all our lives". She reflected on all of the many ways the Nipissing community came together and expressed her appreciation for everyone at NU for their efforts. She also spoke to the partnership with the McConnell Foundation, the Town Hall meeting, the 2021/22 budget and the motion passed at the March Board of Governors meeting. The full report is attached to the minutes.

The Provost and Vice-President Academic and Research began her report by acknowledging the following awards and expressing her congratulations:

Dr. Odwa Atari, Associate Professor, Department of Geography and Geology, was awarded a Carnegie African Diaspora Fellowship.

Dr. Hilary Earl, Professor, Department of History, was awarded a Holocaust Educational Foundation of Northwestern University (HEFNU) teaching grant for 2021-2022.

Ms. Debra Iafrate, NU Registrar, received the Ontario Universities Registrars' Association Award for Excellence.

She was also pleased to congratulate Ms. Jenna White, an MES graduate student in the Faculty of Arts and Science. Ms. White was the successful candidate for the Inaugural Senior Women Academic Administrators of Canada (SWAAC) Leadership Internship position.

The Provost highlighted the following items from her written report, advising that applications for 2021-2022 were up 10% from last year, an Education Expo (virtual open house) was held with positive feedback received, international student and agent recruitment continues, the Faculty of Arts and Science submitted several LOI's for consideration, the first Professional Learning Community met and the second PLC is underway, two Teaching Hub conversations were hosted for faculty and staff, hiring is underway for a Senior Instructional Designer, and planning for the dissolution of the Collaborative Nursing program and the development of a standalone Nursing program at NU continues. The Library continues to provide support for research, teaching and learning via email and telephone, along with online library instruction sessions. Curbside service is available 3 days a week.

Upcoming events include: March Open House with a follow up event in April, spring/summer registration, and Nipissing's Research Month including the 14th Annual Undergraduate Research Conference. Events can be accessed via nipissingu.ca/researchmonth
The full report is attached to the minutes.

The Senate representative on the Board of Governors, Bobby Ray, provided a report and advised that a special Board meeting had been held to discuss the university's financial position and sustainability and a motion was passed, several recommendations from the University Governance Committee were received to update policies, and the Dean of Arts and Science provided a report titled "Faculty of Arts and Science Contributions and Community Engagement: Not Just a Foundational Core, but a Way of the Future". The full report is attached to the minutes.

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

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, provided a report from the February meeting. He advised that a conversation was held on on-line learning, the updated COU Strategic Plan was provided, and that COU would be surveying universities to collect data on their capacity to support COVID-19 vaccination efforts. Strategic Management Agreements, Mental Health, Equity, Diversity and Inclusion, micro-credentials and financial sustainability were also discussed. The next meeting will be held on March 24. The full report is attached to the minutes.

Following a request for an update regarding the SMA3 process, the President advised that the Director of Institutional Planning and Analysis will share information at the April 9 Senate meeting. The President advised that the COU has recently created an EDI reference table, of which our Provost is a member. The Provost is also an advisor on the Universities Canada EDI Advisory Group and guidelines are being developed. The Provost advised that information will be shared as soon as it becomes available. The Dean of Teaching advised that there are two COU groups working on micro-credentials, and he is a member of one of them. He advised that the COU recently held a forum, HEQCO did a study and the Ministry just released how much will be funded through OSAP.

The Assistant Vice-President, Students, was recognized by the Speaker and advised that \$7M has been allocated across all colleges and universities. NU's share was \$116K.

Joint Board/Senate Committee on Governance member Stuart Kidd reported that Marianne Berube will replace Karen Barnes on the committee.

The NUSU President, Hannah Mackie, provided a report. The report is attached to the minutes. Included in the report are recommendations and background on some of the difficulties students have been facing regarding the use of the Lockdown Browser Platform. The recommendations come from student consultation and were provided in advance to be referenced during Question Period.

Question Period

Background and recommendations included in the NUSU Senate Report:

These recommendations come from student consultations, and the whereas section aims to provide background information, with the recommendations to follow.

Whereas,

- 600 people signed a petition to remove the use of Lockdown Browser within a week;
- Reported issues include continued monitoring after software is shutdown, damage to cameras and microphones after use, not compatible with affordable technology options for students;
- Issues continue with a requirement to have uninterrupted access to strong WIFI, requirement to have a quiet uninterrupted space, constant flagging of movement which adds stress and anxiety to students who may have ADHD, or an inability to stay completely still while being tested and other discriminatory experiences (facial recognition, etc.);
- There are concerns around privacy of data when government ID is being captured, and the storage of recording of examinations is not clear to students.

The Nipissing University Student Union on behalf of its members recommend:

- That instructors and faculty make an attempt to consider alternative evaluation formats to Lockdown Browser for the winter semester where possible and reasonable;
- That the Teaching and Learning Committee commit to exploring alternative evaluation methods with a formal report back to senate by September 2021;
- That Nipissing University commit to phasing out Lockdown Browser or systems that use facial recognition software, recording software, or software that otherwise unreasonably infringes on student privacy without a clear privacy statement and communication about who has access to their data;
- That communication is sent to students around accommodations or disclosures at the beginning of each semester and before the commencement of the exam period (where disclosures includes: needing to stand and stretch in an exam due to back injury, etc., that they might be fidgety during the exam), the intent is to encourage students to communicate with their faculty.

The NUSU President advised that rather than including the above recommendations in the form of a motion, the information was provided to encourage communication and feedback from Senators and recommendations from the Teaching and Learning Committee. NUSU did not initiate the petition, but as a platform they are acting on requests received from students.

Senator Raymer spoke on behalf of the Teaching and Learning Committee and advised that this topic has been discussed by the TLC and has been recorded in reports to Senate since last fall.

A Senator advised that students have expressed concerns that Lockdown Browser may be phased out and they will have to drive to a testing centre or pay additional costs to have an exam invigilated. If we phase it out we need something to replace it.

The Dean of Teaching thanked NUSU for providing their recommendations in advance of the Senate meeting so that an informed response could be provided. He advised that conversations have been held on secure testing and alternative online assessment, and that further follow up will be provided on the technical details. One third of our courses use lockdown browser with far more students exposed to it due to the pandemic. Problems have been identified in regards to facial recognition and scanning across the country and the globe. One of the biggest issues is communication. The Dean of Teaching advised that he has heard concerns, and that the software companies are aware of it and beta testing is taking place.

In response to a question as to who owns the videos of the recordings of students, it was advised that the video is only viewed by the faculty member and then it is deleted. This will be looked into further. The Dean of Teaching advised that the Teaching Hub is looking into the technical concerns. He expressed his appreciation to the staff that work on Lockdown Browser.

The NUSU President thanked everyone for their responses and advised that NUSU recognizes the strides that have been taken and appreciates that Lockdown Browser has done a lot for accessibility. NUSU looks forward to continuing their work by looking at the mitigating issues concerning security and increased communication with faculty members regarding students' concerns.

A concern was raised regarding an increase in academic dishonesty. Faculty members have expressed concerns that the current Academic Dishonesty Policy lacks clarity in identifying what constitutes academic dishonesty. Concerns were expressed to the Dean of Education and Professional Studies and following discussion with the faculty, the Dean of EPS requested that the Teaching and Learning Committee address issues of academic dishonesty. As this matter has implications across faculties and other departments, the Dean of Teaching, and member of the TLC, requested direction from Senate. The Senate Speaker advised that committees can address the issue if it falls under the committees' terms of reference. The Provost advised that the content needs to go through the TLC, a draft will come to the AQAPC and then be confirmed as an academic policy through Senate. It was agreed that this matter be referred to the Teaching and Learning Committee.

The following motion was put forward:

Motion 4: Moved by P. Ravi, seconded by J. Nadeau that Senate directs the Teaching and Learning Committee to assess current academic integrity policies and practice, recommend actions to increase the effectiveness of the communications of the policies to students and provide support for effective academic integrity practice implementation to all faculty members.
Carried

Following a request for an update on fundraising initiatives, the President advised that an update will be provided at the April 9, 2021 Senate meeting.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 5: Moved by C. Sutton, seconded by A. Ackerman that the Report of the Senate Executive Committee dated March 4, 2021 be received.
Carried

Academic Curriculum Committee

Motion 6: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated March 1, 2021 be received.
Carried

Faculty of Arts and Science**Biology****Non-substantive:**

The unbanking of BIOL-3236 Plant Ecology.

Computer Science**Non-substantive:**

The revision of the course description for COSC-3997 Senior Practicum as outlined in the attached document.

Non-substantive:

The revision of the course description for COSC-4406 Software Engineering as outlined in the attached document.

English

Motion 7: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve that the 3-credit course ENGL-2446: Children's Literature before 1914 be added to the English Studies Literary History I grouping for Honours Specialization, Specialization and Major.
Carried

Motion 8: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve that the 3-credit course ENGL-2447: Children's Literature after 1914 be added to the English Studies Literary History II grouping for the Honours Specialization, Specialization and Major.
Carried

Fine Arts

Motion 9: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of FAVA-2287 Art in Canada as outlined in the attached template.
Carried

Motion 10: Moved by A. Vainio-Mattila, seconded by A. Burk that Senate approve the creation of FAVA-2356 Art and Environment as outlined in the attached template.
Carried

Non-substantive:

The banking of FAVA-2277 Arts and Culture in Modern and Contemporary Canada.

Gender Equality and Social Justice

Motion 11: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the 3-credit course GEND-3356 International Rights of Indigenous Peoples be added to the calendar in the GESJ list of Group 3 courses (Human Rights and Social Justice) as outlined in the attached template.
Carried

Motion 12: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the 3-credit course GEND-3416 Material Reconciliation be added to the Calendar in

the GESJ list of Group 2 courses (Power and Inequality) as outlined in the attached template.

Carried

Motion 13: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve that the 3-credit course RLCT-2156/GEND-2256 Religion, Justice and Animals be added in the GESJ list of Group 2 courses (Power and Inequality) for the Honours Specialization, Specialization and Major.

Carried

Geography

Non-substantive:

The course title for GEOG-3126: Geographies of Agriculture be changed to GEOG-3126 Food and Agricultural Systems.

Non-substantive:

The course title for GEOG-3076: Regional Geography of Africa be changed to GEOG-3076: Africa: Landscapes of Change.

Non-substantive:

The course title for GEOG-4437: Hazards Geography be changed to GEOG-4437: At Risk: The Geography of Environmental Hazards.

Non-substantive:

The prerequisites for GEOG-2106 Landscapes and Surface Processes be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

Non-substantive:

The prerequisites for GEOG-2126 Physical Hydrology be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

Non-substantive:

The prerequisites for GEOG-4807 Natural Resource Management be changed from "GEOG-4806" to "GEOG-2226".

Non-substantive:

The prerequisites for GEOG-4227 Themes in Social and Cultural Geography be changed from "GEOG-2136 and GEOG-2137" to "GEOG-2136 and GEOG-2146".

History

Motion 14: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the requirements for the Certificate in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Carried

Motion 15: Moved by A. Vainio-Mattila, seconded by H. Earl that Senate approve the requirements for the Minor in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Carried

Motion 16: Moved by A. Vainio-Mattila, seconded by C. Greco that Senate approve the creation of HIST-1506 "The Idea of Canada" as outlined in the attached template.

Carried

Indigenous Studies

- Motion 17: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-1006 Madjitang (In the Beginning) – An Introduction to Indigenous Studies as outlined in the attached course template.
Carried
- Motion 18: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-2006 Indigenous Places – Changing Landscapes as outlined in the attached course template.
Carried
- Motion 19: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of INDG-2007 Land-as-Home & Indigenous Well-being as outlined in the attached course template.
Carried
- Motion 20: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-2026 Indigenous Art and Creativity as outlined in the attached course template.
Carried
- Motion 21: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the creation of INDG-2106 Oral and Literary Storywork as outlined in the attached course template.
A friendly amendment that the supportive documentation be changed to read INDG-2106 be cross-listed to English not Indigenous Studies was acceptable to both the mover and the seconder.
Carried
- Motion 22: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the creation of INDG-2206 Indigenous Screen Cultures as outlined in the attached course template.
A friendly amendment that the supportive documentation be changed to read INDG-2206 be cross-listed to English not Indigenous Studies was acceptable to both the mover and the seconder.
Carried
- Motion 23: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the creation of INDG-2406 Indigenous Families – Colonial Impacts & Contemporary Responses as outlined in the attached course template.
Carried
- Motion 24: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of INDG-2906 Indigenous Philosophy – Ininimowin (Thought) as outlined in the attached course template.
Carried
- Motion 25: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-2907 Indigenous Philosophy – Bimaadsiwin (Life) as outlined in the attached course template.
Carried

Motion 26: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve the creation of INDG-3106 Indigenous Health and Wellness as outlined in the attached course template.
Carried

Motion 27: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-3416 The News and the First Peoples as outlined in the attached course template.
Carried

Non-substantive:

The revision of the course title and description for INDG-3606 Special Topics in Native Studies I to INDG-3606 Special Topics in Indigenous Studies I as outlined in the course template.

Old Description:

The theme and content of this course changes from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

New Description:

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

Non-substantive:

The revision of the course title and description for INDG-3607 Special Topics in Native Studies II to INDG-3607 Special Topics in Indigenous Studies II as outlined in the course template.

Old Description:

The theme and content of this course will change from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

New Description:

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

Non-substantive:

Remove the antirequisites for INDG-3606 and INDG-3607.

Motion 28: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve the creation of INDG-4606 Indigenous Mobilization and Resistance as outlined in the attached course template.
Carried

Non-substantive:

The deletion of INDG-1005 Madjitang – Introduction to Indigenous Studies.

Non-substantive:

The deletion of INDG-2005 Native Kinship with Environment.

Non-substantive:

The deletion of INDG-2025 Native Creativity and the Arts.

Non-substantive:

The deletion of INDG-2905 Native Philosophy.

Motion 29: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve to approve the Indigenous Studies Major Modification Proposal as outlined in the attached document.
Carried

Religions and Cultures

Non-substantive:

The course title for RLCT-2066 Death, Dying, and Spirituality be changed to Death, Dying and Spirituality in End-of-Life Care.

Non-substantive:

The revision of the course description for RLCT-2066 Death, Dying and Spirituality in End-of-Life Care.

Social Welfare

Motion 30: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve the revisions to the program requirements for the Honours Specialization with a Social Service Worker Diploma program as outlined in the attached document.
Carried

Sociology

Motion 31: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve that the 3-credit courses SOCI-2027 Sociology of Nursing, ANTH-3046 The Living and the Dead, and ANTH-3026 Medical Anthropology be added as program requirements for the Certificate in Health Studies and Gerontology as described in the attached chart.
Carried

Non-substantive:

The revision of the course title for SOCI-3166 Social Epidemiology: The Social Determinants of Health to SOCI-3166: The Social Determinants of Health.

Motion 32: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of SOCI-3956: Special Topics in Sociology as outlined in the attached template.
Carried

Faculty of Education and Professional Studies

In-Service Education

Motion 33: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of EDUC 1485 International Languages, Italian, Part 1.
Carried

School of Nursing**Non-substantive:**

The pre-requisite for NSGD 2028 Clinical Practicum – Mental Health Nursing be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 2029 Clinical Practicum – Maternal/Child Nursing be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The co-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 4027 Clinical Practicum be changed as outlined in the attached document.

Non-substantive:

The co-requisite for NSGD 2017 Concepts in Maternity and Pediatric Nursing be changed as outlined in the attached document.

Non-substantive:

The co-requisite for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 2117 Health Challenges II be changed as outlined in the attached document.

School of Physical and Health Education

Motion 34: Moved by A. Vainio-Mattila, seconded by A. Kociolek that Senate approve that PHED 4086 Musculoskeletal Assessment and Exercise Prescription course hours be changed from “Two hours of lecture and two hours of laboratory work per week for one term.” To “Two hours of lecture and one hour of laboratory work per week for one term.”
Carried

School of Social Work**Non-substantive:**

The revised course description for SWRK 4746 Social Work, Health, and Well-Being be changed as outlined in the attached document.

Motion 35: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the revised learning outcomes for SWRK 4746 Social Work, Health and Well-Being be changed as outlined in the attached document.
Carried

Motion 36: Moved by A. Vainio-Mattila, seconded by C. Greco that Senate approve that the learning outcomes for SWRK 3356 Individual Practice Across the Lifespan Part I be changed as outlined in the attached document.

Carried

Motion 37: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the learning outcomes for SWRK 3357 Individual Practice Across the Lifespan Part 2 be changed as outlined in the attached document.
Carried

Motion 38: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the learning outcomes for SWRK 4716 Social Work Leadership be changed as outlined in the attached document.
Carried

Motion 39: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that SWRK 3226 Social Work Research be added as a required course for the BSW program.
Carried

Non-substantive:

That SWRK 4206 Social Work Research be banked.

Motion 40: Moved by A. Vainio-Mattila, seconded by J. Nadeau that Senate approve that SWRK 4806 Community Practice in Northern, Rural and Remote Communities be added as a required course for the BSW program.
Carried

Non-substantive:

That SWRK 3806 Community Practice in Northern, Rural, and Remote Communities be banked.

Motion 41: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the BSW Professional Years requirements change as outlined in the attached document.
Carried

Banking and Deleting Courses

For Information Only:

- The attached listing of courses (Courses Banked) were not offered in the past five calendar years and will be banked by the Registrar's Office (Senate Motion passed on May 20, 2011).

A friendly amendment was brought forward by K. Lucas that ENGL-1016, ENGL-2056, ENGL-2605, ENGL-2605 and ENGL-3177 be removed from the list of courses to be banked.

- The attached listing of deleted courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office (Senate Motion passed on May 20, 2011).

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 42: Moved by A. Vainio-Mattila, seconded by S. Winters that the Report of the Academic Quality Assurance and Planning Committee dated February 19, 2021 be received.
Carried

- Motion 43: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the attached modifications to the Consecutive Education English Language Proficiency Policy.
Carried
- Motion 44: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the attached modifications to the Graduate Studies English Language Proficiency Policy.
Carried
- Motion 45: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the attached modifications to the Undergraduate Studies English Language Proficiency Policy.
Carried

Amendment of By-Laws

- Motion 46: Moved by T. Sibbald, seconded by A. Ackerman that the Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended as outlined below:

Rationale: As no language currently exists in the Senate By-Laws in regards to approving motions over email and email voting, language was discussed at the September 30, 2020 and November 3, 2020 By-Laws and Elections Committee meetings and the following revisions were agreed upon:

8.1 General Committee/Ad Hoc Committee Procedures

- (g) Committee business, including the passing of motions to be conveyed to Senate, shall normally be done in regular meetings. In the event that a time-sensitive motion must be considered before the next scheduled meeting of the committee, a vote over email is permissible under the following conditions:
- (i) all members of the committee must be provided the motion and all supporting documentation;
 - (ii) the motion must be moved and seconded;
 - (iii) members must be given a minimum of two business days to ask questions and discuss the proposed motion before votes are cast;
 - (iv) members must be given a minimum of two further business days to respond with their vote;
 - (v) a simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee;
 - (vi) motions passed over email will be included in supplemental minutes at the next in-person meeting of the committee and clearly marked as motions passed over email.
- Carried

New Business

- Motion 47: Moved by A. Vainio-Mattila, seconded by A. Wagner that Senate move in camera.
Carried
- Motion 48: Moved by A. Vainio-Mattila, seconded by D. Hay that Senate approve the list of Honorary Degree recipients.
Carried

Motion 49: A. Vainio-Mattila, seconded by T. McParland that Senate move out of camera.
Carried

Announcements

The Deputy Speaker reminded that UNESCO has proclaimed March 14 as Pi Day.

Adjournment

Senate was adjourned at 5:10 p.m.



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C. Sutton (Interim Chair)



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S. Landriault (Senate Secretary)

NIPISSING

U N I V E R S I T Y



**A Closer Look at
Faculty to Student Ratios
and Class Sizes**

First, a look at Maclean's

MACLEAN'S

Authors News Politics Economy Education Society They Were Loved MORE

Nipissing University



Students working on campus at Nipissing University. (Courtesy of Nipissing University)

Nipissing University is located in North Bay, on a wooded escarpment overlooking the shores of Lake Nipissing. The university, rooted in a century-old teachers' college, offers a welcoming atmosphere, a student-to-faculty ratio of 23 to 1, and a host of opportunities for experiential learning. Undergrads have the opportunity to participate in original research to discover their intellectual passions and find their "eureka" moments. "[Students are] receiving education with a lot of quality interaction with professors, and a strong focus on undergraduate research," says president Michael DeGagné.



Clarification re: Student to Faculty Ratio Calculation

Mary Dwyer <mary.dwyer@stjoseph.com>
To: Stephen Tedesco <stephent@nipissingu.ca>

Hi Stephen,

I'm sorry, but I don't release the background data.

The calculated ratio of 20.4 for the 2021 rankings was based on PSIS data from 2017 and UCASS data from 2018. That was the most recently available stats that I could get from Stats Can last summer.

Best,
Mary

Mary Dwyer
Senior Editor (University Rankings), Maclean's
mary.dwyer@stjoseph.com

Stephen Tedesco <stephent@nipissingu.ca>

Fri, Mar 5, 2021 at 1:44 PM

Sector Comparisons

MACLEAN'S 2015		
Primarily Undergraduate		
	Student/ Faculty Ratio	
1	Brandon	12.7
2	Moncton	13.8
3	UNBC	15
4	Lethbridge	16
5	UPEI	16.3
*6	Acadia	16.7
*6	Mount Allison	16.7
8	Cape Breton	16.9
9	Laurentian	18.2
10	Mount Saint Vincent	18.3
11	St. Francis Xavier	19.7
12	Bishop's	21.9
13	St. Thomas	23.1
14	Saint Mary's	23.5
*15	Lakehead	23.9
*15	Winnipeg	23.9
17	Nipissing	26.2
18	Trent	29.1
19	UOIT	32.6

MACLEAN'S 2015		
Comprehensive		
	Student/ Faculty Ratio	
1	Memorial	16
2	New Brunswick	17.8
3	Regina	19.7
4	Simon Fraser	20.9
5	Victoria	22.4
6	UQAM	23.5
7	Ryerson	25.9
8	Concordia	26.9
9	Waterloo	27
10	Carleton	27.7
11	Brock	28.6
12	Windsor	28.7
13	Wilfrid Laurier	29.3
14	York	33
15	Guelph	33.6

Replicating Maclean's Calculations for 2020

Generally Accepted Maclean's Formula

Numerator (Fall PSIS Enrolment): **Full Time Head Count + (Part Time Headcount / 3.5)**

Denominator (UCASS Report): **Full Time Faculty Head Count**

For the 2019/20 Academic Year

Numerator: **3742 + (1240/3.5) = 4096**

Denominator: **178**

Ratio: **23:1**

Numerator: **4444.34 (FFTE)**

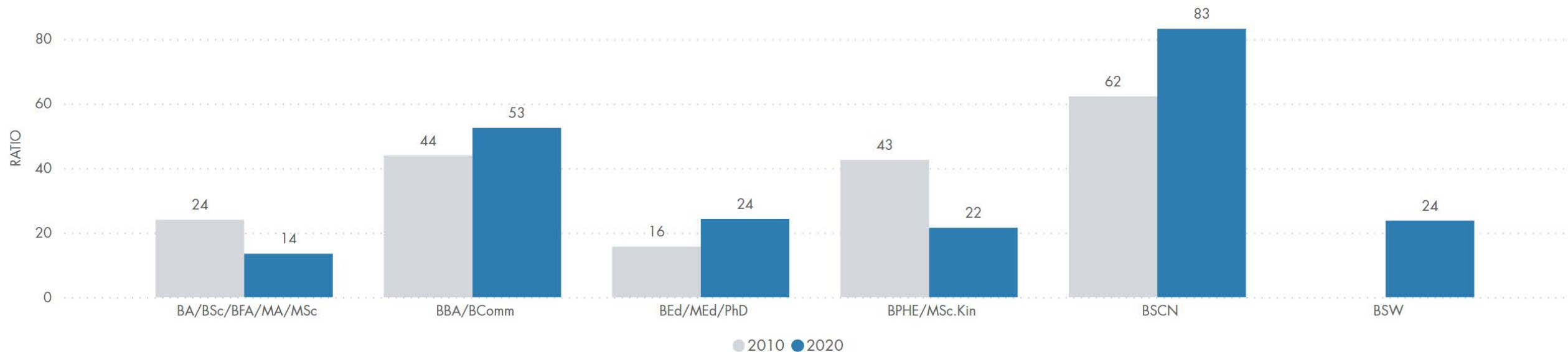
Denominator: **178**

Ratio: **25:1**

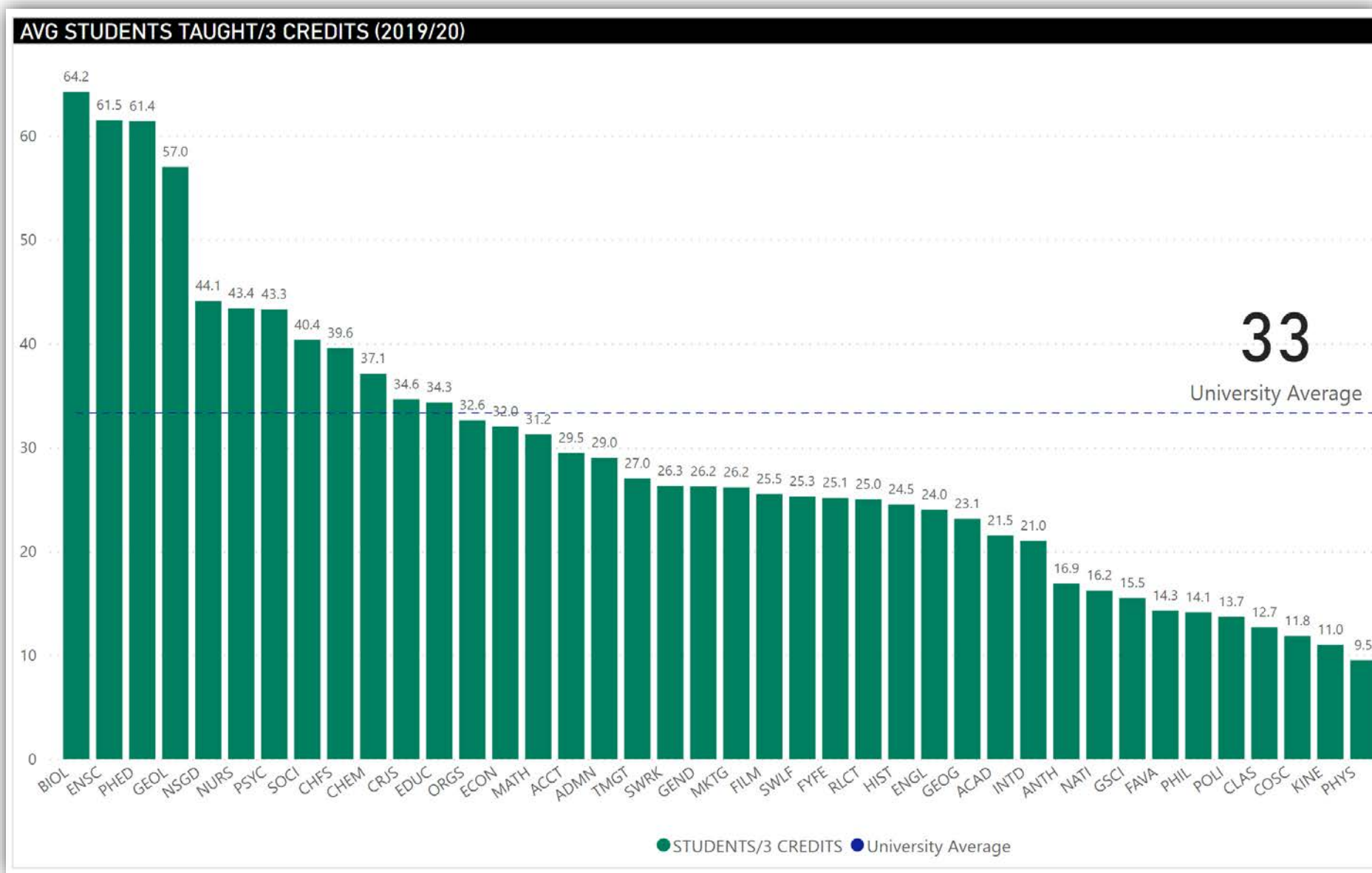


Computing Ratios by Degree Type (2020 v. 2010)

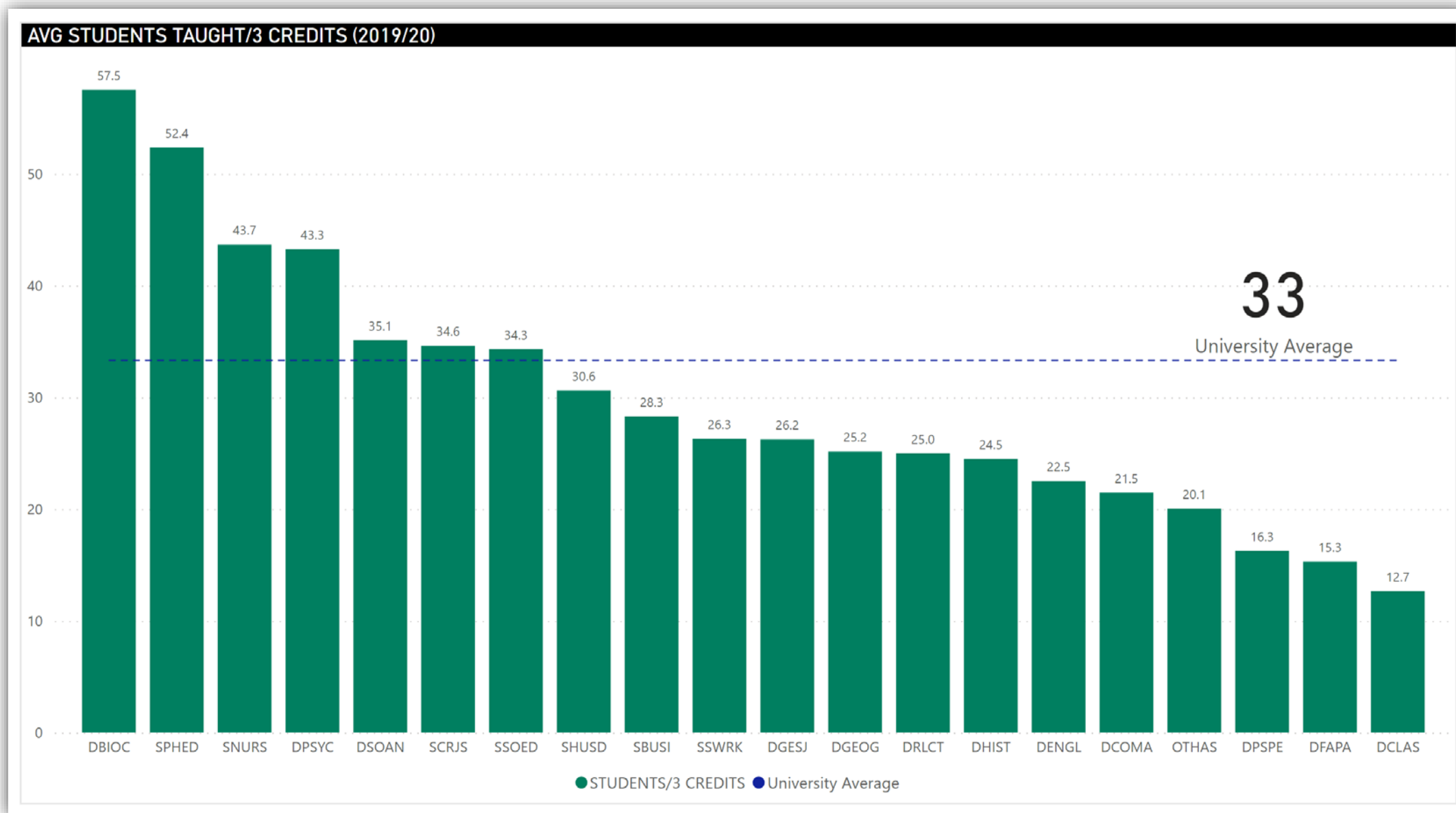
Year	2010			2020		
Degree Type	FFTE	# FT FAC	#FFTE PER FT	FFTE	# FT FAC	#FFTE PER FT
BA/BSc/BFA/MA/MSc	2307	96	24:1	1338	99	14:1
BBA/BComm	483	11	44:1	578	11	53:1
BEd/MEd/PhD	974	62	16:1	875	36	24:1
BPHE/MSc.Kin	298	7	43:1	280	13	22:1
BSCN	311	5	62:1	1082	13	83:1
BSW				119	5	24:1



Class Sizes



Class Sizes





Proportion of Courses by Class Level of Study (CUDO 2018)

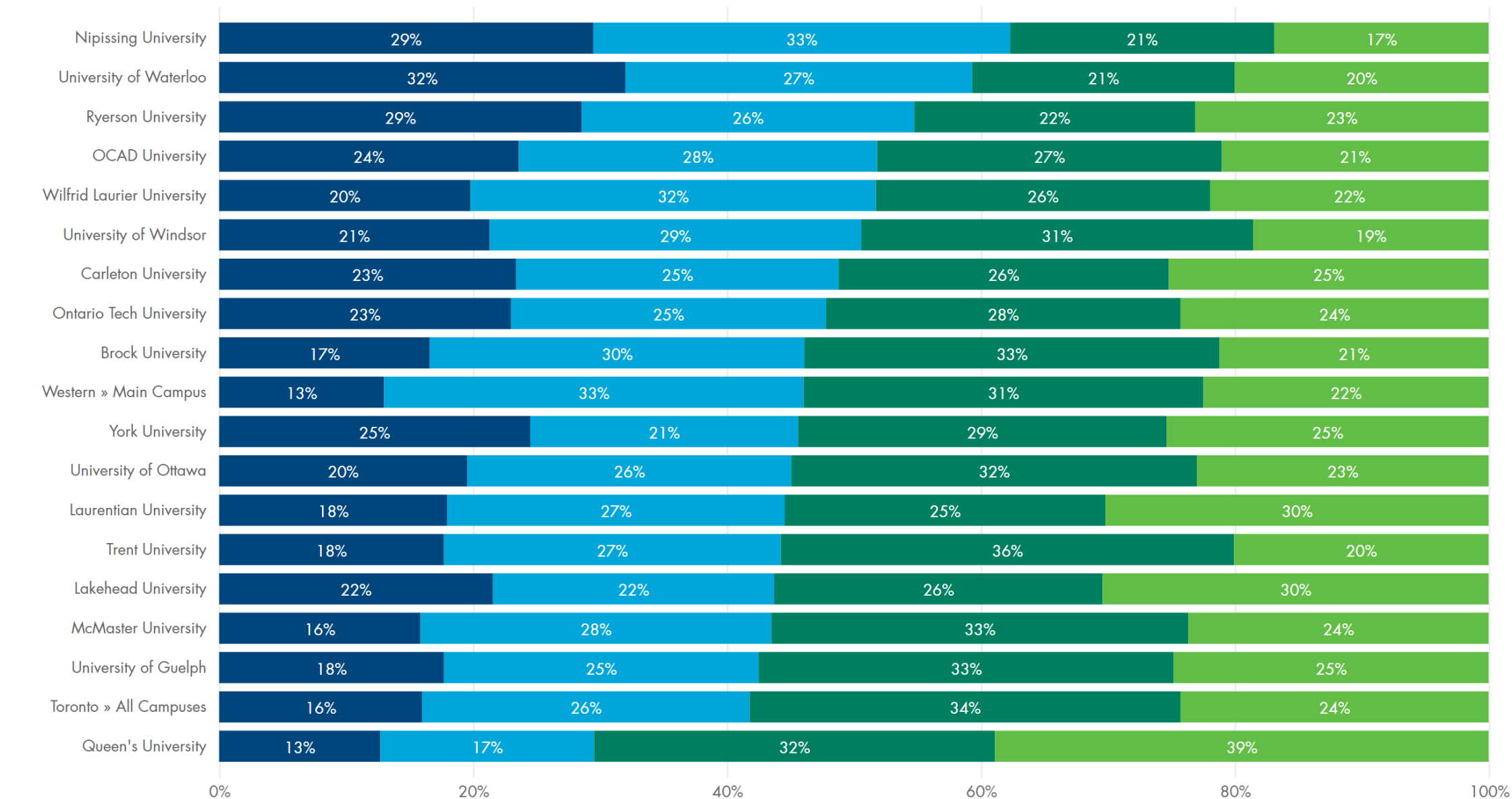
Course Level ● 1st Year ● 2nd Year ● 3rd Year ● 4th Year

Uni. Type Category

- Primarily UG
- Comprehensive
- Medical Doctoral
- Affiliate

Univ. Size Categ...

- Small (<10,000 UG FT)
- Medium (10,000 to 30,000 UG FT)
- Large (>30,000 UG FT)





Proportion of Courses by Class Size (CUDO 2018)

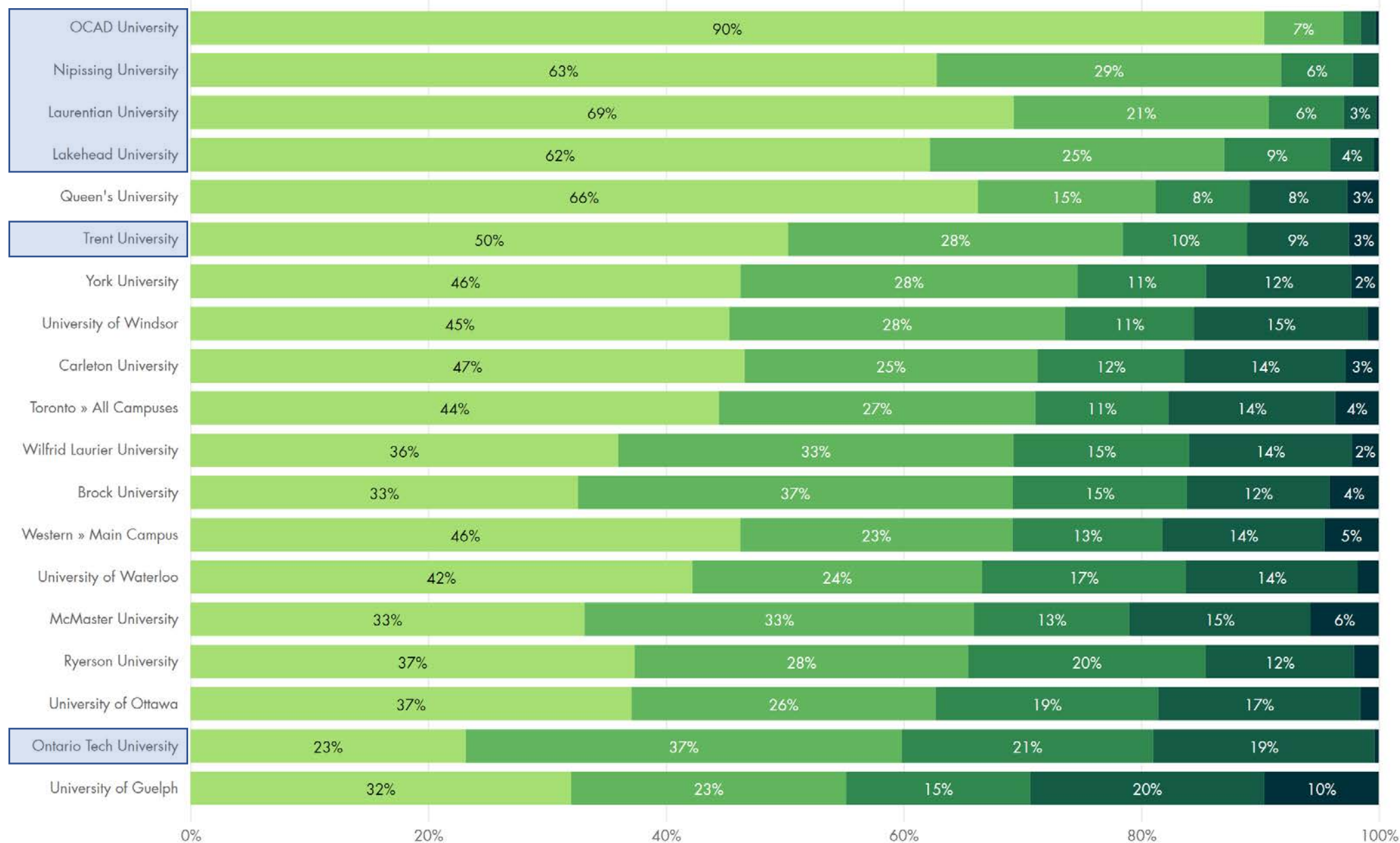
Size Category ● <30 ● 30-60 ● 61-100 ● 101-250 ● >250

Uni. Type Category

- Primarily UG
- Comprehensive
- Medical Doctoral
- Affiliate

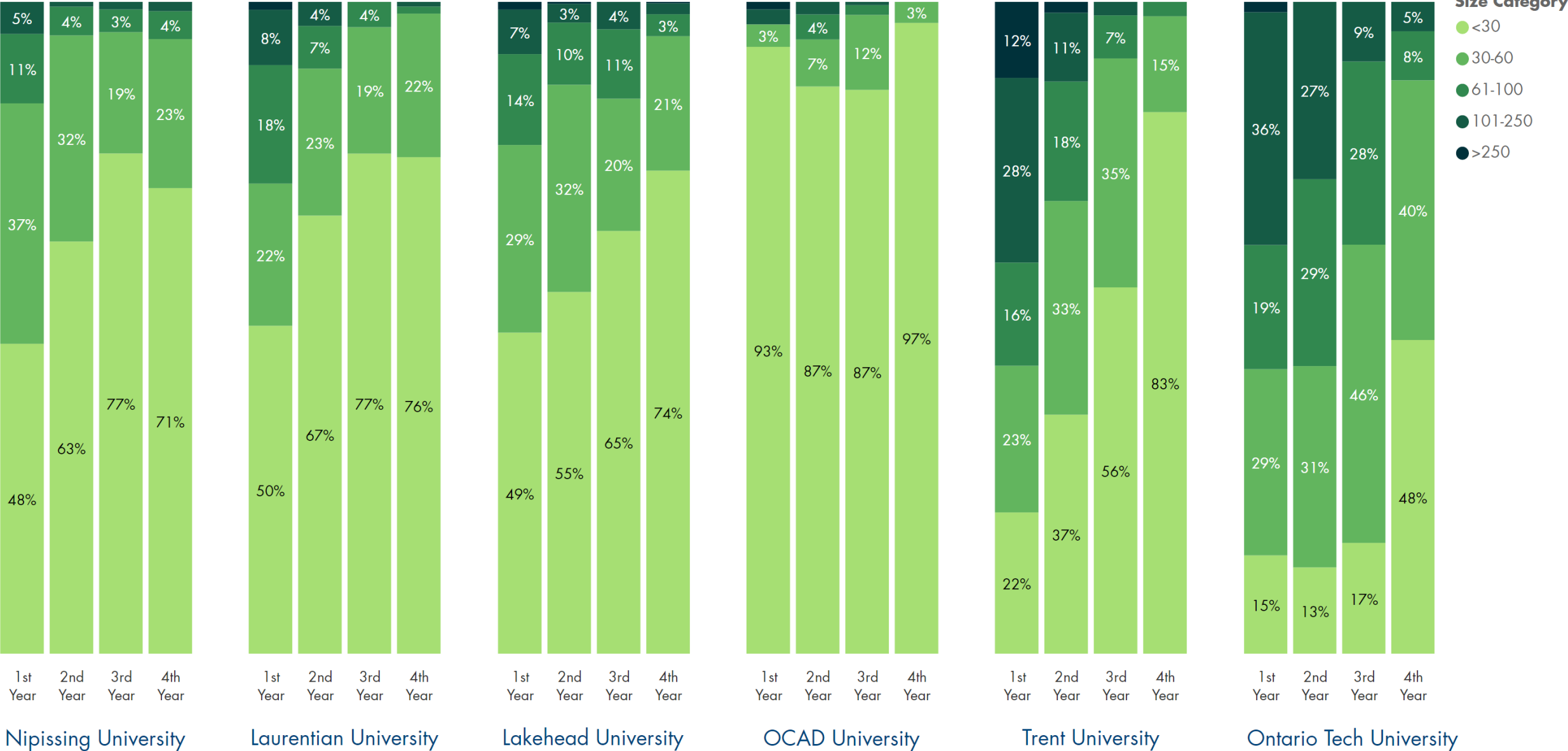
Univ. Size Category

- Small (<10,000 UG FTE)
- Medium (10,000 to 30,000 UG...)
- Large (>30,000 UG FTE)





Class Size Proportions by Course Level of Study



President's Report - March 12, 2021 Senate Meeting

5. Reading and Disposing of Communications:

A summary of continued correspondence between the Caucus of Racialized Persons and the President's office will be included in the Senate package for our next meeting. The following update was provided to Senate:

1. We know there are members of our university community that are experiencing racism.
2. We have agreed to pause the RFP process until we can meet with the CRP to discuss their concerns.
3. We are working together with CRP on logistics and timing now.
4. My office is also scheduling a meeting with NUBASE – Nipissing University Black Association for Student Expression.

6.A.1 President's Report

- Prime-Minister Justin Trudeau has announced that yesterday was a “National Day of Observance” to “honour everyone we lost to COVID-19, and to recognize the impact this global pandemic has had on all of our lives”. When I think back over this past year, I can't help but reflect on the ways in which the Nipissing community came together to overcome so many obstacles.
 - In the early days we quickly moved everyone to a “work from home” format thinking it would be for a few weeks at the most;
 - We made a significant donation of PPE to our local hospital;
 - The Student Emergency Fund was created and we've assisted more than 380 students;
 - We purchased and installed a significant amount of protective equipment on campus including barriers, hand sanitizers, social distancing guidelines and signs to ensure the safety of all of our stakeholders.
 - In an abundance of caution, we closed our residences and provided students with refunds;
 - Our faculty quickly moved all teaching and learning to an on-line format;
 - We continue to support our community and discussions are ongoing regarding the offering of space for a vaccination site and the possibility of our nursing students assisting with the vaccination effort.
- We have accomplished so much this past year, in the face of significant adversity. On behalf of the executive team, I'd like to express my appreciation for everyone at Nipissing for their efforts.
- In terms of Community engagement, on February 23, Nipissing University, in partnership with the McConnell Foundation, welcomed members of the North Bay community to a dialogue on how to 'Build Back Better' from Covid-19. There was an incredible amount of engagement from our community members and we are discussing how to continue the conversations throughout the next year as we move into strategic planning.
- Many of you will have attended a Town Hall that was held on March 4 where 275 of our staff members gathered to receive updates on the University as well as a Q&A session.
- The 2021/22 budget work continues and last evening the Board passed the following motion:

That the Board of Governors accepts the recommendation of the Executive Committee to direct the University to continue to work towards a balanced operating budget for the 2021-2022 fiscal year, while recognizing that exceptions related to the COVID-19 pandemic may be made with the approval of the Board, and that the University maintains that direction for future years.

Our work is guided by the following principles:

- We recognize we are a vital part of the regional economy as one of the top 3 employers;
- We are focused on revenue generation through traditional methods of enrolment and grants, but are also looking at opportunities in continuing education/micro-credentials, conference services, advancement and athletics;
- Continue to seek efficiencies across the university in all units including both academic and administrative.

Provost's Report to Senate – March 12, 2021

Arja Vainio-Mattila, PVPAR

Awards

Dr. Odwa Atari, Associate Professor, Department of Geography and Geology, has been awarded a Carnegie African Diaspora Fellowship. The fellowship supports research and education collaborations between Africa and US and Canada.

Dr. Hilary Earl, Professor, Department of History, has been awarded a Holocaust Educational Foundation of Northwestern University (HEFNU) teaching grant for 2021-2022.

Ms. Debra Iafrate, NU Registrar, has received the Ontario Universities Registrars' Association Award for Excellence.

Jenna White, an MES graduate student in the Faculty of Arts and Science, is the successful candidate for the Inaugural Senior Women Academic Administrators of Canada (SWAAC) Leadership Internship position, working with and supporting senior women academic administrators across Canada.

Applications for 2021-2022

Applications are up 10% from last year (main growth has been in Education, 105 (mature, prior postsecondary, etc.) and part-time). Graduate Studies is seeing growth.

Acceptances are up 17% vs. the same time last year - primarily Education because their deadline to accept is March 9th.

Nipissing held an Education Expo (virtual open house) on Feb 20th. 120 prospective education students participated in the events, and we received a lot of positive feedback.

Preparations are under way for our Open House event on March 20th for all other applicants, with a follow up event in April (during the new March break week).

Spring/Summer registration begins in two weeks.

International

International student recruitment continues through virtual fairs, most recently for Anglophone Africa, Indonesia, Brazil and the Caribbean. Also continuing with agent recruitment, including the development of agent training and the development of webinars as recruitment collateral.

Programme Development

Arts and Science has submitted the following LOIs for consideration: BA in Environmental Studies; revision and update of the Indigenous Studies program, and certificate in Societies in Transition. LOIs for BSc in Environmental Science and Health Sciences are forthcoming.

Planning for dissolution of the Collaborative Nursing programme continues, as does the development of a standalone Nursing programme at Nipissing.

Research

The CRC Search for Environment and Climate Change is ongoing with interviews of Candidates scheduled for the last 2 weeks of March. Board members are welcome to attend the Research talks. Invitations will be sent out via NU email.

Nipissing continues to engage with various stakeholders about commercialization of research. We are very much at the planning stage but acknowledge the importance of innovation and IP to the growth and sustainability of research at NU.

Teaching

Our first Professional Learning Community met on Jan. 13 to discuss the book Small Teaching Online by Flower Darby and James Lang. The second PLC is underway and will discuss Radical Hope by Kevin Gannon at the end of March.

On Jan. 27 and Feb. 9, we hosted two Teaching Hub conversations for faculty and staff on Secure Online Testing and Alternative Assessments, respectively.

Throughout January, we worked with three students on their nomination dossiers for the 3M National Student Fellowship, and these were submitted on Jan. 29.

Throughout January, we also worked with various faculty and staff on submissions to the provincial government's \$50 million Virtual Learning Strategy funding call. On Feb. 3 we successfully submitted 14 NUled projects (with more than \$1.5 million requested). In addition, NU faculty and staff were partners on 15 additional submissions (with more than \$4 million requested). Results of this funding call will be announced the week of March 15th.

We are in the midst of a hiring process for a Senior Instructional Designer (hopefully completed by midMarch, with a start date shortly thereafter).

Library

The Library continues to provide support for research, teaching and learning via email and phone along with online library instruction sessions. As well, curbside service is available three days a week. Library staff members attended the Ontario Library Association (OLA) conference with approximately 6,000 library professionals who attended the virtual conference.

Forthcoming events

March is Nipissing's Research Month. You can access events through nipissingu.ca/researchmonth.

Nipissing will host our 14th Annual Undergraduate Research Conference also in March.

Board of Governors Report | Academic Senate 2021.03.12

- The board held a special meeting on February 18th to discuss the university's financial position and university sustainability
 - A motion was proposed to direct the institution to continue to work towards a balanced budget in the 2021-2022 fiscal year.
 - After much discussion it was decided that more time was needed to reflect on the statement therefore the motion was later presented and accepted at the regular board meeting held last night.
 - The motion can be viewed in last night's Board agenda posted on the Board of Governors webpage:

That the Board of Governors accepts the recommendation of the Executive Committee to direct the University to continue to work towards a balanced operating budget for the 2021-2022 fiscal year, while recognizing that exceptions related to the COVID-19 pandemic may be made with the approval of the Board, and that the University maintains that direction for future years."

- The Board received a presentation from Dr. Pavlina Radia titled "Faculty of Arts and Science Contributions and Community Engagement: Not Just a Foundational Core, but a Way of the Future" The Board thanked Dr. Radia for a most enlightening presentation.
- The Board accepted several recommendations from the University Governance Committee to:
 - Combine and replace the Board's Harassment and Discrimination Policy with a new Respectful Workplace and Learning Environment Policy
 - Revise the Board Appointment Policy
 - Revise the Board Communication Policy

These updated policies will be available on the Board of Governors webpage within the next couple of weeks. The Respectful Workplace and Learning Environment policy will be hosted on the Human Resources webpage.



Report from Alumni for March 2021

NU Café

- Join us for our [Keynote International Women's Day event](#) on the NU Café, hosted by Ten Thousand Coffees, on **Friday, March 5th at 1:30 pm ET**. In honour of International Women's Day, we are hosting a panel of female talent leaders from Adidas, RBC, AIG, IBM, and Facebook to discuss how we can manage and overcome gender-based hurdles in our career. We aim to celebrate the achievements of women & female identifying people and create an inclusive workplace for all. So, please join us to learn more about how we can #ChooseToChallenge workplace norms and build an environment where women can thrive.
- The NU Café Book Club launched in January through the alumni e-newsletter and we have created a book club event in the hub for anyone to join. Our first book is *Ridgerunner* by Gil Adamson and we will be discussing it at our first meeting on **March 18th at 6pm**. You can find more information [here](#) about the club and what we are reading.
- Introductions are out March 9th if you would like to join and mentor a student or alumni. Just as a reminder, if you are already registered and are finding you're too busy for this month's meet up please pause your profile matches.

NUAAB

- Our annual call for membership is live on social media and we have encouraged any alumni interested in applying to submit an application at the link [here](#). If you know if anyone that might be interested, please pass along the link or have them email alumni@nipissingu.ca for more information.
- We will be hosting our annual retreat this month and will highlight some of the takeaways from that experience in the next report.

Academic Colleagues

February 16-17, 2021: Zoom Meeting

Conversation with Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of online learning

Dr. Alison Flynn joined the colleagues for a conversation on the topic of “Online Learning: Lessons Learned and the Future of Education after the Pandemic.” As a relatively new medium for education that has expanded rapidly in response to pandemic-related school closures, online learning presents several key challenges that Dr. Flynn believes should be addressed: 1) Ensuring equitable access to technology and making online spaces fair and inclusive; 2) Maintaining a sense of community both inside and outside of class; 3) Focusing on the desired goals and outcomes of online learning and tailoring the experience in a way that makes the most of the online setting, while promoting academic integrity.

Dr. Flynn listed access to technology, internet service and working space as material obstacles that students face, but family and work obligations at home can also limit students' access to online courses. She stressed the importance of building community in online courses, and of prioritizing consideration of mental health, wellness and resilience throughout the curriculum.

As universities move forward post-pandemic, they may wish to maintain an online or hybrid model of education. Dr. Henderson noted the difference between online learning, where courses are designed to be conducted online, and remote learning, where an in-person class is simply moved online or streamed. Ideally, online courses should be developed to make the most of the medium, and offer learning outcomes that cannot be obtained by simply surfing the web. Instructors can use growth and goals modules to help students measure their achievements. They should clearly communicate their expectations for academic integrity, and the disciplinary ramifications of dishonesty.

Many Colleagues agreed that online learning is here to stay in some form, probably in a blended/bimodal form, and that faculty and students would benefit from more formal training in online teaching and learning.

Colleagues discussed how student and faculty attitudes towards online learning have evolved as the pandemic has progressed. The sense of achievement many felt after completing their first full semester online has shifted to burnout as the pandemic continues without a fixed end point. Several mentioned the importance of checking in regularly with students and holding regular town halls to hear campus perspectives.

Colleagues meeting, Wednesday, February 17, 2021

1. Update on Strategic Plan (Steve Orsini)

COU President and CEO Steve Orsini presented the updated COU Strategic Plan.

2. COU Update (Cecilia Brain)

COVID-19

COU is doing a survey of universities to collect data on their capacity to support COVID-19 vaccination efforts. This includes, among other things, freezers available to store vaccines and personnel that can perform and assist with vaccinations. COU will communicate its findings to the government and convey that universities stand ready to contribute to the effort.

COU continues to advocate to expand the number of university health programs that can be exempt from the 10-person limit for in-person training. There is confusion about the criteria that was used to select programs. For example, nutrition and speech language pathology are exempt from the 10-person limit, but dentistry and optometry are not.

Strategic Management Agreements

Early in the pandemic, the ministry agreed to de-couple SMA3 performance-based evaluations from funding to respond to the instability created by COVID. The government also indicated that all other elements of the performance-based model will continue as planned. This includes data reporting, calculation of minimum performance targets, and performance evaluation.

The Year 1 evaluations for SMA3 have concluded and minimum allowable targets for Year 2 have been established. Year 1 performance results are expected to be published on the ministry's website in late-Spring 2021.

Mental Health

On February 9, the ministry announced that it will provide an additional \$7 million in one-time funding to support Ontario's students in publicly-assisted colleges and universities. Institutions will receive a fixed base amount of \$100,000 plus an enrolment share top-up. Universities will have flexibility on how to spend these funds to address mental health needs but the government notes the importance of virtually delivered mental health services and other hybrid models and its expectation that universities will work to ensure that the needs of vulnerable and diverse groups (Indigenous, racialized, LGBTQ students and students with disabilities) are met through these supports.

Equity, Diversity and Inclusion

The Ontario Human Rights commissioner wrote to universities in December inquiring about policies and approaches to EDI. COU responded with a letter detailing some of the steps and approaches taken by the sector. Executive Heads have also proposed setting up a special committee on EDI and the plan is to leverage the Senior Equity Officers Reference Group as well as representatives from other COU affiliates.

Micro-credentials

On December 17, 2020, the provincial government filed a new regulation that outlines the process by which student financial assistance for micro-credential programs will be assessed and distributed. The OCAV Micro-credential Working Group is working on developing policy recommendations and advocacy on this file, including trying to help the Ministry land on a definition of micro-credentials and encouraging the Ministry not to superimpose burdensome regulatory frameworks—either related to tuition or to quality control.

The Working Group is drafting a letter that will be sent by COU to the ministry seeking clarification and further information about the emerging micro-credential framework. It will also propose a joint sector-ministry technical working group to develop micro-credential policy and programming.

Financial Sustainability

The ministry has recently increased its interest in the financial health of universities and on transparency regarding universities' financial information. COU has reiterated that the Ontario university sector is one of the most transparent. Publicly available information includes the individual financial reports of all universities, Ontario and Canada standardized financial reports (COFO and CAUBO) and financial health indicators/benchmarks developed in collaboration with MCU.

COU continues to advocate for adequate revenue for universities as well as affordability and access for students.



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Nipissing University Student Union

NUSU Senate Report

CFS Lobby Week

The week after reading week Hannah Mackie attended the CFS Ontario Lobby Week virtually. This was a great opportunity to talk to different MPP's about student issues in post-secondary education. Some of the topics spoke about included; Indigenous and International access to education, the cuts to OSAP and education funding, student concerns about performance based funding and protecting students' rights to organize. This was a great chance to have discussions with students from all over Ontario, but specifically students from other northern schools. We were able to have some conversations about what access to education in the north means to students and the benefits it provides our province with these MPP's

NUSU Recommendations for Senate

These recommendations come from student consultations, and the whereas section aims to provide background information, and the recommendations follow. We are placing these in the report so that senators can see them in writing, as we will be referencing them for the question period.

Whereas,

- 600 people signed a petition to remove the use of Lockdown Browser within a week;
- Reported issues include continued monitoring after software is shutdown, damage to cameras and microphones after use, not compatible with affordable technology options for students;
- Issues continue with a requirement to have uninterrupted access to strong wifi, requirement to have a quiet uninterrupted space, constant flagging of movement which adds stress and anxiety to students who may have ADHD, or an inability to stay completely still while being tested and other discriminatory experiences (facial recognition, etc.);
- There are concerns around privacy of data when government ID is being captured, and the storage of recording of examinations is not clear to students

The Nipissing University Student Union on behalf of its members recommend:

- That instructors and faculty make an attempt to consider alternative evaluation formats to lockdown browser for the winter semester where possible and reasonable;
- That the Teaching and Learning Committee commit to exploring alternative evaluation methods with a formal report back to senate by September 2021;
- That Nipissing University commit to phasing out lockdown browser or systems that use facial recognition software, recording software, or software that otherwise unreasonably infringes on student privacy without a clear privacy statement and communication about who has access to their data;
- That communication is sent to students around accommodations or disclosures at the beginning of each semester and before the commencement of the exam period (where disclosures includes: needing to stand and stretch in an exam due to back injury, etc., that they might be fidgety during the exam), the intent is to encourage students to communicate with their faculty.