

Senate Agenda

Friday, May 13, 2022

10:30 a.m.

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

1. Acknowledgement of 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 relations.

2. Approval of the Agenda

3. Adoption of the Minutes of the Senate Meeting of: April 8, 2022

4. Business Arising From the Minutes

- Reintroduction of communication via group email

5. Reading and Disposing of Communications

6. Reports From Other Bodies

- A.
 - (1) President
 - (2) Provost and Vice-President Academic and Research
 - (3) Vice-President Finance and Administration
 - (4) Board of Governors
 - (5) Alumni Advisory Board
 - (6) Council of Ontario Universities (Academic Colleague)
 - (7) Joint Board/Senate Committee on Governance
 - (8) NUSU
 - (9) Others

- B. Reports from Senate members

7. Question Period

8. Reports of Standing Committees and Faculty Councils**Senate Executive Committee**

Motion 1: That the Report of the Senate Executive Committee dated May 5, 2022 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated April 13, 2022 be received.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated April 22, 2022 be received.

Motion 2: That Senate approve the revised Academic Integrity Policy.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated March 10, 2022 be received.

Motion 2: That Senate approve the Institutional Syllabus Template.

9. Other Business

Motion 1: That Senate grant approval to graduate the students who have completed their degree requirements prior to the 14th of June, 2022.

10. Amendment of By-Laws**11. Elections****12. New Business****13. Announcements****14. Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting

April 8, 2022

2:30 p.m.

Zoom Videoconference

Members Present:

C. Richardson (Vice-Chair), C. Sutton, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black

D. Campbell, N. Colborne (Speaker), J. Dech, H. Earl, R. Gendron, L. Hoehn, M. Litalien, J. Murton, G. Phillips, S. Renshaw, M. Saari, S. Srigley, T. Stewart, M. Tuncali, R. Vernescu, S. Winters

J. Allison, C. Anyinam, A. Armenakyan, G. Brown, B. Elliott, K. Ferguson, C. Greco, A. Kociolek, T. McParland, J. Muterera, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald,

C. Irwin, O. Pokorny, L. Sinclair

K. Wilcox

S. Smits

J. McIntosh, S. Pecoskie-Schweir, M. Taylor, M. Murray

Absent With Regrets:

K. Wamsley, P. Maher

S. Connor, A. Hatef, K. Lucas, C. McFarlane

J. Smith

R. Hoffman, L. Peachey, A. Wagner

E. Wilson, M. Fichaud

Approval of the Agenda of the Senate Meeting of: April 8, 2022

Motion 1: Moved by S. Pecoskie-Schweir, seconded by T. Sibbald that the agenda of the Senate meeting of April 8, 2022 be approved.
Carried

Adoption of the Minutes of the Senate Meeting of: March 11, 2022

Motion 2: Moved by J. Allison, seconded by J. Muterera that the minutes of the Senate meeting of March 11, 2022 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 relations.

Business Arising From the Minutes

In response to a question regarding our holdings in University investments, the VPFA advised that RBC PH&N has confirmed that Nipissing University has no direct investments in Russia.

Reports From Other Bodies

The Vice-President Finance and Administration provided a report. She advised that universities across Ontario are making announcements about pausing or suspending their vaccination and masking policies, as well as their active screening policies. Changes that may be made at the end of the winter term are currently being discussed, and information on our next steps will be shared in the coming days.

She reported that work on the 2022/23 budget continues, and the budget will be presented to the Audit & Finance Committee during the first week of May. She advised that it has been a difficult budget process and extended her sincere gratitude to everyone that has engaged in it.

The VPFA thanked the team in the Office of Indigenous Initiatives for their invitation to attend the Indigenous Graduation Ceremony held on April 7. She noted how inspiring it was to see yet another group of students celebrating their accomplishments and moving on to the next stage in their growth.

In follow up to a question raised concerning an email sent by OPSEU to its members, the VPFA advised that she had not personally seen the email in question. She noted that as per the University's obligation under Article 11 of the OPSEU Collective Agreement, OPSEU was provided notice. She indicated that from her perspective, the impact to employees of discussions with OPSEU regarding Article 11 will be limited.

In response to a question as to whether funding would be received from the province, the VPFA advised that an application for COVID funding was made again this year and we were very disappointed to hear from the province that no COVID funding will be received for the 2021/22 year. \$1 million in additional funding was received for the 2022/23 year. She also advised that to date, we have not received a response from the Ministry regarding our corridor or the Northern Grant.

The Manager of Alumni and Advancement, Steven Smits, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, provided a report, advising that various Colonization and Indigenization (C&I) presentations and discussions were discussed at the Academic Colleagues COU meetings on April 5 & 6, 2022 and the full Council meeting on April 8, 2022. The C&I issues related to Land/Resource allocation, Racism & Ideology, Historical and Ongoing Inequities, and Intergenerational Impact, among others. Specific educational modifications focused on what content is taught, how content is taught, who teaches it, expanding upon world views (ontologies) and valid ways of knowing (epistemologies), and enhancing respect and understanding. The report is attached to the minutes.

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

Question Period

In response to a question raised at previous Senate meetings as to whether a decision has been made to reintroduce communication via group emails to faculty, the VPFA advised that discussions have been held but a final decision has not been made. The solution must balance access and the ability for quick communication amongst groups within the University, while keeping in mind the respectful workplace concerns that have been brought up in the past. She anticipates that further information will be provided at the next Senate meeting.

Questions were raised regarding an email received from the Dean of Education and Professional Studies informing that the Criminal Justice Advisor/Placement Officer position was abolished, and the staff member was dismissed. No explanation was provided as to who would oversee student placements or the other duties this individual performed. Concerns were expressed regarding the lack of consultation, and whether this is indicative as to how decision making is going to be made in the future without any consultation with faculty members whose delivery of courses and programs is directly affected by these types of decisions. The Provost advised that she is unable to speak to a specific position as this is an HR matter, but she reported that she and the Dean will meet with members of the department to advise how the various tasks associated with this position will be managed.

Concerns were expressed that the 2014/15 bargaining year is being repeated with the elimination of positions and shrinking the University. The VPFA advised that the University has posted deficits for the past 8 years, except for the year the Bracebridge campus was sold. A variety of initiatives have been taken to sustain the University and we are not in the same situation we were in back then. The continued deficits are not related with bargaining. We have all been given the role of balancing the budget and we are working towards that, but it includes difficult decisions. In 2014, significant reductions took place, and our administrative team was reduced by 30%. We are not looking at that, but we have a structural deficit to contend with and we are loathe to reduce positions. All positions are being reviewed, but this does not mean that significant changes will be made to our workforce. We are investing in our sustainability initiative and new positions have been created. Positions are being reviewed and this takes a lot of time, which is why the presentation to the Audit and Finance Committee has been delayed.

In response to a question as to whether there is a plan if the budget is not balanced as per the motion passed by the Board, the VPFA advised that she can't speak on behalf of the Board or the President, but the budget will be presented to the Board where risks of any further reductions or decisions will be discussed. A great deal of work will take place in the next few weeks and some serious and thoughtful discussions will occur.

In follow up to a question asked at the last Senate meeting, it was noted that the President's response at that Senate meeting was that we don't want to cut any more positions until we undergo our strategic plan because in the past we cut too much and we had to re-hire. Has something changed in the last month or has there been some new information that has pushed us towards eliminating positions? The VPFA advised that as a matter of regular business we look across universities at the resources assigned to drive departments and we do make changes in those resource allocations from time to time. The Board has directed us to balance the budget and we recognize that 70% or more of expenses are salary related. We also know that departments are understaffed, and we don't want further reductions. That is the balance we are working through now. She echoed the President's desire to not cut positions and supports this sentiment.

Further concern was expressed that making cuts to positions without having undergone an assessment and acting without a strategic plan, that decisions will be made without realizing the consequences. What has prompted this inability to wait? The VPFA informed that we know now that we won't receive any COVID funding for 2021/22, and the situation is no different then it was at the end of last year. The deficit for this year has been projected since February. Once the strategic plan has been completed, we will have a much better road map. We are doing the best we can without it, and again it is a balance.

In response to a question regarding how the cuts and reductions will affect the services that students require, especially the plan to expand international students, the VPFA advised that the University has a long history of investing in the student experience, and we recognize that one of the reasons students come to NU is because of the student experience. Reductions to student services are not anticipated at this time.

In response to a request for an update on international student enrolment and our internationalization plan, the Registrar advised that the International Recruitment & Admissions Manager and team now reports to the Registrar. International student recruitment is a priority and a focus for the upcoming year. The Manager will be travelling to India, and will be working with the faculties researching the demand in international markets and where programs could be created to meet the demands. Work is in progress on the September and January intakes.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by C. Richardson, seconded by T. McParland that the Report of the Senate Executive Committee dated March 31, 2022 be received.
Carried

Academic Curriculum Committee

Motion 4: Moved by C. Richardson, seconded by P. Radia that the Report of the Academic Quality Assurance and Planning Committee dated March 9, 2022 be received.
Carried

Faculty of Arts and Science

Biology

Motion 5: Moved by C. Richardson, seconded by J. Dech that Senate consider Motions 6 to 20 as an omnibus Motion.

Motion 6: Moved by C. Richardson, seconded by J. Dech that Senate approve Motions 6 to 20 as an omnibus Motion.

Motion 7: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of BIOL-1022 Concepts in Anatomy and Physiology as outlined in the attached document.

Motion 8: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of BIOL-2006 Fundamental Microbiology as outlined in the attached document.

Motion 9: Moved by C. Richardson, seconded by J. Dech that Senate approve the hours of BIOL-2116 Principles of Microbiology be changed as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Motion 10: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Motion 11: Moved by C. Richardson, seconded by J. Dech that Senate approve the restrictions for BIOL-2116 Principles of Microbiology be revised as outlined in the attached document.

Motion 12: Moved by C. Richardson, seconded by J. Dech that Senate approve the antirequisite for BIOL-2116 Principles of Microbiology as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3837 Mammalogy as outlined in attached document.

Motion 13: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-3837 Mammalogy as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing as outlined in attached document.

Non-Substantive

The revision of the course description for BIOL-1006 Introduction to Molecular and Cell Biology as outlined in attached document.

Motion 14: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-1011 Introduction to Molecular and Cell Biology for Nursing as outlined in the attached document.

Non-Substantive

The course title for BIOL-1011 be changed from Introduction to Molecular and Cell Biology for Nursing to Human Biology and Biochemistry as outlined in attached document.

Non-Substantive

The revision of the course description for BIOL-2446: Principles of Ecology as outlined in attached document.

Motion 15: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-2446: Principles of Ecology as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3397: Introductory Soil Science as outlined in attached document.

Motion 16: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-3397: Introductory Soil Science as outlined in the attached document.

Non-Substantive

The revision of the course description for BIOL-3436: Conservation Biology as outlined in attached document.

Motion 17: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-3436: Conservation Biology as outlined in the attached document.

Motion 18: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of learning outcomes for BIOL-4995: Thesis as outlined in the attached document.

Motion 19: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of BIOL-4507 Special Topics in Molecular and Cell Biology as outlined in the attached document.

Motion 20: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of BIOL-4606 Climate Change Biology Seminar as outlined in the attached document. Motions 6-20, as omnibus, Carried

Motion 21: Moved by C. Richardson, seconded by J. Dech that Senate approve the deletion of ENSC-1005: Introduction to Environmental Science. Carried

Motion 22: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of ENSC-1006: Introduction to Environmental Science Part 1 as outlined in the attached document. Carried

Motion 23: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of ENSC-1007: Introduction to Environmental Science Part 2 as outlined in the attached document. Carried

English

Non-Substantive

The course title for ENGL-2257 be changed from Hyphenated-Canadians: Canadian Literature After 1914 to Contemporary Canadian Literature as outlined in attached document.

Non-Substantive

The course title for ENGL-2256 be changed from Double Agents: Canadian Literature before 1914 to Early Canadian Literature as outlined in attached document.

Non-Substantive

That ENGL-2002: Culture in Crisis be unbanked as outlined in attached document.

Fine Arts and Performing Arts

Motion 24 : Moved by C. Richardson, seconded by P. Radia that Senate consider Motions 25 to 35 as an omnibus Motion. Carried

- Motion 25 : Moved by C. Richardson, seconded by P. Radia that Senate approve Motions 25 to 35 as an omnibus Motion.
- Motion 26: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of FAVA-3236 Advanced 2D Studio as outlined in the attached document.
- Motion 27: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of FAVA-3336 Advanced 3D Studio and Expanded Media as outlined in the attached document.
- Motion 28: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of FAVA-3356 Curation and Museology as outlined in the attached document.
- Motion 29: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of FAVA-4116 Independent Study in Art History and Visual Studies as outlined in the attached document.
- Motion 30: Moved by C. Richardson, seconded by P. Radia that Senate approve the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined in the attached document.
- Motion 31: Moved by C. Richardson, seconded by P. Radia that Senate approve the degree requirements for the Bachelor of Fine Arts (Honours) be changed as outlined in the attached document.
- Motion 32: Moved by C. Richardson, seconded by P. Radia that Senate approve the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined in the attached document.
- Motion 33: Moved by C. Richardson, seconded by P. Radia that Senate approve the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined in the attached document.

Non-Substantive

The following FAVA courses be banked: FAVA 1027 Studio Art: Ideas and Practices; FAVA 3096 Drawing: Contemporary Approaches; FAVA 3056 Advanced Painting; FAVA 3137 Mixed Print Media; FAVA 3147 Extended Sculpture Practice; FAVA 3156 Explorations in Digital Media; FAVA 3046 Critical Theories of Art History and Visual Studies; FAVA 4066 Issues in Curation and Museum Representation

- Motion 34: Moved by C. Richardson, seconded by P. Radia that Senate approve FAVA-3346 Theoretical Issues in Contemporary Art be unbanked.

Non-Substantive

The course title for FAVA-3346 be changed from Theoretical Issues in Contemporary Art to Contemporary Art as outlined in attached document.

Non-Substantive

The course title for FAVA-2506 be changed from Figure Study to Artistic Anatomy and that the course description be revised as outlined in attached document.

- Motion 35: Moved by C. Richardson, seconded by P. Radia that Senate approve the program requirements for the Minor in Film be changed as outlined in the attached document.
Motions 25-35, as omnibus, Carried

Non-Substantive

The prerequisite for FILM-2006 World Cinema, FILM-2106 Popular Spectacle Cinema, FILM-2206 Canadian Films, and FILM-2316 The Animated Feature be changed as outlined in attached document.

Non-Substantive

The course title for FILM-2316 be changed from The Animated Feature to Animated Films.

Geography**Non-Substantive**

The course title for GEOG-4106 be changed from Terrain Analysis to Geomorphic Analysis of Landscapes as outlined in attached document.

Non-Substantive

The prerequisite(s) for GEOG-4106 Geomorphic Analysis of Landscapes be changed as outlined in attached document.

Non-Substantive

The prerequisite for GEOG-4237 Urban Health be changed as outlined in attached document.

Non-Substantive

The antirequisite for GEOG-3236 Environment and Health be removed as outlined in attached document.

Non-Substantive

The antirequisite for GEOG-3316 Geography of Health and Health Care be removed as outlined in attached document.

Motion 36: Moved by C. Richardson, seconded by P. Radia that Senate approve the requirements for the Certificate of Environmental Management be changed as outlined in the attached document.
Carried

Motion 37: Moved by C. Richardson, seconded by P. Radia that Senate approve the addition of a Note for the Certificate of Environmental Management as outlined in the attached document.
Carried

Motion 38: Moved by C. Richardson, seconded by P. Radia that Senate approve the deletion of the Note for the Certificate in Environmental Management as outlined in the attached document.
Carried

Math and Computer Science

Motion 39: Moved by C. Richardson, seconded by M. Tuncali that Senate consider Motions 40 to 46 as an omnibus Motion.
Carried

Motion 40: Moved by C. Richardson, seconded by N. Black that Senate approve Motions 40 to 46 as an omnibus Motion.

Motion 41: Moved by C. Richardson, seconded by N. Black that Senate approve the creation of COSC-3106, Human-Computer Interaction as outlined in the attached document.

- Motion 42: Moved by C. Richardson, seconded by N. Black that Senate approve the deletion of COSC-4106 Human Computer Interaction.
- Motion 43: Moved by C. Richardson, seconded by N. Black that Senate approve the creation of DIGI-2016 Contemporary Digital Humanities as outlined in the attached document.
- Motion 44: Moved by C. Richardson, seconded by N. Black that Senate approve the creation of DIGI-2316 Digital Humanities Techniques I as outlined in the attached document.
- Motion 45: Moved by C. Richardson, seconded by N. Black that Senate approve the creation of DIGI-3107 Digital Humanities Techniques II, as outlined in the attached document.
- Motion 46: Moved by C. Richardson, seconded by N. Black that Senate approve that DIGI-2016 Contemporary Digital Humanities, DIGI-3107 Digital Humanities Techniques II, and DIGI-2316 Digital Humanities Techniques I be added as electives for the Certificate in Digital Humanities.
Motions 40-46, as omnibus, Carried

Psychology

- Motion 47: Moved by C. Richardson, seconded by P. Radia that Senate approve the removal of PSYC-3357 Design and Analysis II as a degree requirement for the BSc Honours Specialization in Psychology as outlined in the attached document.
Carried

Economics

- Motion 48: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of ECON-3036 Behavioural Economics as outlined in the attached document.
Carried
- Motion 49: Moved by C. Richardson, seconded by T. Stewart that Senate approve the creation of ECON-2136 Sports Economics 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.

The attached listing of banked courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office.

Academic Quality Assurance and Planning Committee (AQAPC)

- Motion 50: Moved by C. Richardson, seconded by J. Nadeau that the Report of the Academic Quality Assurance and Planning Committee dated March 18, 2022 be received.
Carried
- Motion 51: Moved by C. Richardson, seconded by G. Brown that Senate approve the attached Criminology and Criminal Justice IQAP 2-Year Follow-up Report.
Carried

Motion 52: Moved by C. Richardson, seconded by N. Black that Senate approve the attached Graduate Studies Oral Defence Examination Regulation.
Withdrawn

Research Committee

Motion 53: Moved by J. McAuliffe, seconded by M. Saari that the Report of the Research Committee dated March 31, 2022 be received.
Carried

Teaching and Learning Committee

Motion 54: Moved by G. Raymer, seconded by K. Wilcox that the Report of the Teaching and Learning Committee dated February 16, 2022 be received.
Carried

New Business

The NUSU Senator and VP Advocacy & Awareness informed that this past year NUSU has had a placement student from the Social Welfare program working in their Student Foodbank. The student produced several reports, including how to raise more funds, how to fight the stigma of using the foodbank and increased engagement, as well as an information sheet that outlines the services that NUSU offers, i.e.: Student Foodbank, free income tax filing, etc. A request was made for Senators' feedback regarding including the information sheet as supplemental information when faculty distribute their course syllabus or post it on their Blackboard shells, at the beginning of each semester. Feedback included, including the information sheet as a preloaded PDF document in the Blackboard shell, posting a statement that could be cut and pasted into the syllabus saying it is an announcement from NUSU, and including information on student services the University offers. Several Senators advised that they supported the idea. The Provost advised that she would work with NUSU to ensure that faculty have access to this information, and they can choose how to use it.

Adjournment

Senate was adjourned at 3:40 p.m.

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C. Richardson (Vice-Chair)

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S. Landriault (Senate Secretary)



Alumni Report – April 2022

NUAAB

The NUAAB met in March with Dr. Wamsley at their general meeting. He shared some of his goals for alumni engagement over the next year which include reintroducing Alumni Chapters in various key cities. NUAAB will be hosting an informal event with selected alumni at the end of April to make connections and strengthen alumni relationships in the Toronto area.

NU Café

Brought to you by Ten Thousand Coffees and supported by our friends at RBC FutureLaunch, the NU Café is an excellent way for members of the Nipissing community to gain support at every stage of their career journey. We are proud to report we have received funding from RBC FutureLaunch to continue this program until June 2023.

If you haven't joined, now is a great time to come and see what we have to offer. The next round of introductions begins April 5, 2022. Sign up or learn more [here](#).

COU Executive Committee Report – 6 April 2022

The Executive Committee met on Friday, March 25 and discussed three items:

1) The request by the Northern Ontario School of Medicine and l'Université de Hearst for COU membership. Steve Orsini provided some background information about the request, indicating that neither institution currently meets the criteria for COU membership as outlined in the COU Constitution. That said, given that both institutions currently benefit from COU shared services through the universities with which they have been affiliated until now, it would be beneficial to the institutions, their students, and the Ontario university sector to maintain their access to COU shared services, including Quality Council. As a result, it was recommended that the two institutions be granted provisional membership as of July 1, 2022. Provisional membership would provide the two institutions with continued access to COU Shared Services, but not full membership of the Council (as either Executive Heads or Academic Colleagues). After discussion, the committee unanimously approved a motion to grant the two institutions provisional membership and to also conduct a review of the COU Constitution in terms of membership eligibility and membership categories.

2) The Committee strongly supported the Academic Colleagues' proposal to discuss Decolonization at the Council meeting on April 8.

3) The Committee discussed vaccination and masking mandates after the end of the Winter term. Some universities have already suspended both mandates as of May 1, and other universities were considering doing so. The members of the committee discussed the importance of framing it as a suspension or pause given the strong possibility that one or both mandates may need to be reinstated for the Fall term.

Submitted by Catherine Carstairs and Douglas Ivison

COU Government and Community Relations Report

Catherine Carstairs and Kim Hellemans

The Government and Community Relations group met on 3 March 2022. This committee includes two colleagues as well as numerous Executive Heads. Numerous COU staff as well as President Steve Orsini were in attendance. The committee discussed the COU Advocacy Document which has already been shared with the Colleagues at our February meetings as well as future advocacy strategies.

Steve Orsini updated the committee on the advocacy efforts of the COU, emphasizing the importance of institutional autonomy, which had been jeopardized by Bill 276 (which splintered NOSM and Hearst from Laurentian). He stressed the need for financial sustainability, pointing to the 21% reduction in provincial grants in real dollars/student since 2006/7. The financial crunch is further exacerbated by the tuition freeze. There is also concern about the push from Colleges to deliver three-year degrees and applied MA degrees. He also pointed out that the government would like to put greater control on how we commercialize intellectual property.

Orsini emphasized the data the COU has gathered on the resilience of university graduates, their job-readiness, their high employment rates, and the need for more university graduates to fulfill the jobs of the future. The government has heard the message about the need for more skilled trades, but in fact the need for university graduates is even higher and we need to get this message across. There is also strong student and parental demand for university education, as demonstrated by increased application rates.

The group also discussed strategies to get the ear of the government. The group hoped that we could partner with other groups (like the Ontario Hospital Association, Chambers of Commerce, municipalities etc.) who are reliant on university graduates to promote our message, although there was an awareness that these groups also have their own agendas with the government and may not be inclined to put our concerns front and centre. We also talked about partnering with student and parent groups as well as community groups, especially in the 905, where there are many immigrant Canadians who want to see their children go to university. There was also discussion of the need to reach out to local members of parliament.

COU Update to Academic Colleagues – April 5-6, 2022

COU Staffing Announcement

- Marny Scully will commence her role as Vice-President, Policy and Strategy, on April 18. She is currently deputy chief, government relations, at the University of Toronto. Previously she was on secondment as special advisor to the Ministry on SMA3.

Tuition

- On March 23 the Ontario government announced the tuition fees framework for colleges and universities for 2022-23. Tuition for domestic Ontario students will remain frozen. Tuition for out-of-province domestic students will be allowed to increase by up to 5%, an increase from 3% for 2021-22.

Strategic Mandate Agreements (SMA3)

- On February 25 the Ministry sent a memo announcing that the Ministry will delay the coupling to performance-based funding by another year (to 2023-24); and that will assess the sector's readiness for activation in Year 4 (2023-24) at a planned system-wide portion of 10% increasing to 25% in Year 5 (2024-25). COU lobbied for the postponing of the coupling of metrics to funding, as the pandemic will have a negative long-term effect on more than half of the metrics.
- On April 4, 2022, MCU shared with universities the criteria and guidelines related to the SMA3. This follows a government decision to forego using the Education and Skills Online (ESO) assessment as the standardized measuring tool and to provide more flexibility to institutions by allowing them to create and post their own institution-specific specific measures in SMA3 Year 3. MCU set up the following timelines:
 - **Phase I: Refinement of Institutional Proposals (Spring-Fall 2022):** Institutions to submit and draft proposals and narratives by August 5, 2022, ahead of the Year 3 Annual Evaluation. The ministry will then review and schedule a check-in with each institution, if needed, in September-October 2022 to provide guidance.
 - **Phase II: Data Collection and Posting (Winter-Summer 2023):** As part of Stage 1 of the Year 3 Annual Evaluation process, the ministry will pre-populate the workbooks to include approved metric selections and related data and information with institutions in early December 2022. Institutions will have the opportunity to review the workbooks and finalize metric information and data by February 2023. Public posting of the metric narrative and data source will be implemented in Summer 2023, as part of the SMA3 Year 3 Ontario.ca website updates.

International

- eCampusOntario is funding a consortium of universities, colleges and Indigenous institutes to develop an Ontario Council on International Education (OCIE), focusing on the following four pillars:
 - International strategic enrolment management;
 - Development of an Ontario Education study brand for international education;
 - Development of a centralized Ontario Education web presence that highlights virtual, blended, and in-person international programs offered by Ontario's publicly-funded

postsecondary institutions; and

- Development of a sector-wide toolkit that will allow institutions to enhance virtual marketing, search engine optimization, content marketing, and sector-wide web-based data analytics.
- The project is seeking endorsement from COU, Colleges Ontario, the Indigenous Institutes Consortium (IIC) and eCampusOntario. OCAV has endorsed the project and recommended it be brought to Executive Heads for approval in April.

OURA Equity Admissions Data Collection Project

- OURA (Ontario Universities Registrars Association) is working with OUAC to consider and propose changes to the shared OUAC undergraduate application form to enable the collection of equity data. Options are also being explored for how an institution's equity data may be best shared with the institution.
- OCAV expressed support for the initiative at their February 23 meeting.
- Implementation is targeted for Fall 2022 for 101 (high school entry) and 105 (non-high-school entry) applications.

COVID-19 & Mandatory Vaccination Policies

- Effective March 1, Ontario lifted capacity limits in all indoor public settings and removed proof of vaccination requirements for all settings where the passport rules applied (restaurants, theatres, gyms, etc.). Effective March 21, masking requirements have been removed.
 - [COU issued a statement](#) on February 22 on behalf of the sector that universities would continue to maintain vaccination policies until the end of winter term (end of April 2022). [Colleges Ontario issued a similar statement](#). On March 11, a second statement was issued indicating masking would also continue until the end of term.
- The Chief Medical Officer of Health issued a Memo to MCU on March 1 revoking the instruction regarding the requirement for vaccination policies. However, he did recognize that PSE institutions may wish to continue with COVID-19 vaccination policies for the remainder of the academic term and ongoing as part of overall health and safety requirements for their institutions. Dr Moore indicated his wholehearted support for this approach.
- While the Instructions have been revoked, universities collectively received a strong recommendation from the Council of Ontario Medical Officers of Health (COMOH) to require mandatory vaccination for all individuals (including but not limited to students, staff, faculty, contractors, and visitors) involved in any in-person activities. In addition, universities have a duty to keep the workplace safe under the Occupational Health & Safety Act (OHSA).
- COU's Vaccine Legal Counsel Working Group is meeting regularly to discuss these issues, in the context of scientific modelling framework as well as a legal framework. A risk-based principles document was developed to guide decision-making. As of March 22, schools began announcing their policies for the spring term.
- In addition, the sector's COVID-19 Reference Group meets monthly. The COVID Reference Group's last meeting is in April.

COU Budget and Audit Committee Report – April 6, 2022

The last Budget and Audit Committee met on Friday, February 18.

1. COU had a small deficit last year, due to the savings from temporary vacancies and reduced travel. COU will not increase member universities assessment fees next year. COU is planning for three year budget cycle, which revealed that in year 3 member universities assessment fees will increase by 2%, translate to 2% revenue increase, while maintain the current staff compliment.
2. High school graduates direct applicants remain the similar level, however, over the years, each applicant from submitting 3 applications to close to 6 applications last year, so each university might see higher applications, but all universities have to fight “conversion” to actually see students enrollment.
3. OUF will resume this year, two days in person and one day online, that will really benefit high school students.
4. Universities will continue to struggle with finance, COU’s lobby efforts against tuition freeze failed, so the tuition revenue will again freeze, government funding continue to drop, from over 40% of operating funding to the current level of less than one third. Tuition freeze alone, government takes 1.2 billion dollars away from the educational sector.
5. Over the years, due to the continuous reduction of government funding to universities, all schools start to become more rely on international students. International students tuition fees is roughly 7% of operating revenue seven years ago, to almost 25% currently. However, given fierce competition from European and Asian universities, and high international tuition from Canadian universities, we will see decline in the number of international students even post COVID.
6. In conclusion, declining government university operating grants, tuition cut and extension of freeze, potential declining of international students, universities will continue to struggle with finance sustainability.

COU REPORT FROM THE RELATIONSHIPS COMMITTEE

Karleen Pendleton Jimenez and Alyson King

Meeting on March 30, 2022

The meeting started with the **President's Report**: Steven Orsini reported on activities of the COU in preparation for the upcoming provincial election, noting in particular a 3-part strategy to advocate about financial sustainability and flexibility for universities.

The bulk of the meeting focused on two issues: three-year college degrees and private universities.

Three-year college degrees: Colleges have been actively and advocating for the expansion of their degree-granting authority, bringing into question the differentiation and sustainability of the postsecondary system in Ontario. The background document provided a brief history of Ontario colleges, noting recent developments including the government's *Red Tape Bill: Supporting People and Small Businesses Act*. The bill includes government consideration of expanding degree-granting authority for publicly-assisted colleges, including expanding their credentials to include applied master's degrees. Discussion in the committee about how the sector can best engage the government on postsecondary "system design" after the election.

Strengthening and maintaining public postsecondary education in Ontario (private institutions): There has been a proliferation of private institutions, including private career colleges and private universities offering degree-level education, in Ontario, since the early 2000s. There are currently six private institutions which have been granted ministerial consent to use "university" and offer degree-level education in Ontario:

- Two Canadian-based private institutions (Yorkville University; International Business University).
- Two US-based private institutions (Niagara University; Northeastern University).
- Two Canadian-based Christian institutions (Redeemer University; Tyndale University).

There are also eight public universities from other jurisdictions (five from other Canadian provinces, and one each from the United States, Ireland, and Germany), as well as 17 of Ontario's 24 publicly-assisted colleges, that have ministerial consent to offer degree-level education in Ontario. In addition, there are a number of private institutions which have pending applications for ministerial consent: Digital Humanities Degree Project (May 2021); Global University Systems / University of Niagara Falls (June 2021); and, Westcliff University (December 2021).

There is concern that the government is creating a lot of very small institutions (e.g., Hearst & NOSM) that will not be sustainable and will end up undermining stability. COU is working to find ways to engage colleges on joint advocacy to defend the public education sector.



Academic Senate
Friday, April 8th, 2022

Executive Team 2022-2023

The incoming executive team will be starting on May 1st. Some of our executives have joined online today.

President: Riley McEntee

VP Finance & Administration: Montana Taylor

VP Advocacy & Awareness: Harikesh Panchal

VP Student Life: Preston English

Harikesh will be the Chief Student Senator next year. Further information will be sent out regarding contact information around May 1st. We wish all the best to this future executive team and look forward to seeing the advocacy they will do on behalf of our student membership.

Academic Week

After the success of last semester's Academic Week, we hosted one more from March 14th to 18th. This was in partnership with Academic Advising, the Dean of Arts and Science, the Dean of Education and Professional Studies, the Teaching Hub, and Student Learning and Transitions. Thank you to these departments for working with us.

Dave Marshall Leadership Awards

We would like to congratulate the 25 student leaders who were recognized in the categories of academics, campus and community involvement. These students are a small group of the many students who represent Nipissing University with pride.

Night Owls

The Student Centre hosted six Night Owls events in which the building was kept open until midnight. We had a great response from the students and we look forward to hosting these nights again in the Fall.

Fundraising

Thank you to everyone who purchased Good Glaze donuts from the Student Centre, as part of World Water Day. We raised \$565.40 for the Dreamcatcher Charitable Foundation to provide temporary water filtration units to locations under boil water advisories. Our Pi Day fundraiser also raised over \$200 for our Student Food Bank. Thank you to everyone for your support.

Athletics

We would like to congratulate all of the Lakers athletic teams throughout the year for their accomplishments. We would like to recognize the Women's Hockey Team, the Women's Ringette



Team and the Lakers Nordic Skiing Team who competed at the provincial and national levels. We look forward to seeing all these teams in action next year.

Indigenous Graduation Ceremony

Congratulations to all students who attended the Indigenous Graduation Ceremony yesterday at the NUSU Student Centre. We are exceedingly proud of each and every student, and we wish them all the best in their future endeavours.

Food Bank

We have seen a massive increase in the use of our student food bank. We have been receiving food and monetary donations and we are extremely grateful. Unfortunately, this time of year is particularly difficult for students financially. We are continuously looking for food and monetary donations. For anyone looking to donate, they can contact NUSU.

Building Hours

The NUSU Student Centre will continue the normal hours of operation throughout April and the summer months. The building will be open Monday to Friday, 8:30am to 4:30pm, including student food bank services. We are closed only on weekends and holidays.

Fall Student Centre

Throughout the Summer, NUSU will be discussing and organizing events for the academic year. If any staff or faculty would like to partner with NUSU on events, campaigns or initiatives, please contact Sarah McGowan, our Director of Communications, at communications@nusu.com. Our goal at the Student Centre is for students, faculty and the community to meet and engage.

Thank You

While this may not be the last academic senate of the 2022-2023 academic year, this is the last academic senate for this year's NUSU executive team as our terms finish at the end of the month. On behalf of Joe, Montana and myself I would like to extend a most sincere thank you for the patience, guidance and hospitality that all members of the senate have shown us over the past year. As previously mentioned Montana has been reelected in her role as the Vice-President of Finance and Administration for the upcoming year and as such will remain a student senator. For myself, I am happy to announce that I have been elected as the Education and Professional Studies Student senator for the upcoming year and will be sticking around just in a new position. Joe however will be graduating this year and we wish him the best of luck in his future endeavours. Thank you again for everything and have a great summer!

Nipissing University Alumni Advisory Board Report

- The NUAAB has put out their call for nominations for the 2022 Alumni Awards. Please consider nominating an alumnus in one of the five categories:

- Rising Star Alumni Award
- Dr. James Jamieson Influential Alumni Award
- Distinguished Alumni Achievement Award
- Honorary Alumni Award
- Philanthropy Alumni Award

Nominations close June 1, 2022. Please email alumni@nipissingu.ca if you have questions or visit www.nipissingu.ca/alumniawards for more information.

- The NUAAB will be holding their annual retreat on May 14th at the new student centre to discuss their goals for the upcoming year and to engage with new members. This is the first in-person NUAAB gathering since the start of the pandemic.
- NUAAB is happy to report that a vote was made at the March general meeting to make an annual reoccurring donation to the NUSU Student Foodbank. The 2021/2022 donation was transferred last week and NUAAB is proud to continue to support the needs of Nipissing students.
- NUAAB President Lisa Snider and Dr. Wamsley met with 2021 Alumni Award winner Emily Gillespie last week in Toronto to discuss ways to engage and grow a Toronto Alumni Chapter. A similar meeting took place in Newfoundland with Dr. Wamsley and alumni there to discuss a potential Newfoundland Alumni Chapter. NUAAB is excited to support the expansion of alumni engagement nationally and one day internationally also.
- With convocation just around the corner NUAAB is working closely with the alumni office to create an increased presence at the event and to engage with new graduates. Plans include an expanded alumni activation zone within the reception area and a revamped alumni address. NUAAB is looking forward to the in-person event in June.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 5, 2022

There was a meeting of the Senate Executive Committee on May 5, 2022. The meeting took place by Zoom conference.

The following members participated:

C. Richardson (Vice-Chair), N. Colborne (Speaker), P. Maher, P. Radia, J. McAuliffe, D. Iafrate, M. Litalien, J. Allison, T. McParland, T. Sibbald, H. Panchal, S. Landriault (Recording Secretary, n-v)

Regrets: K. Wamsley (Chair), J. Nadeau

The purpose of the meeting was to set the agenda for the May 13, 2022 Senate meeting.

Introductions were made to the new NUSU VP Advocacy and Awareness, Harikesh Panchal.

In follow up to the question raised regarding the reintroduction of communication via group email to faculty, a request was made that a response be provided under Business Arising from the Minutes of the April 8, 2022 Senate meeting.

It was reported that to date, no questions had been received for Question Period. A return to substantive questions being submitted in advance of the meeting, as it provides an opportunity for a more fulsome response, was noted.

The Academic Curriculum Committee Report dated April 13, 2022 was provided for inclusion in the Senate Agenda.

The Academic Quality Assurance and Planning Committee Report dated April 22, 2022 was provided for inclusion in the Senate Agenda. The revised Academic Integrity Policy is included for approval in the Senate Agenda.

The Teaching and Learning Committee Report dated March 10, 2022 was provided for inclusion in the Senate Agenda. The Institutional Syllabus Template is included for approval in the Senate Agenda.

The Report on Graduation Applicants will be presented under New Business. A discussion took place that a change in the approval process of graduates be made so that graduates can be approved up until convocation ends. The Chair of the By-laws Committee and the Registrar will communicate further.

Moved by J. Allison, seconded by D. Iafrate that the Senate Executive Committee approves the May 13, 2022 Senate Agenda.

CARRIED

Respectfully submitted,



Dr. Carole Richardson (Vice-Chair)
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated May 5, 2022.



**Report of the
Academic Curriculum Committee**

Wednesday, April 13, 2022

Members

Carole Richardson
Charles Anyinam
Darren Campbell
Blaine Hatt

Dan Walters
Nancy Black
Alexandre Karassev
Rosemary Nagy

Douglas Gosse
James Murton

Absent with Regrets:

Debra Iafrate, Julie Corkett, Sarah Pecoskie-Schweir, Madalyn Murray, Mercedes (Fichaud) Parsons, Julie Corkett, Chris Greco

Guest:

Jim McAuliffe

Martee Storms, Recording Secretary

The Terms of Reference for the Academic Curriculum Committee (ACC) and the Academic Quality Assurance and Planning Committee (AQAPC) were provided for information and discussed.

The Dean of Graduate Studies and Research, Jim McAuliffe, attended the meeting due to his experience with the Graduate Studies Committee. It was noted that the Graduate Studies Committee (GSC) is no longer a standing committee of Senate, and discussions had been held at the last two GSC meetings regarding having it return as a standing committee of Senate. Discussion will continue at the May GSC meeting. The GSC was removed as a Senate Committee to streamline committees. However, now that the GSC is no longer a standing committee of Senate, some motions now go to ACC, and some go directly to Senate. Reinstating the GSC as a Senate Committee would enable all GSC business to go directly to Senate.

The Chair thanked everyone for their input and advised that parameters will be generated for use by the committee for reviewing curriculum changes.

Respectfully submitted,

A handwritten signature in blue ink that reads 'Carole Richardson'.

Carole Richardson, PhD
Provost and Vice-President, Academic and Research (Interim)

Motion 1:

That Senate receive the Report of the Academic Curriculum Committee, dated April 13, 2022.

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)
Academic Year 2021-2022**

April 22, 2022

The seventh meeting of the **Academic Quality Assurance and Planning Committee** was held on **April 22, 2022** at 1:00 p.m. via Zoom conference.

COMMITTEE MEMBERS:

Carole Richardson	Stuart Kidd	Jamie Murton
Pat Maher	James Abbott	Prasad Ravi
Jim McAuliffe	Rob Breton	Joe McIntosh
John Nadeau	Steven Cairns	Mercedes Fichaud
Pavlina Radia	Kristina Karvinen	
Debra Iafrate	Cameron McFarlane	

Regrets: Stephen Tedesco, Nancy Black, Ron Hoffman

Recording Secretary: S. Landriault

The Provost provided background on the IQAP process. She advised that the self-study is the key document that goes to the external reviewers for review. The self-studies have been reviewed by the Dean and Provost. A compliance checklist has been developed to help determine whether our institutional protocols are aligned and to ensure that the appropriate information is included. The following members volunteered to review the IQAP self-studies as listed below:
Computer Science – P. Ravi & R. Breton
Biology – K. Karvinen & C. McFarlane

The revised Academic Integrity Policy was provided and discussed. The Registrar spoke to the policy and provided background, advising that a great deal of research and consultation had taken place to revise the policy. The name of the policy was changed from the Academic Dishonesty Policy to the Academic Integrity Policy. The revised policy defines what academic integrity is, why it is so important, the purpose, that it is a fair and transparent process for all, and it is applied consistently. The Academic Integrity Policy applies to all current and former Nipissing University students at all levels of study (i.e.: undergraduate, graduate, post-baccalaureate programs and continuing education) and applicants.

The Registrar's Office conducted an extensive environmental scan of policies and procedures from other universities and colleges (primarily Ontario) and organized focus groups with students, faculty, staff, and administration. This revised policy was created with the feedback and efforts of The Teaching & Learning Committee, NUSU, Provost Council, Graduate Studies Committee, Academic Awards, Appeals & Petition Committee, Student Learning & Transition Department and Dr. Charles Anyinam, EDI Teaching Chair. Once approved, resources will be provided to assist students, faculty and staff in understanding and implementing the policy (i.e.: process flowchart, videos for students, etc.).

The revised policy defines misconduct as a major or minor offense, versus our current policy as to whether it is a first or second offence. It is important to categorize what is a major and a minor offence and be clear what the penalties are for the different categories. The policy also introduces consistent use of transcript notations so that students can no longer late withdraw from courses in which there has been an academic misconduct. For consistency, the transcript notation AD for Academic Dishonesty will still appear on the student transcript.

The policy process also includes an opportunity to educate students and provide opportunities for students to speak to someone. Student Learning and Transition in SDS has done and will continue to do a lot of work to support students, creating videos on what academic misconduct is, and will work with faculty to customize videos for particular disciplines. Once the policy is approved a flow chart will be created. The Teaching Hub will also provide support to faculty and staff so that they can understand the policy and how best to support academic integrity. Student Learning and Transition will continue to develop materials to provide support to students.

The Provost informed that as the policy is enacted it may be found that the language needs to be revised to ensure that it is working the way it is intended it to work and it is doing what it is needed to do. It is important to allow instructors to make the initial determination with the knowledge that the Directors, Chairs, Deans, and the Registrar are there to support them if they have questions. It is not a lone endeavour. The policy clearly indicates who is responsible for what and after the first year, notes can be made on how it can be revised, if necessary.

The intention is that for the first few years the policy will be reviewed, and the Registrar will attend the TLC once a year to discuss and receive feedback from faculty and students. It was suggested that training sessions be implemented once the new document is rolled out, and a review timeline be added as this will shape the training. Work will take place with the faculty to ensure that students are informed on what academic integrity is.

The Registrar advised that the intent is to include the revised policy in the AQAPC Report in the May 13 Senate Agenda for inclusion in next year's academic calendar. Work will then take place with the Teaching Hub, SLT and NUSU on how students and faculty can be informed of the new policy, and how it can be supported and implemented. If the policy is approved at Senate, an update will be provided in late May or June and further information will be provided to the AQAPC on the implementation.

The Provost thanked all those involved in revising the policy for a job well done.

Moved by C. McFarlane, seconded by J. Abbott that the revised Academic Integrity Policy be approved by the AQAPC and recommended to Senate.
CARRIED

It was noted that the motion to approve the Graduate Studies Oral Defence Examination Regulation, that was included in the March 18, 2022 AQAPC Report, was withdrawn at the April 8, 2022 Senate meeting following feedback received that the 8 week process was too long for a master's degree. The Dean of Graduate Studies and Research advised that the regulation needs some clarification and that the Graduate Studies Committee will review the regulation at their next meeting.

The Chair advised that as the motion was withdrawn at Senate, the AQAPC's work is done. The feedback from Senate will be provided to the Dean of GSR. The regulation will go back to the Graduate Studies Committee and a motion will be brought back to AQAPC.

The next meeting is scheduled for Friday, May 20, 2022 at 1:00 p.m. by Zoom conference.

Respectfully submitted,



Carole Richardson, PhD
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated April 22, 2022.

Motion 2: That Senate approve the revised Academic Integrity Policy.

Background:

A great deal of research and consultation was done to revise this policy. The Registrar's Office conducted an extensive environmental scan of policies and procedures from other universities and colleges (primarily Ontario) and organized focus groups with students, faculty, staff and administration. This revised policy could not have been created without the invaluable feedback and efforts of The Teaching & Learning Committee, NUSU, Provost Council, Graduate Studies Committee, Academic Awards, Appeals & Petition Committee, Student Learning & Transition Department and Dr. Charles Anyinam, EDI Teaching Chair.

Once approved resources will be provided to assist students, faculty and staff in understanding and implementing the policy (i.e. process flowchart, videos for students, etc.)

ACADEMIC INTEGRITY POLICY

1. Purpose

The Mission of Nipissing University is to exemplify the highest standards in scholarship, teaching, and research. As such, Academic Integrity is a core value that supports the University's mission.

Academic Integrity is defined by the basic principles of honesty, trust, fairness, respect, and responsibility (as articulated by the International Center for Academic Integrity, www.academicintegrity.org). These values serve as the foundation for the development and acquisition of knowledge, for students, adherence to these fundamental values is essential for earning academic credit in all courses, whether offered on- or off-campus, online, or as placements, practicums or internships.

Accordingly, the Academic Integrity Policy provides members of the Nipissing University community general guidelines of appropriate academic behaviours and identifies prohibited academic conduct. The intention of Nipissing University is to ensure presumption of innocence, fair treatment, transparent processes, and consistent application in the administration of this policy.

Nipissing University acknowledges the following institutions, whose related policies and procedures provided background and a foundation in best practices that assisted in the development of this policy: Brock University, McMaster University, Trent University, Ryerson University, Carleton University, York University, University of Leicester, and Algonquin College.

2. Scope

The Academic Integrity Policy applies to all current and former Nipissing University students at all levels of study (e.g. undergraduate, graduate, post-baccalaureate programs and continuing education) and applicants.

Where circumstances warrant, a student may be subject to disciplinary procedures under both the Nipissing University Academic Integrity Policy and the Nipissing University Code of Student Rights and Responsibilities.

Furthermore, in some programs students may be required to abide by the standards of a professional code of ethics or code of conduct as a condition of successful completion of a practicum or field placement. Where such professional codes substantively differ from or impose requirements that conflict with the Nipissing University Academic Integrity Policy, violations of such codes are not to be pursued under this policy.

Statement of Confidentiality and Protection of Information

Nipissing University is bound by its policies regarding the confidentiality of student information and complies with the Freedom of Information and Protection of Privacy Act (FIPPA). In the administration of this policy, information, documentation or evidence may be accessed by, submitted to, and/or reviewed by members of the University community who require it in order to perform the functions of their position (e.g, Instructor, Department Chair, Director, Dean, Associate Dean, Appeal Committee, Registrar, etc.). In addition, details of a particular case may be shared in confidence with a University colleague, supervisor, or counsel for the purpose of seeking advice.

This statement of confidentiality is subject to any legal obligation of the University to disclose information and any other disclosure requirement that has otherwise been agreed to by the student.

The University shall only share the information with third parties, such as parents or spouses, upon receipt of the student's written consent. In these situations, the University shall provide only the requested information as approved by the student.

3. Policy

Definition of Academic Misconduct:

Academic Misconduct is defined as any behaviour that undermines the University's ability to evaluate students' academic achievements fairly, or any behaviour that a student knew, or reasonably ought to have known, could gain them or others unfair academic advantage or benefit.

Included in Academic Misconduct are:

- a) plagiarism, including self- plagiarism;
- b) contract cheating;
- c) cheating;
- d) misrepresentation of personal identity or performance;
- e) submission of false information;
- f) contributing to Academic Misconduct;
- g) damaging, tampering, or interfering with the scholarly environment;
- h) unauthorized use of intellectual property;
- i) misconduct in re-graded/re-submitted work.

While the above list characterizes the most common instances of Academic Misconduct, it is not intended to be exhaustive. A more comprehensive list of inclusions can be found in *Appendix A*.

Penalties for Academic Misconduct:

The penalty for a student who has committed Academic Misconduct will be based on whether the behaviour is classified as Minor or Major Academic Misconduct.

The instructor will make the initial determination if the offence is Minor or Major. In deciding whether the Academic Misconduct is Minor or Major, consideration will be given to the following factors:

- a) the extent of the misconduct;
- b) whether the conduct in question was deliberate or whether the student ought reasonably to have known;
- c) the importance of the work in question as a component of the course or program;
- d) the academic experience of the student;
- e) previous Academic Misconduct; and,
- f) any other relevant circumstances.

Appendix B provides guidance on determining if a case is Minor vs Major Academic Misconduct, for consistency and fairness in the application of penalties. The guiding principle when determining if Academic Misconduct is Minor or Major, and of the range of penalty assigned, is that the instructor, Associate Dean, and Dean should exercise their discretion in applying disciplinary actions that are fair, equitable, transparent, and proportionate to the act(s) for which actions are being applied. Therefore, the above factors shall also be taken into consideration in determining the penalty.

For cases of Academic Misconduct that, in the initial determination made by the instructor, do not rise to the level of either Minor or Major Misconduct, the instructor may close the matter with no further action, a verbal or written warning to the student, and/or a recommendation that the student review the University policy on Academic Integrity and any supporting resources.

Otherwise, the recommended penalties for all case Academic Misconduct shall be:

First Minor Academic Misconduct: Partial or total loss of marks on the piece of academic work. The recommended penalty is total loss of marks on the piece of work.

For Nursing clinical courses, where the final grade is satisfactory or unsatisfactory, an opportunity to resubmit the piece of work is recommended.

Second Minor, or First Major Academic Misconduct: A grade of zero on the piece of academic work, a transcript notation of AD for Academic Dishonesty, a failing final grade, or a final grade of zero in the course will also be levied. For courses that are graded as either pass or fail (e.g. Satisfactory or Unsatisfactory), the penalty will be a failing grade (e.g. Unsatisfactory).

Penalties may differ for students in programs that are required to follow a professional code of ethics or code of conduct; including but not limited to reporting the misconduct to the governing body. Consult your program Chair/Director for more information.

Subsequent Academic Misconduct: In the case of

- (1) any type of Academic Misconduct after a Second Minor;
- (2) any type of Academic Misconduct after a First Major; or,
- (3) a First Major, where a Minor is already on record;

the penalty will be a period of suspension from the University ranging from one term to one year. In addition, a zero grade in the course and the AD notation for the course will be assigned. If a student, who is otherwise eligible to graduate, has been suspended for Academic Misconduct, the student may not graduate until the period of the suspension has been served.

The penalty for any student committing any type of Academic Misconduct following one of the three instances listed above, will be expulsion from the University.

The penalties for Academic Misconduct as described above will be levied unless there are extraordinary circumstances which justify a different penalty.

4. Process for the administration of the Policy

1. Preamble: The Burden of Proof is the Balance of Probabilities

For a finding of Academic Misconduct to be supported, based on the information presented by the instructor (and the student, if provided), it must be determined that it is *more likely than not* that the student engaged in Academic Misconduct. This contrasts with the stricter burden of “beyond a reasonable doubt” used in criminal law. Thus, the onus is on the University to establish that the student has committed Academic Misconduct on a balance of probabilities.

2. Instructor investigates

The instructor will first make reasonable inquiries to investigate the circumstances of the suspected Academic Misconduct. If the instructor has reason to believe that a student has committed Academic Misconduct, the instructor will inform the student and invite the student to meet to discuss the matter. Before notifying the student, the instructor is encouraged to meet with their Chair/Director to seek clarification on the Academic Integrity Policy and process.

Proctors, Teaching Assistants or Invigilators

If a proctor, teaching assistant or invigilator becomes aware of Academic Misconduct, they will collect and notify the course instructor who will proceed as detailed in this policy.

3. Instructor makes an initial determination

If after meeting with the student and reviewing the evidence, the instructor is satisfied that no Academic Misconduct occurred, no further action will be taken by the instructor unless new evidence comes to their attention.

Or, if after meeting with the student (or if the student fails to respond to the request for a meeting or does not attend a prearranged meeting) the instructor decides that Academic Misconduct has occurred, the instructor will prepare a report on the Academic Misconduct. The report will summarize the relevant facts and evidence, including the student's version of events if given. The report will additionally state whether the instructor considers the misconduct to be Minor or Major, the reasons, as well as any extraordinary circumstances that may be important in the case. Before preparing the Academic Misconduct report, the instructor is encouraged to meet with their Chair/Director to seek clarification on the Academic Integrity Policy and process.

If the Academic Misconduct is Minor, the instructor will determine the penalty and provide the student, the Associate Dean, and the Registrar with a copy of the report. The instructor should also provide any supporting documentation to the Associate Dean.

If the Academic Misconduct is Major, the instructor will recommend a penalty and provide the student, Associate Dean and Registrar with a copy of the report. The instructor should also provide any supporting documentation to the Associate Dean.

4. Opportunity for comment by student

Should the student wish to add to or clarify the information in the report, the student may request a meeting or send written comments to the Associate Dean, within 10 business days from the date of the report. Before meeting with the Associate Dean, the student is encouraged to meet with their program Chair/Director and/or a representative from NUSU for further assistance on the process.

5. Associate Dean makes decision on Second Minor, or First Major Academic Misconduct

The Associate Dean will review the report provided by the instructor, comments provided by the student, and check for any previous Academic Misconduct.

If there's been a previous minor Academic Misconduct, the Associate Dean will inform the student in writing. The student will be given the opportunity to schedule a meeting with the Associate Dean and/or send written comments to them within 10 business days of being informed.

The Associate Dean will decide on the penalty and will inform the student, the instructor, the Dean, and the Registrar in writing.

6. Registrar makes the decision on Academic Misconduct from Applicants

The Registrar will review all evidence, decide on the penalty and inform the applicant in writing. Penalties will include but not limited to cancelling the application for admission to the university.

7. Associate Dean recommends decision to the Dean in cases of Subsequent Academic Misconduct

In cases of Subsequent Academic Misconduct:

- after a Second Minor;
- after a First Major;
- when a First Major occurs where a Minor is already on record;

the Associate Dean will inform the student in writing. The student will be given the opportunity to schedule a meeting with the Associate Dean and/or send written comments to them within 10 business days of being informed.

The Associate Dean will recommend a penalty and provide a report outlining the reasons for their recommendation to the Dean.

8. The Dean makes decision in cases of Subsequent Academic Misconduct

The Dean will review the Associate Dean's report, the report and supporting documentation provided by the instructor, as well as the comments provided by the student, and determine an appropriate penalty. The Dean will inform the student, the instructor, the Associate Dean, and the Registrar in writing.

9. Student Appeals

The student may appeal an instructor's or Associate Dean's decision in writing to the Dean, setting out the grounds for appeal, within three weeks of the date of receiving the report on Academic Misconduct.

The grounds for appeal are:

- New information that would have had a significant impact on the students' performance and could not have been reasonably provided to the instructor and/or Associate Dean beforehand.
- Procedure Irregularities in the conduct of the assessment or course, where the result may have been different if it had not occurred.

Students may not appeal penalties that they believe are worse than they deserve.

The Dean will normally respond to the appeal within three weeks of receiving the appeal. Before submitting an appeal the student is encouraged to meet with their program Chair/Director and/or a representative from NUSU to seek clarification of the appeal process.

The student may appeal the Dean's decision by writing to the Chair of the Academic Appeal Committee, setting out the grounds for appeal, within three weeks of receiving the Dean's decision in writing. The Academic Appeal Committee will normally respond to the appeal within six weeks of receiving the appeal.

10. Late Withdrawal

Late withdrawals will not be granted for courses with an Academic Misconduct.

11. Course completion or withdrawal is not a stay of proceedings

A student's completion of a course, or withdrawal from a course, program, or the University, does not stay or prevent proceedings for Academic Misconduct under this policy. Further, penalties for Academic Misconduct determined under this policy will appear as appropriate on the student's record, including the student's transcript, despite any such course completion or withdrawal.

12. Rescinding of degree

If an incidence of Academic Misconduct is discovered after the degree has been awarded, the University retains the right to rescind the degree.

13. Removal of transcript notations

Academic Dishonesty, AD, transcript notations will be automatically removed at the time of graduation. If a student wishes to have the transcript notation removed sooner, an application can be made in writing to the Provost & Vice President Academic and Research. The letter should explain the reason for the request, what the student has learned from the experience, and what they have done to ensure violations of Academic Misconduct will not occur again. Such applications may not be initiated before one year has passed.

APPENDIX A – Examples of Academic Misconduct

1. **Plagiarism** includes but is not limited to:
 - 1.1. claiming, submitting, or presenting the words, ideas, artistry, drawings, images, or data of another person, including information found on the Internet and unpublished materials, as if they are one's own, without appropriate referencing
 - 1.2. claiming, submitting, or presenting someone else's work, ideas, opinions, or theories as if they are one's own, without proper referencing
 - 1.3. claiming, submitting, or presenting another person's substantial compositional contributions, assistance, edits, or changes to an assignment as one's own
 - 1.4. claiming, submitting, or presenting collaborative work as if it were created solely by oneself or one's group
 - 1.5. minimally paraphrasing someone else's work by changing only a few words, and/or not citing the original source

2. **Self-plagiarism or Unauthorized Resubmission of Work** refers to the practice of submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor. Self-plagiarism can also include presenting one's own previously published work as though it were new.

3. **Unauthorized Cooperation and/or Collaboration** includes working with others without the knowledge or consent of the instructor. Examples include:
 - 3.1. Providing other learners with questions/scenarios/simulations/other being used on assessments at any time.
 - 3.2. Accessing or possessing unauthorized materials, unauthorized information or devices during assessments.
 - 3.3. Taking part in unauthorized collaboration with another learner, which may include letting your answers be viewed, lending your work, or working in a group on an assessment that is deemed to be an individual effort, and submitting the same course work as one or more learners in the course, unless expressly permitted by the instructor.

4. **Cheating** includes but is not limited to
 - 4.1. having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation
 - 4.2. copying another person's answer(s) on a test, exam, quiz, lab report, or other work to be evaluated
 - 4.3. copying another person's answers, with or without their permission, to individually assigned projects
 - 4.4. consulting with another person or with unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom)
 - 4.5. improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless expressly permitted by the instructor

- 4.6. resubmitting altered test or examination work after it has already been evaluated
 - 4.7. presenting falsified or fabricated material, including research results
 - 4.8. improperly obtaining, through deceit, theft, bribery, collusion, or otherwise, access to examination paper(s) or set of questions, or other confidential information
 - 4.9. collaborating on work to be evaluated where such collaboration has been expressly forbidden by the instructor
5. **Contract Cheating** occurs when a third party completes work, with or without payment, for a student, who then submits the work as their own, where such input is not permitted, (e.g. buying or selling assessments on Course Hero)
 6. **Misrepresentation of Personal Identity or Performance** includes but is not limited to:
 - 6.1. submitting stolen or purchased assignments, research or creative work
 - 6.2. impersonating someone or having someone impersonate you in person, in writing, or electronically (both the impersonator and the individual impersonated, if aware of the impersonation, may be subject to a penalty)
 - 6.3. falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays, transcripts, or documents)
 - 6.4. withholding or altering academic information, portfolios, essays, transcripts, or documents, including during the admissions process
 7. **Submission of False Information** includes but is not limited to:
 - 7.1. submitting altered, forged, or falsified medical or other certificates, or documents for academic consideration, or making false claims for such consideration, including in or as part of an academic appeal, or the academic misconduct process
 - 7.2. submitting false academic credentials to the University
 - 7.3. altering, in any way, official documents issued by the University
 - 7.4. submitting falsified letters of reference
 8. **Contributing to Academic Misconduct** includes but is not limited to:
 - 8.1. Uploading, offering, giving, sharing, or selling essays, questions, and/or answers to tests or exams, quizzes, or other assignments unless authorized to do so
 - 8.2. allowing work to be copied during an examination, test, or for any other assignment
 9. **Damaging, Tampering, or Interfering with the Scholarly Environment** includes but is not limited to:
 - 9.1. obstructing and/or disturbing the academic activities of others
 - 9.2. altering the academic work of others in order to gain academic advantage
 - 9.3. tampering with experiments or laboratory assignments
 - 9.4. altering or destroying artistic or creative works such as drawings or films
 - 9.5. removing, altering, misusing or destroying University property to obstruct the work of others

- 9.6. unauthorized access to, stealing, or tampering with any course-related material
- 9.7. unauthorized access to, or tampering with, library materials, including hiding them in a place where they will not readily be found by other members of the Nipissing University community.

10. **Research Misconduct** includes but is not limited to the following, in the proposing, conducting or reporting of scholarly activity:

- 10.1. Fabrication: Making up data, source material, methodologies or findings, including graphs and images.
- 10.2. Falsification: Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without accurate disclosure and which could result in inaccurate findings or conclusions.
- 10.3. Destruction of Research Records: The destruction of one's own or another's research data or records to specifically avoid the detection of misconduct.

APPENDIX B – Guidance on Determining Major vs Minor Academic Misconduct

Understanding that the context in which Academic Misconduct has occurred is an important consideration when determining its severity. The guiding principle here and of this policy is that the instructor, Associate Dean, Dean and/or Registrar exercise their discretion in applying disciplinary actions that are fair, equitable, transparent and proportionate to the act(s) for which actions are being applied.

Examples of Minor Academic Misconduct

- Plagiarism that consists of attempts at proper citation and referencing has occurred, but is incomplete
- Plagiarism that consists of copying from external resource(s) to support learning, e.g. tracing from art photographs, copying computer program coding
- Unauthorized Cooperation and/or Collaboration
- Self-plagiarism or Unauthorized Resubmission of Work

Examples of Major Academic Misconduct

- Plagiarism that consists of a large portion of copied material and/or when presenting another person's substantial compositional contributions, assistance, edits, or changes to an assignment as one's own
- Cheating
- Contract cheating
- Misrepresentation of Personal Identity or Performance
- Submission of False Information
- Contributing to Academic Misconduct
- Damaging, Tampering, or Interfering with the Scholarly Environment
- Research Misconduct

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

March 10, 2022

The following members participated:

Graydon Raymer (Chair), Nancy Black (Vice Chair), Pat Maher (Dean of Teaching), John Allison, Roxana Vernescu, Alex Karassev, Mercedes Fichaud, Susan Srigley, Lorrie Tunney Maxwell (Recording Secretary).

Guests: Heather Carroll

Absent: Veronika Williams, Madalyn Murray

In the March meeting of The Teaching and Learning Committee (TLC), Heather Carroll and TLC members discussed the final version of the institutional syllabus template. The content of the syllabus template was approved by the TLC; next steps will be Senate approval, and if so, formatting of the document by the Teaching Hub into various formats (e.g. online, fillable PDF).

MOTION (For Senate to Approve): That Senate approve the Institutional Syllabus Template, as attached.

Next, the TLC finished discussions on the submission of final grades as listed in the current policy on Final Exams (<https://www.nipissingu.ca/about/governance/academic-senate/policies/exams>). The TLC approved a draft policy amendment, to be sent to the Registrar for further review and consultation (e.g. AQAPC Approval). Specifically, the TLC wished the Registrar to review the proposed deadlines with regards to addressing concerns about timely course registrations, degree audits, etc, (item c) and whether the proposed policy amendments will allow for improved tracking of final grade submission relative to course end dates (item b). Thus, the TLC

MOTION (approved by TLC, for Senate information only): That the proposed draft policy amendment on the Final Exam Policy, as it relates to final grades, be referred to the Registrar's Office for further review. Moved by John Allison, Seconded by Susan Srigley. Carried.

Current Policy:

V. Final Grades

- a. Final grades must be submitted into the student information system within seven (7) days of the date a final exam was written for on campus courses, and within fourteen (14) days of the date a final exam was written for alternative delivery courses. For courses where no final exam was scheduled, final grades must be submitted within seven (7) days of the last day of classes in the term.
- b. The Dean of each faculty will review all of the grades submitted for courses in their faculty before grades are published.

Proposed Draft Policy Amendment:

V. Final Grades

- a. It is critical for Instructors to meet the grade submission deadline in order to determine prerequisite eligibility, academic standing, etc., for students.
- b. Instructors are required to submit final grades within 10 calendar days after the date of the final day of the course, the date of the final examination that is scheduled by the Registrar, or the due date of a final take home assignment/exam that is scheduled by the instructor.
- c. Notwithstanding b. above, the deadline for final grade submission is January 2 for FA courses, May 1 for FW and WI courses, July 2 for SP courses, and August 1 for SS and SU courses.
- d. The Dean of each faculty will review all of the grades submitted for courses in their faculty before grades are published.

Finally, the Dean of Teaching reported on a number of updates related to Teaching Hub operations, including extensive updates to its website. In addition, the Dean of Teaching notified TLC members that the Joint Committee on the Assessment of Teaching and Learning (JCATL) Final Report is now ready to be sent to the TLC, with a number of items identified for the TLC to discuss in the coming months. Therefore, the TLC will continue to meet during the summer months to begin the work of implementing the JCATL recommendations.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated March 19, 2022.

Motion 2: That Senate approve the Institutional Syllabus Template, as attached.

Syllabus Template Guide

Pages 2-3: 'What to Include' Checklist for Instructors

Page 4: Explanation of Optional Components

Pages 5-11: Syllabus Example with all recommendations

Pages 12-17: Syllabus Example with only basic items

This document was created by the Teaching and Learning Committee.

It was finalized on: March 10, 2022.

Approved by Senate on:

'What to Include' Checklist for Instructors

The following ten items in the list below have been identified as strongly recommended (best practices) components of a course syllabus by the Senate Teaching and Learning Committee.

Instructors ultimately will decide how to include information in the syllabus that is most appropriate for their course. For example, the items below in *italics* may be viewed as optional compared to the items set in regular font.

Unsure about what one or more of the items below involves, or why it could be beneficial to include in a course syllabus? See the 'Explanation of Optional Components', as well as the Syllabus Examples, on the pages that follow.

1. Basic Course Information
 - i. Course code and course name
 - ii. Semester
 - iii. Delivery Method (and meeting time)

2. Basic Instructor Information
 - i. Name of instructor (*title and rank*)
 - ii. Department
 - iii. Contact Details
 1. E-mail address
 2. *Phone number*
 3. *Office address (building, room number)*
 - iv. Office hours (time and location, and/or by appointment)
 - v. *Office hours explanation*

3. Names and contact information for teaching assistants, if applicable
 - i. Department
 - ii. Contact Details
 1. E-mail address
 2. *Phone number*
 3. *Office address (building, room number)*
 - iii. Office hours (time and location)
 - iv. *Office hours explanation*

4. Land Acknowledgement

5. Course calendar information
 - i. Course Calendar Description
 - ii. Method of Delivery
 - iii. Prerequisites

- iv. Antirequisites
 - v. Hours
 - vi. Credits
6. Information about/description of the course
 - i. Course content overview
 - ii. *Where it fits into the overall program structure*
 - iii. *Strategies for success, communication expectations*
 - iv. *Workload estimations*
 - v. *Gender & Pronouns Statement*
7. Course learning outcomes
8. Required resource statement
 - i. Textbook and other required materials
 - ii. Technology requirements and/or Blackboard Access
 - iii. *Supplemental readings, ancillary resources or books (if applicable)**
9. Course assessment
 - i. Nature of assignments and exams
 - ii. Deadlines, test dates and times due
 - iii. Weighting of each assessment
 - iv. How students will be able to review submitted work
 - v. Late submission/Missed submission expectations
 - vi. Attendance/Participation expectations
 - vii. *Brief description of grading procedures and/or rubrics & where to find them*
 - viii. *Where grades will be posted*
10. Course outline with a (week-by-week, module-by-module, as applicable) schedule
11. Institutional Messaging - both standardized text *and* web links are provided in the examples below. It is the instructor's choice on which to include, based on how this information is intended to be delivered (e.g. paper copy syllabus, PDF copy, embedded into Blackboard Learn shell, etc.)
 - i. Policy for Recording of Lectures/Materials
 - ii. Grading Standards/Link to Academic Calendar
 - iii. Academic Integrity
 - iv. Petition/Grade Appeal Statement
 - v. Library Statement
 - vi. Student Code of Conduct
 - vii. Supporting Students (SDS Statement)
 - viii. *Clinical confidentiality policy, program-specific professional standards, or department-specific policy for coursework*

Explanation of Optional Components:

Office Hours Explanation (Item 2 v.): Explaining what (not just when) office hours are helps to ensure student success, as the meaning of ‘Office Hours’ is not immediately apparent, especially for first-generation students. An example of what to say: “Office hours are times when you can meet with your professors and teaching assistants to discuss the material being presented in class or other related interests you have. Course-related discussions include asking for extra help, seeking clarification of material presented in class and following up on aspects of the class you find compelling. In addition, students also discuss majors and programs of study, and graduation requirements, as well as summer internships, graduate schools, campus events, and much more.” ([Cornell University Learning Strategies Centre](#), n.d.)

Where your course fits in the overall program structure (Item 6 ii.): This is useful for students to understand how these competencies will prepare them for future study and employment.

Strategies for success, communication expectations (Item 6 iii.): Communicating with students about strategies for success (participating in class, etc), and also their expectations to communicate with the professor, the TAs, and their classmates, help students interact and engage with each other in appropriate and productive ways. This is especially important when your course includes group work.

Workload Estimations (Item 6 iv.): Including an approximate amount of time that students should anticipate spending on coursework, outside of attending class, helps students budget their time, and can assist them in self-advocating for help if they are spending too much time per week on mastering the content.

Gender & Pronouns Statement (Item 6 v.): A student’s legal name may not align with how they would like to be addressed. By including a syllabus statement, you can open a conversation for students to let you know their preferred name. For example: “Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.” ([Center for Excellence in Learning and Teaching, Iowa State University](#), n.d.)

Supplemental readings, ancillary resources or books (if applicable)* (Item 8 iii.): The Ministry of Colleges and Universities (MCU) regulates fees that universities charge to students. Fees charged in addition to tuition are governed through the Ministry’s ancillary fee protocol. Please [follow this link](#) for more information.

Description of grading procedures and/or rubrics (Item 9 vii.): Clarifying what qualities a students’ work should have, and how those correspond with a grade, is helpful for students when undertaking coursework, and helpful for instructors when asked to justify a grade.

Syllabus Example with all recommendations:

UNIV 1000 (Course Code) Winter Semester 2021

Delivery Method & Class Meeting Times/Location (if applicable)

Instructor: Wiley J. Faculty, PhD, Assistant Professor
School/Program of Critical Thinking
wileyj@nipissingu.ca
705-474-3461 x1234
Office: A345
Office Hours: Mondays and Wednesdays, 8:30am – 12:00pm, or
by appointment

“Office hours are times when you can meet with your professors and teaching assistants to discuss the material being presented in class or other related interests you have. Course-related discussions include asking for extra help, seeking clarification of material presented in class and following up on aspects of the class you find compelling. In addition, students also discuss majors and programs of study, and graduation requirements, as well as summer internships, graduate schools, campus events, and much more.” ([Cornell University Learning Strategies Centre](#), n.d.)

Teaching Assistant or Lab Instructor (if applicable):
Bunsen Q. Burner, MSc
Department of Explosive Chemicals
bb@nipissingu.ca
705-474-3461 x9111
Office: H012
Office Hours: Virtual, Thursdays, 9:30am-11:30am

Land acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE CALENDAR DESCRIPTION

Course Description: These parts just copied directly from Academic Calendar

Method of Delivery:

Prerequisites:

Antirequisites:

Hours:

Credits:

COURSE INTRODUCTION & DESCRIPTION

Course content overview:

Where it fits into the overall program structure:

Strategies for success, communication expectations:

Workload estimations:

Gender & Pronouns Statement: A student's legal name may not align with how they would like to be addressed. By including a syllabus statement, you can open a conversation for students to let you know their preferred name. For example: "Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records." (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COURSE LEARNING OUTCOMES:

At the completion of this course, students will:

1. Define...
2. Explain...
3. Interpret...
4. Analyze...
5. Critique...
6. Create...

REQUIRED RESOURCES:

Statement about what is absolutely required.

Textbook and other required materials:

Technology requirements and/or Blackboard Access:

RECOMMENDED RESOURCES:

Optional/Highly recommended resources.

Supplemental readings, ancillary resources or books:

COURSE EVALUATION

Summary:

<u>Item</u>	<u>Date and time</u>	<u>Overall Grade Weight</u>
Assignment #1	February 1, 4:00pm	20%
Midterm Exam	March 1, In Class	20%
Assignment #2	March 15, 4:00pm	20%
Final Exam	TBD	40%
Total		100%

Details:

Nature of assignments and exams:

Deadlines and test dates:

Weighting of each assessment:

How students will be able to review submitted work:

Late submission/Missed submission expectations:

Attendance/Participation expectations:

Brief description of grading procedures and/or rubrics & where to find them:

Where grades will be posted:

COURSE OUTLINE and ASSIGNED READINGS/MATERIAL

A day-by-day, week-by-week, or topic-by-topic schedule with corresponding reading/work. Instructors to choose format best for their course. For example:

Meeting Date/Time and/or Lecture Available:	Class 1: Topic
	<i>Guiding questions and/or learning outcomes</i>
	What do we want to learn together? How do we want to learn together? By the end of this module/class, students will be able to...
	<i>Readings</i>
	Textbook: Chapters 5 & 6
	<i>Upcoming Due Dates & Assignments</i>
	Deadline to choose Best Practice Guideline Paper topic, 23:59 on Thursday, ____. Discussion board post due...

COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Policy for Recording of Lectures/Materials

<https://www.nipissingu.ca/departments/student-development-and-services/accessibility-services/faculty-resources/classroom-accommodations>

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.

2. Grading Standards/link to Academic Calendar

<https://academiccalendar.nipissingu.ca/2016/Page1082.html>

Grades and the Basis for Assessment

Letter Grades and Grading Standards

"A" (80-100%)

"B" (70-79%)

"C" (60-69%)

"D" (50-59%)

"F" (0-49%)

"A" indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

“B” indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

“C” indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

“D” indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

“I” indicates Incomplete.

“W” indicates Withdrawal with permission.

- 3. Academic Integrity statement and link to Academic Calendar Policy**
<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=8&chapterid=637&topicgroupid=3057&loaduseredit=False>

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

4. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/2016/Page1085.html>

5. Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

6. Student Code of Conduct

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

7. Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through **Student Development & Services (SDS)**. Academic writing, math and science supports; peer tutoring; individualized accommodations

for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

- 8. Clinical confidentiality policy, or department-specific policy for coursework, if applicable**

Syllabus Example with only basic items

**UNIV 1000 (Course Code)
Winter Semester 2021**

Delivery Method & Class Meeting Times/Location (if applicable)

Instructor: Wiley J. Faculty, PhD,
School/Program of Critical Thinking
wileyj@nipissingu.ca
Office Hours: Mondays and Wednesdays, 8:30am – 12:00pm, or by
appointment

Teaching Assistant or Lab Instructor (if applicable):
Bunsen Q. Burner, MSc
Department of Explosive Chemicals
bb@nipissingu.ca
Office Hours: Virtual, Thursdays, 9:30am-11:30am

Land acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE CALENDAR DESCRIPTION

Course Description: These parts just copied directly from Academic Calendar

Method of Delivery:

Prerequisites:

Antirequisites:

Hours:

Credits:

COURSE INTRODUCTION & DESCRIPTION

Course content overview:

COURSE LEARNING OUTCOMES:

At the completion of this course, students will:

1. Define...
2. Explain...
3. Interpret...
4. Analyze...
5. Critique...
6. Create...

REQUIRED RESOURCES:

Statement about what is absolutely required.

Textbook and other required materials:

Technology requirements and/or Blackboard Access:

COURSE EVALUATION

Summary:

<u>Item</u>	<u>Date and time</u>	<u>Overall Grade Weight</u>
Assignment #1	February 1, 4:00pm	20%
Midterm Exam	March 1, in class	20%
Assignment #2	March 15, 4:00pm	20%
Final Exam	TBD	40%
Total		100%

Details:

Nature of assignments and exams:

Deadlines and test dates:

Weighting of each assessment:

How students will be able to review submitted work:

Late submission/Missed submission expectations:

Attendance/Participation expectations:

COURSE OUTLINE and ASSIGNED READINGS/MATERIAL

A day-by-day, week-by-week, or topic-by-topic schedule with corresponding reading/work.

COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Policy for Recording of Lectures/Materials

<https://www.nipissingu.ca/departments/student-development-and-services/accessibility-services/faculty-resources/classroom-accommodations>

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The

accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.

2. Grading Standards/link to Academic Calendar

<https://academiccalendar.nipissingu.ca/2016/Page1082.html>

Grades and the Basis for Assessment

Letter Grades and Grading Standards

"A" (80-100%)

"B" (70-79%)

"C" (60-69%)

"D" (50-59%)

"F" (0-49%)

"A" indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

"B" indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

"C" indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

"D" indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

“I” indicates Incomplete.

“W” indicates Withdrawal with permission.

- 3. Academic Integrity statement and link to Academic Calendar Policy**
<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=8&chapterid=637&topicgroupid=3057&loaduserredits=False>

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student’s own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University’s definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

- 4. For information on Petitions and Grade Appeals, follow this link:**
<https://academiccalendar.nipissingu.ca/2016/Page1085.html>

5. Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

6. Student Code of Conduct

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

7. Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through **Student Development & Services (SDS)**. Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall

academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!