

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**November 12, 2021**  
**2:30 p.m.**  
**Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), A. Vainio-Mattila, C. Sutton, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black  
D. Campbell, N. Colborne (Speaker), S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, L. Hoehn, M. Litalien, J. Murton, G. Phillips, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, S. Winters  
J. Allison, A. Armenakyan, G. Brown, K. Ferguson, C. Greco, R. Hoffman, T. McParland, J. Muterera, L. Peachey, P. Ravi, G. Raymer, T. Sibbald, A. Wagner  
C. Irwin, O. Pokorny  
J. Smith, K. Wilcox  
J. McIntosh, S. Pecoskie-Schweir, M. Fichaud

**Absent With Regrets:**

P. Maher  
A. Burk, K. Lucas, C. McFarlane  
C. Anyinam, B. Elliott, A. Kociolek, A. Schinkel-Ivy  
M. Taylor, E. Wilson, M. Murray

**Approval of the Agenda of the Senate Meeting of: November 12, 2021**

Motion 1: Moved by T. Sibbald, seconded by S. Srigley that the agenda of the Senate meeting of November 12, 2021 be approved.  
Carried

**Adoption of the Minutes of the Senate Meeting of: October 8, 2021**

Motion 2: Moved by M. Litalien, seconded by T. McParland that the minutes of the Senate meeting of October 8, 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.

The Speaker acknowledged Treaties Recognition Week and the events that took place November 1-7. Treaties Recognition Week honours the importance of treaties and helps us understand the significance of treaty rights, treaty relationships and their relevance today.

### **Business Arising From the Minutes**

The Speaker confirmed the results of the election from the October 8 Senate meeting and thanked Senators for allowing their names to stand. The following four tenured faculty members were elected by Senate to serve on the Committee for the Search/Appointment/Reappointment of the Provost and Vice-President Academic and Research: Dr. John Allison, Dr. Chris Greco, Dr. Gyllian Phillips and Dr. Susan Strigley.

In follow up to the question whether reports from the Good Neighbour Committee meetings are available to the public, the Vice-President, Finance and Administration, advised that reports are not published. For further information on the good work of this committee, please contact the Assistant Vice-President, Students.

### **Reading and Disposing of Communications**

None

### **Reports From Other Bodies**

The President provided a summary of upcoming events including a meeting with the Ministry to discuss funding issues and make a case to increase government funding, and the Board of Governors Retreat. A regular Board meeting will be held, as well as a planning session to discuss revenue generation and sustainability. Giving Tuesday will be held on November 30. A challenge will be issued to alumni, faculty, and staff to donate \$100, or as much as they are able to contribute, towards scholarships and bursaries to support our students in financial need.

A summary of recent events including Homecoming 2021 was provided. Alumnus and Paralympian Rob Shaw provided an inspirational and reflective keynote presentation on the theme of resiliency and determination. The presentation was recorded and can be found on the NU website. He advised that the reappointment process for the Provost and Vice-President, Academic and Research, is underway. The committee has met, and the collection and review of documents is taking place. The President also acknowledged comments made by faculty members regarding the need to review and better support the Office of Graduate Studies and Research.

The Provost and Vice-President, Academic and Research (PVPAR), provided a report. Highlights of the report included information on enrolment, upcoming events, and academic program updates. She also congratulated the School of Nursing on the completion of their recent review. The report is attached to the minutes.

In response to a request for a breakdown of the specific number of student enrolment increases spoken to by the Provost, the Registrar provided the following information:

- total applications for this year = 986 vs. last year 894 (+10%)
- 242 applications are from our Ontario high school market (+24%)
- applications to A&S = 181 applicants vs. last year 143 (+26%)
- applications to EPS = 822 applicants vs. last year 771 (+6%)

The Provost reminded that enrolment information can be accessed via the faculty dashboard.

The Vice-President, Finance and Administration (VPFA), reminded that as of October 9 all individuals attending campus in person are required to provide proof that they are fully

vaccinated by uploading their COVID-19 proof of vaccination QR code into the NU Safe App. A relatively high percentage has been received. If assistance is required, please contact Michelle Banks.

The administrative team, in partnership with the Registrar's office, has been working on a review of the admissions systems and processes with the goal of improving the time that it takes to send out offers to students. She thanked everyone involved for their creative approaches and looks forward to the results.

The VPFA acknowledged the requests received for extended hours in the Library and the Athletics Centre. She advised that the Facilities Department is working very hard, but we continue to be governed by heightened cleaning requirements from Public Health and a shortage of resources. We are in the process of hiring more caretaking staff. When available, further updates will be provided.

The Alumni Advisory Board representative, Andrea Parolin, provided a report. The report is attached to the minutes.

The Council of Ontario Universities (COU), Academic Colleague, Dr. Darren Campbell, thanked the A&S faculty for providing a report regarding his request from the last Senate meeting for examples of how universities contribute towards broader society. This information was useful and was shared with the COU Executives at the Faculty Colleagues General Meeting. The three main topics discussed at the meeting, included, climate change, equity and pandemics. President Wamsley advised that he is one of eight Presidents participating in a working group on climate crisis and how universities will respond at the local, national and international level.

The President, and Chair of the November 1 Joint Committee of the Board and Senate on Governance, provided a report. Topics discussed included governance, recognition of non-Board members that attend Board meetings, and work with the Board Chair to develop a procedure that will permit members of the public to raise questions at Board meetings. He remarked on the unique structure of the Joint Committee and the progressive infrastructure that connects the Board and Senate. Sharing of information is vital, particularly strategies moving forward as we work on strategic planning. It was also noted that ideas were shared on how the Board could learn more about faculty research and engagement opportunities.

The NUSU VP Advocacy and Awareness, Sarah Pecoskie-Schweir, provided a report. The report is attached to the minutes.

### **Question Period**

In response to a question as to whether more funding will be invested in marketing and advertising, the President advised that marketing needs to be a significant part of our budget, but in the short term this budget is a fixed budget with no lee way. His priority is to elevate our reputation, engage the alumni who support the University through donations, and increase our presence in the community. Funds for marketing will be built on in next year's budget. Requests for funding to promote events in this year's budget should be discussed to determine how best support could be provided.

Following a question as to whether there is any institutional work taking place on the issue of academic dishonesty including penalties for plagiarism and selling course materials to sites such as Course Hero, the Provost advised that the Registrar's Office has been examining policies in the sector and has drafted a report. A meeting has been scheduled with the Registrar and the Deans and information will be forwarded to AQAPC and Senate. The Registrar also reported that work has been ongoing for some time, and that the Teaching and Learning

Committee and the Academic Appeals Awards and Petitions Committee has also been involved. There are several different stake holders related to this policy and the revisions to be made.

Questions were addressed concerning the October 27 email sent to faculty by the Provost regarding course planning for 2022FW. It was noted that the modality of delivery identified as a pedagogical choice by faculty and departments was a good message. In response to a request to provide the evidence and data used to determine that on-line learning provides the most flexibility for the learner, and that hybrid courses can enhance course enrolments and fosters students' well-being, the Provost advised that different sets of data and information and experiences come into play. We need to ensure that programs can be offered that are accessible to the students that wish to take them, whether they have learning challenges or access to technology, or work full-time. It also depends on the discipline, the stage of learning, strengths of the faculty and the students and their interests. We don't want to exclude learners just because they can't be or need to be in our classrooms. She advised that the Deans and the Registrar's Office have received feedback from students advising that they appreciate being able to access learning online and asynchronously. Students will be polled directly about their experiences. A committee has been established to manage the polls in one department of the institution.

It was noted that polling students is important, but information provided from NUSU and other students in the classroom would be helpful to have a better sense of the kind of data that's informing these statements. Faculty members would like to see the data and hear from the students directly to determine which mode results in the best learning outcomes for students and how they will be offered in a collaborative, flexible way. The metrics need to be carefully considered.

The NUSU VP Advocacy and Awareness, Sarah Pecoskie-Schweir, advised that NUSU has every intention of implementing a student survey by the end of the semester. Once completed, the survey results will be shared with Senate.

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

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by C. Greco that the Report of the Senate Executive Committee dated November 4, 2021 be received.  
Carried

### **Academic Curriculum Committee**

Motion 4: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated October 27, 2021 be received.  
Carried

### **Faculty of Arts and Science**

#### **Geography**

Motion 5: Moved by A. Vainio-Mattila, seconded by C. Greco that Senate approve the revisions of the degree requirements for the Minor in Geography as outlined in the attached document.  
Carried

**Mathematics**

Motion 6: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve the creation of MATH-1267 "Applied Health Statistics" to be added to the academic calendar as outlined in the attached template.  
Carried

**Psychology****Non-substantive:**

The revision of the course description for PSYC-1106 "Introduction to Psychology I" as outlined below.

**New Course Description:**

Students review and evaluate core psychological models and evidence underlying human and animal behaviours. Specifically, students compare major psychological theories and methods, identify and use neuroscientific evidence to interpret psychological phenomena, apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies. Students also observe and assess how perceptions of the world are context-dependent and biased, determine the key mechanisms of learning, and examine the symptoms and causes of select psychological disorders.

**Old Course Description:**

This course is a survey of various perspectives and fields of psychology with reference to the historical development of the discipline. The course stresses scientifically-based biological and environmental explanations of human and animal behaviour. The course topics include the scientific method, brain structure and function, genetic and physiological influences, the senses, and sleep, dreaming, and consciousness, and the major psychological theories – psychoanalytic, behaviouristic, humanistic, cognitive, biological, and evolutionary. The laboratory portion gives students "hands-on" experience to develop a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 7: Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve the revision to the course learning outcomes for PSYC-1106 "Introduction to Psychology I" as follows:

**Proposed:**

1. compare psychological explanations of human and animal behaviour (broadly defined).
2. recognize core psychological findings, and derive real-world implications of the psychological theories and findings.
3. use neuroscientific evidence to interpret psychological phenomena.
4. apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies.
5. assess how perceptions of the world are context-dependent and biased.
6. contrast the key mechanisms of learning.
7. examine the symptoms and causes of select psychological disorders.

**Current:****Lecture**

1. identify the key characteristics of the foundational theories of psychology
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on biological influences, consciousness, and cognition.

4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

#### Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Carried

Motion 8: Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that the number of hours for PSYC-1106 "Introduction to Psychology I" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

Opposed – 1

Carried

#### **Non-substantive:**

The revision of the course description for PSYC-1107 "Introduction to Psychology II" as outlined below.

#### New Course Description:

Students apply psychological models and evidence underlying human and animal behaviour. Students compare models of memory, thinking, and intelligence, contrast psychological explanations of emotion and motivation, and evaluate social explanations of interpersonal phenomena ranging from love to hate. Students assess altered states of consciousness, examine the mind-body relation in health psychology, and examine select psychological disorders. Students also describe and evaluate the efficacy of various treatments of psychological disorders.

#### Old Course Description:

This course builds on Introduction to Psychology I and continues the survey of various perspectives and fields of psychology. Further attention is focused on topics such as research knowledge on developmental, social, personality, and motivational psychology, as well as an introduction to how this knowledge can inform applied areas of psychology such as educational psychology, intelligence testing, and psychological disorders and their treatment. The laboratory portion of the course offers small-group instruction and is intended to give the students, through "hands-on" experience, a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 9: Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the revision to the course learning outcomes for PSYC-1107 "Introduction to Psychology II" as follows:

Proposed:

1. contrast psychological explanations of human and animal behavior and their real-world implications.
2. compare models of memory, thinking, and intelligence.
3. contrast psychological explanations of emotion and motivation.
4. evaluate social explanations of interpersonal phenomena ranging from love to hate.
5. assess altered states of consciousness.
6. examine the mind-body relation in health psychology.
7. evaluate the efficacy of various treatments of psychological disorders.

Current:

## Lecture

1. identify the key characteristics of the foundational theories of psychology.
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on cognition, emotion, personality, development, social influences, and pathology.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

## Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Opposed – 1

Carried

Motion 10: Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve that the number of hours for PSYC-1107 “Introduction to Psychology II” be changed from “Three hours of lecture per week and two hours of laboratory work every second week for one term” to “Three hours of lecture per week for one term”.

Opposed – 1

Carried

**Faculty of Education and Professional Studies****Criminal Justice**

Motion 11: Moved by A. Vainio-Mattila, seconded by A. Wagner that Senate approve the transfer credit policy/pathway amendment for Police Foundations and Community and Justice Services diploma graduates into the BA Honours Criminal Justice (Policing and Corrections Streams respectively) as outlined in the attached document.

Carried

**School of Graduate Studies****Master of Environmental Studies/Science**

Motion 12: Moved by A. Vainio-Mattila, seconded by A. Armenakyan that Senate approve that the flex-time enrolment option be available to students enrolled in the MRP route of the MES/MESc program.  
Carried

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

Motion 13: Moved by A. Vainio-Mattila, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated October 22, 2021 be received.  
Carried

A Senator, and member of the AQAPC, reiterated concerns that were reflected in the AQAPC report regarding copyright and academic integrity. The following concerns were expressed: students could use course outlines to shop around for easier courses with less onerous course requirements, courses can't be controlled when they are on the internet and assignments could be plagiarized, and is there a plan in place if a faculty member decides they don't want their course outline posted but the department has decided that outlines will be posted online?

The Provost provided background advising that this conversation was initiated when the NUSU student representatives requested access to course outlines so informed decisions could be made about the content of the course beyond the limited information currently listed in the calendar. It was suggested that future course outlines, as is practice by other universities, be listed online as they become available. Concerns were expressed that once course outlines are distributed they are no longer private documents and become public documents. There was no discussion about faculty being obligated to share their outlines. It was an honest and sincere request from students to have further information on the courses they are choosing.

The NUSU VP Advocacy and Awareness advised that a proposal had been submitted to the AQAPC requesting that course outlines be listed in the Academic Calendar to assist students to plan their academic career paths. The course descriptions in WebAdvisor are very brief and many are blank which leaves students to pick a course based on the title alone. Having access to course outlines would provide as much information as possible to set students up for student success. It may also prevent students from dropping courses or being on a wait list if this isn't the course for them.

Further suggestions included providing out of date resources and allowing faculty to consider whether there has been an increase in academic dishonesty, and providing course objectives and a scaled down syllabus that highlights what the course is about on faculty websites.

The Provost reminded that the AQAPC Report only recorded the conversation, and that there is no motion. She encouraged that this topic be discussed further at the Teaching and Learning Committee.

The Chair of the Teaching and Learning Committee advised that over the past few months the TLC has been working on an institutional syllabus template. The template would not be mandatory for faculty. This topic will be discussed further at a future TLC meeting and the results will be reported at a future Senate meeting.



**By-Laws and Elections Committee**

Motion 14: Moved by T. Sibbald, seconded by J. Dech that the Report of the By-Laws and Elections Committee dated October 5, 2021 be received.  
Carried

**Other Business**

None

**Amendment of By-Laws**

None

**Elections**

- Elect one (1) A&S faculty Senate representative to serve on the Academic Awards, Appeals and Petitions Committee for a three-year term effective July 1, 2021 to June 30, 2024.  
R. Gendron – Acclaimed
- Elect one (1) EPS faculty Senate representative to serve on the By-laws and Elections Committee for a three-year term effective July 1, 2021 to June 30, 2024. *No nominations were received. The Speaker requested that the Dean of EPS send out a call for nominations at the Faculty level.*
- Elect one (1) A&S or EPS faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024.  
J. Muterera - Acclaimed

**New Business**

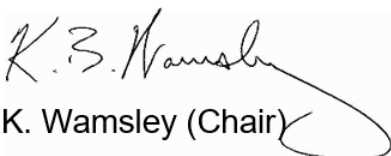
None

**Announcements**

None

**Adjournment**

Senate was adjourned at 3:55 p.m.



K. Wamsley (Chair)



S. Landriault (Senate Secretary)

**Senate November 12<sup>th</sup>, 2021**  
**Arja Vainio-Mattila, PVPAR**

Enrolment Update (As of November 5<sup>th</sup>, 2021)

<b>Enrollment - FTE</b>	<b>2020</b>	<b>2021</b>	<b>Change</b>
Undergraduate	1,484.16	1,478.63	-0.37%
B. Education	448.73	499.56	+11.3%
Graduate Studies	180.60	185.30	+2.6%
Continuing Education*	23.08	27.80	+20.47%
<b>TOTAL</b>	<b>2,136.57</b>	<b>2,191.30</b>	<b>+2.56%</b>

*\*Continuing Education consists of Additional Qualification courses for Teachers, Indigenous Classroom Assistant Diploma Program, Indigenous Teacher Certificate Program & Teacher of Indigenous languages as a Second Language.*

<b>Enrollment - Headcount</b>	<b>2020</b>	<b>2021</b>	<b>Change</b>
Undergraduate	4,092	4,118	+0.64%
B. Ed	790	884	+11.9%
Graduate Studies	182	186	+2.2%
Continuing Education*	109	102	-6.42% **
<b>TOTAL</b>	<b>5,173</b>	<b>5,290</b>	<b>+2.26%</b>

*\*\*Overall headcount in Continuing Education is down, however, overall FTE is up because there has been an increase in enrolment for the Indigenous Classroom Assistant Diploma Program, which has a higher FTE*

<b>Admissions</b>	<b>2021 Intake</b>	<b>2022 Intake</b>	<b>Change</b>
Undergraduate	361	460	<b>27%</b>
B.Ed	526	513	<b>-2.5%</b>
Graduate	9	14	<b>55%</b>
<b>Total</b>	<b>896</b>	<b>987</b>	<b>10%</b>

As of November 12, 2021

- Together with Canadore College, Nipissing is joining a number of other PSE institutions to offer tuition and ancillary waivers to students who have been taken into care at some point during their pre-adult life. This will be offered to five students annually.
- Virtual Open House – Saturday, November 6<sup>th</sup>
  - 113 attendees; 109 from Canada and 1 each from Russia, India, Uganda & Germany
  - 395 attendees at the program presentations & 203 attendees at the service presentations.
  - Many of the attendees also had follow up conversations with faculty & staff.

## Events

- **Hand of Knowledge:** Join us to celebrate this outstanding exhibition showcasing the talent of six art educators at the WKP Kennedy Art Gallery. Curated by Alix Voz

Group Exhibition Artists:

Alejandro Arauz

Amanda Burk

Eric Euler

Jaymie Lathem

Laura Peturson

Eric Weichel

Opening Reception - November 12 - 6:00 - 8:00 PM

Exhibition runs from November 12, 2021 to January 28, 2022

Free event. No booking required. Masks must be worn in the gallery. Proof of vaccination must be provided to enter. Accessible Building. Cash Bar.

- Student Development and Services launched the **MENTal Strength** initiative this week. MENTal Strength is a mental health awareness campaign developed to challenge myths about male mental wellbeing, to increase awareness and discussion of men's mental health, reduce stigma, and support men to have real conversations about how their emotional well-being and seek support with mental health services.

The MENTal Strength Men's Forum will take place on Nov 24 at 7pm in the NUSU Student Centre and Virtually. More info at [www.nipissingu.ca/mentalstrength](http://www.nipissingu.ca/mentalstrength)

- **National Day of Remembrance and Action on Violence Against Women.**

The Faculty of Gender Equality and Social Justice, the Office of Indigenous Initiatives, and the Sexual Violence Prevention & Education Outreach Team looks forward to hosting researcher and author Dr. Priscilla Settee on **December 6th** as part of Nipissing University's engagement in the National Day of Remembrance and Action on Violence Against Women.

Dr. Settee is a Cree activist for Native rights, women's rights and environmental rights living in Canada. She is the director of the Indigenous People's program at the University of Saskatchewan. This virtual event will feature her work, *The Strength of Women, Âhkamêyimowak*, which highlights the stories of 15 Anishnaabe, Cree and Métis women who demonstrate resilience and strength they have brought to their communities. More details about the December 6th event will be shared soon

## Academic Programmes

- CASN completed its virtual on-site review of the School of Nursing and its academic programmes
- The Committee struck for the development of the teaching and the learning environment has submitted its report to JCAA.

## School of Graduate Studies

- SGS presented an online Graduate Studies Funding Webinar on October 12th as part of the Recruitment Team's Grad Fair.
- There was a Post-Graduate Information Day on October 27th. Admissions, SGS, and the Graduate Program Coordinators presented sessions throughout the day to recruit new students.
- We've been given our same funding allotment as last year for Ontario Graduate Scholarships (13) and the Queen Elizabeth II Graduate Scholarship in Science and Technology (1).
- We've been given our same funding allotment as last year for the Canada Graduate Scholarships - Masters: CIHR (1), NSERC (1), SSHRC (3).
- The Graduate Studies Committee is working to clarify our policies and regulations related to the Oral Defence Examination process.

## Research

- CFI Funded Projects: Initial meetings with researchers and architects have taken place. The following two projects are moving forward with anticipated builds starting in the 2022:
  - CWAG - \$302,160
  - Youth Development in Sport (CPHE) - \$153,933
- Canada Research Chair (CRC) in Climate and Environmental Change application has been submitted to the CRC Secretariat. We anticipate a decision by April 2022. In addition, an affiliated JELF-CFI application "The provision of clean water in Boreal Canada under threat from compounding landscape disturbance" was submitted to support the new CRC position (\$344,984).
- Grant Submissions – 7 submitted, 3 upcoming submissions
- Successfully entered, and are operating in, Stage 3 of Research Recovery, conducting face-to-face research with human participants
- Awaiting applications for internal CFI – JELF proposals – total remaining allocation - \$ \$316,146
- Awaiting applications for Awards in Support of Research, Scholarly, and/or Creative Activities
- Awaiting applications for SSHRC Institutional Grants (SIG) proposals for the internal competition

## Library

- Weekly visits from the St. John's Ambulance Therapy Dogs programs have resumed in the library. These visits are much appreciated by the students.
- Library is working with Facilities to expand library hours of operation into evenings and weekends.

## Student Development Services

- Residence has expanded guest privileges to allow students who live at residence to visit friends at other residence complexes. This is to ensure that we continue to prioritize the safety of the residence community by ensuring guests are among those confirmed to be fully vaccinated.
- Work to develop a new Peer Support Service for students with mental health concerns is underway. Much progress has been made in the development of the service framework, policies, and external training partnerships (CMHA, OPDI, Canadore). We are currently recruiting and interviewing student employees who will be trained to provide these services.

- SCS and SIS have been working closely with Lakers Athletics to provide suicide awareness and prevention training to all Athletes through safeTALK.
- Over the course of Reading Week Nipissing University in partnership with Vocantas attempted to contact all undergraduate and consecutive education students to discover where students were looking for additional support.
- The interactive voice response calls proactively connected students with existing support services and resources in key identified areas that contribute to student success. The campaign aimed to ensure students are aware of the services and resources available to support success and how to access them. Over the course of the campaign there were 1,925 referrals provided to students, in addition to 87 requests for an in-person follow-up call with the Student Success Coordinator.
- In September and October, 185 students participated in workshops and training opportunities provided by the Sexual Violence Prevention and Education (SVPE).
- The Lakers community celebrated International Pronouns Day (October 20<sup>th</sup>) to create awareness and action towards making our campus a safe(r) space for all. Gender pronoun buttons, designed by Nipissing BFA graduate Jasper, were distributed by mail, picked up in B210, and at our table in the NUSU Student Centre on Wednesday. No buttons remain!
- SVPE collaborated with the Teaching Hub to collate and distribute gender-inclusive teaching resources for faculty and Human Resources to encourage staff and faculty to participate in two training opportunities provided by SVPE, Gender 101 and Bringing in the Bystander.



### **Alumni Report to Senate**

The NUAAB met in September to kick off the 2021/2022 academic year. We have made some updates to our Terms of Reference in an effort to use committees more effectively. We approved our budget for the year and continue to work on our strategic plan set out in 2019.

With the help of the Marketing department, we have just relaunched our improved and upgraded webpages. The goal was to make navigating alumni services and information easier for alumni we have received good feedback so far. Please visit [www.nipissingu.ca/alumni](http://www.nipissingu.ca/alumni) to view the new alumni website.

We are thrilled to be announcing the 2021 Alumni Award winners in the coming weeks. These 5 individuals are exemplary alumni who are doing amazing things in their communities. Stay tuned for a future announcement in early December.

November is Career Month and the NU Café has lots going on. Join the network to view the Office Hours tab with a listing of all the events for alumni, students, industry partners, staff and faculty of the University. As usual, our platform will match individuals monthly. The next round of introductions will take place November 16<sup>th</sup>. The hub is always accepting new members. Join today! [www.nipissingu.ca/nucafe](http://www.nipissingu.ca/nucafe)



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Web: [www.nusu.com](http://www.nusu.com)

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## **Academic Senate Report November 12th, 2021**

### **Academic Week**

NUSU, in collaboration with Nipissing University, hosted Academic Week virtually from October 25th to 29th. We held nine sessions, in addition to the Post-Graduate Information Day. We were pleased to see that students attended the sessions and enjoyed them. Thank you to everyone who participated and supported our students.

### **Santa Claus Parade**

NUSU is participating in this year's Santa Claus Parade and we invite all faculty, staff and students to participate. For anyone interested in joining, please go to [nusu.com/2021events](http://nusu.com/2021events).

### **NUSU & NBPS**

NUSU and the North Bay Police Service have partnered on a new initiative, "Be Bright At Night".

The premise of the project is to encourage pedestrians to wear reflective patches or items of clothing when walking at night. This initiative will not be just for students but also for the community.

### **Food Bank**

Nipissing University, in partnership with the Nipissing University Student Union (NUSU), is organizing a food drive to support students during the Holiday Season. During the month of November, we encourage each department to sponsor one (or more) Food Bank Baskets. Participants can contribute items (e.g. crackers, cookies, mittens, hats, etc.) that will be donated and packaged by NUSU and provided to students who frequent the Food Bank. As some students may need extra assistance through the exam period and the holiday break, we ask that all items be received in the Office of the President no later than November 30, 2021.

### **Night Owl Study Sessions**

NUSU will be hosting "Night Owl Study Sessions" on November 23rd, 25th, 29th and December 1st. The Student Centre will be open to midnight on these nights. Students will be able to use our bar/restaurant area to study, as well as other spaces around our building.