

## Senate Agenda

Friday, February 10, 2023

2:30 p.m. – Room F210

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0IreXJHWEk2NkphTzR6MFdmL1ZZUT09>

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:** January 13, 2023

4. **Business Arising From the Minutes**

5. **Reading and Disposing of Communications**

6. **Reports From Other Bodies**

- A. (1) President – oral report
- (2) Provost and Vice-President Academic and Research – report attached
- (3) Vice-President Finance and Administration – report attached
- (4) Board of Governors – no report
- (5) Alumni Advisory Board – report attached
- (6) Council of Ontario Universities (Academic Colleague) – no report
- (7) Joint Board/Senate Committee on Governance – the President will provide an oral report
- (8) NUSU – report attached
- (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 February 2, 2023 be received.

### **Academic Curriculum Committee**

Motion 1: That the Report of the Academic Curriculum Committee dated January 9, 2023 be received.

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

#### **Classical Studies and Modern Languages**

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

That the course title for CLAS 2206 be changed as outlined in the attached document.

Motion 1: That Senate consider motions 3-9 as an omnibus motion.

Motion 2: That Senate approve motions 3-9 as an omnibus motion.

Motion 3: That Senate approve the creation of CLAS 2606 – Love, Sex, and Eroticism in Ancient Greek and Roman Literature as outlined in the attached document.

Motion 4: That Senate approve the creation of CLAS 2607 – The Trojan War as outlined in the attached document.

Motion 5: That Senate approve the creation of CLAS 3616 - Christian and Pagan Literature and Culture in the Roman Empire as outlined in the attached document.

Motion 6: That Senate approve the creation of CLAS 3626 – Plato’s Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues as outlined the attached document.

Motion 7: That Senate approve the creation of CLAS 3636 - Empire and Resistance in Ancient Greece and Rome as outlined in the attached document.

Motion 8: That Senate approve the creation of CLAS 4446 – Seminar in Ancient History as outlined in the attached document.

Motion 9: That Senate approve the creation of CLAS 4456 – Seminar in Ancient Greek and Roman Literature as outlined in the attached document.

Motion 10: That Senate approve the program requirements for the Honours Specialization in Classics be changed as outlined in the attached document.

Motion 11: That Senate approve the program requirements for the Specialization in Classics be changed as outlined in the attached document.

Motion 12: That Senate approve the program requirements for the Major in Classics be changed as outlined in the attached document.

**Non-substantive:**

The Classical Studies courses be banked as outlined in the attached document.

**Non-substantive:**

The Classical Studies courses be unbanked as outlined in the attached document.

Motion 13: That Senate approve the Classical Studies program be changed as outlined in the attached document.

English

Motion 14: That Senate approve the creation of ENGL 2156 "Drama: Performance and Pedagogy" as outlined in the attached document.

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

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated January 20, 2023 be received.

**By-laws and Elections Committee**

Motion 1: That the Report of the By-laws and Elections Committee dated January 19, 2023 be received.

**Honorary Degree Committee**

Motion 1: That the Report of the Honorary Degree Committee dated February 1, 2023 be received.

**Senate Budget Advisory Committee**

Motion 1: That the Report of the Senate Budget Advisory Committee dated January 10, 2023 be received.

**Teaching and Learning Committee**

Motion 1: That the Report of the Teaching and Learning Committee dated December 15, 2022 be received.

9. **Other Business**

10. **Amendment of By-Laws**

Rationale:

In 2019, the number of Senate committees was reduced to streamline the Senate committee structure as well as the number of members serving on the different committees. It was advised that the GSC continues to meet but is no longer a committee of Senate. It was noted that since this change the GSC has struggled to find consistent, efficient, and appropriate pathways to pass policy and curriculum related changes. Reinstating the GSC will parallel what's happening with the Research Committee. The proposal to move GSC back to a committee of Senate was approved at a GSC meeting.

Motion 1: That the Senate By-Laws be amended to include Article 9.6 Graduate Studies Committee as outlined below:

9.6 Graduate Studies Committee (GSC):

(a) *Ex Officio* Members:

- (i) Dean of Graduate Studies and Research
- (ii) the Dean of each Faculty, or designate;
- (iii) the Registrar, or designate;
- (iv) the Executive Director of Library Services or designate;
- (v) Graduate Program Coordinators from each graduate program;
- (vi) one (1) graduate student Senator (NUSU);

(b) Terms of Reference:

- (i) Recommend to Senate the new academic policies, procedures and regulations of the School of Graduate Studies;
  - (ii) Advise Senate on the necessary resources and support for graduate studies and to recommend to Senate the introduction of new services or changes to existing services which would enhance the graduate student experience or make the University more attractive to prospective graduate students;
  - (iii) Revise and update the regulations and procedures of current graduate programs for harmonization throughout the SGS;
  - (iv) Review student admission policies for graduate programs;
  - (v) Ensure adherence to time-to-completion requirements;
  - (vi) Recommend to Senate changes to graduate curriculum or proposals for new graduate programs;
  - (vii) Assist departments in the development of new graduate programs, in compliance with IQAP requirements;
  - (viii) Finalize proposals for new programs, including the Business Plan, before submission to AQAPC and Senate;
  - (ix) Make recommendations on any matter related to graduate studies to the appropriate Senate Committees (AQAPC, RC);
  - (x) Ensure that all existing and new graduate scholarships, medals, bursaries and other awards are consistent with established and approved terms, conditions and criteria;
  - (xi) Review the annual report on the School of Graduate Studies' activities; and
  - (xii) Establish the criteria for membership in the Graduate Faculty.
- And at the exclusion of the graduate student Senator:
- (xiii) Following the periodic appraisal of a program, review and report to Senate any measure that could improve the program;
  - (xiv) Review and approve nominations for graduate scholarships (Tri-agency, OGS, others)

Rationale:

Members of the By-laws and Elections Committee discussed a modification to Senate By-laws regarding circumstances as to when the Senate Executive Committee can cancel a Senate meeting.

Motion 2: That Senate By-Laws Article 6.0(f) be amended as outlined below:

- 6.0 (f) A regular meeting of Senate may be cancelled by the Senate Executive Committee when at least two-thirds (2/3rds) of all Committee members present vote to cancel that Senate meeting if:
- (i) The volume of business submitted for inclusion in the agenda is insufficient to warrant holding the meeting; and
  - (ii) There is no urgent or time-sensitive business requiring disposition prior to the next regular meeting.

**11. Elections**

**12. New Business**

- Motion 1: That Senate consider receipt of the Report on Graduation Applicants dated February 6, 2023.
- Motion 2: That Senate receive the Report on Graduation Applicants dated February 6, 2023.
- Motion 3: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 6, 2023.
- Motion 4: That Senate move in camera.
- Motion 5: That Senate consider the granting of an In Memoriam degree.
- Motion 6: That Senate approve the list of Honorary Degree recipients.
- Motion 7: That Senate move out of camera.

**13. Announcements**

**14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**January 13, 2023**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), C. Richardson, C. Sutton, B. Law, C. Mady, P. Maher, P. Radia, D. Iafrate

L. Chen, N. Colborne, S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, J. Murton, G. Phillips, S. Renshaw, S. Srigley, N. Stevens, L. Thielen-Wilson, R. Vernescu, R. Wenghofer, S. Winters

J. Allison, C. Anyinam, A. Armenakyan, J. Barker, G. Brown, C. Greco, D. Hay (Deputy Speaker), R. Hoffman, T. Horton, T. McParland, J. Muterera, L. Peachey, G. Raymer, T. Sibbald (Speaker), R. Vanderlee

C. Irwin, O. Pokorny, L. Sinclair

S. Fiddler

R. McEntee, M. Taylor, H. Panchal, S. Pecoskie-Schweir, J. Gagne, C. Phillips

**Absent With Regrets:**

N. Black, K. Lucas, C. McFarlane, M. Saari, M. Tuncali, P. Ravi

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** January 13, 2023

Motion 1: Moved by D. Hay, seconded by R. Wenghofer that the agenda of the Senate meeting of January 13, 2023, be approved.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** December 9, 2022

A request was made to amend the minutes of the December 9, 2022, meeting of the Senate to include the statements read during the presentation by NUSU, SOCU, NUBASE, the EQUITY CENTRE/2QTPride, Caucus of Racialized Persons, and Nipissing Faculty under 'New Business.' As such, the motions were modified as follows:

- Motion 2: Moved by G. Phillips, seconded by N. Colborne that the minutes of the Senate meeting of December 9, 2022, be amended to include the verbatim statements presented under 'New Business.'  
Four (4) Abstentions.  
CARRIED
- Motion 3: Moved by R. Gendron, seconded by T. Horton that the minutes of the Senate meeting of December 9, 2022, be adopted as amended.  
CARRIED

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

- **The Teaching and Learning Hub and how it relates to students**  
Senator Maher provided a comprehensive response as to how the facilities and programs of the Teaching Hub relate to students, which is appended to these minutes.
- **Student Leisure Space**  
In response to a question about the availability of student leisure space at the last meeting of the Senate, The Provost noted that this continues to be a topic of discussion at regular space planning meetings.
- **Election for one (1) faculty Senate representative to serve on the Joint Committee of the Board and Senate for a three-year (3) term effective July 1, 2022, to June 30, 2025**  
Nominations were received for A. Armenakyan and P. Ravi. An election poll using Microsoft Forms was sent to Senators by email on December 13, 2022.  
Elected: A. Armenakyan

### **Reports From Other Bodies**

A report from the President is attached to the minutes.

The Provost and Vice-President, Academic and Research (Interim) was pleased to announce the recipients of both the SSHRC Institutional Grant (SIG) and the Awards in Support of Research, Creative, and Scholarly Activities. The recipients are:

#### **SSHRC Institutional Grant (SIG) Recipients**

Odwa Atari (Exchange), *Building Resilient and Climate-adaptable Communities with Limited Resources in East Africa (BeCalm)*

Mary Pat Sullivan (Explore), *Young Onset Dementia: Exploring Multi-and Intergenerational Support*

Manuel Litalien (Explore), *Ethnic Philanthropy in Canada*

#### **Awards in Support of Research, Creative, and Scholarly Activities**

Anahita Baregheh, *Importance of Workplace Innovation as a Graduate Attribute*

Kirsten Greer, *Lake Nipissing Beading Project "On the Move": Mobilizing Nbisiiing stories through a traveling exhibit*

Rosemary Nagy & Nancy Stevens, *Indigenous Healing Supports and Sexual Violence: Case Study of Muskoka-Parry Sound Sexual Assault Services*

Andrew Weeks, *Neural Mechanisms that underlie learning and memory, drug action, and Alzheimer's disease*

A report from the Board of Governors is attached to the minutes.

A report from the Council of Ontario Universities, Academic Colleague, is attached to the minutes.

A report from the Nipissing University Student Union (NUSU) is attached to the minutes.

### **Question Period**

In response to concerns about students facing issues accessing course materials due to extensive lineups and limited access to the campus bookstore, a question was raised as to why the bookstore continues to limit access and if there is a campus policy pertaining to open and accessible offices during campus hours. The Provost noted that while there is no current policy, she would inquire and provide a response prior to the next Senate meeting.

A concern was raised with respect to Artificial Intelligence being used within the classroom, particularly with computer programming used to write student essays. The Dean of Teaching noted that this is an ongoing topic of discussion within the Teaching and Learning Committee.

A request was made for the Vice-President, Finance and Administration, to clarify what is included in the General Security Agreement, recently approved by the Board of Governors. The VPFA stated that the agreement covers 'personal' property, which includes anything other than real estate that is owned by the university. This would encompass things such as furniture, accounts receivable, and equipment acquired through research grants.

A discussion occurred around university data on the retention rates of BIPOC staff and faculty members. The VPFA noted that while the university does not currently have a system for self identification, it is anticipated that an appropriate system will be recommended through the Equity audit process.

A final question was raised inquiring if when a course is focused on or designed to focus on an identifiable group of living or currently existing people and/or their culture, are faculty members required to identify a direct connection to or involvement with that community, its organizations, etc., and if not, should they be? A number of post-secondary institutions move in this direction when looking to employ persons to teach about Black and Indigenous communities, experiences, and cultures. The Senator noted that they differentiate teaching about communities, experiences, and cultures from conducting research on an issue or handful of issues that affect or are related to a community and/or their culture. In response to the question, the PVPAR noted that this is not a requirement.

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

#### **Senate Executive Committee**

Motion 4: Moved by K. Wamsley, seconded by C. Greco that the Report of the Senate Executive Committee dated January 5, 2023, be received.  
CARRIED



**By-laws and Elections Committee**

Motion 5: Moved by C. Richardson, seconded by J. Gagne that the Report of the By-Laws and Elections Committee dated December 1, 2022, be received.  
CARRIED

**Research Committee**

Motion 6: Moved by B. Law, seconded by N. Stevens that the Report of the Research Committee dated January 3, 2023, be received.  
CARRIED

**Teaching and Learning Committee**

Motion 7: Moved by G. Raymer, seconded by S. Pecoskie-Schweir that the Report of the Teaching and Learning Committee dated October 27, 2022, be received.  
CARRIED

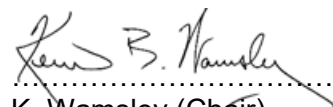
**Announcements**

The Nipissing University Student Union will be hosting a Lunar New Year event on January 21, 2023, at 7:00 p.m. This event, in partnership with SOCU, is open to students, faculty and staff.

NUSU also spoke to their upcoming campaign period, beginning on January 23, 2023, and commencing on January 31, 2023. Questions may be directed to elections@nusu.com.

**Adjournment**

Senate was adjourned at 3:47 p.m.

  
.....  
K. Wamsley (Chair)

.....  
A. Blaszczyk (University Secretary)

Having received the following question from the Dec. 9<sup>th</sup>, 2022 Nipissing University Senate meeting, which I was unable to attend, I've done my best to provide a comprehensive response as to how the facilities and programs of the Teaching Hub relate to students. The question, as I received it, was:

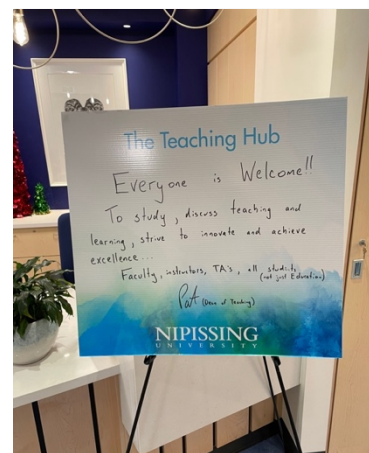
*In regard to the Teaching and Learning Hub, there has been confusion with its relation to students. Is it possible to have the process and the relation to students explained in Senate for future reference?*

Thank you for this question. The information I will share below is not new or unchanged since we opened, but perhaps it needs to be communicated more often and in wider circles 😊.

We are definitely open for student use, but it is not our primary function. As an instructor-facing unit, the Teaching Hub's primary mission is to promote: *"excellence, leadership, and innovation in teaching and learning practice and scholarship."* Further details can be found on our website: <https://www.nipissingu.ca/academics/teaching-hub>, links/pages from that, or on our YouTube Channel.

We are quite proud to be open to all, but our direct focus is on instructional supports – at whatever level and individual resides: full-time, tenured and tenure-track faculty, part-time or sessional instructors, other instructional or support staff, TAs, marking assistants, etc. The latter of these groups quite often overlaps with graduate students or senior undergrads where folks wear multiple hats (an MA student who's also a TA or a PhD student who's also an instructor).

So we are not closed to anyone, we simply have programming and spaces that may be more relevant to some groups. We never ask anyone for identification or question their reason for being in our space – we assume the best and then politely adjust things as needed. In fact, over the past year we installed Welcome stickers on the floor at both entrances, and have posted a welcome sign at our reception:



The sticker was placed to celebrate inclusion for LGBTQ2S+ groups, and the sign was as a result of student confusion; particularly those in Education, who claimed to other students that it was only theirs. In Sept 2022 we also had a number of folks who saw us as overflow for the small cafeteria (or didn't know that space existed – so thought our Lounge was the small caff) and we have since clarified that as well.

With all of this said, we are mindful of making sure our spaces remain inviting to all, so if we encounter unacceptable behaviour from anyone (sleeping in the Lounge booths, consistently being loud, leaving garbage), we do address that – but always in a friendly manner. As a result, we have now posted some signs to remind folks to clean up after themselves in the Lounge, and also not eat lunch in the bookable spaces.

The two bookable spaces within the Teaching Hub are the Sandbox (A252C) and the Auditorium (A250A), with the Lounge also being bookable as an accompaniment to either of the above, or if the group is so large the Sandbox and Auditorium are already at capacity. This booking goes through the regular channel:

<https://www.nipissingu.ca/departments/vpfa/facilities/forms/room-space-booking>; however, there is a link directly from the Teaching Hub website.

The Sandbox and the Auditorium are booked and utilized by a variety of groups. Those all come to Lorrie and I and we do our best to accommodate as many as possible (given our priorities and/or timing). We provide tech support as needed, and when they're not booked these spaces are open for walk-in use (quite often we have students drop in to test PPT presentations, work on group projects, do mock interviews, etc.) and we simply/politely say "you can use it until X time", or "it's available after Y time". Although we aren't able to accommodate student bookings directly, the way students may have been involved in bookings is through their instructors, who book the Teaching Hub for a number of classes per semester where our facilities improve their learning – i.e., testing active/mobile learning, smudging, engaging in hybrid formats, using specific technology, etc.

All of our Teaching Hub programming is open to students – again, it's focused on the instructional perspective, but a TA may find it useful or a senior undergrad, or even any staff with an interest in a given topic. We advertise our sessions through an opt-in email list (affectionately known as our Teaching Hub Champions list). This list includes faculty, staff and others; and both NUSU and the Office of Grad Studies are linked in via general email addresses. We've made sure to let NUSU and OGS know they can disseminate things further to students as they see fit. We also post events to Twitter, and on occasion re-post items to an Everybody\_Faculty list for critical information that all instructors need to know, or via NUSU to their Instagram account – where there is a distinct student connection.

Perhaps our most student-focused program is the Online Learning Partners (OLPs). We have hired between 4 and 6 students to offer peer-to-peer supports every semester since Summer 2020 (largely externally funded). More details can be found at:

<https://www.nipissingu.ca/academics/teaching-hub/online-learning-partners>. Our OLPs cover a number of disciplines and topic areas; they are both undergrad and graduate students – and can be contacted for one-on-one assistance, but they also run workshops and assist on a variety of other Teaching Hub projects. The OLPs do support instructors too – offering student perspective, etc. and most of their work is done virtually – although they do have access to the Teaching Chairs Resource Centre as a physical base of operations:



I hope this response addresses any concerns or lack of information around processes and relationships. Even if the Teaching Hub is primarily instructor-focused on excellence, leadership and innovation in that realm, all of this does touch students in a variety of indirect ways - a rising tide lifts all boats 😊.

Happy to address any further questions and concerns.

Cheers,

A handwritten signature in blue ink, appearing to read "P. Maher".

Dr. Pat Maher  
Dean of Teaching  
Jan. 10<sup>th</sup>, 2023

## **President's Senate Report January 13, 2023**

Welcome back, best wishes for 2023. There are two main issues I would like to deal with directly but of course will be happy to take questions on any matters in question period.

(The university policy document on commentary about events happening locally, nationally, internationally still sits with Executive. I will report in the coming weeks.)

First, the University campus is deeply saddened by the passing of a student in residence this week. I am aware that many of you are concerned and that you have questions. Some of you have emailed Casey and asked how the student died. I also understand that there has been some hallway speculation. I must state, unequivocally, however, that even though the death of a student affects a campus very deeply, we have to, in the first instance, think about the student's family, to avoid speculation, and to respect their wishes. In a word, we have to let the process take its course, we have to wait it out – which means an autopsy, a coroner's report, information needs to be processed by the family and only then the family will give us permission to share information and, at that, according to its wishes. I know that this student was a resident in one of our campus residences, a member of our academic program, a member of our campus. And I want to say a special thankyou to Casey and his entire staff for their careful attention to this very difficult matter. This has hurt our staff very deeply and they have been required to show care for our students and to process their own feelings at the same task, which cannot be easy. On behalf of Senate, I extend our thoughts and our thankyou to our staff here who have supported our students and who will continue to support our students as time passes.

Second, I would like to respond to the presentation which fell under Other Business at the last Senate meeting. The substance of the material was a conflation of a number of important issues which I will address here. The information, organized by NUSU and presented by SOCU, the Equity Centre, NUBASE, and the CRP came from a deep sense of care for racialized international students, domestic students, and both faculty and staff at Nipissing University. I don't see the value here in talking about Senate procedure or inaccuracies in what was presented or being defensive. In fact, my report has many points of agreement with what was said but I would also like to inform Senate what has been done, what is being done, and what will be done to address these important concerns. And I will frame these components within the context of three issues: international, EDI, and racism. The issues raised by the group are nothing short of a Call to Action for the entire university.

As your President, it is my responsibility for creating and sustaining an environment where everyone feels welcome and everyone has the opportunity to succeed. What happened before I got here cannot be my responsibility, but I certainly must endeavour to right what is wrong and to be accountable for the entirety of my term. With respect to international students, Nipissing University is experiencing many of the same issues as other universities in Canada – and international students are suffering from a lack of preparation, gaps in services, and lack of effective programming on our campuses. The townhalls organized by NUSU highlighted some of these issues and provided helpful examples of what some of our students are experiencing; and these examples highlight the challenges faced by international students coming to Canada. I want to refer specifically to the Higher Education Quality Council of Ontario report published this week "Matching Rapid Growth with Adequate Supports: How Colleges and Government Can Enhance International Student Experiences in Ontario." It's about international students at colleges but the challenges are also found in Ontario's universities when supports are not in place. And I cite directly from this document:

“International students’ support needs vary according to previous academic experiences, program of enrolment and individual background characteristics.” “They require a range of supports over and above those originally designed to meet the needs of domestic students to ensure their integration into the academic and social fabric of PSE.” “These include, for example, orientation and settlement supports and support developing transferable skills, such as time management and organization. In addition, many international students require assistance in developing English language proficiency and gaining familiarity with academic norms, including those related to academic integrity and plagiarism.” “Colleges (read universities) face challenges in supporting international student inclusion, and experiences of racism and discrimination can compound symptoms of culture shock. Within colleges, instructors and staff may not recognize when material or in-class activities are discriminatory or culturally inappropriate — something intercultural competency and communications training can help address. For some international students, opportunities to learn and socialize with domestic students are limited. Many international students also encounter implicit or explicit racism when they search for housing. Landlords may deny student rental applications based on immigration status, race or even names. This adds further complexity to the need to secure suitable, safe accommodation. A lack of affordable housing, coupled with international students’ lack of awareness of their legal rights as tenants, can lead to exploitation. Across Ontario, many international students are living in illegal, overcrowded accommodations with exorbitant deposit and rental prices. When international students identify appropriate housing, they are sometimes turned away for lack of Canadian references, proof of income, a Canadian credit report or even several months of rent available to be paid up-front.

The high costs of housing contribute to students’ financial stresses. To relieve these burdens... also means that international students will become an even larger segment of Canada’s labour force and will “increasingly form the backbone of low wage labour.” “Securing adequate housing, connecting with peers, academic concerns and health issues all contribute to heightened feelings of loneliness and depression.” I will leave the report at that.  
(<https://heqco.ca>)

We have listened to the concerns raised at the townhalls and have mobilized staff members beyond the office of internationalization; it must be stated that all of our concerns for international students, all students, EDI, and racism *are entire-campus-concerns*; they are concerns for all of us. Helping international students in transition, with both academic and non-academic matters is not just the work of an international office; it encompasses so much more. As we have seen, for example, housing has been an issue – for domestic and international students for all Canadian universities. Since August, Casey and Sarah have been working tirelessly to ensure that our international students have housing and they have learned a great deal in a hurry. Indeed, they have worked with the incoming January class for weeks and weeks to ensure that they have housing both on and off campus. While I may have suggested that the entirety of student issues were a matter for strategic planning, I have maintained since September, that all student concerns were under the care of our Interim Provost and she has been working with the entire team on issues related to international students and our staff members have met with students on a daily basis and prepared extremely comprehensive transition programming which targets many of the issues raised by students and raised in the article above which I cited. Sarah Tedesco reports that our staff members across all non-academic and academic departments dealing with students has been very receptive to helping but that they require more direction and a consistent approach, and we will provide that. I’m going to list these supports and programs in my report, but I will only select some examples of the supports being provided and the events designed to welcome students to our community

and to combat issues of loneliness and homesickness. And I report that every student who required it was picked up at the airport and the bus station when they arrived to North Bay. And I observed meetings of up to 11 staff members, organized by Carole Richardson who were working regularly and continue to meet this term to solve these issues that have been raised.

### **Campus/Community Engagement:**

**Pancake Breakfast** with university leaders and staff – approximately 25 students joined us to talk about their experiences at Nipissing and to make recommendations for improvement.

#### **Skate with the Lakers – Dec. 7**

International students were invited to skate at memorial gardens with the men's hockey team. Skates and helmets provided by the university followed by a pizza lunch. This event was very well received by students with over 40 students tying on skates and stepping on a rink for their very first time.

#### **International Student Holiday Celebration – Dec. 20**

International students were invited to share in for board games and treats to celebrate the completion of exams and beginning of holidays. We had approximately 20 students join.

#### **More the Merrier – Dec. 24 - 31**

14 of Nipissing's faculty and staff opened their homes and hosted 2-3 international students for dinner during the holiday closure. 30 students participated.

#### **Holiday Closure & Students in Residence**

8 International students (+3 domestic students) stayed in residence during the holiday closure. We ensured to connect these students with one another, additionally a Movie Night was held on December 26th & Board Game Night was held on December 29th.

#### **Walk at Cranberry Trail – Jan. 7**

New and returning International students were encouraged to meet up for a walk at Cranberry Trail on Saturday, Jan. 7th. Approximately 20-25 students came out.

#### **International Student & Faculty Social – Jan. 18**

An upcoming opportunity for faculty and students to meet and get to know one another. International Student Support is working with Deans' offices to encourage faculty to attend.

#### **Peer Support (International Student Mentorship Program)**

In collaboration with Student Learning and Transitions, Student International Support will offer training/refresher training to new and returning mentors on Jan. 11 and 18.

The ISMP Executive has launched drop-in hours as an opportunity for International students to seek peer support without an appointment. Located in B210, weekly.

We will launch ISMP for Winter Term the week of January 23, beginning with a mentor-mentee social. All international students who began in 2022-23 are invited to attend and join our mentorship program.

#### **Transition Supports**

Pre-departure workshop, hosted by International Mobility, on Oct. 31. Topics covered: Visa/Study Permit/Documentation information, invitation to online & on-campus orientation events, housing/residence, UHIP, travel to North Bay...

Online orientation modules were developed and made available to all incoming students on November 25th. The orientation modules offer virtual learning resources to help our international students prepare for their studies at Nipissing. Included in the modules is information on course registration, navigating campus life, paying for school, supports and services, etc. These modules continue to be accessible to students throughout January. To-date, 44 new international students have completed the modules.

### **International Student Orientation**

63 new International students participated in International Student Orientation on Friday, Jan 6. The day gave students an opportunity to connect with one another as well as meet the staff of Nipissing including International Student Support, Student Learning and Transitions, Academic Advising, Financial Aid, Teaching Hub, and Residence Life. We also had presentations from the North Bay community including YES! Employment Services, North Bay & District Multicultural Centre, and TD Bank. The day ended with a dinner and hockey game hosted by NUSU.

Here are some of the sessions:

- Check in & Registration - Nipissing Front Entrance
- Speakers: Director, Student Success, International Mobility Coordinator, Secretary, International Student Support – Associate Registrar, Academic Policy and Advising
- Activity: Get to Know Your Peers
- Employment
- Activity: Time Tables & Wayfinding
- MyNipissing Access
- Finances & UHIP
- Banking
- Housing
- Canadian Classrooms
- Writing and Academic Skills

Arrival and housing support has been (and continues to be) available to all incoming students. Upon request, International Student Support continues to arrange and facilitate picking students up at the North Bay airport and bus terminal to ensure they arrive to their house/residence safely. Residence Life and International Student Support work collaboratively to ensure students are able to navigate the residence application process, respond to general residence/housing inquiries, and provide students with information regarding off-campus housing. Any student who has reached out to our office for housing support, we've been able to assist with securing housing.

Temporary accommodations at the Monastery continues to be available to students who have not secured housing upon arrival to North Bay. To-date, we have had 3 students requiring these temporary accommodations.

**Lakers Winter Orientation**, January 6-20, offers academic and transition supports for International students. International Student Support activity promotes and collaborates with Student Learning and Transition to ensure all activities are inclusive and address the needs of our International students.



## **One-on-one Support**

Current and new students continue to seek support from International Student Support mostly for matters related to finances, jobs, housing, mental health, and academics. Regular referrals, advocacy, and one-on-one appointments are provided by staff.

As you can see, we have had so many staff members step up to help – and problems were solved by a large contingent of skilled staff members as we attempt to deal with the communications issues identified as being problematic – these responsibilities do not fall to the international office – and Dr. Richardson continues to work on assessing and reorganizing that office to best meet the needs of international students.

We have taken the concerns raised very seriously – and these responses have been tangible and have made a difference. We have received responses and communications from students. I will cite one here as an example, not to say that everything is fine and that we have no concerns – only to demonstrate that many staff members across campus have answered the call:

“Thank You International Office for the great efforts you did for international students in Fall semester. Nipissing University did a great job to make international students feel more accepted, welcomed, and comfortable to the university. From organizing various events such as Diwali celebrations to helping international students during Winter break to connect with different families for Christmas celebrations, the international team have done great appreciable efforts to connect international students with other students and North bay community.

I raised concern about lack of communication at the beginning of year and throughout the semester I have seen that concern being addressed and great communication was done in the previous semester by the international office. Even the university website, especially the International students page, has been updated with all the important information that international students need to know before coming to university. Thank you for that. All these efforts will for sure help students to Learn, Grow, Share and Succeed.

Thank you!! once again for your great work last semester and wishing you best wishes for next semester.”

Secondly, I would like to address the issue of EDI. It is part of my leadership style to meet with individuals or groups that have concerns. I have been told that previous administrations did not consult and sometimes actions were taken too quickly without enough meaningful conversations. I do like to keep these meetings informal as I like to develop relationships – people would sometimes prefer that they are minuted and that talk is cheap. And I agree, talk is cheap and so is planning and I know that people want action. It is my fault that we have not found a better space for the Equity Centre – Aiden told me that last fall and I visited, and I agreed and I promised to find a better space – and I meet regularly with the Equity Centre and albeit a bit less frequently with SOCU. I can say that better space is coming for international students and for the Equity Centre, sooner rather than later. And I do agree that the Equity Centre is unfairly responsible for serving students with support. And that is my fault because I have not acted quickly enough on that and my support in attending events and using social media to raise awareness for the Equity Centre is not enough and I apologize for that. I also apologize that students feel marginalized and not supported and we will work with the Equity Centre to rectify that.

For this Senate report, I wanted Senators to have an understanding of the activities provided to work towards EDI as a foundation and not an afterthought at Nipissing University. Senators

need to know what programs, events, and supports we are providing. I have reports from Casey Phillips, Romeo Fornier, Jenny Mackey, and Pat Maher. I have provided this listing in my report and I will not read it in entirety: (and should any explanation or elaboration be required for Senators, any or all of these offices can provide full reports at any time).

### **AVP (Assistant Vice-President) Students**

The principles of EDI underpin all our work in SDS. From one-on-one appointments and events/workshops to internal policies and practices, we always aim to provide the most inclusive and respectful environment and experience for our students. On that note, I am excited to share that *we are currently in the hiring process for a new role to support our efforts and advance our work in the area of EDI. The Student Experience Coordinator, Access and Inclusion, will work closely with equity deserving groups to provide support, deliver outreach, and improve campus competency. Once this individual is in the role we will reach out to brainstorm and partner on growing this portfolio!*

*In addition, through the Ontario Post Secondary Assess and Inclusion Program (OPAIP), we have worked with the Equity Centre and NUBASE on the creation of a new student collaborative that provides funding to the leadership of these organizations and funding to run events and initiatives on campus. Further this OPAIP funding has allowed the university to hire a PLAR Researcher who is in the process of developing a PLAR policy for campus.*

As for more specific EDI offerings, SDS has a few student workshops currently offered by Sexual Violence Prevention & Education. These include Intro to Allyship and Gender 101. The Intro to Allyship workshop examines the role of intersecting forms of privilege and oppression, discusses how they contribute to sexual violence at its roots, and engages participants in productive dialogue focused on fostering a greater understanding of the many aspects of critical allyship and its practice. The Gender 101 workshop introduces participants to concepts about gender roles, identity and expression. Workshop facilitators will connect participants' understanding of gender to gender-based violence and harassment issues in our communities. Students will also gain knowledge about resources on campus and in the community. Any help that can be provided in promoting these to students would be amazing as we are always looking to increase participation.

### **Some Specific SDS (Student Development Services) Department notes on EDI activities:**

#### **SAS (Student Accessibility Services)**

- Work in SAS on a daily basis is related to removing barriers and creating an inclusive environment.  
Collaborating with the teaching hub to educate faculty about closed captioning and how to ensure it is implemented for all courses as well as other accessibility issues with online content.
- Working with graduation committee to coordinate accessibility needs and seating (wheelchairs, reserved seating).
- Training provided to Don's about social stigma, confidentiality, removing barriers in event planning and creating accessible programming.
- Collaborate with Residence Life to provide students with accommodations in their residences.

#### **SCS (Student Counselling Services)**

- The work within SCS prioritizes inclusivity and ensures that diverse services are offered to students requesting specialized support.
- There are two specialized roles within SCS, including an Indigenous Dibaadan Wellness Coordinator, and a Counsellor- BIPOC Support. These services allow students to engage, and access supports that best align or respond to the unique experiences held by students.
- SCS is excited about promoting wellness-based outreach initiatives and will continue to seek student and staff feedback to better understand the needs of students. The Dibaadan Wellness Coordinator is currently working on surveys that will be sent to staff and students this month.
- Staff within Student Counselling Services work collaboratively as a team to engage in ongoing trainings and experiential based learnings to increase our knowledge and understanding of ways to create a more diverse, inclusive, and equitable space for students and staff. Counselling Services also works to stay current and familiar with community-based supports and other training offerings to enhance knowledge of EDI resources and supports available.

#### SIS (Student Intervention Services)

- SIS strives on a daily basis to remove barriers and create an inclusive environment for students, faculty and staff. Help 2SLGBTQ+ students understand their supports on campus and options if they are considering transitioning. Trainings to faculty and student leaders about SIS and SDS services that help support all student groups.

#### SVPE (Sexualized Violence Prevention Education)

Over 230 student leaders participated in training and education with SVPE.

- NUSU - O-Week Leaders
  - o BITB with Good Night Out Vancouver
  - o Sexual Violence Response Training
- Residence Life
  - o Consent+
  - o BITB with Good Night Out Vancouver
  - o Sexual Violence Response Training
- Office of Indigenous Initiatives - Mentors and Volunteers
  - o Sexual Violence Response Training
- Varsity Athletics (first-year students)
  - o Consent+
  - o Bringing in the Bystander (BITB)
- School of Graduate Studies
  - o `Navigating Power Dynamics and Boundaries as a Graduate Student (New 2022)
- Teaching Hub
  - o Moving Upstream: How faculty can prevent gender-based violence in the classroom (new 2022)
  - o ENGL - 3217 (Coercion and Sexual Violence in Literature)
  - o Sexual Violence Response Training
- SWFL 3806 (Family Violence)
  - o Sexual Violence Response Training

#### Events & Training

- September 13 - Take Back The Night Luminary Decorating
- September 19-23 - Consent Awareness Week
- September 23 - FryDay (consent as FRIES)
- October 6 - Intro to Allyship

- October 19 - Good Night Out Bystander Intervention Training
- October 26 - Student Training: Gender 101
- October 27-Student Training: Bringing in the Bystander
- November 17: Student Training: Sexual Violence Prevention and Male Allyship – Draw the Line
- 16 Days of Activism - November 25 to December 10
- November 25 - International Day for the Elimination of Violence Against Women - Wear purple
- November 25 - Student Training: Consent+
- December 2 - Student Training: Sexual Violence Response
- December 6 - National Day of Remembrance and Action on Violence Against Women March and Vigil.
- December 7 - Student Training: Intro to Allyship

2023

- Campus Safety Week Jan 9-13<sup>th</sup>
- Consent Awareness Week Jan 23-27<sup>th</sup>
- Sexual and Reproductive Health Awareness Week February 13-17
- International Women's Week March 6-16<sup>th</sup>
  - o Film Screening: The Smallest Things

### **Equity, Diversity and Inclusion: Enji giiddoyang, Office of Indigenous Initiatives**

A note on language. We use terms such as Indigenous, indigenization, decolonization, reconciliation, and equity in the work that we do and activities we host, however we acknowledge that these terms can be the subject of much debate and may not accurately convey the values of all of those whom we work with. We continue to listen and learn more from our students and their communities about the terms that they choose to use (sometimes in their own languages) to describe themselves and the changes they wish to see.

While the programs and services offered by the Office of Indigenous Initiatives are specifically designed to centre the voices, needs and worldviews of First Nation, Metis and Inuit students, families and communities, OII aims to embrace and support those of all racial, sexual, gender, religious socioeconomic backgrounds and worldviews.

Roles and responsibilities Within the team, the following roles have key responsibilities related to EDI on campus and are responsible for leading the activities/initiatives listed below.

- Indigenous Student Success
- Indigenous Student Transition Programs
- Student Mentorship Programs
- Biidaaban Community Service Learning

Some of the activities we host in supporting equity, diversity and inclusion:

- Enji giiddoyang student lounge - promising practices concerning how we welcome and host people in our spaces and how we structure our activities.
- Annual Welcome Pow wow – celebration and sharing between all nations.
- Enji giiddoyang Speaker Series – learning opportunities and cultural sharing.
- Indigenous Art Series – sharing of culture, space and stories.
- Visiting Elder Program – guidance and cultural sharing and learning.
- Indigenous Week – honoring of culture and provides cultural sharing and learning opportunity.

- Orange Shirt Day Acknowledgment
- Sewing Circles
- Seasonal Feasts – welcoming
- National Indigenous Peoples Day
- Annual Open House
- IFP – Transition – Equity of access to post secondary for marginalized students who have experienced barriers to education.
- CSL – Non-profit organizations and community, BAS – Welcomes tutors of all backgrounds to provide academic support (provides training).
- Student Advocacy – creating space and equity of for marginalized groups.
- Breakfast program and emergency bursaries – acknowledges socioeconomic status of Indigenous students.
- Wiidooktaadwin Mentorship Initiatives – Provides opportunities for Indigenous youth and university students to build community and strengthen culture, peer mentorship also welcomes all students of all nations, and backgrounds.
- Intergenerational learning environment – welcomes students and community members of all ages to create a space for learning from each other.

### **HR (Human Resources)**

Over the past couple of years, Nipissing has committed to Equity, Diversity and Inclusion through education and certification, as well as engaged in a number of actions that will assist us with next steps in our commitment to taking action on eliminating systemic barriers to inclusion.

### **Equity, diversity, and inclusion (EDI) related activities on campus that the Human Resources department is responsible for:**

1. The HR department ensures that the institution is compliant with various laws, legislation, and frameworks specifically the Employment Standards Act, the Occupational Health & Safety Act, Ontario Human Rights Code and others.
2. Nipissing University joined the 50/30 Challenge in 2021, the goal of the 50/30 is to increase the representation and inclusion of diverse groups within their workplace while highlighting the benefits of giving all Canadians a seat at the table.
3. The Human Resources & Equity Advisor, Traci Malkowski is the Chair for the Nipissing University Accessibility Advisory Committee (NUAAC) which provides leadership and resources to promote and foster a barrier free campus for students, faculty, employees, visitors and volunteers.
4. The Human Resources & Equity Advisor, Students Accessibility Services and the NUAAC work to ensure we are compliant with the Accessibility for Ontarians with Disabilities Act, 2005. This Ontario. This work will also soon be informed by the Postsecondary Education Standard.
5. The Human Resources & Equity Advisor is a member of the Accessibility, Community of Practice (ACoP) group, where different Ontario universities collaborate on all things accessibility related including compliance reporting, annual status reports and other.
6. The Human Resources & Equity Advisor, and the Assistant Vice-President, Human Resources & Equity, Diversity and Inclusion are member of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE).

7. Nipissing University is a member of the Inter-Institutional Forum of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education has participated in the National Dialogues and Action hosted by the University of Toronto.
8. Human Resources reviews the 94 calls to Action on Truth and Reconciliation and provided Reconciliation Education training to the community in 2021.
9. The Human Resources department is a member of the Human Resources Professional Association (HRPA) that regulates the profession in Ontario and informs members of standards, guidelines in regard to equity, diversity and inclusion.
10. The Human Resources & Equity Advisor completes monthly training with the HRPA and completed a six-part series offered called 'Battling Systemic Racism in the Workplace for Human Resources Professional'.
11. In the absence of any equity, diversity, and inclusion committee we have worked with a variety of departments including Student Accessibility Services, Office of Indigenous Initiatives, student groups when it comes to the communication of EDI initiatives on campus.
12. The Human Resources & Equity Advisor is the main contact for the Canadian Centre for Diversity & Inclusion, which we have been members of since 2021. This membership provides professional development opportunities and training to students, faculty, and employees. Can provide specific training programs or recommendations to departments who reach out requesting access or information.
13. The CCDI also provides the institution with monthly important dates of recognition and webinars related to EDI topics to assist in the creation of our monthly newsletter.
14. The Human Resources Accessibility webpage has been updated and is reviewed regularly, and we are working on the creation of an EDI webpage.
15. The Canada Research Chair Program (CRCP) has incorporated equity, diversity and inclusion practices within the program that institutions must comply with in order to be part of the program and to continue to receive funding. These requirements and practices are provided in a guideline and include collecting self-identification data, target setting methodologies, public accountability and transparency webpages and data. We may be required one day to have an institutional EDI Action Plan, which institutions with more than five chairholders are required to have. Right now, we have internal documents and policies that guide our decision-making process, and we also follow the recruitment, selection, and retention document provided by the CRCP.
16. As part of the CRCP we are required to monitoring and report our equity targets, using the program's methodology, to address systemic barriers to participation in the program for individuals from the four designated groups: racialized minorities, Indigenous Peoples, persons with disabilities, and women.
17. The last round of FASBU bargaining it was negotiated into the contract that there will now be a Human Resources representative on each faculty search committee. The Human Resources & Equity Advisor is responsible for this function and models the

- CRCP recruitment process while also following the respect collective agreement throughout the recruitment and selection process.
- We encourage self-identification in a cover letter;
  - We ensure accommodations will be made throughout the process if required;
  - We follow the EDI Guide for the following: job postings, search for candidates, hiring committee composition, interview requirements assisting with virtual interview accessibility and other, hiring decisions, nominations and recommendations to hire, retention and promotion.
18. We have also made unconscious bias training a requirement for faculty search committee representatives.
  19. Members of the Human Resources staff and functional unit leaders within SDS have been presented with the Bronze Level of completion for Diversity at Work Nipissing (DAWN) Cultural Diversity Training.
  20. The Human Resources & Equity Advisor received a Certification from the Canadian Association of Research Administrators (CARA), in Equity, Diversity & Inclusion.
  21. Human Resources worked to create a new policy to address harassment and discrimination called 'the Respectful Workplace & Learning Environments Policy' and hosted workshops to present and review the policy with specific departments.

## Teaching Hub

Our mandate:

The Teaching Hub is an emerging centre for teaching and learning committed to excellence, leadership, and innovation in teaching and learning practice and scholarship. Working in partnership with faculty, staff, and students, the Teaching Hub cultivates a culture of effective teaching at Nipissing University grounded in principles of collaboration, reflective practice, and pedagogy that strives to promote diversity, equity, and inclusion, through anti-oppressive, anti-racist, and decolonial frameworks.

From: <https://www.nipissingu.ca/academics/teaching-hub>

Activities/Events:

1. In July 2021 we selected a Schulich Teaching Chair in Equity, Diversity and Inclusion (Dr. Charles Anyinam). Charles has held weekly office hours, run workshops, facilitated Professional Learning Communities and more, over the year. His term continues through July 2023.
2. In December 2021 we nominated colleague Gemma Victor for a Minister's Award of Excellence, in the Equality of Opportunity category. She was announced as a successful recipient in Jan. 2022. Gemma has since left NU for the University of Guelph.
3. On Feb. 28th, Dr. Charles Anyinam hosted a panel on Anti-Racism in the Academy. The panel included emerging scholars Shelby McPhee (McMaster University), Sefanit Habtom (Queen's University), and Tari Ajadi (Dalhousie University); as well as NUBASE founders Taijon Eccleston-Graham and Shandon Ashitei.
4. In late February a number of our first round VLS projects were completed. Those that relate to EDI topics, include: Learning to be Human Together, Liberated Learners, and Universal Design for Learning for Inclusion, Diversity, Equity and Accessibility. These are hosted by eCampus Ontario's Open Library; Liberated Learners was nominated for and has one a number of global OER awards.

5. On March 4th we ran a workshop on AODA for your Tests and Exams
6. In spring 2022 we hired 6 Online Learning Partners, focused on 3 key themes: anti-racist pedagogies, decolonial pedagogies, and universal design for learning. These OLPs had their contracts extended through Winter 2023 semester.
7. In May, Heather Carroll (Senior Instructional Designer) was part of a team that authored "Knowing nothing about EDI:" A collaborative autoethnography exploring how an anti-racist project was created, publicized, and silenced
8. On May 18th, a number of team members presented The Power of Teaching Talks: Supporting and Sustaining a University Community Through Critical Conversations at the OTESSA conference
9. On June 1 we celebrated Pride Month with a reminder to the NU community about the many recordings on our YouTube Channel, which showcase LGBTQ2s+ themes as well as other EDI-related topics in a variety of recordings. This coincided with the placement of large welcome stickers on both of our entrances:
10. On June 29th, Vuong Tran (OLP) presented a session on A case study of queer teacher identity in Vietnamese English Language teaching for LGBTQ+ Young adult learners.
11. On June 30th, we hosted the first of two Professional Learning Community (PLC) discussions centered on the book Potlatch as Pedagogy: Learning through Ceremony and were thrilled to have OII and NUICE partner with us on this particular PLC.
12. On July 5th we ran a workshop on Designing Accessible Course Materials
13. On August 3rd, Heather Carroll (TH staff) and Tyrell Chambers (OLP) ran a workshop titled: Introduction to Anti-racist Pedagogy
14. On August 29th, Kyle Charron (TH staff) and Charlotte Foster (OLP) ran a workshop titled: Introduction to Universal Design for Learning (UDL).
15. On August 30th, we hosted the second of two Professional Learning Community discussions centered on the book Potlatch as Pedagogy: Learning through Ceremony.
16. Throughout the fall, our PLC centered on the book How to be an Antiracist. The conversation was facilitated by Schulich Teaching Chair of EDI, Dr. Charles Anyinam, as well as Heather Carroll (TH staff) and Tyrell Chambers and Vuong Tran (OLPs).
17. On Sept. 28th, we screened a series of three Indigenous films (Biidaajwan Force of Water, Beans, and Hunt for the Wilderpeople) to raise awareness of Indigenous/non-Indigenous relations in advance of the National Day Truth and Reconciliation.
18. On Oct. 19th, Heather Carroll (TH staff) ran a workshop at the University of Guelph on Challenging curricular violence through Identifying Whiteness in our Practice.
19. On Oct. 25th, in celebration of Diwali, the Teaching Hub screened Kabhi Khushi Kabhie Gham.
20. On Oct. 27th, the Extended Learning team hosted a Motanka (Ukrainian Doll) making workshop; as a fundraiser for recently re-settled Ukrainian families in North Bay.
21. On Nov. 2nd, we hosted a drop-in session with Enji giigdoyang |Office of Indigenous Initiatives visiting Elder Mike Couchie.
22. On Nov. 8th, Maurice Riley Case of Concordia University, ran a session on Anti-Oppressive Practices and the University.
23. On Nov. 11th, Heather Carroll (TH staff), Sarah Pecoskie-Schweir (OLP), and Pat Maher (Dean) presented Expanding a Professional Learning Community to focus on Inclusion, Belonging and Student Success at the 2023 Mokakiiks SoTL Symposium in Banff, AB. Heather also presented a poster Challenging curricular violence through Identifying Whiteness in our Practice.
24. On Nov. 22nd, Dr. Shazia Nawaz Awan of Dalhousie University ran a session titled, Introduction to Intercultural Competency & Culturally Inclusive Classroom Space.
25. On Nov. 23rd, Tyrell Chambers (OLP), joined staff member Heather Carroll and Tari Ajadi (Dalhousie University) to present a workshop on Anti-racist Pedagogy to the



University of Northern British Columbia. Due to extenuating circumstances this session was postponed from Oct. 12th.

26. In late November, the Teaching Hub partnered with NUBASE for an upcoming Speaker Series on Growth in Education – coming soon.
27. Our current, Jan/Feb 2023 PLC is again facilitated by Dr. Charles Anyinam, and is centered on the book *The Long Road Home*.

Related more to Internationalization than EDI the Teaching Hub also co-leads our Global Skills Opportunity project Transcultural Interdisciplinary Learning Experiences. In June/July Francine Teles (NU International Mobility Coordinator) travelled to Joensuu, Finland, supported by an Erasmus+ grant, we then hosted reciprocal visitors from Karelia University of Applied Sciences. KUAS hosted two outbound exchange students in the Fall 2022 semester. In December a team from NU visited our Costa Rican partner (TEC).

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President Wamsley (continued)

This list is not provided in my report to pat the University on the back for its EDI initiatives. EDI needs to be a foundational aspect of who we are. The list demonstrates that there *are* action items and that we have a hard-working staff who are committed to our values and principles. And once again I want to thank all of our staff members for the work that they do. It is a fact that Nipissing spends a greater portion of its total budget on Student Services – and there is a reason that our students rank these Services high in surveys. That does not excuse the problems that the Equity Centre and SOCU identify. We must continue to work as a community, but we also have to take the time to thank our wonderful employees for their work and to always renew our commitment to EDI and to weave it through our Strategic Plan. Currently, we do not have an institutional plan on EDI and we have no consolidated infrastructure.

The final issue to discuss is the issue of racism at Nipissing University. There is no denying that there are issues of micro aggressions and racism. There is no denying that there are elements of discrimination that need to be addressed. The CRP and NUBASE are right. We are grateful to have these organizations on our campus. And they are right on the point that it is a process that is far too slow to eliminate discrimination, racism, and to enact an Equity Audit. I take the responsibility for that – I have taken a consultative approach; I have purposefully taken a slow approach and I have done that deliberately because I am trying to get it right. But for those who experience discrimination or racism, this must be extremely frustrating, angering. At my previous institution, I started the serious work on anti-racism in 2019 and the final draft was not completed until late 2022. As stated in my last Senate report, you will shortly see a call for nominations for a Co-Chair of an Equity Action Planning Task Force. Then you will see a call for nominations for members of the Task Force. We will create an RFP to hire a third party to complete an Equity Audit as soon as possible. I will then consider its recommendations and work with the Task Force to develop an action plan.

As I stated previously, as President, I am responsible and must be accountable for the teaching, learning, research, and working environments at Nipissing University. The responsibility for the issues raised is of the utmost importance to me. I have made and will make mistakes; I will learn from my colleagues and from students and I do pledge to act as swiftly as possible. You might ask, what have I done in all of this, since I've been here. I have tried to enhance the reputation of the university as I promised I would and to make changes to our learning and work environments and I am still holding to that promise and I am doing my very best, whenever I have the microphone on or off campus to celebrate the values that are important to us and

equity, diversity, and inclusion and anti-racism are at the forefront. I must admit that I add 14 hours to an already full week just for social media, 7 days a week – I do not post anything personally, but I do post and support material regularly on these important issues and in support of the work that NUSU, NUBASE, the Equity Centre, and the work of our staff and faculty – it is a priority. You know that I have met with all of these groups, and we continue to meet regularly – not good enough – I hear that. Last year I met with all of our varsity teams and delivered a strong message about racism, sexualized violence, and bullying. I met with our coaching staff to reiterate the same message. I made visits to the Nipissing First Nation, the Nipissing School, I have supported and continue to support NUBASE and all of their initiatives in every way possible and a second great event is scheduled for February and more classroom activities have been organized as well. Last year we fundraised more than \$18,000 for the BIPOC scholarships which emanated from Shoot for Change. This year we raised \$250,000 from a generous donor to support the George and Helen Vari Scholarships for BIPOC students. The university has added an additional \$50,000 to this endowment. The first awards will be handed out in September of this year. On Giving Tuesday, we raised more than \$15,000 for Indigenous student programming and scholarships. We have improved the university's relationship with the Indigenous Community, and we will grow stronger through the Strategic Planning and Treaty process. I can say that there are few formal complaints about discrimination and racism on campus – but this was also the case with sexual violence reporting until good policies were introduced. The Equity Audit should identify gaps in our programs and services, tell us what we are doing right and what we need to do to improve.

There is racism and discrimination on our campus; there are microaggressions; there are inappropriate exercises in some of our classrooms. Examples: assuming all Black students are athletes; targeting racialized students in your classes to provide cultural examples of particular points; being intolerant of accents; telling people not to “rock the boat.” I am speaking directly to Senators who have never experienced racialized discrimination. We must assume a personal responsibility to change our campus culture and we must come together as a community. I've been to many of the sessions provided on our campus organized by our staff and by our students. People are not attending workshops. People are not critically examining their own biases – you can attend a workshop but if you don't commit to recognizing your own biases and changing your behaviour, then our campus culture will not change. This group came together to tell Senate that people are hurting on our campus and that is not acceptable. I implore you all to do your part.



## Board of Governors Report to Senate - January 2023

### **Board of Governors Meeting December 3, 2022**

The December meeting of the Board of Governors was held on December 3, 2022, at the Nipissing University Student Union Student Centre, followed by the Annual Board Retreat. The Board welcomed new members, Dr. Jonathan Muterera, Wenda Caswell and Councillor Jamie Lowery.

Following the release of the Auditor General's Annual Report on December 1, the President and Vice-President, Finance and Administration provided an extensive overview of the recommendations which identify areas of improvement. They reiterated the commitment of the University to act upon these recommendations as soon as possible, recognizing the limitations currently present with staffing. Several operational changes have already been initiated, such as board financial and operational reporting, program review, planning, development operationalization of alternative revenue streams and an increased focus on international recruitment. This presentation was also presented in a University-wide Town Hall on December 5, 2022, and is available on the website by way of the Office of the President page.

The Toronto Dominion Bank requested an amendment to the existing loan agreement to include a General Security Agreement, citing ongoing CCAA proceedings at Laurentian University and Nipissing University's ongoing deficits as the primary reason for the request. The VPFA and AVP, Finance and Infrastructure engaged KPMG Law in the negotiation process and following discussion at the Board, a resolution was made to accept the Amending Agreement to the Credit Agreement and the General Security Agreement as presented.

Following the meeting, Board members participated in an afternoon Strategic Planning session, facilitated by the Strategic Planning Steering Committee.

## Academic Colleagues

December 13 & 14, 2022

180 Dundas Street West, Suite 1800, Toronto, ON

Hybrid Meeting

### Agenda

*Material provided for item marked \*\**

#### Evening meeting, Tuesday, December 13, 2021, 6:00 – 8:30 pm

**Zoom:**

<https://us06web.zoom.us/j/87663597261?pwd=RnF0TVNoV3lyQ1pJQXRNb3dtWnRsUT09>

Meeting ID: 876 6359 7261 / Passcode: 238380

1. Land acknowledgment (Alyson King)
2. Welcome and introductions (6:00–6:10)
3. Conversation on Student Success \*\* (6:10–7:15)

*Kim Clark, Professor, Department of Anthropology, and Assistant Dean (Equity, Diversity, Inclusion & Decolonization), Faculty of Social Science, Western University, will join virtually to share preliminary findings of her research on accessibility and the experiences of students with disabilities.*

*Professor Clark's article from The Conversation is attached as background.*

4. Dinner debrief (7:15–8:30)

#### Colleagues meeting, Wednesday, December 14, 2021, 9:00 am – 12:00 pm

**Zoom:**

<https://us06web.zoom.us/j/83054667362?pwd=QkpPckcwQVpHWG9kKzB4T0lxOGNaZz09>

Meeting ID: 830 5466 7362 / Passcode: 164442

1. Welcome (9:00-9:10)
2. Information sharing (9:10–10:00)
3. COU update (Steve Orsini) (10:00–11:00)
  - a. Auditor General Reports
4. Discussion on Future Topics (11:00-11:30)

- 5. Committee Reports (11:30-11:50)
  - a. Budget and Audit Committee (Jingyu Li)
  - b. Quality Council (Chris Evans/Cindy Robinson)
- 6. Other business (11:50-12:00)
  - a. Planning for April meetings around Council
  - b. Selection of Colleague to deliver the Land acknowledgment at future meetings
    - i. Pauline Barmby - February
    - ii. TBC - April

**Next meetings:** February 14, 6 to 9 pm and February 15, 9 am to 12 pm.

# THE CONVERSATION

Academic rigour, journalistic flair



The cost of assessment prevents some students, who self-identify as having a disability, from pursuing an assessment and diagnosis that would allow them to claim formal accommodations. THE CANADIAN PRESS/Nicole Osborne

## How accessibility for disabled university students can benefit all students

Published: November 14, 2022 3.56pm EST

**A. Kim Clark**

Professor of Anthropology & Assistant Dean (Equity, Diversity, Inclusion & Decolonization), Faculty of Social Science, Western University



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 AD AURIS

Although many university students are eager for in-person elements of the university experience they missed early in the pandemic, what might we overlook in the rush to “return to normal”?

The pandemic forced universities to re-evaluate their delivery of classes, extending remote teaching practices and building in flexibility to manage an unpredictable situation.

After over two years of innovation, if the main lesson universities take away from the on-going pandemic is that students miss being on campus, we risk squandering new skills and insights of broad value.

In the midst of the pandemic's long-term effects, including, for some, the disabling effects of Long COVID, we wondered what disabled students could tell us about what makes university classes more (or less) accessible to them. Their insights highlight practices that can benefit a wide range of students.

As the Council of Ontario Universities points out, accessible teaching means designing courses from the get-go with accessibility for a broad range of students in mind, rather than introducing accommodations as needed.

With this approach, instructors can improve student learning, deepen inclusion of students and reduce instructor workload associated with dealing with exceptions and individual accommodations.



The main lesson of the pandemic shouldn't be that students miss being on campus. (Shutterstock)

## **Our case study**

I worked with a research team of undergraduates, Kate Mahoney, Sam Schneider and Anika Sebudde, to explore how instructors' everyday practices impact — positively and negatively — students who self-identify as disabled. Anthropologist Andrew Walsh, a colleague at Western University, helped design our research process.

Our survey received 83 responses from students with disabilities from across Western University. We sought not to secure a representative sample, but rather to gain insight into some disabled students' lived experiences, by means of open-ended questions.

For context, in Western's 2021-22 Equity Census, almost 10 per cent of student respondents indicated they have a disability. This seems low, given that across Canada, one quarter of university students graduating in 2021 reported having a disability

## **More disabled students than we think**

Our respondents represented every level of student study and faculty on campus. About 75 per cent of our respondents have a diagnosed disability, while the remainder have both diagnosed and undiagnosed disabilities (about 20 per cent) or lack a diagnosis (about five per cent).

This helps explain the finding that about a third of our respondents are not registered with the accessible education office. As one noted, a diagnosis of their disability costs \$3,000, while another explained there is a two-and-a-half year waitlist to see a specialist about their condition. There are more disabled students than we think.

One striking survey result is that only two of 83 respondents indicated that their disability is visible, while another 17 have both visible and non-apparent (invisible) disabilities. The remaining 64 have non-apparent disabilities. There are more disabled students than we see.

As one student explained:

*“Given how I present myself and manage my disabilities, it often appears as though I do not have any disabilities unless I am experiencing acute symptoms. This can result in a need to explain my disabilities.”*

Another added:

*“It seems like I have to qualify my struggles more often and justify a need for support to a degree that seems unwarranted.”*

## **Access fatigue**

Access fatigue is exhaustion people with disabilities face from constantly having to explain their situation and ask for help. Students reported having to negotiate their access needs repeatedly and to disclose private information (sometimes even to classmates, especially when they were assigned group projects).

How often do our students experience access fatigue? “Always” for 19 per cent of our respondents; another 20 per cent experience it at least once a week. A further 23 per cent experience it once or twice a month, bringing these responses together to over 60 per cent.

In other words, disabled students are paying a kind of “crip tax” — the hidden costs of living with a disability — but in time and energy, not just money. This is likely increased by the non-apparent nature of most disabilities.





Students were grateful when, depending on their symptoms, they could choose between in-person or recorded or streamed lectures. (Pexels/Yan Krukov)

## Most accessible teaching practices

While our research participants have diverse disabilities and situations, they collectively identified clear winning accessibility practices. Many were precisely those practices whose use was expanded during the pandemic.

These teaching practices included:

1. Flexible assignment deadlines. Students with diverse disabilities reported that they experience unpredictable flare-ups of their symptoms that interfere with their ability to meet rigid deadlines and cause them to be penalized. The pandemic made clear that other students also benefit from some flexibility, including those with a range of family responsibilities due to sick children or siblings, elder care or school closures that disrupted schedules.
2. Delivering courses in a hybrid manner, where it's possible to choose whether to attend lectures in-person or virtually. Students were grateful when, depending on their symptoms, they could access content otherwise delivered in-person via either recorded or streamed lectures (achieved by acts as simple as instructors pressing record when a PowerPoint presentation started or allowing students to join on Zoom). Our participants also valued being able to review recorded sessions even if they attended in person. Access to these options can reinforce and deepen learning.
3. Lecture slides or outlines posted in advance to facilitate note-taking. This practice helps students keep track of the lecture if they are briefly distracted or when their auditory processing speed doesn't match the instructor's pace. It also helps students whose first language is not the teaching language.

4. Captioning of audiovisual materials, whether shown in class or assigned for asynchronous (independent) viewing, helps students who are D/deaf or hard of hearing and those with some learning disabilities. Again it helps non-first language students and any students viewing in conditions where the volume cannot be turned up or where there are noise distractions. Research shows “captioning a video improves comprehension of, attention to and memory for the video.”

### **More welcoming environments**

“The pandemic’s disruption showed how much academia could learn from the disability community,” as disability advocate and philosophy of technology scholar Ashley Shew argued in the journal *Nature* in May 2020.

Like curb cuts, the ramps that slope downwards on sidewalks and improve life for a wide range of people, we hope insights from students with a range of disabilities will contribute to a more accessible and welcoming environment for all students.

Let’s use the knowledge and skills gained through the pandemic to be better, more equitable and more inclusive.



## **Academic Senate Report January 13th, 2023**

### **Food Bank**

Thank you to everyone who donated to our student food bank in 2022. Over the next few months, we will be asking the Lakers community to help us with food drives and raising money. With an increase of five times since 2019, we are looking for ways to sustain our food bank while meeting the needs of our students.

We will be hosting a euchre night for students and faculty on Tuesday, January 10th at 6:30pm at the NUSU Student Centre. Entrance is \$5 for faculty and all funds will go to our student food bank. Food and beverages will be available for purchase.

### **Executive Elections**

Executive elections for the 2023-2024 positions will take place at the end of this month. The positions are President, VP Finance & Administration, VP Advocacy & Awareness and VP Student Life. These are paid positions. Students who are interested in running can go to [nusu.com/elections](http://nusu.com/elections).

### **Spirit Week**

To celebrate all things Lakers, we are hosting a Spirit Week from January 16th to January 22nd. This will include board games night, art night, speed friending, trivia and attending the women's hockey game to support Emma Shimizu, a Nipissing University student with Stage 4 Non-Hodgkin's Lymphoma. We look forward to seeing everyone at the game to support our fellow Laker.

### **Events**

NUSU will be hosting events throughout second semester that will cater to Nipissing University students and faculty, as well as the wider North Bay community. For all details, please go to [nusu.com/events](http://nusu.com/events).

### **Executive Resignation**

We would like to inform Academic Senate that Montana Taylor, VP Finance & Administration submitted her resignation to NUSU with her last day being Friday, December 30th. Montana has been with NUSU for the past 14 months and we are grateful for her contributions to the student body. We wish Montana all the best in her future endeavours. The VP Finance & Administration position will not be replaced for the second semester. Preston English, VP Student Life, will take Montana's place as a voting member of Academic Senate.

**February 10, 2023 Senate Report  
Provost and Vice-President, Academic and Research (Interim)**

1. Work continues to finalize the academic structure for the upcoming year.
  - The Dean of Arts and Science and the Dean of Education and Professional Studies will remain interim.
  - The search for the Associate Vice-President of Research, Innovation and Graduate Studies is ongoing.
2. Discussion of the Academic Plan will continue at the Academic Quality Assurance and Planning Committee.
3. Plans are ongoing for the Open House in March
  - The focus will be on conversion.
  - Slightly different format with staff and faculty in their offices and classrooms.
  - A picture of Life as a Laker.
4. Research Month
  - March is Research Month and there are a number of events being planned. A full schedule of talks, workshops, and other events for students, postdoctoral fellows, and faculty is forthcoming.
  - Please save the date for March 2nd for the kick off of Research Month with NU 360. We are still looking for faculty to share their research at this event (contact [research@nipissingu.ca](mailto:research@nipissingu.ca) for information).
  - The annual Undergraduate Research Conference will be on campus March 24<sup>th</sup>-25<sup>th</sup> and we hope that faculty will support this event and encourage their students to participate.
  - We will close the month with the 3MT event on March 30th.

**Senate Report**  
**Vice-President, Finance & Administration**  
**February 10, 2023**

**2023/24 Budget Cycle Update**

Budget holders have been provided preliminary budgets and they have until January 25<sup>th</sup> to submit any budget requests. Integrated Budget Committee will be meeting with budget holders to review budgets in the first few weeks of February in preparation for the budget presentation to the Audit & Finance Committee of the Board of Governors on April 17, 2023. As we have not been apprised of changes to the provincial tuition framework, this will be a difficult budget process.

**Credit Rating**

Please see attached a copy of our DBRS Morning Star Credit Rating. Our current rating is BBB with a negative trend. Rating is supported by relatively low debt, the absence of unfunded pension liabilities and significant financial support by the Province. The negative trend reflects ongoing deficits which are eroding expendable net assets, and lack of available liquidity (or cash) especially in light of the Line of Credit being temporarily restricted. A positive rating action is possible if we have improved access to internal or external liquidity and return to sustainable operating surpluses to rebuild balance sheet flexibility.

**Government Advocacy**

Regular meetings have been held with representatives from the Ministry of Colleges and Universities. These discussions center around our current financial position, within the context of the new Financial Accountability Framework. President Wamsley has also been advocating directly with the Minister and our MPP, Vic Fedeli as well.

**Bookstore Update**

In response to a question posed at the January 13, 2023 Senate meeting, Assistant Vice-President, Finance & Infrastructure, Renee Hacquard, contacted the Manager of the Bookstore who indicated the following:

- Long lines were only for a day or two at the beginning of the winter start-up which is normal for this time of year.
- They've have implemented the practice of having students line up outside the store to allow for better traffic flow inside the store.
- The doors were locked but only in cases when the store was full for tours of students making purchases. Once the tours cleared, the store reopened to all.
- They ran into problems with the tills at the beginning of winter start-up, as well as staffing shortages which lowered the number of students they could assist and is why capacity was limited, but Lori stressed that it was not limited to one student only.
- Current sales are low for this time of year; she thought it might be due to e-books, but does not know for certain.

Finally, we do not have a campus policy regarding accessibility to areas of campus during business hours. We will continue to work with the bookstore management to improve the student experience. Please notify Renee Hacquard directly of any complaints that are brought forward.

# Rating Report

## Nipissing University

### DBRS Morningstar

December 13, 2022

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### Rating

Debt	Rating	Rating Action	Trend
Issuer Rating	BBB	New Rating	Negative

### Rating Rationale

On December 8, 2022, DBRS Limited (DBRS Morningstar) assigned an Issuer Rating of BBB with a Negative trend to Nipissing University (Nipissing or the University). Nipissing's credit profile is supported by the institution's relatively low debt burden and significant financial support provided by the Province of Ontario (the Province or Ontario; rated AA (low) with a Stable trend by DBRS Morningstar) through operating grants and extraordinary funding envelopes. The University's small size, program concentration, and medium-term refinancing risk constrain the rating. The Negative trend reflects the University's ongoing budget imbalances, which continue to erode expendable resources, and lack of available liquidity.

In 2021–22, the University posted a consolidated deficit of \$4.5 million, or 5.6% of revenues. The Coronavirus Disease (COVID-19) pandemic resulted in significant operating challenges for the University amid limited flexibility to increase revenues or adjust expenses without drastic reduction in student services and/or programming. Although some revenues returned in 2021–22, longer term headwinds to financial sustainability persist.

For 2022–23, Nipissing's budget points to a consolidated deficit of \$3.2 million. Management has indicated the year-to-date (YTD) financial performance is tracking close to budget. While tuition fees from domestic enrolment are tracking slightly below budget, this has been mostly offset by higher-than-expected tuition from international students. The University continues to manage expenditures close to budget with higher utility costs being offset by staff vacancies.

For the first time, Nipissing's budget includes a multi-year outlook that points to gradually declining deficits before reaching a near-balanced position by 2024–25 (on an operating fund basis). This assumes no increase in government grants, but does assume increases in domestic tuition fees and further growth in international enrolment. Absent a sustained increase in government funding and/or international enrolment, along with the ability to increase tuition fees for domestic students, the University would likely need to undertake meaningful cost reduction measures or risk the continuation of sizable deficits that could exhaust available liquidity in the near to medium term.

Nipissing's overall debt level is considered low in relation to other DBRS Morningstar-rated peers, although with no sinking fund, there remains considerable refinancing risk in 2027–28, when the majority of Nipissing's debt comes due. With no further debt anticipated, DBRS Morningstar projects a decline in debt to \$38.4 million (including guaranteed debt) in 2022–23, further declining to \$35.4 million by 2024–25. This equates to debt per full-time equivalent (FTE) of \$8,325 in 2022–23, and \$7,687 by 2024–25, assuming relatively stable enrolment. Nipissing's persistently weak operating performance and depletion of expendable resources, raise concerns about how liquidity needs will be met beyond 2022–23.

Absent an improvement in operating performance and access to liquidity, a negative rating action is possible as expendable resources could be exhausted over the near to medium term. A positive rating action would necessitate improved access to internal or external liquidity and/or return to sustainable operating surpluses and rebuilding balance sheet flexibility.

### Financial Information

	For the year ended April 30				
	2022	2021	2020	2019	2018
Consolidated operating result (adjusted; \$ millions)	(4.5)	(4.0)	(1.9)	(4.1)	(2.4)
Surplus to revenue (five-year rolling average; %)	(4.2)	(3.4)	(2.8)	(3.5)	(3.7)
Debt per FTE (\$)	8,653	9,296	8,143	8,817	9,195
Expendable resources to debt (%)	13.9	21.8	31.8	31.3	33.3
Interest coverage ratio (times)	-	-	1.7	-	1.3

### Issuer Description

Nipissing received its charter as an independent university in 1992. Located in North Bay, Ontario, Nipissing is a small northern university with approximately 4,600 FTEs. It is a primarily undergraduate institution with a strong focus on education and nursing programs, but also offers a range of arts, science, and professional programs.

### Rating Considerations

#### Strengths

##### *1. High level of government funding and support*

Universities are a critical component of the public sector. Access to high-quality post-secondary education remains a priority for Ontario. The Province provides or controls a large share of the university revenue and has intervened in the University's affairs in the past to limit deterioration in operating results and to address other concerns.

##### *2. No unfunded pension liabilities*

Most Ontario universities have defined benefit pension plans. In contrast, Nipissing has a defined contribution pension plan for most of its employees, which alleviates the risk of meeting future benefit payments for retired employees or making special payments to eliminate funding deficiencies. Some of Nipissing's faculty members participate in the Ontario Teachers' Pension Plan (OTTP).

### *3. Moderate debt burden*

Nipissing has a relatively low amount of debt outstanding in the form of amortizing bank loans and a guarantee on a Student Centre loan. DBRS Morningstar includes guaranteed debt in its measure of university debt. At April 30, 2022, the University had \$39.8 million in debt, or \$8,653 per FTE. The debt burden is low for the assigned ratings and Nipissing has no immediate plans for additional borrowing.

## **Challenges**

### *1. Limited control of revenue and fixed cost base*

Canadian universities have limited control over their main revenue sources—tuition fees and government grants. In recent years, the Province has implemented changes to the tuition fee framework for domestic students in regulated programs. As a result, Nipissing is operating in an environment of frozen tuition rates and fixed operating grants. Consequently, University budgeting is difficult because the underlying cost pressures are decoupled from the University's revenue drivers. Canadian universities' expense bases are largely fixed and growing, reflecting their tenured faculty, unionized support staff, externally mandated student aid requirements, and large infrastructure footprints. Taken together, this dynamic creates management challenges and slows the speed by which universities can adapt to changes in provincial policy.

### *2. Weak operating performance and strained liquidity*

Operating performance has been weak for many years and Nipissing has a structural budget deficit, which is reflected in an average deficit-to-revenue ratio of 4.2% over the past five years. The history of weak operating results has translated into a relatively weak balance sheet. Net assets continue to fall, while the University's expendable resources amounted to just \$5.5 million, or 13.9% of debt, at April 30, 2022. TD Bank has informed the University that its line of credit is no longer available, further restricting the University's access to liquidity.

### *3. Weaker academic profile and program concentration*

Nipissing is a small and relatively young university located in a small, more remote population centre. It has a relatively narrow program offering, modest research profile, and does not perform strongly in national and international rankings. The University's program offering is also heavily concentrated in teacher education and nursing. While these offerings have helped to define Nipissing's place in the provincial university network, the concentration exposes the University to changes in provincial policy and to changes in the education and nursing professions that have had a meaningful impact in recent years.

### *4. Small local catchment area*

North Bay is a relatively small community of about 50,000 residents located 3.5 hours from both Toronto and Ottawa. The region is removed from larger urban centres with the strong local demographic profiles that would help to underpin stronger enrolment dynamics.



### *5. Less developed financial management framework*

Nipissing's financial management framework is less developed than those of other DBRS Morningstar-rated universities. An independent operational review commissioned by the Province in 2015 identified weaknesses in the University's financial management and reporting practices. Since then, the University has taken several steps to strengthen the financial framework and internal controls; however, in a recent value-for-money audit conducted by the Auditor General of Ontario, Nipissing continues to fall short of best practices in certain areas of financial management and governance.

## **Operating Performance**

### **2021–22 Results**

In 2021–22, the University posted a consolidated deficit of \$4.5 million, or 5.6% of revenues. The coronavirus pandemic resulted in significant operating challenges for the University amid limited flexibility to increase revenues or adjust expenses without drastic reduction in student services and/or programming. Although some revenues returned in 2021–22, longer term headwinds to financial sustainability persist.

Total revenues increased by 5.7% during the year, mainly led by growth in tuition revenue and resumption of some ancillary activities. Tuition revenue was higher (+5.2%) resulting from higher overall enrolment (+3.9% year over year (YOY) to 4,599 FTEs). Domestic enrolment in many programs remains above the negotiated corridor for core operating grants. However, government grants are in line with predetermined funding levels with modest extraordinary supports to offset some pandemic-driven operating challenges. Given heavy dependence on domestic demand and limited international enrolment, the University has limited flexibility to increase tuition revenue while the domestic tuition fee freeze remains in place. Revenue from ancillary services rebounded (+107.9%) with the resumption of student activity on campus. While still lower than pre-pandemic levels, donations and other grants grew (+146.9%) in 2021–22. These increases offset revenue declines in other revenue (-4.6%), amortization of deferred capital contributions (-4.6%), and investment income (-16.4%).

In 2021–22, total expenditures grew by 6.1% as spending across most categories rose. Salaries and benefits expense was up by 2.8% YOY and operating and research costs increased by 13.5% YOY. The University spent the highest amount of student aid in many years, although some spending was likely flowthrough government grants. Occupancy costs were up by 44.4% YOY and interest costs marginally increased by 0.4% YOY. Amortization expense declined by 3.8% YOY.

Ongoing operating losses have weighed on the University's net asset position in recent years, with the latter declining to \$14.5 million in 2021–22 (from \$16.1 million as at prior fiscal year-end). The University's net asset position has weakened considerably over the past decade, having fallen from a peak of \$35.6 million of 2012–13.

### **2022–23 Budget**

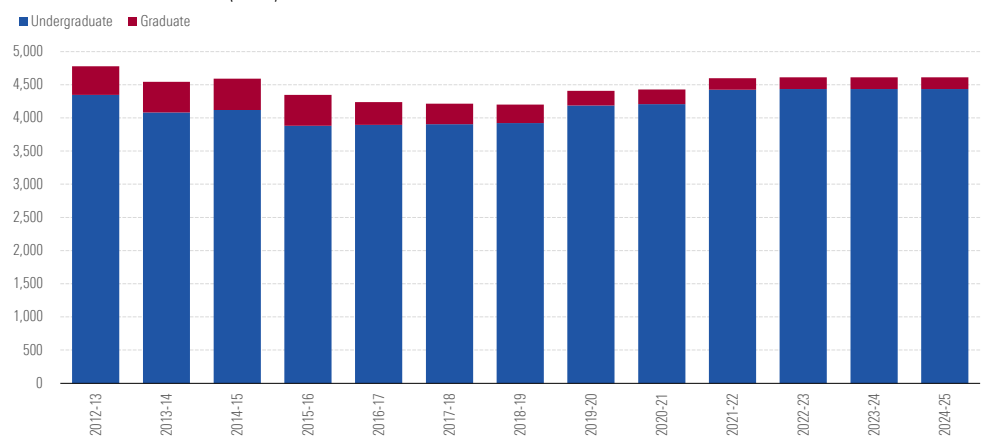
Nipissing's annual operating budget is prepared on a modified cash basis. Its scope differs from the University's audited financial statements but typically accounts for about 85% of revenue and expense.

Nipissing's 2022–23 budget projected an operating deficit of \$1.4 million, or \$0.8 million after transfers from internally restricted reserves. This year's budget also includes a forecast of consolidated results which points to a consolidated deficit of \$3.2 million.

On a consolidated basis, total revenues are projected to grow by 2.1% in 2022–23. This reflects Nipissing's expectation for limited enrolment growth but an improvement in contributions from ancillary operations from the return to in-person instruction and increased residence occupancy. The budget forecasts enrolment of 4,610 FTEs, representing an increase of just 0.2% YOY. The University anticipates reaching the enrolment cap for its Bachelor of Education program, although this will be offset by a reduction in Collaborative Nursing enrolment as the partnership with Canadore College is being dissolved. The University will continue to target modest growth in international enrolment. Operating grants are projected to increase slightly, helped by a one-time grant for northern institutions and increases to the nursing grants. Ancillary revenues are forecast to grow by almost 80%, reflecting a full return to campus and improved residence occupancy.

For 2022–23, consolidated expenses are budgeted to be \$84.5 million, down 0.7% compared with the prior year. The University has made targeted investments in revenue-generating areas including international student recruitment and support, external relations, and extended learning, which are expected to bear fruit in subsequent years and support efforts to return to a balanced operating position. Meanwhile, increased salary and benefit costs, largely due to collective agreement provisions, will add further cost pressure. Agreements with faculty and contract staff have expired, potentially adding further upward pressure to expenses. Negotiations may be further complicated by a recent Ontario Superior Court decision to strike down the government's Bill 124, which previously capped wage increases at 1% annually. These increases are being offset by reductions in nonstaff expenses, including reduced scholarships, and bursaries.

**Exhibit 1** Total Enrolment (FTEs)



Sources: Nipissing University and DBRS Morningstar.

**Operating Outlook**

Management has indicated the YTD financial performance is tracking close to budget. While tuition fees from domestic enrolment is tracking slightly below budget, this has been mostly offset by higher-than-expected tuition from international students. The University continues to manage expenditures close to budget with higher utility costs being offset by staff vacancies.

For the first time, Nipissing's budget includes a multi-year outlook which points to gradually declining deficits before reaching a near-balanced position by 2024–25 (on an operating fund basis). This assumes no increase in government grants, but does assume increases in domestic tuition fees and further growth in international enrolment.

DBRS Morningstar understands that the University continues to advocate for increased provincial funding to address unfunded domestic enrolment, low average tuition for Nipissing's programs, and perceived inequitable distribution of the Northern Grant.

Absent a sustained increase in government funding and/or international enrolment, along with the ability to increase tuition fees for domestic students, the University would likely need to undertake meaningful cost reduction measures or risk the continuation of sizable deficits that could exhaust available liquidity in the near to medium term.

**Auditor General of Ontario - 2022 Value-for-Money Audit**

The Auditor General of Ontario recently completed a value-for-money audit of four Ontario universities. Below, is a condensed summary of the findings:

- Nipissing has not effectively monitored the profitability of ancillary services.
- The University manages endowment and externally restricted funds using separate ledgers but funds are commingled with cash from operations.
- The AGO found that Nipissing was losing money overall on its academic programming prior to the pandemic, but has not adjusted its program offerings.
- Capital projects may not always have a comprehensive business case presented to the Board when decisions about whether or not to proceed with a financial investment are being made.
- Board governance is not aligned with best practices on size, composition and term limits. The Board may lack key competencies; succession planning; and one or more oversight functions for effective governance.

While these shortcomings are of concern, DBRS Morningstar believes these factors are already evident in its assessment of the University's overall financial health. DBRS Morningstar will continue to monitor how the University responds to the AGO's concerns.

## Capital

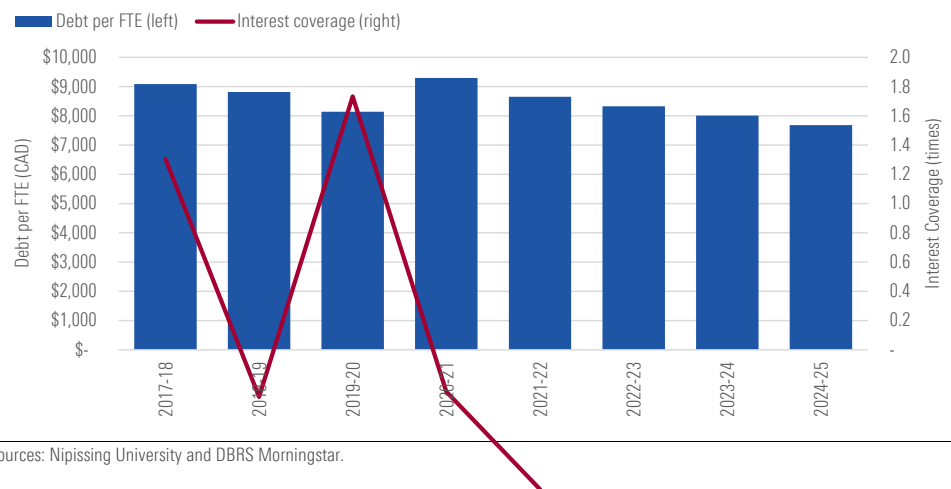
Nipissing's capital program remains very limited because of past weakness in enrolment and ongoing budget pressures. The University is primarily reliant on provincial Facilities Renewal Program (FRP) funding to address deferred maintenance as there is no room in the operating budget for additional contributions. In 2021–22, capital expenditure (capex) was just \$0.5 million, compared with a five-year average of \$1.1 million. With annual capex running well short of amortization expense, this suggests that the University's asset base is being depleted.

In February 2022, the Province announced \$1.6 million in FRP funding to be used for a new Nursing Simulation space, roof, and HVAC replacements.

Despite being a relatively young institution, budgetary constraint and limited capital spending have resulted in growth in deferred maintenance. The most recent estimate for academic and ancillary operations was \$57.9 million, while the facilities condition index was 0.26. This is materially weaker than the provincial average.

## Debt and Liquidity

**Exhibit 2** Debt per FTE and Interest Coverage



Sources: Nipissing University and DBRS Morningstar.

Nipissing's total debt stood at \$39.8 million as at April 30, 2022, down from \$41.2 million the prior year. Nipissing has guaranteed a loan of \$6.5 million for a 25-year term incurred by the NUSU to construct the new student centre. DBRS Morningstar includes guaranteed debt in its measure of university debt. After incorporating amortization of existing debt and a modest increase in enrolment, this results in debt per FTE of \$8,653, down from \$9,296 the prior year. Interest coverage worsened to (1.0) times (x) from (0.3)x in 2021.

In addition to the guaranteed obligation, the University's debt comprises of four amortizing loans with interest rate swaps, which converts the floating-rate loans to fixed-rate loans to hedge against interest volatility in the short term. However, the loans have 10-year terms and 25-year amortization periods, which exposes the University to interest rate risk and refinancing risk.

Nipissing's outstanding loans were valued at \$33.5M as at April 30, 2022 with all four loans set to mature in June 2027. As a result of the University's lack of financial flexibility and poor operating performance over the past years, Nipissing has been requested to enter into a General Security Agreement (GSA) before the end of the calendar year. Furthermore, Nipissing's access to their existing line of credit has been rescinded pending the signature of the GSA.

The University's balance sheet demonstrates a lack of flexibility compared with most other DBRS Morningstar-rated universities as a result of its relatively low net assets and expendable resources as a result of ongoing operating losses. DBRS Morningstar's primary measure of balance sheet strength is expendable resources, which comprises a subset of net assets, including unrestricted net assets, most internally restricted net assets, and internally restricted endowments. Expendable resources declined to approximately \$5.5 million, or 13.9% of total debt, down from \$9.0 million, or 21.8% of debt, the previous year.

Nipissing does not have a defined benefit pension plan. Instead, the University provides a defined contribution pension plan for most of its faculty and staff, and there is a small subset of employees that are members of the OTPP. Contributions to both plans are expensed when due and totalled \$3.2 million in 2021–22. Nonpension employee future benefits liabilities (medical, dental, life insurance) considerably declined to \$5.9 million from \$8.0 million in 2020–21.

### **Outlook**

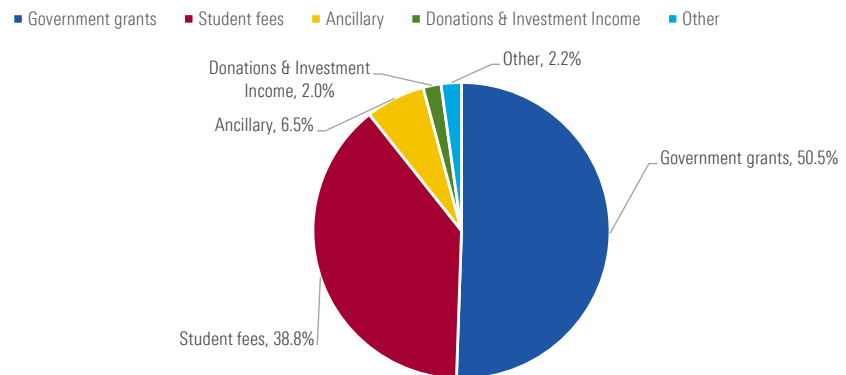
With no further debt anticipated, DBRS Morningstar projects a decline in debt to \$38.4 million (including guaranteed debt) in 2022–23, further declining to \$35.4 million by 2025. This reflects a debt per FTE of \$8,325 in 2022–23 and \$7,687 by 2025. Nipissing has indicated an ability to address near-term cash needs, though it may meet liquidity issues in the upcoming year.

Nipissing's current bank debt consists of four amortizing loans which are due in June 2027, exposing the University to refinancing risk in the next five years. Nipissing does not have an internal reserve or a sinking fund designated to pay down long-term debt, and it is estimated that Nipissing will have approximately \$28.0 million of principal due at maturity in 2027–28.

### **University Funding in Ontario**

Canadian universities in the Province generally have three key sources of revenue for their core teaching and research activities: (1) government grants, (2) student fees, and (3) donations and investment income. For Nipissing, these accounted for approximately 94% of total revenue in 2021–22.

Provincial government funding remains one of the primary sources of revenue for universities across the country, although its relative importance remains under pressure in most provinces because of strained finances and competing priorities. Over time, this has led to a gradual shift in the relative shares of revenue provided by operating grants, which have declined, and tuition fees, which have increased.

**Exhibit 3 Revenue Breakdown (2021–22)**

Sources: Nipissing and DBRS Morningstar.

**Government Funding (Provincial and Federal; 50.5%)**

Government funding includes operating grants, research grants, and contracts as well as capital grants. Operating grants are the most important and stable revenue source.

The Province and universities signed the new SMA3 that establishes performance-based funding targets for the 2020–21 to 2024–25 fiscal years. This is a change from the previous enrolment-oriented funding model. SMA3 includes a set of 10 performance metrics, with funding consequences for not meeting the negotiated performance targets. In light of pandemic-led operating pressures and the need for funding stability, SMA3 funding remains decoupled from performance targets for the time being.

Research and capital grants are another important source of funding. The federal government typically provides 65% to 75% of all public research funding, whereas the Province provides the bulk of capital funding.

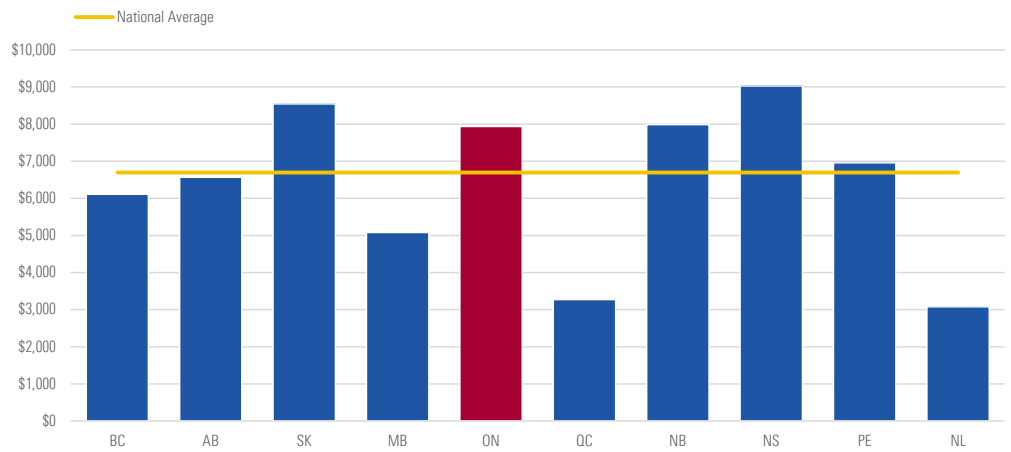
Research revenue is recognized as deferred contributions on the statement of financial position until spent on research, at which time it is recognized as income.

**Student Fees (38.8%)**

In 2019, the Province announced a revised tuition fee framework for regulated domestic programs at Ontario universities and colleges. The framework required Ontario universities to reduce tuition fees for domestic funding (eligible programs) by 10% in 2019–20 and to maintain domestic-funding-eligible program tuition fees at this level for the 2020–21 academic year. The tuition freeze was extended through the 2021–22 academic year. Although the tuition freeze continues into the 2022–23 year, universities are allowed to increase fees up to 5% for out-of-province students, which Nipissing has done.

International student fees are not regulated by the Province and are generally set to recover the full costs of international student enrolment and may also provide some offset to revenue declines from the current domestic tuition freeze.

**Exhibit 4** Average Canadian Undergraduate Tuition Fees



Source: Statistics Canada.

**Donations and Investment Income (2.0%)**

Unrestricted donations and investment income, recognized on the statement of operations, represent a modest portion of the University’s total revenue. This primarily consists of investment income earned on operating reserve balances throughout the year. Earnings on restricted endowments are recognized as increases in deferred contributions and are not captured on the statement of operations until they are spent, at which point they are reported as part of investment income for restricted purposes.

## **Environmental, Social, and Governance Credit Risk Considerations**

### **Environmental**

There were no environmental factors that had a relevant or significant effect on the credit analysis. For more details about which environmental factors could have an effect on the credit analysis, please refer to the following checklist.

### **Social**

There were no social factors that had a relevant or significant effect on the credit analysis. For more details about which social factors could have an effect on the credit, please refer to the following checklist.

### **Governance**

There were no governance factors that had a relevant or significant effect on the credit analysis. For more details about which governance factors could have an effect on the credit analysis, please refer to the following checklist.

A description of how DBRS Morningstar considers ESG factors within the DBRS Morningstar analytical framework can be found in the *DBRS Morningstar Criteria: Approach to Environmental, Social, and Governance Risk Factors in Credit Ratings* at <https://www.dbrsmorningstar.com/research/396929/dbrs-morningstar-criteria-approach-to-environmental-social-and-governance-risk-factors-in-credit-ratings>.



ESG Factor	ESG Credit Consideration Applicable to the Credit Analysis: Y/N	Extent of the Effect on the ESG Factor on the Credit Analysis: Relevant (R) or Significant (S)*		
<b>Environmental</b>		<b>Overall:</b>	<b>N</b>	<b>N</b>
<b>Emissions, Effluents, and Waste</b>	Do we consider the costs or risks result, or could result in changes to an issuer's financial, operational, and/or reputational standing?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Carbon and GHG Costs</b>	Does the issuer face increased regulatory pressure relating to the carbon impact of its or its clients' operations resulting in additional costs?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Resource and Energy Management</b>	Does the scarcity of sourcing key resources hinder the production or operations of the issuer, resulting in lower productivity and therefore revenues?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Land Impact and Biodiversity</b>	Is there a financial risk to the issuer for failing to effectively manage land conversion, rehabilitation, land impact, or biodiversity activities?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Climate and Weather Risks</b>	Will climate change and adverse weather events potentially disrupt issuer or client operations, causing a negative financial impact?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Social</b>		<b>Overall:</b>	<b>N</b>	<b>N</b>
<b>Social Impact of Products and Services</b>	Do we consider that the social impact of the issuer's products and services could pose a financial or regulatory risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Human Capital and Human Rights</b>	Is the issuer exposed to staffing risks, such as the scarcity of skilled labour, uncompetitive wages, or frequent labour relations conflicts that could result in a material financial or operational impact?	<b>N</b>	<b>N</b>	<b>N</b>
	Do violations of rights create a potential liability that can negatively affect the issue's financial wellbeing or reputation?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Human Capital and Human Rights</b>		<b>N</b>	<b>N</b>	<b>N</b>
<b>Product Governance</b>	Does failure in delivering quality products and services cause damage to customers and expose the issuer to financial and legal liability?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Data Privacy and Security</b>	Has misuse or negligence in maintaining private client or stakeholder data resulted, or could result, in financial penalties or client attrition to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Occupational Health and Safety</b>	Would the failure to address workplace hazards have a negative financial impact on the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Community Relations</b>	Does engagement, or lack of engagement, with local communities pose a financial or reputational risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Access to Basic Services</b>	Does a failure to provide or protect with respect to essential products or services have the potential to result in any significant negative financial impact on the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Governance</b>		<b>Overall:</b>	<b>N</b>	<b>N</b>
<b>Bribery, Corruption, and Political Risks</b>	Do alleged or actual illicit payments pose a financial or reputational risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
	Are there any political risks that could impact the issuer's financial position or its reputation?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Bribery, Corruption, and Political Risks</b>		<b>N</b>	<b>N</b>	<b>N</b>
<b>Business Ethics</b>	Do general professional ethics pose a financial or reputational risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Corporate / Transaction Governance</b>	Does the issuer's corporate structure limit appropriate board and audit independence?	<b>N</b>	<b>N</b>	<b>N</b>
	Have there been significant governance failures that could negatively affect the issuer's financial wellbeing or reputation?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Corporate / Transaction Governance</b>		<b>N</b>	<b>N</b>	<b>N</b>
<b>Institutional Strength, Governance, and Transparency (Governments Only)s</b>	Compared with other governments, do institutional arrangements provide a higher or lesser degree of accountability, transparency, and effectiveness?	<b>N</b>	<b>N</b>	<b>N</b>
	Are regulatory and oversight bodies insufficiently protected from inappropriate political influence?	<b>N</b>	<b>N</b>	<b>N</b>
	Are government officials insufficiently exposed to public scrutiny or held to insufficiently high ethical standards of conduct?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Institutional Strength, Governance, and Transparency (Governments Only)s</b>		<b>N</b>	<b>N</b>	<b>N</b>
<b>Consolidated ESG Criteria Output:</b>		<b>N</b>	<b>N</b>	<b>N</b>

\* A Relevant Effect means that the impact of the applicable ESG risk factor has not changed the rating or rating trend on the issuer. A Significant Effect means that the impact of the applicable ESG risk factor has changed the rating or trend on the issuer.

**Statement of Operations (Adjusted)**

(\$ thousands)	For the year ended April 30				
	2022	2021	2020	2019	2018
Total operating revenue	80,522	76,184	82,796	82,535	83,056
Total expenditures	85,075	80,152	84,701	86,599	85,496
Operating result (adjusted)	(4,523)	(3,968)	(1,905)	(4,064)	(2,440)
Nonrecurring revenues (expenditures) <sup>1</sup>	-	-	-	19	2,916
Change in fair value of interest rate swaps	-	-	-	-	377
Consolidated Balance as Reported	(4,523)	(3,968)	(1,905)	(4,045)	853

**Revenue**

Tuition fees	31,257	29,709	28,826	29,095	28,652
Government grants	39,238	38,840	42,051	40,341	42,107
Ancillary services	5,228	2,515	5,809	6,053	5,673
Amortization of deferred capital contributions	1,477	1,532	1,519	1,532	1,887
Other revenue	1,779	1,864	2,756	3,389	3,132
Donations and other grants	200	81	585	717	483
Investment income	1,373	1,643	1,250	1,408	1,122
Total revenue	80,552	76,184	82,796	82,535	83,056

**Expense**

Salaries and benefits	58,658	57,071	58,494	57,720	56,254
Operating and research	11,206	9,875	13,151	13,513	12,687
Student aid	4,768	4,481	4,736	4,497	4,432
Occupancy costs	6,022	4,171	3,726	6,178	6,443
Interest charges	995	991	999	1,085	1,705
Amortization	3,426	3,563	3,595	3,606	3,975
Total expense	85,075	80,152	84,701	86,599	85,496
Capital expenditures	534	213	831	874	2,824

<sup>1</sup> One time/nonrecurring items. In 2017–18, gain on disposition of assets.

**Statement of Cash Flow (Adjusted)**

Statement of Cash Flow (DBRS Morningstar-adjusted)	For the year ended April 30				
	2022	2021	2020	2019	2018
Consolidated balance as reported	(4,523)	(3,968)	(1,905)	(4,045)	853
Employee future benefit expense	629	662	561	556	494
Amortization of capital assets	3,426	3,563	3,595	3,606	3,975
Amortization of deferred capital contributions	(1,477)	(1,532)	(1,519)	(1,532)	(1,887)
Other noncash adjustments	-	-	-	(19)	(2,916)
Cash flow from operations	(1,945)	(1,275)	732	(1,434)	519
Change in working capital	(691)	5,140	850	(2,898)	(1,533)
Operating cash flow after working capital	(2,636)	3,865	1,582	(4,332)	(1,014)
Net capital expenditures	(534)	(213)	(831)	(874)	(2,824)
Free cash flow	(3,170)	3,652	751	(5,206)	(3,838)
Financing activities	(776)	(828)	(283)	(50)	1,473
Investing activities (excluding capex)	4,516	(394)	899	(119)	10,671
Increase (decrease) in cash	570	2,430	1,367	(5,375)	8,306
Cash and cash equivalents, beginning of year	13,296	10,866	9,499	14,874	6,568
Cash and cash equivalents, end of year	13,866	13,296	10,866	9,499	14,874

**Statement of Financial Position (Adjusted)**

<b>Statement of Financial Position</b> (\$ thousands)		As at April 30				
<b>Assets</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	
Cash and cash equivalents	13,866	13,296	10,866	9,499	14,874	
Receivables	2,438	2,831	2,770	4,461	3,584	
Investments	26,378	30,894	30,500	31,399	31,261	
Capital assets	69,637	72,529	75,879	78,643	81,375	
Other assets	845	940	619	794	645	
<b>Total assets</b>	<b>113,164</b>	<b>120,490</b>	<b>120,634</b>	<b>124,796</b>	<b>131,739</b>	
<b>Liabilities and Deferred Capital Contributions</b>						
Payables and other current liabilities	6,520	6,416	5,080	4,696	7,558	
Deferred revenue	6,441	6,273	3,535	3,373	4,117	
Deferred contributions	11,784	13,246	11,801	13,651	12,789	
Deferred capital contributions	32,499	33,732	35,036	35,805	37,226	
Employee future benefits	7,956	10,047	10,132	8,894	6,523	
Long-term debt	33,492	34,705	35,881	37,022	38,308	
<b>Total liabilities</b>	<b>98,692</b>	<b>104,419</b>	<b>101,465</b>	<b>103,441</b>	<b>106,521</b>	
<b>Net Assets</b>						
Unrestricted net assets	(10,335)	(9,457)	(8,215)	(7,111)	(3,393)	
Internally restricted	7,903	8,371	9,477	9,814	9,637	
Equity in capital assets	4,578	5,024	5,894	6,747	7,332	
Endowments	12,326	12,133	12,013	11,905	11,642	
<b>Total net assets</b>	<b>14,472</b>	<b>16,071</b>	<b>19,169</b>	<b>21,355</b>	<b>25,218</b>	
<b>Total liabilities and net assets</b>	<b>113,164</b>	<b>120,490</b>	<b>120,634</b>	<b>124,796</b>	<b>131,739</b>	
<b>Commitments and Other Obligations</b> (\$ thousands)						
Guarantees <sup>1</sup>	6,301	6,461	-	-	-	
Capital commitments	-	-	-	-	-	
	<b>6,301</b>	<b>6,461</b>	<b>-</b>	<b>-</b>	<b>-</b>	

<sup>1</sup> Represents guarantee for Student Centre debt to be recouped through student levy.

<b>DBRS Morningstar-Adjusted Summary Statistics</b>	For the year ended April 30				
	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
Total Enrolment (FTE) <sup>1</sup>	4,599	4,428	4,406	4,199	4,215
- Undergraduate	96%	96%	93%	93%	93%
- Graduate	4%	4%	7%	7%	7%
Total annual enrolment change	3.9%	0.5%	4.9%	(0.4%)	(0.5%)
Domestic (headcount, %)	98.5%	99.0%	98.4%	98.7%	98.8%
International (headcount, %)	1.5%	1.0%	1.6%	1.3%	1.2%
Total Employees (Full-time)	419	417	419	431	438
- Faculty & Instructors (Full-time)	173 <sup>2</sup>	199	190	194	187
<b>Operating Results (DBRS-adjusted)</b>					
Surplus (deficit) (\$ thousands)	(4,523)	(3,968)	(1,905)	(4,064)	(2,440)
- As % of revenues	(5.6%)	(5.2%)	(2.3%)	(4.9%)	(2.9%)
-5-year average (rolling)	(4.2%)	(3.4%)	(2.8%)	(3.5%)	(3.7%)
<b>Revenue Mix (as % of total DBRS-adjusted revenue)</b>					
- Government funding (federal + provincial)	50.5%	53.0%	52.6%	50.7%	53.0%
- Student fees	38.8%	39.0%	34.8%	35.3%	34.5%
- Ancillary	6.5%	3.3%	7.0%	7.3%	6.8%
- Donation and investment income	2.0%	2.3%	2.2%	2.6%	1.9%
- Other	2.2%	2.4%	3.3%	4.1%	3.8%
<b>Debt and Liquidity Analysis</b>					
Total debt (\$ millions)	39.8	41.2	35.9	37.0	38.3
- Per FTE student (\$)	8,653	9,296	8,143	8,817	9,087
Debt, contingencies & commitments (\$ millions)	47.7	51.2	46.0	45.9	44.8
- Per FTE student (\$)	10,383	11,565	10,442	10,935	10,635
Expendable resources (\$ millions) <sup>3</sup>	5.5	9.0	11.4	11.6	12.8
- As % of total debt	13.9%	21.8%	31.8%	31.3%	33.3%
Interest costs as % of total expenditure	1.2%	1.2%	1.2%	1.3%	2.0%
Interest coverage ratio (times)	(1.0)	(0.3)	1.7	(0.3)	1.3
<b>Endowment Funds</b>					
Total market value (\$ millions)	12.3	12.1	12.0	11.9	11.6
- Per FTE student (\$)	2,680	2,740	2,726	2,835	2,762
- Annual change	1.6%	1.0%	0.9%	2.3%	-0.4%
1. Funding eligible full-time equivalent undergraduate and graduate, excluding unfunded students/programs/courses. Presented on a standard credit load basis. Includes continuing education.					
2. F2022 full-time faculty positions excludes individuals replacing leaves and sabbaticals.					
3. DBRS Morningstar estimate. Includes unrestricted or internally-restricted endowment assets (none at Nipissing), internally-restricted net assets (excluding investment in capital assets and employee future benefits), the unrestricted surplus (deficit), and interest rate swaps.					

**Rating History**

Issuer	Debt	Current	2021	2020	2019	2018	2017
Nipissing University	Issuer Rating	BBB	N.R.	N.R.	N.R.	N.R.	N.R.

**Related Research**

- *University Applications Grow in Ontario - What Does it Mean for Enrolments?*, February 28, 2022.
- *International Student Recruitment Rebound Hindered by Canada's Visa Processing Backlog*, November 1, 2022.
- *Rating Public Universities*, May 5, 2022.

### About DBRS Morningstar

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We rate more than 3,000 issuers and nearly 60,000 securities worldwide, providing independent credit ratings for financial institutions, corporate and sovereign entities, and structured finance products and instruments. Market innovators choose to work with us because of our agility, transparency, and tech-forward approach.

DBRS Morningstar is empowering investor success as the go-to source for independent credit ratings. And we are bringing transparency, responsiveness, and leading-edge technology to the industry.

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## **Nipissing University Alumni Advisory Board report to Academic Senate January 2023**

### **Homecoming**

Nipissing University's 2022 Homecoming weekend took place from November 18<sup>th</sup> – 19<sup>th</sup>, 2022. Overall, we saw an increase in alumni attendance from 2019, but a decrease in student attendance and general engagement overall. A few factors contributed to this including weather, placement within the academic year and a perceived lack of interest. The Nipissing University Homecoming Working Committee debriefed in early December and NUAAB's events sub-committee will come together in February to start planning for 2023. Dates have been set for September 22-24, 2023.

A survey of 2022 Homecoming attendees was completed to solicit feedback. Most folks reported that they would prefer the event to return to the fall, that we diversify the events as part of the weekend, and that we include more alumni exclusive events. Overall, respondents reported that they enjoyed themselves overall. We will consider this feedback as we plan for Homecoming weekend in 2023.

### **Affinity Partners**

TD Insurance has approached the alumni department about a new and exciting offer that will benefit alumni with small business insurance needs. The Alumni Office is learning more about this program and will collaborate with TD Insurance to begin to market this offering to Alumni.

TD Insurance has graciously provided a pair of Raptors tickets to raffle at the upcoming Shoot for Change event. Thank you!

LifeTouch will be on campus for the winter term January 23<sup>rd</sup> - February 2<sup>nd</sup>. They will be located in the Owl's Nest for their visit to campus. Last semester had a few hiccups but overall went smoothly.

Our Alumni Student Assistant, Hailly, has been busy working on the affinity comparison document so we can look at the gaps we have in benefits and services. This will help us continue to provide alumni with relevant products and services as a benefit to their membership as a Nipissing alumnus.



## **Academic Senate Report February 10th, 2023**

### **Food Bank**

After the food bank usage increased five times from 2019, there has been an even greater increase since the beginning of January. On average we are seeing 20-30 students a day. NUSU has been requesting food bank items, both physical and monetary. Non-perishable food items and hygiene items can be dropped off to the NUSU Student Centre between the hours of 8:30am and 8:30pm (Monday to Thursday) or 8:30am to 4:30pm (Friday). Monetary donations can be e-transferred to [finance@nusu.com](mailto:finance@nusu.com) with the password being foodbank.

### **Holiday Cards for Seniors**

Students partnered with NUSU to write holiday cards for seniors in the community. Over 300 cards were distributed to groups such as Cassellholme.

### **International students - January**

NUSU held a welcome event for international students who arrived in Canada in January. This included a "Canadian" meal (poutine, beavertails and more), as well as attending the men's hockey game. This event allowed us to create relationships with the students and we have been fortunate to see them at numerous events already.

### **Icebreaker Series**

The Icebreaker series is something new that we have started this academic year. We have organized events that would include different demographics and create opportunities for students to meet new people. This includes speed friending, sexy bingo, board games night, art night and more. We look to continue this next academic year and add even more events.

### **Academic Concerns**

NUSU would like to highlight concerns that students have been bringing to NUSU. This includes:

- Not receiving assignments back in a timely manner
- Not receiving comments on assignments, essays, or tests before the official drop date
- Delays in the submission of final grades which also impacts those who need prerequisites and cannot move forward until grades come in
- Lack of early assignments at the beginning of the semester to get a general standing of where the student is within the course

Although we understand how much work the faculty puts in to each class, we are suggesting





that when planning out assignments, there are a few at the very beginning of class so issues can be addressed and mitigated.

### **NUSU Student Centre**

For any faculty or staff looking to book the NUSU Student Centre, it can be done through the regular Nipissing University room booking form. A virtual walkthrough of the building can also be found at [nusu.com/studentcentre](http://nusu.com/studentcentre).

### **Night Owls**

NUSU has been hosting Night Owls, an event where the NUSU Student Centre is open until midnight. For these evenings, hot chocolate, coffee, tea, snacks and school items are supplied to students for free. There will be twelve Night Owl nights this semester for students. Buses will also be provided to ensure students get home safely.

The dates are:

- February 13th, 14th and 15th
- February 27th, 28th and March 1st
- March 27th, 28th and 29th
- April 3rd, 4th and 5th

### **North Bay Nugget**

Each week, NUSU has been sharing a student profile in the Nugget both online and in print. This can be found [here](#). We have had great feedback from the community who are getting to read all of the great things students are doing and why they chose Nipissing University.

### **Bay Bistro**

The Bay Bistro will be opening up officially in February. For the past month, students, staff and faculty have been able to eat in the restaurant so feedback can be received to form a final menu. Details will be posted on NUSU's social media and we will make sure to send information out to the Board of Governors.

### **Dr. Pavlina Radia**

Congratulations to Dr. Pavlina Radia on her new position as Provost and Vice-President, Academic at the University of Winnipeg. We have appreciated working with Dr. Radia both as Associate Dean and Dean of Arts and Science. Dr. Radia and Dr. Walters have worked hard to have clear and open communication with not just NUSU but with students alike. This has not gone unnoticed and we are grateful for the tireless effort that has gone into this. We wish Dr. Radia all the best in her next chapter.

**NIPISSING UNIVERSITY**  
**REPORT OF THE SENATE EXECUTIVE COMMITTEE**

February 2, 2023

A meeting of the Senate Executive Committee took place in person and by Zoom conference on February 2, 2023.

The following members participated:

C. Richardson (Chair), B. Law, P. Maher, C. Mady, D. Walters, T. Sibbald (Speaker), J. Allison, D. Hay, T. McParland, H. Panchal, M. Horsfield (Recording Secretary, n-v)

Regrets: K. Wamsley, D. Iafrate, S. Renshaw

The purpose of the meeting was to set the agenda for the February 10, 2023 Senate meeting.

The reports of the Academic Curriculum Committee, Academic Quality Assurance and Planning Committee, By-laws and Elections Committee, Senate Budget Advisory Committee and the Teaching and Learning Committee were provided to the Senate Executive Committee for inclusion in the Senate agenda.

The Report on Graduation Applicants dated February 6, 2023 will be presented under New Business.

Under New Business, a request will be made to move in camera to consider the granting of an In Memoriam degree.

Also, under New Business and while in camera, a request will be made to approve the list of Honorary Degree recipients.

Moved by C. Richardson, seconded by T. Sibbald that the Senate Executive Committee approves the February 10, 2023 Senate agenda.

CARRIED

Respectfully submitted,



C. Richardson  
Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated February 2, 2023.

**Report of the  
Academic Curriculum Committee**

**January 9, 2023**

The meeting of the Academic Curriculum Committee was held on Monday, January 9, 2023, at 2:30 pm in F214 and Teams. The following members participated:

Members Present:

Carole Richardson

Debra Iafrate

Julie Corkett

Rosemary Nagy

Doug Gosse

Charles Anyinam

Chris Greco

Harikesh Panchal

Pavlina Radia

Nathan Colborne

James Murton

Absent with Regrets:

Nancy Black, Blaine Hatt, Alexandre Karassev, Sarah Pecoskie-Schweir

Guests:

Tyson Stewart, Carly Dokis, Beth Holden, Nathan Kozuskanich, Gyllian Phillips, Richard Wenghofer

Jane Hughes, Recording Secretary

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

Respectfully submitted,



Dr. Carole Richardson  
Provost & Vice-President,  
Academic and Research (Interim)

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated January 9, 2023.

**Faculty of Arts and Science**

Classical Studies and Modern Languages

**Non-substantive:**

That the course title for CLAS 2206 be changed as outlined in the attached document.

Motion 2: That Senate approve the creation of CLAS 2606 – Love, Sex, and Eroticism in Ancient Greek and Roman Literature as outlined in the attached document.

- Motion 3: That Senate approve the creation of CLAS 2607 – The Trojan War as outlined in the attached document.
- Motion 4: That Senate approve the creation of CLAS 3616 - Christian and Pagan Literature and Culture in the Roman Empire as outlined in the attached document.
- Motion 5: That Senate approve the creation of CLAS 3626 – Plato’s Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues as outlined the attached document.
- Motion 6: That Senate approve the creation of CLAS 3636 - Empire and Resistance in Ancient Greece and Rome as outlined in the attached document.
- Motion 7: That Senate approve the creation of CLAS 4446 – Seminar in Ancient History as outlined in the attached document.
- Motion 8: That Senate approve the creation of CLAS 4456 – Seminar in Ancient Greek and Roman Literature as outlined in the attached document.
- Motion 9: That Senate approve the program requirements for the Honours Specialization in Classics be changed as outlined in the attached document.
- Motion 10: That Senate approve the program requirements for the Specialization in Classics be changed as outlined in the attached document.
- Motion 11: That Senate approve the program requirements for the Major in Classics be changed as outlined in the attached document.

**Non-substantive:**

The Classical Studies courses be banked as outlined in the attached document.

**Non-substantive:**

The Classical Studies courses be unbanked as outlined in the attached document.

- Motion 12: That Senate approve the Classical Studies program be changed as outlined in the attached document.

English

- Motion 13: That Senate approve the creation of ENGL 2156 “Drama: Performance and Pedagogy” as outlined in the attached document.
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## Classical Studies

### Non-substantive

Moved that the Arts & Science Executive recommend to ACC the **course title** for CLAS 2206 be changed from Sport and Recreation in the Classical World to Athletes, Gladiators and Actors: The Body Culture of Ancient Greece and Rome.

### Rationale:

With this name change we hope to attract more students into this course. The change of course title will not affect the contents of the course and does not require additional resources.

**Motion** Moved that the Arts & Science Executive recommend to ACC the **creation** of CLAS 2606 – Love, Sex, and Eroticism in Ancient Greek and Roman Literature as outlined in the template below:

### Rationale:

We believe this course will be popular with students after testing it in a ‘Special Topics’ course. The goal is to increase enrollments in upper year Classical Studies courses. No additional resources are required for this course.

Course Code	<b>CLAS 2606</b>
Course Title	Love, Sex, and Eroticism in Ancient Greek and Roman Literature.
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the history of love, sexuality, and ideas of the erotic among the ancient Greeks and Romans from the early Archaic period to the fourth century CE. Topics covered include gender constructions and roles, sexual relations, marriage, homoeroticism, and expressions of sexuality especially in Greek and Roman literature, art, and law, as well as their evolution through antiquity.
Course Prerequisite	Any 18 credits completed.
Course Corequisite	
Antirequisite	
List any restrictions or special notes for this course.	

<p><i>For example “This course is restricted to BPHE students”.</i></p>	
<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>3 classroom hours per week</p>
<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a></p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Describe the history of sex and sexuality in the literature and culture of the ancient Greco-Roman world.</li> <li>2. Demonstrate the connections between Greco-Roman ideas and ideals as they relate to sex and sexuality as expressed in culture and literature, and those of later periods in Western histories.</li> <li>3. Differentiate, in relation to Greco-Roman literary expressions of sexuality, between different verse forms and prose, between literary trope and actual experience, and between literary voice and identity.</li> <li>4. Locate, gather, and critically evaluate a variety of primary and peer-reviewed secondary source materials relevant to the study of sex and sexuality in ancient Greco-Roman culture and literature.</li> <li>5. Synthesize a critical, scholarly argument in response to a pointed question relevant to the study of cultures of sex and sexuality in the ancient Greco-Roman world and its expression in literature.</li> <li>6. Produce a scholarly argument in response to a question relevant to the study of cultures of sex and sexuality in the history and literature of ancient Greece and Rome.</li> </ol>

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of CLAS 2607 – The Trojan War as outlined in the template below:

**Rationale:**

The Trojan War is a popular topic both with Classics Majors and non-Classics students and covers a broad range of disciplines in Classics from myth and literature to history and archaeology from the late Bronze Age to the early Archaic period. It is hoped that this course will help increase enrollments in upper year Classical Studies courses. No additional resources are required to offer this course.

Course Code	<b>CLAS 2607</b>
Course Title	The Trojan War
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the topic of the Trojan War in its historical, archaeological, and literary dimensions, as well as the afterlife of the war in later periods of Western history, art, and literature down to the present. Students engage with the historiographical, archaeological, and literary methodologies required to separate historical realities from legend, and to assess the impact of the war on the historical imagination down to the 21 <sup>st</sup> Century.
Course Prerequisite	Any 18 credits completed.
Course Corequisite	
Antirequisite	
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>(Topic courses are courses that</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<i>students can take more than once for credit.)</i>	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 classroom hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Describe the social and political conditions in Greece and the Eastern Mediterranean in the Later Bronze Age, Dark Ages, and Early Archaic period.</li> <li>2. Identify the place of the Trojan Saga in the art, literature, and historical imagination of Western cultures from the Archaic period to modernity.</li> <li>3. Articulate the mythologization of historical narratives and some of the scholarly methods used to disambiguate historical realities from myth, literature, and legend.</li> <li>4. Analyze theories and methodologies employed in the study of the history, archaeology, and literature of ancient Greece and Rome.</li> <li>5. locate and critically evaluate primary and secondary source material relevant to the study of the ancient Mediterranean world in the Later Bronze Age, Dark Age, and Archaic Period.</li> <li>6. Synthesize a rational, scientific argument in response to specific questions relevant to the study of the ancient Mediterranean in the Late Bronze Age, Dark Age, and Archaic Period.</li> <li>7. Produce critical arguments on the topic of the Trojan War.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



	<i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. ( <i>ie. additional faculty, library resources or new laboratory space</i> )?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <a href="#">Click here to enter additional resources</a>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of CLAS 3616 - Christian and Pagan Literature and Culture in the Roman Empire as outlined in the template below:

**Rationale:**

We believe this course will be popular with both Classical Studies Majors and non-Classics students. We hope that this course will help increase enrollments in upper year Classical Studies courses. No additional resources are required to offer this course.

Course Code	<b>CLAS 3616</b>
Course Title	Christian and Pagan Literature and Culture in the Roman Empire
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description ( <i>restricted to 50-75 words, present tense and active voice</i> )	Students examine the evolution of early Christian literature beginning with the New Testament, the early Church Fathers, and martyr narratives. Students study the complex interrelationships between established genres of Pagan Greco-Roman literature and the emergence of a distinctively Christian literature and culture. Students also explore the emergence of Christian literature and culture in the context of the historical, cultural, social, and intellectual environment of the wider Roman Empire between the First and Fifth Centuries CE.
Course Prerequisite	Any 18 credits with at least 6 in Classical Studies.
Course Corequisite	
Antirequisite	
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	

<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>3 classroom hours per week</p>
<p><a href="#">Is this course Cross-Listed? If so, with what department?</a></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Explain the social, political, cultural, and religious conditions in the Eastern Mediterranean and the Roman Empire more generally from the mid-Second Century BCE to the Fifth Century CE.</li> <li>2. Articulate the methodological challenges involved in separating history from literary representation in order to develop a better knowledge of the life and thought of the earliest Christian communities, as well as an understanding of the long-term impact of early Christian literary representation on the religious and cultural forms of later periods in Western history.</li> <li>3. Critically evaluate and apply the characteristics and poetic techniques of early Christian literature as sources of information for the reconstruction of social, cultural, and religious conditions in the Roman Empire.</li> <li>4. Locate and critically evaluate primary and secondary source material relevant to the study of early Christianity and its social and cultural impact from the early Roman Empire to the present.</li> <li>5. Synthesize a rational, scientific argument in response to specific questions relevant to the study of early Christian communities and belief and their literary representations.</li> <li>6. Produce critical arguments on early Christian communities and belief and their literary representations.</li> </ol>

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of CLAS 3626 – Plato’s Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues as outlined the template below:

**Rationale:**

We believe this course will be popular with both Classical Studies Majors and non-Classics students after testing it in a ‘Special Topics’ course. We hope that this course will help increase enrollments in upper year Classical Studies courses. No additional resources are required to offer this course.

Course Code	<b>CLAS 3626</b>
Course Title	Plato’s Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (restricted to 50-75 words, present tense and active voice)	Students undertake a close and critical study of Plato’s philosophical dialogues as dramatic literature, focusing especially on the dialogue format of Plato’s work as a new and rival form of prose drama and as a crucial element in Plato’s philosophical project. Students also examine the close relationship between Plato’s dialogues and modern drama.
Course Prerequisite	Any 18 credits with at least 6 in Classical Studies.
Course Corequisite	
Antirequisite	CLAS 3316 if taken in 21WI
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	
Is this a Topic Course? (Topic courses are courses that	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<i>students can take more than once for credit.)</i>	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 classroom hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Describe the Platonic dialogues in their proper historical, cultural, intellectual, and literary contexts.</li> <li>2. Identify the role of the dramatic and literary qualities of the Platonic dialogues not only within Plato’s own philosophical project but also in the intellectual, cultural, and literary production of later periods and histories, including modern drama.</li> <li>3. Locate, gather, and critically evaluate peer-reviewed scholarship relevant to the study of the Platonic dialogues and their impact on both ancient Greco-Roman literature, culture, and intellectual life, and the literary cultures of later times and places.</li> <li>4. Locate, gather, and critically evaluate a variety of primary source materials relevant to the study of the Platonic dialogues and their literary, intellectual, and cultural impact in Greco-Roman antiquity and beyond.</li> <li>5. Demonstrate how the theories, methodologies, and conclusions of other disciplines outside of Classical Studies are relevant for a critical and contextual reading of the Platonic dialogues and their broader literary, cultural, and intellectual impacts.</li> <li>6. Formulate a scholarly question that addresses gaps in the scholarship relevant to the literary and cultural impact of the Platonic dialogues and propose a scholarly strategy to conduct research so as to answer the question based upon a critical reading of primary and secondary source materials both inside and outside Classical Studies scholarship.</li> </ol>

	7. Produce a critical, scholarly response to a question relevant to the scholarship of the literary, cultural, and intellectual impacts of the Platonic dialogues, and to articulate that response in the form of a formal, scholarly research essay.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of CLAS 3636 - Empire and Resistance in Ancient Greece and Rome as outlined in the template below:

**Rationale:**

We believe this course will be popular with both Classical Studies Majors and non-Classics students. We hope that this course will help increase enrollments in upper year Classical Studies courses. No additional resources are required to offer this course.

Course Code	<b>CLAS 3636</b>
Course Title	Empire and Resistance in Ancient Greece and Rome.
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the methods of imperial expansion and control in the ancient Greek and Roman worlds, from Alexander the Great, to the Hellenistic Successor Empires, and the Roman Empire from its inception to its decline in the Fifth Century CE. Students pay special attention to the techniques of imperial rule and to the variety of resistance movements that developed in response to claims of imperial hegemony, and the various techniques of resistance they employed.
Course Prerequisite	Any 18 credits with at least 6 in Classical Studies.
Course Corequisite	
Antirequisite	
List any restrictions or special notes for this course.	

<p><i>For example “This course is restricted to BPHE students”.</i></p>	
<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>3 classroom hours per week</p>
<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Describe the imperial ideologies and techniques of control, as well as the local ideological, cultural, social, and political responses on the part of the subaltern populations in the ancient Greco-Roman context.</li> <li>2. Examine how the geopolitical and cultural conditions of later periods in the history of Europe, the Middle East, and North Africa were in part shaped by the experience of Greco-Macedonian and Roman imperialism.</li> <li>3. Locate and critically evaluate primary and secondary source material relevant to the study of ancient imperialism and subaltern populations in antiquity.</li> <li>4. Synthesize a rational, scientific argument in response to specific questions relevant to the study of ancient imperialism and its resistance among subject populations.</li> <li>5. Construct a detailed understanding of theories of ancient imperialism and the methodologies ancient historians use to reconstruct the lives and experiences of subaltern populations in antiquity.</li> <li>6. Produce a critical argument on ancient imperialism and its resistance.</li> </ol>

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. ( <i>ie. additional faculty, library resources or new laboratory space</i> )?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of CLAS 4446 – Seminar in Ancient History as outlined in the template below:

**Rationale:**

The addition of CLAS 4446 is intended as part of a change to the degree architecture for the Honours Specialization and Specialization in Classical Studies, which we are initiating in order to: 1. Streamline the Classical Studies degree architecture. 2. Reduce the number of low enrollment courses in Classical Studies. 3. Realize additional cost savings in the Classical Studies degree program. CLAS 4446 is intended to replace CLAS 3436, CLAS 4436, and CLAS 4427 which are low enrollment courses, and which are being eliminated. No additional resources are required for this course.

Course Code	<b>CLAS 4446</b>
Course Title	Seminar in Ancient History.
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students undertake a thorough and detailed examination of the sources, methods, and theories of ancient history research based on a specifically chosen research topic. The instructor will choose the topic in conjunction with student interests and the instructor's area of research. Students produce a major piece of ancient history scholarship in the form of a scholarly essay of significant length, relevant to the chosen topic or theme.
Course Prerequisite	Any 18 credits in Classical Studies, with at least 6 credits at the 3000 level.
Course Corequisite	
Antirequisite	CLAS 4436, CLAS 4427
List any restrictions or special notes for this course.	

<p><i>For example “This course is restricted to BPHE students”.</i></p>	
<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>3 classroom hours per week</p>
<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Describe the major historiographical theories and approaches to ancient history research, as well as their limitations.</li> <li>2. Examine a contemporary problem in the study of Greco-Roman antiquity and the state of the scholarship on the selected topic, both past and present.</li> <li>3. Locate, gather, and critically evaluate a wide variety of types of primary source evidence relevant to the study of a current problem in ancient history research.</li> <li>4. Locate, gather, and critically evaluate a wide variety of types of secondary source material, including scholarship of an interdisciplinary character, relevant to the study of a current problem in ancient history research.</li> <li>5. Develop the ability to recognize and address their own deficiencies of knowledge and requisite skills necessary for researching a specific question relevant to the history of Greco-Roman antiquity.</li> <li>6. Synthesize a relevant research question with a view to the creation of new, original knowledge in the area of Greco-Roman antiquity.</li> <li>7. Formulate a complex argument on a pointed question relevant to the study of ancient Greek and/or Roman history.</li> </ol>



	8. Produce a piece of formal, written scholarship of significant complexity and length.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the creation of CLAS 4456 – Seminar in Ancient Greek and Roman Literature as outlined in the template below:

**Rationale:**

The addition of CLAS 4456 is intended as part of a change to the degree architecture for the Honours Specialization and Specialization in Classical Studies, which we are initiating in order to: 1. Streamline the Classical Studies degree architecture. 2. Reduce the number of low enrollment courses in Classical Studies. 3. Realize additional cost savings in the Classical Studies degree program. CLAS 4456 is intended to replace CLAS 3316, CLAS 4436, and CLAS 4427 which are low enrollment courses, and which are being eliminated. No additional resources are required for this course.

Course Code	<b>CLAS 4456</b>
Course Title	Seminar in Ancient Greek and Roman Literature.
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students undertake a thorough and detailed examination of the sources, methods, and theories of ancient Greek and Roman literary research based on a specifically chosen research topic. The instructor will choose the topic in conjunction with student interests and the instructor’s area of research. Students produce a major piece of scholarship in the form of a scholarly essay of significant length, relevant to the chosen topic or theme in the study of ancient Greek or Roman literature.
Course Prerequisite	Any 18 credits in Classical Studies, with at least six at the 3000 level.
Course Corequisite	
Antirequisite	CLAS 4436, CLAS 4427

<p>List any restrictions or special notes for this course.  <i>For example "This course is restricted to BPHE students".</i></p>	
<p>Is this a Topic Course?  <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No          If yes, click here to indicate type(s).</p>
<p>Hours of contact time expected per week, if applicable.  <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>3 classroom hours per week</p>
<p><a href="#">Is this course Cross-Listed? If so, with what department?</a></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><a href="#">Program Implications</a>  <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Explain the major theories, methodologies, and techniques in the current study of ancient Greek and Roman literature, as well as their limitations.</li> <li>2. Identify a current problem in the study of ancient Greek or Roman literature and the state of the scholarship on the topic, both past and present.</li> <li>3. Locate, gather, and critically evaluate a wide variety of types of primary source evidence relevant to the study of ancient Greek and Roman literature.</li> <li>4. Locate, gather, and critically evaluate a wide variety of types of secondary source material, including scholarship of an interdisciplinary character, relevant to the study of ancient Greek and Roman literature.</li> <li>5. Develop the ability to recognize and address their own deficiencies of knowledge and requisite skills necessary for researching a specific question relevant to the literature of Greco-Roman antiquity.</li> <li>6. Synthesize a relevant research question with a view to the creation of new, original knowledge in the area of ancient Greek and Roman literary studies.</li> </ol>

	<p>7. Produce a complex argument on a pointed question relevant to the study of ancient Greek and Roman literature.</p> <p>8. Create a piece of formal, written scholarship of significant complexity and length.</p>
Will this request affect another faculty other than your own?	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the program requirements for the Honours Specialization in Classics be changed as outlined below:

New Requirements:

CLAS 1006 + CLAS 1007 + CLAS 4446 + CLAS 4457 + 12 cr. in Latin and/or Greek Language + 36 cr. CLAS or cross-listed courses, with at least 6 CLAS cr. at the 3000 level.

Old Requirements:

CLAS 1006 + CLAS 1007 + CLAS 3316 + CLAS 3436 + CLAS 4436 + CLAS 4427 + 12 cr. of Ancient Greek and/or Latin + 24 Upper year CLAS credits or the cross-coded courses + 6 credits at the 3000 level.

**Rationale:**

To streamline the program requirements and bring them in line with existing program resources. Classical Studies faculty have been routinely teaching 4/3 workloads since 2016 creating insurmountable challenges for continued program delivery and stability.

**Motion:** Moved that the Arts & Science Executive recommend to ACC the program requirements for the Specialization in Classics be changed as outlined below:

New Requirements:

CLAS 1006 + CLAS1007 + CLAS 4446 OR CLAS 4456 + 45 cr. CLAS courses or cross-listed courses with at least 6 CLAS cr. at the 3000 level.

Old Requirements:

CLAS 1006 + CLAS 1007 + CLAS 3316 + CLAS 3436 + 6cr. 3000 level CLAS + 36 cr. upper level CLAS courses or cross-listed courses.

**Rationale:**

To streamline the program requirements and bring them in line with existing program resources. Classical Studies faculty have been routinely teaching 4/3 workloads since 2016 creating insurmountable challenges for continued program delivery and stability.

**Motion:** Moved that the Arts & Science Executive recommend to ACC the program requirements for the Major in Classics be changed as outlined below:

New Requirements:

CLAS 1006 + CLAS 1007 + any 30 cr. CLAS courses or cross-listed courses, with at least 6 CLAS cr. at the 3000 or 4000 level.

Old Requirements:

CLAS 1006 + CLAS 1007 + CLAS 3316 + CLAS 3436 + 6cr. CLAS 3000 level + 18 cr. upper year CLAS or cross-listed courses.

**Rationale:**

To streamline the program requirements and bring them in line with existing program resources. Classical Studies faculty have been routinely teaching 4/3 workloads since 2016 creating insurmountable challenges for continued program delivery and stability.

**Motion:** Moved that the Arts & Science Executive recommend to ACC that the following courses be **banked**:

- CLAS 2116 – Intermediate Latin I.
- CLAS 2117 – Intermediate Latin II.
- CLAS 2216 – Intermediate Ancient Greek I.
- CLAS 2217 – Intermediate Ancient Greek II.
- CLAS 2336 – The Ancient Novel.
- CLAS 2337 – Ancient Rhetoric.
- CLAS 3016 – Economy and Social Class in the Ancient World
- CLAS 3136 – Advanced Latin Studies.
- CLAS 3236 – Advanced Studies in Ancient Greek.
- CLAS 3316 – Topics in the Literature of Ancient Greece and Rome.
- CLAS 3436 – Topics in the History of Ancient Greece and Rome.
- CLAS 4116 – Readings in Select Latin Authors.
- CLAS 4117 – Readings in Select Ancient Greek Authors.
- CLAS 4427 – Honors Seminar in History and Culture.
- CLAS 4436 – Theory and Method in Classical Studies Research.

**Rationale:**

These courses are no longer relevant to the new degree architecture, and they are all either low enrollment courses or courses which have not yet been offered; they are to be replaced by new courses that we believe will be of greater interests to both Classics majors and non-majors as well.

**Motion:** Moved that the Arts & Science Executive recommend to ACC that the following courses be unbanked:

CLAS 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome

CLAS 3206 – Gender and Sexuality in Greece and Rome

**Rationale:**

These courses were banked because they had not been offered in the recent past owing to constraints on faculty complement. However, given that both these courses were popular when they were offered, it is hoped that by offering them again we will be able to increase the number of students enrolled in upper year Classical Studies courses.

**Motion:** That the Arts & Science Executive recommend to ACC the **name** of the Classical Studies program be **changed** from ‘Classical Studies’ **to** ‘Ancient Studies’.

**Rationale:**

Students are no longer aware of what ‘Classical Studies’ is as a discipline, and this has created challenges for enrollment in the Classical Studies program and in Classical Studies courses. Additionally, the term ‘Classical’ in the name ‘Classical’ studies carries with it certain colonizing connotations which are no longer reflective of the discipline. The name ‘Ancient Studies’ accurately reflects the nature of the field in a way that students will understand, while furthering Nipissing’s goals of reconciliation and decolonization of curricula.

## English

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of ENGL 2156 “Drama: Performance and Pedagogy” as outlined in the template below:

**Rationale:**

This course meets student demand for drama, and helps students connect their academic studies with their future goals.

Course Code	ENGL 2156
Course Title	Drama: Performance and Pedagogy
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other 1 credit
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn approaches to interpreting drama that are anchored in performance studies. In simulated theatre groups, students workshop a series of exercises and analyze several plays from different periods. Through workshopping exercises and reflecting on the process, students acquire proficiency with analysis and gain applied and creative skills for understanding drama.
Course Prerequisite	3 credits of ENGL at the 1000-level, excluding ENGL 1551 and ENGL 1552, or any 18 credits (excluding ENGL 1551 and 1552, ENGL 2001, and ENGL 2011)
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example “This course is restricted to BPHE students”.</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Students work in simulated theatre environments and undertake project-based learning. Students apply their

	learning by contributing to a community-based project, such as Shakespeare After School.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	Click here to enter Program Implications.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. identify formal components of a dramatic text</li> <li>2. explain the purpose of several performance-based exercises</li> <li>3. analyze the relationship between dramatic form and theatrical representation</li> <li>4. implement the exercises to workshop and construct a performance</li> <li>5. engage in reflection on and self-analysis of performance-based exercises</li> <li>6. communicate ideas and arguments effectively orally and in writing.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. ( <i>ie. additional faculty, library resources or new laboratory space</i> )?	<input type="checkbox"/> Yes <input type="checkbox"/> No Click here to enter additional resources

**Report of the  
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)  
Academic Year 2022-2023**

January 20, 2023

The third meeting of the **Academic Quality Assurance and Planning Committee** was held on **January 20, 2023** in person in F307 and via Zoom conference.

**COMMITTEE MEMBERS:**

Carole Richardson	Barbi Law	Sarah Pecoskie-Schweir
Callie Mady	Debra Iafrate	Stephen Tedesco
Pavlina Radia	Andrew Ackerman	Nathan Kozuskanich
Judy Smith	Cameron McFarlane	Ron Hoffman
Alireza Khorakian	Jamie Murton	Riley McEntee
Chantal Phillips	Prasad Ravi	

Regrets: Pat Maher, Veronika Williams, Dan Jarvis, Nancy Black

Recording Secretary: D. Iafrate

**Arts and Science**

For Information Only:

In response to the financial situation of the university and to bolster collaboration across disciplines, the following departments have agreed to merge as one department:

*1) The Departments of History, Classical Studies and Modern Languages, and Sociology and Anthropology have agreed to merge as one department, forming the Department of History, Classical Studies, and Anthropology, effective July 1, 2023.*

Department votes:

On August 12, 2022, the Anthropology faculty voted unanimously to merge with History and Classical Studies.

The Department of Sociology and Anthropology received this information at the Department meeting on August 16, 2022.

On August 16, 2022, the History Department passed a motion that the History Department join with Anthropology and Classical Studies (without languages) to form a new department.

On October 12, 2022, the Classical Studies faculty met and ratified the decision to merge with History and Anthropology.

~Modern Languages will go back to being overseen by the Office of the Dean, Faculty of Arts and Science.

**Outcome #1:**

- **The following programs—History, Classical Studies (soon becoming Ancient Studies), and Anthropology—will form the Department of History, Classical Studies (soon becoming Ancient Studies), and Anthropology, effective July 1, 2023.**
- **Modern Languages will be overseen by the Dean's office, Faculty of Arts and Science.**



2) *The Departments of Psychology and Child and Family Studies and the Sociology Program have agreed to merge as one department, forming the Department of Sociology, Psychology, and Child and Family Studies, effective July 1, 2023.*

Department votes:

On November 11, 2022, the Sociology faculty unanimously passed the following motion: That the Sociology program join with Child and Family Studies and Psychology as one department.

On November 25, 2022, the Psychology faculty approved that Psychology joins Child and Family Studies and Sociology as one department.

On November 28, 2022, the Child and Family Studies faculty approved that the Child and Family Studies program join with Sociology and Psychology as one department.

Outcome #2:

- **The following programs—Sociology, Psychology, and Child and Family Studies—will form the Department of Sociology, Psychology, and Child and Family Studies, effective July 1, 2023.**

The next meeting is scheduled for February 24, 2023.

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 January 20, 2023

## **Nipissing University**

### **Report of the By-laws and Elections Committee**

January 19, 2023

There was a meeting of the By-laws and Elections Committee on January 19, 2023 at 3:30 p.m. in F307 and via Zoom conference.

Present: T. Sibbald, C. Richardson, D. Hay, T. Horton

Regrets: M. Saari, R. McIntee

Recording Secretary: T. Sibbald

Moved by T. Horton, seconded by C. Richardson that the agenda of the January 19, 2023 By-laws and Elections Committee meeting be approved.

CARRIED

Moved by T. Horton, seconded by D. Hay that the Report of the December 1, 2022 By-laws and Elections Committee meeting be accepted.

CARRIED

#### **Business Arising From the Report:**

##### **Standing Committees**

Changes were proposed to By-laws section 9 “Standing Committees” to ensure consistency as to whether elections for standing committees take place in Faculty Councils or at Senate. The following changes arose from the discussion:

9.0(a) add “preferably in April.”

9.0(d) Delete this item. However, the PVPAR to follow up where there is concern about how to ensure word gets out.

9.0(e) Strike the requirement.

9.3(b) Should be consistent with election by “Faculty Council” so the “Senate” gets removed. The model wording needed is found in 9.2(b)(i).

9.6(b)(i) add “, at least one from each Faculty.”

9.10(b) Should be “members elected by Faculty Council.”

Additional potential changes that were discussed included:

9.9(b)(i) Discussed whether this should be at Faculty Councils. The feeling is to leave this the way it is. There was suggestion of deleting the asterisk “tenured faculty preferred” and allowing tenure-track to engage if they are willing.

9.2a(vi) The question was raised about consistency – why is this one from NUSU Executive as opposed to just NUSU? Should (v) and (vi) be the same? It was considered as possibly an issue arising from the Graduate/ACC changes. The PVPAR to discuss further with the Dean of GSR and report back.

9.7(b)(i) Should this be elected by Faculty Councils? The PVPAR to discuss further with the Dean of GSR and report back.

These modifications will be brought forward once the last few questions have been resolved.

**AVPRIGS**

A set of proposed changes has been developed to address the role of Provost, Vice-President Academic and Research (VPAR) and Dean of Graduate Studies, being change, respectively, to Provost, Vice-President Academic (PVPA) and Associate Vice-President Research, Innovation, and Graduate Studies (AVPRIGS). There was discussion of the process to bring these changes forward in a timely fashion to address the change in the structure. It was decided that the changes should be brought forward to be in place shortly after the AVPRIGS role is filled.

**New Business**

A communication was received pointing out that Librarians now belong to NUFA, but do not belong to any faculty, and they also are not tenure-track or tenured. The By-laws often use faculties and tenure status in descriptions and the wording needs to be modified to allow Librarians to engage. The committee discussed the issue and found many instances that clarified the difficulty. There was discussion about how to address the issue. Further discussion following discussion with the person who communicated the issue was decided as a next step.

MOTION 1: That Senate receive the Report of the By-laws and Elections Committee dated January 19, 2023.

Respectfully submitted,  
*Original signed by:*

Dr. Tim Sibbald  
Chair  
By-laws and Elections Committee

NIPISSING UNIVERSITY  
REPORT OF THE HONORARY DEGREES COMMITTEE

February 1, 2023

**Members**

K. Wamsley  
C. Richardson  
S. O'Hagan  
P. Zou  
R. McEntee  
M. Berube

**Absent with Regrets**

P. Radia

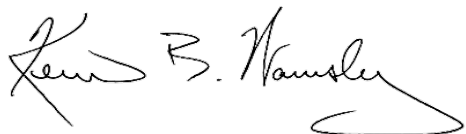
**Resource Guest & Recording Secretary**

Maggie Horsfield

As per past practice, an e-mail was sent out to the University community in August to solicit names of potential candidates to add to the master list.

At the meeting on February 1, 2023, additional names were received from the solicitation. The committee agreed to forward seven (7) individuals to Senate for approval at an in-camera meeting.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Kevin B. Wamsley". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kevin Wamsley, Chair  
Honorary Degrees Committee

**Minutes of the  
SENATE BUDGET ADVISORY COMMITTEE  
Academic Year 2022-2023**

January 10, 2023

A meeting of the Senate Budget Advisory Committee was held on Tuesday, January 10, 2023, at 2:30 p.m. in person. The following members attended:

**Committee Members:**

Carole Richardson (Chair) Cheryl Sutton Renee Hacquard	Pavlina Radia Murat Tuncali Richard Wenghofer
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**Recording Secretary:** Cheryl Zimba

An in-depth discussion took place around the direction and purpose of this committee and who it informs. Many ideas including increasing transparency around program decisions, connecting the budgeting process to the academic plan, requiring business plans for budget requests, and including Stephen Tedesco in discussions around projections were discussed. It was suggested that sharing information around why positions are approved or declined, especially during this time of limited resources, would be more transparent.

Further discussion ensued regarding where the Senate Budget Advisory Committee fits into the budget process, how to enhance the decision-making process around new programs, and how to give Senate a voice in the decisions made during the budget process.

It was decided that the detailed budget, including all data and reasons for decisions, would be presented to this committee. This will allow for input and adjustments to be made by the Senate Budget Advisory Committee. The scheduling of this meeting will be determined as the budget process progresses. The adjustments that were made and supported by the Senate Budget Advisory Committee will then be outlined in the Budget presentation to Senate.

The meeting was adjourned at 3:30 p.m.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

December 15, 2022

The following members participated:

Attendance: Graydon Raymer Pat Maher Nancy Black  
Rick Vanderlee Rob Breton Susan Srigley  
Sandra Goldsworthy Chantal Phillips Jared Gagne  
Sarah Pecoskie-Schweir Lorrie Tunney Maxwell, recording secretary

Regrets: Sal Renshaw

Absent: Rob Breton, due to technical difficulties with the Teams system.

The Teaching and Learning Committee (TLC) met on December 15. The Dean of Teaching provided a brief update since the last TLC meeting, including:

- Cultural Awareness Day held at the Teaching Hub to celebrate Diwali
- A drop-in session at the Teaching Hub with elder Mike Couchie from Office of Indigenous Initiatives
- The Teaching Hub hosted a session on Anti-oppressive Practices and the University
- The Teaching Hub hosted a session on Introduction to Intercultural Competency and Culturally Inclusive Classroom Spaces
- The PLC (Professional Learning Community) Book Club, Book no. 9 “How to be an Antiracist” led by Charles Anyinam, our Schulich Teaching Chair of EDI, has come to an end. The next two PLCs have been announced and are: Book no. 10 “The Long Road Home” by Debra Thompson, led by Charles Anyinam, and Book no. 11 “The Sustainability Mindset” and some open access work by Martin Weller, led by Michelann Parr, our Schulich Chair of Open Educational Resource Development, will be looking at in March and April.
- The Teaching Hub continues work on various Virtual Learning Strategies (VLS) projects that come to an end in February. One of our previous VLS projects was given a Global Award for Excellence as the best OER, and we have had two listed on Pressbooks Top OERs of 2022, which is all great recognition.
- Three dossiers for the 3M National Teaching Fellowship were submitted at the end of November. There are also about five students that we are actively working with on their 3M National Student Fellowship.

The TLC discussed a number of ongoing initiatives. Development of the new Student Course Experience Survey, following the JCATL recommendations, continues but no new information to report at this time. The TLC has reached out to International Recruitment, International Mobility, and SDS staff to invite them to a future TLC meeting; the aim is to learn what role the TLC may have in matters related to international student learning and experience. Finally, the TLC is

expected to finalize a number of revisions to the Academic Integrity Policy and policies related to submission of final grades in January, which will be forwarded to the Registrar for consideration.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "G. Raymer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

G. Raymer  
Teaching and Learning Committee

MOTION 1: That Senate receives the Report of the Teaching and Learning Committee, dated December 15, 2022.