

## Senate Agenda

Friday, March 10, 2023

2:30 p.m. – Room F210

Zoom Conference:

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

Meeting ID: 880 9246 1985

Passcode: 194317

1. **Acknowledgement of the Traditional Territory**

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

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** February 10, 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 – no report
- (4) Board of Governors – report attached
- (5) Alumni Advisory Board – report attached
- (6) Council of Ontario Universities (Academic Colleague) – oral report
- (7) Joint Board/Senate Committee on Governance – no 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 March 2, 2023 be received.

### **Academic Curriculum Committee**

#### **January 23, 2023 Report**

Motion 1: That the Report of the Academic Curriculum Committee dated January 23, 2023 be received.

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

#### **English**

Motion 2: That Senate approve the creation of ENGL 2067 “One Great Book” as outlined in the attached document.

Motion 3: That Senate approve the creation of ENGL 3646 Reading Green as outlined in the attached document.

Motion 4: That Senate approve the creation of ENGL 3446 “The Picture Book in Performance and Pedagogy” as outlined in the attached document.

#### **Fine and Performing Arts**

##### **Non-Substantive:**

That FILM 3106 The Director’s Cinema be unbanked as outlined in the attached document.

##### **Non-Substantive:**

That FAVA 2406 Drawing: Image and Ideation be unbanked as outlined in the attached document.

##### **Non-Substantive:**

That the course description for FAVA 2406 Drawing: Image and Ideation be changed as outlined in the attached document.

##### **Non-Substantive:**

That the prerequisites for FAVA 3336 Advanced 3D Studio and Expanded Media be changed as outlined in the attached document.

Motion 5: That Senate consider motions 7-13 as an omnibus motion.

Motion 6: That Senate approve motions 7-13 as an omnibus motion.

Motion 7: That Senate approve the creation of FAVA 2447 Landscape Painting as outlined in the attached document.

- Motion 8: That Senate approve the creation of FAVA 2437 Digital Illustration as outlined in the attached document.
- Motion 9: That Senate approve the creation of FAVA 2467 Relief Sculpture as outlined in the attached document.
- Motion 10: That Senate approve the creation of FAVA 2457 Cinematic Photography/FILM 2457 Cinematic Photography as outlined in the attached document.
- Motion 11: That Senate approve the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined the attached document.
- Motion 12: That Senate approve the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined in the attached document.
- Motion 13: That Senate approve the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined in the attached document.

#### Gender Equality and Social Justice

**Non-substantive:**

That GEND 2206: Sex, Body and Identity be unbanked as outlined in the attached document.

**Non-substantive:**

That the course description for GEND 2206: Sex, Body and Identity be changed as outlined in the attached document.

- Motion 14: That Senate approve the learning outcomes for GEND 2206: Sex, Body and Identity be changed as outlined in the attached document.

#### History

- Motion 15: That Senate approve the creation of HIST 3387 Teaching Hard History as outlined in the attached document.

#### Indigenous Studies

- Motion 16: That Senate consider motions 18-21 as an omnibus motion.
- Motion 17: That Senate approve motions 18-21 as an omnibus motion.
- Motion 18: That Senate approve the creation of INDG 2307 “Anishinaabemowin Ojibwe II” course as outlined in the attached document.
- Motion 19: That Senate approve the creation of INDG 2506 “Imagining Indigenous Futures” course as outlined in the attached document.
- Motion 20: That Senate approve the creation of INDG 3516 “Storying Crime and Justice” course as outlined in the attached document.

Motion 21: That Senate approve the creation of INDG 4106 “Independent Studies I” course as outlined in the attached document.

**Non-substantive:**

That INDG-1307 “Anishinaabemowin Ojibwe II” be **deleted**.

Math

Motion 22: That Senate approve that COSC 3307 3D Computer Graphics be changed as outlined in the attached document.

**Non-substantive:**

That the course description for COSC 3307 - 3D Computer Graphics be changed as outlined in the attached document.

Philosophy

Motion 23: That Senate approve that the program requirements for the Honours Specialization in Philosophy be changed as outlined in the attached document.

Motion 24: That Senate approve that the program requirements for the Major in Philosophy be changed as outlined in the attached document.

Psychology

**Non-substantive:**

That the prerequisite for PSYC 2506 Health Psychology be changed as outlined in the attached document.

**Non-substantive:**

That the course description PSYC 2506 Health Psychology be changed as outlined in the attached document.

Motion 25: That Senate approve that the BA Major in Psychology be changed as outlined in the attached document.

Motion 26: That Senate approve the program requirements for the BSc Specialization in Psychology be changed as outlined in the attached document.

Sociology

Motion 27: That Senate approve that the program requirements for the Honours Specialization in Sociology be changed as outlined in the attached document.

Motion 28: That Senate approve that the program requirements for the Specialization in Sociology be changed as outlined in the attached document.

Motion 29: That Senate approve that the program requirements for the Major in Sociology be changed as outlined in the attached document.

**Non-substantive:**

That the course title for SOCI 2016 be changed as outlined in the attached document.

**Non-substantive:**

That the course description for SOCI 2016 be changed as outlined in the attached document.

Pathways

- Motion 30: That Senate consider motions 32-36 as an omnibus motion.
- Motion 31: That Senate approve motions 32-36 as an omnibus motion.
- Motion 32: That Senate approve that graduates of a two-year Early Childhood Education, Educational Assistant, Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker or Developmental Services Worker diploma programs at an accredited Ontario College with a cumulative average equivalent to 70% or better can be considered for admission to BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum of 45 credits. Additionally, admitted students who also completed an Autism & Behavioural Science or a Children's Mental Health one-year post graduate certificate program at a recognized Ontario College with a cumulative average equivalent to 70% or better will receive an additional 15 transfer credits.
- Motion 33: That Senate approve that graduates of a Behavioural Science two-year college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 45 credits.
- Motion 34: That Senate approve that graduates of a Behavioural Science three-year advanced college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 60 credits
- Motion 35: That Senate approve that the transfer pathway to the Bachelor of Commerce degree (three-year, four-year and Honours) for two-year Esports Administration and Entrepreneurship graduates from St. Clair College be approved.
- Motion 36: That Senate approve that the transfer pathway to the Honours Bachelor of Social Work at Nipissing University for graduates from the Onajigawin Indigenous Services Diploma Program at Confederation College be approved.

**January 31, 2023 Report**

Motion 1: That the Report of the Academic Curriculum Committee dated January 31, 2023 be received.

**Faculty of Education and Professional Studies****School of Business**

Motion 2: That Senate approve that FINC 2116 Management of Financial Institutions be added to the “9 credits of” list in the Finance Concentration of the BBA.

**School of Physical and Health Education**

Motion 3: That Senate approve that Physical and Health Education (PHED) be added to the Group IV Professional Disciplines Breadth Requirement Grouping.

**Non-Substantive:**

That PHED 3146 Issues in Education and Physical Activity be unbanked.

**School of Social Work**

Motion 4: That Senate approve that the Bachelor of Social Work Degree Requirements be modified as outlined on the attached document.

**School of Nursing**

The Dean of Education and Professional Studies requested that the Academic Curriculum Committee discuss the matter of voting eligibility in the School of Nursing.

Currently, the School of Nursing Council is comprised of academic and non-academic members and voting on academic issues includes the entire membership. The governance structure is complex, and refinements continue to be made.

Following a discussion, the response from the Academic Curriculum Committee is that it is the expectation of ACC that curriculum matters coming forward to the Academic Curriculum Committee have been voted on by the academic members in the School of Nursing.

**February 15, 2023 Report**

Motion 1: That the Report of the Academic Curriculum Committee dated February 15, 2023 be received.

**History**

Motion 2: That Senate approved the creation of HIST 3377 American Healthcare as outlined in the attached document.

### Sociology

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

That the Academic Curriculum Committee recommend to Senate that the course title for SOCI 2017 be changed from “Contemporary Sociological Theory” to “Communication, Power, and Capital.”

### Pathways

Motion 3: That Senate approve that the transfer credit policy for two-year Business diploma graduates from Lambton College and St. Clair College be approved.

Motion 4: That Senate approve that the transfer credit policy/pathway amendment for two-year Business diploma graduates into the Bachelor of Commerce (Honours or four-year degree) be approved.

### Research Committee

Motion 1: That the Report of the Research Committee dated February 10, 2023 be received.

Motion 2: That Senate approve the Commercialization Policy as outlined in the attached document.

### Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated January 10, 2023 be received.

## **9. Other Business**

## **10. Amendment of By-Laws**

## **11. Elections**

## **12. New Business**

## **13. Announcements**

## **14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**February 10, 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, N. Black

N. Colborne, S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, K. Lucas, C. McFarlane, J. Murton, G. Phillips, S. Renshaw, M. Saari, S. Srigley, N. Stevens, L. Thielen-Wilson, M. Tuncali, 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, P. Ravi, G. Raymer, T. Sibbald (Speaker), R. Vanderlee

C. Irwin, O. Pokorny

S. Fiddler

S. Pecoskie-Schweir, J. Gagne

**Absent With Regrets:**

L. Chen, L. Sinclair, R. McEntee, H. Panchal, C. Phillips

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** February 10, 2023

Motion 1: Moved by R. Gendron, seconded by S. Winters that the agenda of the Senate meeting of February 10, 2023, be approved.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** January 13, 2023

Motion 2: Moved by N. Colborne, seconded by S. Winters that the minutes of the Senate meeting of January 13, 2023, be adopted.  
CARRIED

**Reading and Disposing of Communications**

Senator Richardson shared well wishes to Dr. Pavlina Radia, Dean, Arts & Science, as she moves to a new position as Provost and Vice-President, Academic at the University of Winnipeg.



## **Reports From Other Bodies**

The President provided a detailed report which is appended to these minutes, highlighting a number of initiatives, including continued advocacy efforts with the Deputy Minister of Colleges and Universities and the ongoing strategic planning process, which continues to see excellent engagement from various constituents.

The Provost and Vice-President Academic and Research (Interim) provided a report. The report is attached to the minutes.

The Vice-President Finance and Administration provided a report. The report is attached to the minutes.

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

The Joint Board/Senate Committee on Governance met on January 24, 2023, and was chaired by Senator S. Srigley. A brief history of the committee's work was reviewed for new and returning members.

The NUSU President provided a report. The report and an amended update are attached to the minutes.

## **Question Period**

In response to a request for the rationale of cutting some Spring/Summer classes that seem to make a profit, the PVPAR spoke to the additional cost of program delivery when part-time instructors are utilized, particularly if students could be registered within courses already administered by full-time faculty. A lengthy discussion occurred, with major themes including the importance of faculty renewal, ensuring a balanced budget and more in depth consideration with respect to course creation. The PVPAR concluded the discussion by stressing the complexity of the issue, noting that there are different needs and challenges throughout all departments.

A question was raised around the process for program changes, specifically, if the University will be weighing profitability versus academic need for programming. The PVPAR stated that work is underway to determine what data will be used to provide targets for sustainability. It is expected these conversations will take place at AQAPC and will include both fiscal and academic sustainability measures. In response to a question about tenure and tenure-track faculty members, the PVPAR reiterated that changes to programs will not result in a loss of tenure and tenure-track faculty members.

Additional questions were addressed, including an inquiry about the University's strategy to convert applications to acceptances. The Registrar spoke to the improvements made to tracking data of different modes and touchpoints with specific students. Recruitment continues to work closely with marketing to assess what is working/has worked, and how to best market ourselves in an ever-changing environment. She also highlighted the many opportunities for potential and incoming students to engage with faculty.

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

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by N. Stevens that the Report of the Senate Executive Committee dated February 2, 2023, be received.  
CARRIED

### **Academic Curriculum Committee**

Motion 4: Moved by C. Richardson, seconded by C. McFarlane that the Report of the Academic Curriculum Committee dated January 9, 2023, be received.  
CARRIED

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

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

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

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

Motion 5: Moved by C. Richardson, seconded by R. Wenghofer that Senate consider motions 7-13 as an omnibus motion.  
CARRIED

Motion 6: Moved by C. Richardson, seconded by M. Tuncali that Senate approved motions 7-13 as an omnibus motion.  
CARRIED

Motion 7: 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 8: That Senate approve the creation of CLAS 2607 – The Trojan War as outlined in the attached document.

Motion 9: 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 10: That Senate approve the creation of CLAS 3626 – Plato’s Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues as outlined in the attached document.

Motion 11: That Senate approve the creation of CLAS 3636 – Empire and Resistance in Ancient Greece and Rome as outlined in the attached document.

Motion 12: That Senate approve the creation of CLAS 4446 – Seminar in Ancient History as outlined in the attached document.

Motion 13: That Senate approve the creation of CLAS 4456 – Seminar in Ancient Greek and Roman Literature as outlined in the attached document.  
Motions 7-13, as omnibus, CARRIED

Motion 14: Moved by C. Richardson, seconded by R. Wenghofer that Senate approve the program requirements for the Honours Specialization in Classics be changed as outlined in the attached document.  
CARRIED

Motion 15: Moved by C. Richardson, seconded by R. Wenghofer that Senate approve the program requirements for the Specialization in Classics be changed as outlined in the attached document.  
CARRIED

Motion 16: Moved by C. Richardson, seconded by R. Wenghofer that Senate approve the program requirements for the Major in Classics be changed as outlined in the attached document.  
CARRIED

**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 17: Moved by C. Richardson, seconded by R. Wenghofer that Senate approve the Classical Studies program be changed as outlined in the attached document.  
CARRIED

English

Motion 18: Moved by C. Richardson, seconded by S. Winters that Senate approve the creation of ENGL 2156 "Drama: Performance and Pedagogy" as outlined in the attached document.  
CARRIED

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

Motion 19: Moved by C. Richardson seconded by R. Wenghofer that the Report of the Academic Quality Assurance and Planning Committee dated January 20, 2023, be received.  
CARRIED

**By-laws and Elections Committee**

Motion 20: Moved by C. Richardson, seconded by D. Hay that the Report of the By-Laws and Elections Committee dated January 19, 2023, be received.  
CARRIED

**Honorary Degrees Committee**

Motion 21: Moved by K. Wamsley, seconded by C. McFarlane that the Report of the Honorary Degrees Committee dated February 1, 2023, be received.  
CARRIED

**Senate Budget Advisory Committee**

Motion 22: Moved by C. Richardson, seconded by M. Tuncali that the Report of the Senate Budget Advisory Committee dated January 10, 2023, be received.  
CARRIED

**Teaching and Learning Committee**

Motion 23: Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated December 15, 2022 be received.  
CARRIED

### **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 24: Moved by D. Hay, seconded by T. Horton that the Senate By-laws be amended to include Article 9.6 Graduate Studies Committee as amended.  
CARRIED

#### 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 25: Moved by D. Hay, seconded by M. Saari that Senate By-Laws Article 6.0(f) be amended as outlined below.  
CARRIED

- 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.

**New Business**

Motion 26: Moved by D. Iafrate, seconded by S. Winters that Senate consider receipt of the Report on Graduation Applicants dated February 6, 2023.  
CARRIED

Motion 27: Moved by D. Iafrate, seconded by M. Tuncali that Senate receive the Report of Graduation Applicants dated February 6, 2023.  
CARRIED

Motion 28: Moved by D. Iafrate, seconded by M. Tuncali that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 6, 2023.  
CARRIED

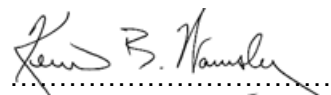
The Deans read out the February 6, 2023, graduands by faculty and degree and congratulated the students and faculty on their achievements.

Motion 29: Moved by K. Wamsley, seconded by D. Hay that Senate move in camera.  
CARRIED

Motion 30: Moved by R. Gendron, seconded by M. Tuncali that Senate move out of camera.  
CARRIED

**Adjournment**

Senate was adjourned at 4:31 p.m.

  
.....  
K. Wamsley (Chair)

.....  
A. Blaszczyk (Acting Senate Secretary)

## President's Senate Report - 10 February 2023

Senators are aware that the university has submitted proposals for funding and has met on multiple occasions with the Deputy Minister and will meet again next week but, at this point, no word from the Province.

Three Senate meetings ago there was a call to inquire about the policy on Academic Bullying – if we had one. Following inquiries and thanks to Jenny in HR, who pointed out that we do in fact have a policy on academic bullying within our Respectful Workplace and Learning Environments policy, p. 5.

Strat planning is moving along at a good pace, with very good participation and engagement. We have completed sessions with the Board of Governors, University Management Group, NUICE, a meeting with Faculty of Arts Executive today, with EPS Council on February 15; 3 meetings with students during their OWL sessions this week; Staff session February 23 and Faculty session March 2. If you haven't already, check out the website as it tracks both our work and our progress and upcoming events. You can expect another level of meetings following these preliminary meetings, in addition to draft reviews.

My thanks to Chris Greco for serving as the Co-Chair of the Equity Action Planning Task Force. As you saw in my call for nominations, emails have gone out to various groups to populate the committee, which I anticipate will begin its work very soon.

Chartwell's has given us notice that they will forfeit the remainder of their contract and we have asked them to provide service until the end of April. We are currently engaging a third party with Canadore to create a Request for Proposals for the food services contract for the entire campus with nuances in service levels required for us. We are confident that we will have a new service provider in place for September. In the meantime, I encourage all of you to take lunch at the Bay Bistro and weekend brunch.

Our annual March Break Open House will be held on Saturday March 18. We have decided to focus our efforts into making conversions this year, although we will still be pleased to speak to grade 11s. Thanks in advance to faculty, staff, and students who will be operating this event. I am pleased to report that applications to Nipissing University are up approximately 18% for 2023-24; more importantly, First Choice applications are up 46% and Second Choice applications are up 6%. Congratulations to our recruitment team, marketing team, admissions team and to our schools and departments for doing their best to attract students. We will be working very hard to convert these applications into registrations.

Many thanks to Hilary Earl for organizing this year's Undergraduate Research event on March 24 evening and during the day on Saturday March 25, and to Barbi Law and her team for their work on Research Month. More coming on the 3 minute thesis and Faculty research celebrations. But for March 24-25, our undergrads will be presenting their posters and will engage in panel discussions. It is a great time to celebrate research at Nipissing and I encourage everyone to attend.

Next Thursday February 16 at 6:00pm the Equity and Diversity Committee of NUFA presents Dr. Denice O'Neil Green, who will be discussing how post secondary institutions can move EDI forward in meaningful ways – it is a virtual event that you can attend from home or join us in Room 200. Nipissing University and Canadore College are also sponsoring the event.

Lastly, I had a conversation with an international graduate student last week who said that he was so thankful for the NUSU food bank and what it provides to our students in need. NUSU reports that food bank use is up 5 fold from last year. So, please pay attention to the list of most-wanted and appropriate items and please give generously to the food bank, whether you drop off food directly or if you provide money for food purchases.

**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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- 16 Rating History
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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**

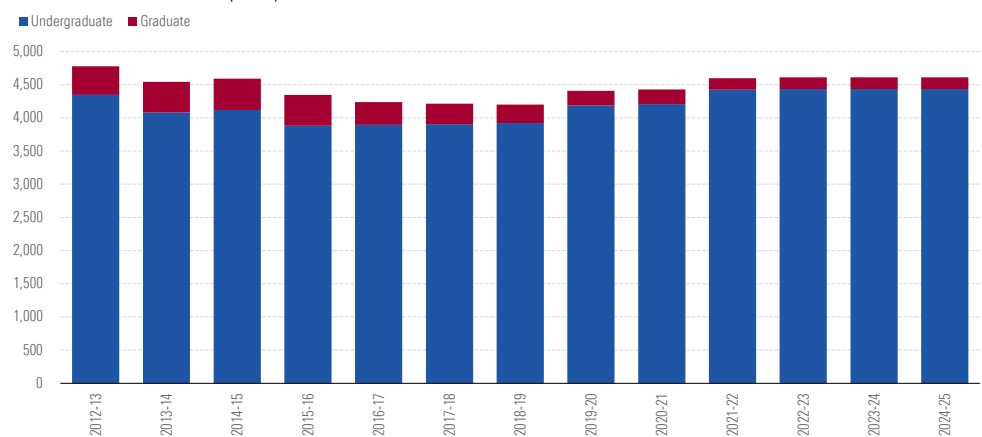
Nipissing's annual operating budget is prepared on a modified cash basis. Its scope differs from the University's audited financial statements but typically accounts for about 85% of revenue and expense.

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

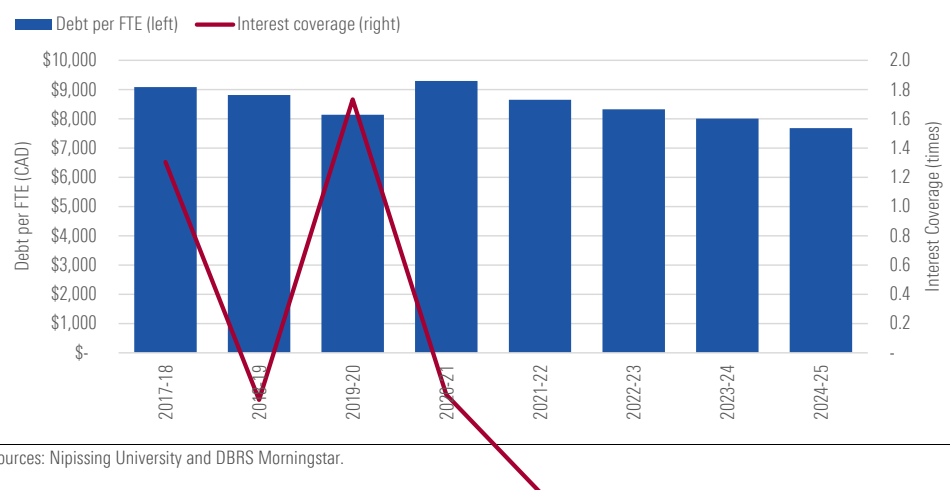
Nipissing's capital program remains very limited because of past weakness in enrolment and ongoing budget pressures. The University is primarily reliant on provincial Facilities Renewal Program (FRP) funding to address deferred maintenance as there is no room in the operating budget for additional contributions. 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.

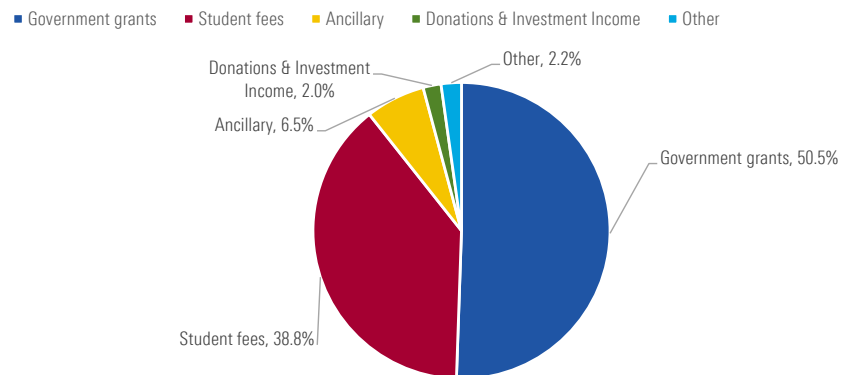
Nipissing's current bank debt consists of four amortizing loans which are due in June 2027, exposing the University to refinancing risk in the next five years. Nipissing does not have an internal reserve or a sinking fund designated to pay down long-term debt, and it is estimated that Nipissing will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

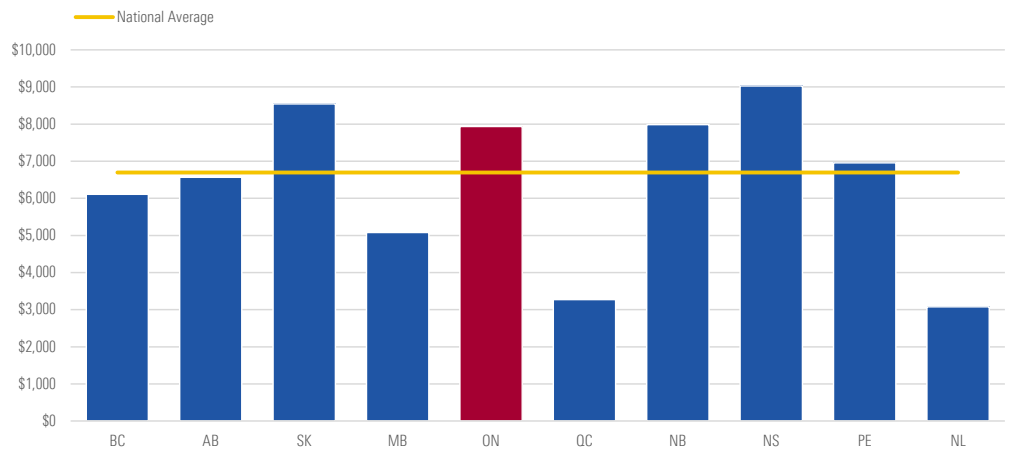
Research revenue is recognized as deferred contributions on the statement of financial position until spent on research, at which time it is recognized as income.

**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**

<b>Issuer</b>	<b>Debt</b>	<b>Current</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
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.



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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.

## **Addendum to the February 10, 2023 NUSU Senate Report**

### **Update from last Senate**

Senator McEntee could not be here today but wanted to have a statement read out to Senate pertaining to comments made by him at the last Senate.

It has come to my attention that my comments at Senate, prior to the NUSU Executive elections and campaign period, caused some confusion. It is my hope to clear up some of that confusion.

My sole aim was to request that Nipissing staff, faculty, and administration remain neutral during the student elections. There was no instigation nor catalyst for my comments; rather, it came from a personal and professional position of wanting to ensure an equitable election for all students involved.

When students had sought to speak in classes, all we had asked for were equitable opportunities for students to speak, as well as no public endorsements for student candidates. It was never my aim to prevent the discussion from occurring, especially if there were concerns with a candidate from non-students.

We apologize for any confusion.

### **NUSU Elections**

The Executive Elections have taken place and the results have been posted.

Next year's team will be:

- Riley McEntee as President
- Emily Cooke as VP Finance & Administration
- Harikesh Panchal as VP Advocacy & Awareness
- Preston English (myself) as VP Student Life

We look forward to working with you all next year.

Currently, NUSU is running elections for the following positions:

- NUSU Director-at-Large (10 positions)
- Arts & Science Student Senator
- Education & Professional Studies Student Senator
- Graduate Studies Student Senator

All information can be found at [nusu.com/elections](https://nusu.com/elections).

### **Bay Bistro**

Thank you to Dr. Wamsley for mentioning the Bay Bistro.

We are slowly opening up the Bay Bistro and so for right now it's open 11:30 am to 4 pm, Monday to Friday. This includes gluten-free, vegetarian and vegan options. We appreciate everyone's patience as we get things set up.

In regard to Dr. Wamsley's comments, brunch won't be happening every Saturday; however, it will be posted on our social media. The next brunch will be taking place in March and we will update everyone when that will be taking place. Thank you.

**Senate Report**  
**Provost, Vice President Academic and Research (Interim)**  
**March 3, 2023**

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 planning will continue at the Academic Quality Assurance and Planning Committee

3. Research Month

March is Research Month. We are looking forward to celebrating the impact of our researchers' work through a series of events designed to share our research with the broader community and with each other. We encourage faculty members to participate in the speaker sessions and remind their students to register for 3MT and the Undergraduate Research Conference.

Enrolment updates 2022-23:

- Our overall FFTE is down approximately 115 FFTE from 2021/2022
- The largest FFTE decline from 2021/22 to 2022/23 is in undergraduate studies (approx. 120 FFTE or -3.5%)
- The largest proportional FFTE decline is in continuing education (approx. 40FFTE or -23.5%). Continuing education includes all of our indigenous education programs as well as our Inservice education programming (i.e., AQ/ABQ) which has been slower to recover post Covid.
- We had growth in our Bachelor of Education program (+5.5%) which has softened the impact of the decline we realized in other areas.
- One of the success stories from this year is our gains in attracting International students to Nipissing University.
- We have seen an overall enrolment increase of 86.5% in International fee paying students since 2021/22.
- The largest growth area for International students is in our Post-Baccalaureate programming which have grown 284% since 2021/22 (i.e., 17.2 FFTE in 2021/22 to 66FFTE in 2022/23)
- Other interest areas are our BBA and BSc in Computer Science



## Board of Governors Report to Senate - March 2023

### **Board of Governors Meeting February 9, 2023**

The February meeting of the Board of Governors was held on February 9, 2023, in the President's Boardroom (F303) and via Zoom remote conferencing, where we welcomed Dr. Colin, McCarter, Canada Research Chair In Climate and Environmental Change, to present "A Changing North: Untangling how climate and environmental change Impact water quality In Northern Ontario."

The Board approved revisions to the 'Appointment of Chancellor' policy, to ensure consistency with other appointment policies within the University. Additionally, revisions to the 'Signing Authority Policy' were approved as presented. All Board-approved policies are available for viewing on the Nipissing University website.





## **Nipissing University Alumni Advisory Board Report to Academic Senate February 2023**

### **Strategic Planning**

The Strategic Planning online survey has been circulated to Nipissing's broader alumni community for their feedback. We will continue to promote the survey to alumni leading up to the March 9<sup>th</sup> deadline through social media and e-mail communications.

NUAAB is looking forward to engaging with the University in a virtual Strategic Planning Engagement on Friday, March 3<sup>rd</sup>.

### **NUSU Food Bank Donation**

NUSU has reported that Nipissing University students have been accessing the NUSU Food Bank at historically high levels. In response, NUAAB voted to increase our annual donation this year to \$5,000 to meet this student need.

We thank NUSU for continuing to make this service available, and we are thankful to play a small role in supporting the urgent needs of Nipissing Students.

### **With1VoiceNight: Shoot for Change Charity Basketball Game**

Members of NUAAB were pleased to make a matching donation to the With1VoiceNight: Shoot for Change Charity Basketball Game. All donations in advance of the game up to \$5,000 were matched by NUAAB, and we will continue this matching appeal throughout the month of February in recognition of Black History Month.

NUAAB extends their congratulations to NUBASE for leading this critical initiative, and for raising \$9,200 as part of this year's game.





## **Academic Senate Report**

March 3rd, 2023

### **Academic Week**

Academic Week will be taking place the week of March 6th to 10th. There will be a meet and greet on Wednesday, March 8th at 11:30 am with the location to be determined. We invite all faculty and students to attend.

### **Wellness Week**

Wellness Week is from March 20th to 24th. On Wednesday, March 22nd at 6:30 pm, Shaun Boothe will be our guest speaker at Dinner and a Show at the On The Rocks Bar (NUSU Student Centre). This is open to everyone to attend. Shaun is a hip-hop artist, TEDx speaker, and creator of 'The Unauthorized Biography Series'. This critically acclaimed musical project celebrates the world's greatest cultural icons through biographical rap songs. Icons featured in this series include Martin Luther King Jr., Nelson Mandela, Bruce Lee, Terry Fox and Malala Yousafzai.

### **International Women's Day Event**

NUSU has partnered with the Labour Market Group, Yes Employment and the Chamber of Commerce to host a Women2Women Networking Event on Thursday, March 9th. This will be hosted at the NUSU Student Centre from 7 pm to 8:30 pm. There will be a \$10 fee with proceeds going to Amelia Rising Sexual Violence Support Centre and the Canadian Federation of University Women. This is open to the community. We hope to see everyone there.

### **Food Bank**

Thank you to everyone who has donated to our student food bank. We received a \$2000 donation from Alumni, \$250 worth of gift cards from the Lions Club and \$300 from the North Bay & District Canadian Club. We are grateful for support from our Lakers and North Bay family.

We are currently trying to get to \$10,000 so we appreciate any and all donations.

### **Books for Brook**

Thank you to everyone who donated children's books to the Books for Brook program. We received numerous books from E. T. Carmichael Public School. We will continue to



accept books at the NUSU Student Centre Information Desk or the Practicum Office (F308).

### **Reflection Gallery - NUSU Student Centre**

The Reflection Gallery has opened at the NUSU Student Centre and has been featuring student artwork. A reception will be held on March 3rd at 6 pm for the second student installation. It is a privilege to be able to showcase the incredible talent we have at Nipissing University. This event is open to the public and we look forward to seeing everyone there!

### **Snowshoe Rentals**

Snowshoes are available for students, staff and faculty to rent for free at the NUSU Student Centre. We have had offices and faculty using them for group gatherings and team-building events. If you have any questions, please email [info@nusu.com](mailto:info@nusu.com).

### **CFS Lobby Week**

NUSU President Riley McEntee spoke alongside other Canadian Federation of Students - Ontario (CFS-O) leaders at a Queen's Park press conference to kick off their Lobby Week. The CFS-O Lobby Week is from February 27th to March 2nd. This week gives student leaders across Ontario the opportunity to meet with political leaders in an effort to advocate for change in a number of areas.

This year, CFS-O is making six demands during Lobby Week: A 25% tuition reduction for the next four years, leading to progressively eliminating of tuition for all; Capping the annual increase of differential fees for international students; Converting OSAP from a loan-based system into a grant-based one; Doubling the funding for Campus Safety Grants to \$12 million annually; Immediately reinstating OHIP for all international students; and, Free transit for all post-secondary students on services offered by provincial transit agencies (including the Ontario Northland).

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

March 2, 2023

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

The following members participated:

K. Wamsley (Chair), C. Richardson, B. Law, D. Walters, D. Iafrate, T. Sibbald (Speaker), J. Allison, D. Hay, T. McParland, S. Renshaw, H. Panchal, A. Blaszczyk (Recording Acting Secretary, n-v)

Regrets: P. Maher, C. Mady

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

The Reports of the Academic Curriculum Committee dated January 23, January 31, and February 15, 2023, were provided to the Senate Executive for inclusion in the Senate agenda

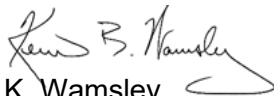
The Report of the Research Committee dated February 10, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Teaching and Learning Committee dated January 10, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

Moved by K. Wamsley, seconded by C. Richardson that the Senate Executive Committee approves the March 10, 2023 Senate agenda.

CARRIED

Respectfully submitted,



K. Wamsley  
Chair, Senate Executive Committee

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

**Report of the  
Academic Curriculum Committee**

**January 23, 2023**

The meeting of the Academic Curriculum Committee was held on Monday, January 23, 2023, at 2:00 pm in F214 and Teams. The following members participated:

Members Present:

Carole Richardson	Doug Gosse	Pavlina Radia
Beth Holden (Registrar's Designate)	Charles Anyinam	Nathan Colborne
Julie Corkett	Blaine Hatt	James Murton
Rosemary Nagy	Jared Gagne	

Absent with Regrets:

Nancy Black, Chris Greco, Alexandre Karassev, Harikesh Panchal, Sarah Pecoskie-Schweir, Chantal Phillips

Guests:

Carly Dokis, Marney Leclerc, Kristin Lucas, Laura Peturson, Tyson Stewart, Andrew Weeks, Sarah Winters

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and Pathways. 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 23, 2023.

**Faculty of Arts and Science**

English

Motion 2: That Senate approve the creation of ENGL 2067 "One Great Book" as outlined in the attached document.

Motion 3: That Senate approve the creation of ENGL 3646 Reading Green as outlined in the attached document.

Motion 4: That Senate approve the creation of ENGL 3446 “The Picture Book in Performance and Pedagogy” as outlined in the attached document.

### Fine and Performing Arts

**Non-Substantive:**

That FILM 3106 The Director’s Cinema be unbanked as outlined in the attached document.

**Non-Substantive:**

That FAVA 2406 Drawing: Image and Ideation be unbanked as outlined in the attached document.

**Non-Substantive:**

That the course description for FAVA 2406 Drawing: Image and Ideation be changed as outlined in the attached document.

**Non-Substantive:**

That the prerequisites for FAVA 3336 Advanced 3D Studio and Expanded Media be changed as outlined in the attached document.

Motion 5: That Senate approve the creation of FAVA 2447 Landscape Painting as outlined in the attached document.

Motion 6: That Senate approve the creation of FAVA 2437 Digital Illustration as outlined in the attached document.

Motion 7: That Senate approve the creation of FAVA 2467 Relief Sculpture as outlined in the attached document.

Motion 8: That Senate approve the creation of FAVA 2457 Cinematic Photography/FILM 2457 Cinematic Photography as outlined in the attached document.

Motion 9: That Senate approve the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined the attached document.

Motion 10: That Senate approve the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined in the attached document.

Motion 11: That Senate approve the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined in the attached document.

### Gender Equality and Social Justice

**Non-substantive:**

That GEND 2206: Sex, Body and Identity be unbanked as outlined in the attached document.

**Non-substantive:**

That the course description for GEND 2206: Sex, Body and Identity be changed as outlined in the attached document.

Motion 12: That Senate approve the learning outcomes for GEND 2206: Sex, Body and Identity be changed as outlined in the attached document.

History

Motion 13: That Senate approve the creation of HIST 3387 Teaching Hard History as outlined in the attached document.

Indigenous Studies

Motion 14: That Senate approve the creation of INDG 2307 “Anishinaabemowin Ojibwe II” course as outlined in the attached document.

Motion 15: That Senate approve the creation of INDG 2506 “Imagining Indigenous Futures” course as outlined in the attached document.

Motion 16: That Senate approve the creation of INDG 3516 “Storying Crime and Justice” course as outlined in the attached document.

Motion 17: That Senate approve the creation of INDG 4106 “Independent Studies I” course as outlined in the attached document.

**Non-substantive:**

That INDG-1307 “Anishinaabemowin Ojibwe II” be **deleted**.

Math

Motion 18: That Senate approve that COSC 3307 3D Computer Graphics be changed as outlined in the attached document.

**Non-substantive:**

That the course description for COSC 3307 - 3D Computer Graphics be changed as outlined in the attached document.

Philosophy

Motion 19: That Senate approve that the program requirements for the Honours Specialization in Philosophy be changed as outlined in the attached document.

Motion 20: That Senate approve that the program requirements for the Major in Philosophy be changed as outlined in the attached document.

### Psychology

**Non-substantive:**

That the prerequisite for PSYC 2506 Health Psychology be changed as outlined in the attached document.

**Non-substantive:**

That the course description PSYC 2506 Health Psychology be changed as outlined in the attached document.

Motion 21: That Senate approve that the BA Major in Psychology be changed as outlined in the attached document.

Motion 22: That Senate approve the program requirements for the BSc Specialization in Psychology be changed as outlined in the attached document.

### Sociology

Motion 23: That Senate approve that the program requirements for the Honours Specialization in Sociology be changed as outlined in the attached document.

Motion 24: That Senate approve that the program requirements for the Specialization in Sociology be changed as outlined in the attached document.

Motion 25: That Senate approve that the program requirements for the Major in Sociology be changed as outlined in the attached document.

**Non-substantive:**

That the course title for SOCI 2016 be changed as outlined in the attached document.

**Non-substantive:**

That the course description for SOCI 2016 be changed as outlined in the attached document.

## 4. Pathways

Motion 26: That Senate approve that graduates of a two-year Early Childhood Education, Educational Assistant, Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker or Developmental Services Worker diploma programs at an accredited Ontario College with a cumulative average equivalent to 70% or better can be considered for admission to BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum of 45 credits. Additionally, admitted students who also completed an Autism & Behavioural Science or a Children's Mental Health one-year post graduate certificate program at a recognized Ontario College with a cumulative average equivalent to 70% or better will receive an additional 15 transfer credits.

Motion 27: That Senate approve that graduates of a Behavioural Science two-year college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours

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Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 45 credits.

Motion 28: That Senate approve that graduates of a Behavioural Science three-year advanced college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 60 credits

Motion 29: That Senate approve that the transfer pathway to the Bachelor of Commerce degree (three-year, four-year and Honours) for two-year Esports Administration and Entrepreneurship graduates from St. Clair College be approved.

Motion 30: That Senate approve that the transfer pathway to the Honours Bachelor of Social Work at Nipissing University for graduates from the Onajigawin Indigenous Services Diploma Program at Confederation College be approved.

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## English

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of ENGL 2067 “One Great Book” as outlined in the template below:

**Rationale:**

This course solves the difficulty of paying enough attention to a complex text in a 3-credit course. The course would be attractive to students as an academically rigorous version of a “book club” and would complement our breadth offerings with a truly in-depth one. It could be taught by any faculty member in English Studies, and would make an ideal “community engagement” course.

Course Code	
Course Title	One Great Book
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>

Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students read one long “great book,” usually a novel or long narrative poem, over the semester, meeting in class time to discuss the most recent installment. Students engage in critical conversations with each other and with academic articles on the text, learning how to employ different theoretical and interpretive approaches to one text.
Course Prerequisite	Three credits of 1000 level ENGL (excluding ENGL 1551, ENGL 1552) or any 18 credits completed (excluding ENGL 1551, ENGL 1552, ENGL 2001, ENGL 2011)
Course Corequisite	None
Antirequisite	None
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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">If yes, click here to indicate type(s).</a>
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">If yes, click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">None</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will:

For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	<ol style="list-style-type: none"> <li>1. discuss and debate a text and ideas orally in class.</li> <li>2. discuss and debate a text and ideas in clear and coherent written prose.</li> <li>3. illustrate the skills of close reading in literary analysis.</li> <li>4. interpret the relationship between a part of a text and the whole.</li> <li>5. engage with critical debates about the meaning of a text.</li> <li>6. evaluate the effects on a text's meaning of reading serially and in a community.</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 <a href="#">Click here to enter additional resources</a>

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of ENGL 3646 Reading Green as outlined in the template below:

**Rationale:**

This is a new course in the English Studies program in a growing number of offerings under the category of Environmental Literature at first, second and fourth year. “Reading Green” adds a course at the third-year level. The creation of these courses, and this course specifically, responds to an increasing demand by students and an emphasis in Arts and Science on environmental studies.

Course Code	ENGL 3646
Course Title	Reading Green
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description ( <i>restricted to 50-75 words, present tense and active voice</i> )	Students encounter creative representations of climate change, environmental violence, and human/nonhuman relations and analyze material drawn from a diverse range of generic representations of nature, including the pastoral, the wild, and the (post)apocalyptic, in a variety of forms

	including narrative fiction, creative nonfiction, poetry, and film. The interface between European and Indigenous ways of knowing receives particular attention. Students gain knowledge and skills through experiential learning, in the form of outdoor education activities.
Course Prerequisite	Six credits of 2000 level ENGL (excluding <a href="#">ENGL 2001</a> , <a href="#">ENGL 2011</a> ) or any 45 credits completed (excluding ENGL 1551, ENGL 1552, <a href="#">ENGL 2001</a> , <a href="#">ENGL 2011</a> ).
Course Corequisite	None
Antirequisite	None
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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No Service learning and applied research projects (outdoor education and environmental restoration).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">If yes, click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on	Students who successfully complete this course will:  1. Define key elements of the Anthropocene and human-created climate change.

<p>Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<ol style="list-style-type: none"> <li>2. Explain the variety of generic traditions and contemporary trends in the representation of the nonhuman.</li> <li>3. Apply models of interpretation drawn from postcolonial theory and ecocriticism.</li> <li>4. Analyze the role that representations of nature have in the climate emergency, in the continuation of colonialism, and /or in decolonizing.</li> <li>5. Design, develop and compose applied research projects.</li> <li>6. Create active interventions in the forces driving the current climate crisis through service learning.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input 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>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of ENGL 3446 “The Picture Book in Performance and Pedagogy” as outlined in the template below:

**Rationale:**

This course meets student demand for connection between academic content and teaching experience. It expands the experiential learning offerings of the Department of English Studies.

Course Code	ENGL 3446
Course Title	The Picture Book in Performance and Pedagogy
Course Credits	3 credits    6 credits    Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students analyze picture books as literature, then read one or more of the books to a group of students between Junior Kindergarten and Grade 2, and analyze the same text as performance. Students analyze their own learning through

	the three lenses of literary criticism, performance studies, and pedagogy studies.
Course Prerequisite	Six credits of 2000 level ENGL (excluding ENGL 2001, ENGL 2011) or any 45 credits, completed (excluding ENGL 1551, ENGL 1552, ENGL 2001, 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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No Applied research project: students prepare a text for performance and deliver a reading to the audience for whom the text was produced. Students undertake a self-study based on their experience.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours per week.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">If yes, click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
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: 1. identify and define the conventions of the picture book for children. 2. analyze the contemporary picture book in its historical context. 3. demonstrate the skills of close reading in an analysis of the relationship between words and images. 4. perform the text to an audience of the age group to which the text is marketed.

	<p>5. engage in self-study of their own performance of a text to an audience of the age group to which the text is marketed.</p> <p>6. distinguish between academic and pedagogical approaches to a text.</p>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes    <input 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>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>



## Fine and Performing Arts

**Motion:** That Arts and Science Executive recommend to the ACC that FILM 3106 The Director's Cinema be **unbanked**.

**Rationale:**

We intend to cycle this course as part of our regular course offerings.

**Motion:** That Arts and Science Executive recommend to the ACC that FAVA 2406 Drawing: Image and Ideation be **unbanked**.

**Rationale:**

We intend to cycle this course as part of our regular course offerings.

**Motion:** That Arts and Science Executive recommend to the ACC the revision of the **course description** for FAVA 2406 Drawing: Image and Ideation.

New Description:

Students focus on the development and expression of ideas through the practice of drawing. Course content includes 2D pictorial conventions as well as experimental approaches, and considers drawing practice as a tool for originating, developing, and clarifying ideas. Students explore a variety of materials, processes, and concepts within the discipline of contemporary drawing.

Old Description:

In this course, students will focus on the development and expression of ideas through the practice of drawing. Specifically, students will work with 2D pictorial conventions and approaches to representation in order to develop a drawing practice as a tool for originating, developing, and clarifying ideas. Students will become familiar with materials, processes, and concepts within the discipline of drawing.

**Rationale:** This motion changes the course description to present tense.

**Motion:** That Arts and Science Executive recommend to the ACC the **prerequisites** for FAVA 3336 Advanced 3D Studio and Expanded Media be changed as outlined below:

New Prerequisites:

6 credits of 2000 level studio which must include 3 credits from FAVA 2046, FAVA 2416, FAVA 2467, or FAVA 2417.

Old Prerequisites:

6 credits of 2000 level studio which must include 3 credits from FAVA 2046, FAVA 2416, or FAVA 2417.

**Rationale:**

With the creation of FAVA 2476 Relief Sculpture, students can count this new course towards the prerequisites for FAVA 3336 Advanced 3D Studio and Expanded Media.

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of FAVA 2447 Landscape Painting as outlined in the template below:

**Rationale:**

Feedback from our IQAP reviews indicates that students would like more diversity and choice in the courses offered. The new course will cycle with studio courses currently offered at the 2000-level to provide students with more choice over the course of their degree. Course cycling is also a cost-effective approach to course delivery.

Course Code	<b>FAVA 2447</b>
Course Title	Landscape Painting
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students create representations of landscape through direct engagement with the local environment and the study of historical and contemporary works. Students develop technical strategies for organizing and designing compositions, alongside experimental and conceptual approaches to landscape art. Topics may include the picturesque and the sublime, national constructs of landscape, environmental concerns, and the relationship of place to personal and community identity.

Course Prerequisite	None.
Course Corequisite	None.
Antirequisite	None.
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None.
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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input 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>	Four hours of studio work per week for one term.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	None.
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. Apply competency in the principles and elements of design;</li> <li>2. organize and represent elements of the landscape working from observation;</li> <li>3. utilize studies and preparatory research to develop large-scale artwork;</li> <li>4. demonstrate competent handling of wet and dry media using a variety of techniques and methods;</li> <li>5. critically analyze historical works and situate them in a social-political context;</li> <li>6. conduct critical assessment of their own work and offer constructive feedback to their peers.</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. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No This course will be cycled with our other 2000 level Studio offerings.

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of FAVA 2437 Digital Illustration as outlined in the template below.

**Rationale:**

This course introduces students to a variety of digital assets commonly used in visual arts, illustration, animation, and video production. An increasing number of our students and graduates have expressed interest in digital software for drawing and painting. A significant number of our graduates go on to pursue college programs in fields such as illustration, animation, or graphic design. We often field questions regarding these careers during recruitment events. Not only will this course fill a gap in our current offerings, but it also provides an opportunity to determine if demand exists for something more substantial, such as a certificate, which could be comprised of this new course and many of our existing drawing and other 2D courses.

Feedback from our IQAP reviews indicates that students would like more diversity and choice in the courses offered. The new course will cycle with studio courses currently offered at the 200-level to provide students with more choice over the course of their degree. Course cycling is also a cost-effective approach to course delivery. This course will be offered as an online delivery.

Course Code	<b>FAVA 2437</b>
Course Title	Digital Illustration
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students transform sketchbook work to digital files for still production purposes by utilizing a drawing tablet and pen, and Adobe applications,. Using the principles and elements of design, students generate imagery to effectively communicate themes and narratives in digital

	visual format. Students develop technical proficiency with raster-based pen and brushes, along with vector-based bezier curves.
Course Prerequisite	3 credits from FAVA 2006, FAVA 2007, FAVA 2406, FAVA 2086, or FAVA 2506
Course Corequisite	None.
Antirequisite	None.
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None.
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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input 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>	Four hours of studio work per week for one term.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	None.
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. Apply competency in the principles and elements of design;</li> <li>2. develop visual concepts in traditional sketchbook format through digital applications;</li> <li>3. create illustrations utilizing digital painting and drawing tools;</li> <li>4. compare and evaluate the effectiveness of different techniques and approaches to producing a digital illustration and employ them effectively to achieve a desired visual communication;</li> </ol>

	<p>5. conduct critical and formal analysis of digital illustrations to assess their own work and offer feedback to peers;</p> <p>6. apply formatting for print production to allow digital creations to be produced as physical copies for final use and presentation.</p>
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. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No This course will be cycled with our other 2000 level Studio offerings.

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of FAVA 2467 Relief Sculpture as outlined in the template below.

**Rationale:**

Feedback from our IQAP reviews indicates that students would like more diversity and choice in the courses offered. The new course will cycle with studio courses currently offered at the 2000-level to provide students with more choice over the course of their degree. Course cycling is also a cost-effective approach to course delivery.

Course Code	<b>FAVA 2467</b>
Course Title	Relief Sculpture
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn the history and use of bas-relief (low relief) sculpture through a series of lectures, directed exercises, and individual and collaborative studio projects. Coursework includes traditional relief techniques to experimental contemporary approaches and incorporates both additive and reductive processes. Students employ linear drawing, two and three-dimensional design, proportion and scaling techniques, clay and plaster

	modelling, as well as mold-making, casting, and patination/painting.
Course Prerequisite	None.
Course Corequisite	None.
Antirequisite	None.
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	None.
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	Yes No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	Yes 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>	Four hours of studio work per week for one term.
<u>Is this course Cross-Listed? If so, with what department?</u>	Yes No If yes, click here to enter department
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<u>We have submitted other separate motions that will allow this course to count towards the 2000 level sculpture requirement for the BFA Honours in Fine Arts, BA Specialization in Fine Arts, and BA Major in Fine Arts (Studio Arts stream).</u>
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. Apply proficiency in drawing, the development of architectural forms, and the manipulation of clay and plaster to suggest and enhance the illusion of three-dimensional space;</li> <li>2. create artworks that creatively and effectively employ the elements of two and three-dimensional design, using both hand-modelled form and found objects;</li> </ol>

	<ol style="list-style-type: none"> <li>3. analyze examples of historical and contemporary approaches to relief sculpture, and illustrate how the visual and stylistic qualities of relief relate to expressive and/or conceptual content;</li> <li>4. create studies and employ visual and/or written brainstorming to effectively synthesize ideas with the formal aspects of relief sculpture;</li> <li>5. evaluate and compare the merits of alternative creative options;</li> <li>6. formulate lines of argument to support personal, aesthetic, philosophical, and ideological positions;</li> <li>7. design and effectively employ basic mold-making, replication, and patination techniques.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes    <input 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>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

**Motion:** That Arts and Science Executive recommend to the ACC the **creation** of FAVA 2457 Cinematic Photography/FILM 2457 Cinematic Photography as outlined in the template below.

**Rationale:**

Photography and film are both growing areas of our program. Our existing photography course, FAVA 2426, is consistently waitlisted. This new course expands our digital offerings, and addresses content that can be applied to photography, film, as well as other studio disciplines such as painting. We are cross-coding this course with FILM 2457 (see motion #12). We intend to cycle the course and offer it through online delivery.

Course Code	<b>FAVA 2457</b>
Course Title	Cinematic Photography
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>



Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students learn camera functions, digital editing software, and post processing techniques. Core components of the course include selection of subject matter, composition and framing, lighting, colour grading, and use of cinematic filters and presets. Students examine the relationship between photography and narrative filmmaking. This course is also offered as FILM 2457 Cinematic Photography.
Course Prerequisite	None.
Course Corequisite	None.
Antirequisite	None.
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course will be cross-coded with FILM 2457.
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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input 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>	Four hours of studio work per week for one term.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	none.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on	Students who successfully complete this course will:  1. Apply the fundamentals of two-dimensional design to digital image making;

<p>Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<ol style="list-style-type: none"> <li>2. Construct original works of art by employing digital cameras, lighting techniques, image-editing software, and digital file management;</li> <li>3. manipulate light and colour to produce atmospheric effects in photographic images;</li> <li>4. analyze examples of historical and contemporary approaches to cinematic photography, and its application in both digital photography and filmmaking;</li> <li>5. justify how the visual and stylistic qualities of cinematic photography relate to expressive, emotional, atmospheric, and/or conceptual content;</li> <li>6. create serial and sequential photographs to evoke narratives through still images;</li> <li>7. formulate lines of argument to support personal, aesthetic, philosophical, and ideological positions.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input 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>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

**Motion:** That Arts and Science Executive recommend to the ACC the **program requirements** for the Bachelor of Fine Arts (Honours) be changed as outlined below:

New Requirements:

[Bachelor of Fine Arts \(Honours\)](#)

**Graduation requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Fine Arts (Honours) degree requirements, including regulations on first year and subject maximum and breadth requirements. Please refer to the Degree Requirement section for further information.

## Program Requirements:

Students must achieve a minimum Honours program average of 70%.

Students must successfully complete a Portfolio Assessment in the year prior to their final year of study to be admitted to the fourth / final year of the BFA (Studio Arts stream). The annual deadline for portfolio submissions is April 1<sup>st</sup>. If April 1<sup>st</sup> falls on a weekend or holiday, the deadline will be the next business day. Contact the department Chair for further details.

Students must complete 120 credits with a minimum of 60 credits in Fine arts as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2467, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	21 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.
FAVA 4125	Directed Studio Research and Professional Practice	6 cr.

## Breadth Requirements and Electives:

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.
Electives	5 cr.

## Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study.

~~The department recommends that students take no more than nine credits of studio per term.~~

## Old Requirements:

Bachelor of Fine Arts (Honours)

## **Graduation requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Fine Arts (Honours) degree requirements, including regulations on first year and subject maximum and breadth requirements. Please refer to the Degree Requirement section for further information.

## **Program Requirements:**

Students must achieve a minimum Honours program average of 70%.

Students must successfully complete a Portfolio Assessment in the year prior to their final year of study to be admitted to the fourth / final year of the BFA (Studio Arts stream). The annual deadline for portfolio submissions is April 1<sup>st</sup>. If April 1<sup>st</sup> falls on a weekend or holiday, the deadline will be the next business day. Contact the department Chair for further details.

Students must complete 120 credits with a minimum of 60 credits in Fine arts as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	21 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.
FAVA 4125	Directed Studio Research and Professional Practice	6 cr.

## **Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Social Sciences and/or Professional Studies	6 cr.
Science	6 cr.
Electives	45 cr.

## **Note:**

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study.

The department recommends that students take no more than nine credits of studio per term.

**Rationale:**

This motion allows students to count the new course, FAVA 2467 Relief Sculpture, towards the 2000 level sculpture requirements for the BFA Honours program. We are also removing the recommended limit on the number of studio courses to be taken per term, as it will provide students greater flexibility in selecting courses and completing their requirements.

Students currently registered in the BFA Honours program will be affected by the proposed changes. We have prepared global petitions for AAAPC that will allow current students to follow the new requirements.

**Motion:** That Arts and Science Executive recommend to the ACC the **program requirements** for the Bachelor of Arts Specialization in Fine Arts be changed as outlined below:

New Requirements:

Specialization in Fine Arts (BA)

**Graduation requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Fine Arts (Studio Arts stream).

Students must complete 120 credits including 54 credits in the Specialization as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, 2467, or 2417	3 cr.
FAVA 2000 level	Studio	21 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.

FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.

**Breadth Requirements and Electives:**

ACAD 1601		3 cr.
Social Sciences and/or Professional Studies		6 cr.
Science		6 cr.
Electives		51 cr.

**Note:**

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. ~~The department recommends that students take no more than nine credits of studio per term.~~

Cross-listed courses may not be counted towards the Specialization in Fine Arts (Studio Arts stream).

Old Requirements:

[Specialization in Fine Arts \(BA\)](#)

**Graduation requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (four-year) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Fine Arts (Studio Arts stream).

Students must complete 120 credits including 54 credits in the Specialization as follows:

FAVA 1026	Studio Foundations	3 cr.
FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	21 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.

FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.

**Breadth Requirements and Electives:**

ACAD 1601		3 cr.
Social Sciences and/or Professional Studies		6 cr.
Science		6 cr.
Electives		51 cr.

**Note:**

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits of studio per term.

Cross-listed courses may not be counted towards the Specialization in Fine Arts (Studio Arts stream).

**Rationale:**

This motion allows students to count the new course, FAVA 2467 Relief Sculpture, towards the 2000 level sculpture requirements for the BA Specialization in Fine Arts program. The motion also removes the recommended limit on the number of studio courses to be taken per term, in alignment with the BFA Honours program.

Students currently registered in the BA Specialization in Fine Arts program will be affected by the proposed changes. We have prepared global petitions for AAAPC that will allow current students to follow the new requirements.

**Motion:** That Arts and Science Executive recommend to the ACC the **program requirements** for the Bachelor of Arts Major in Fine Arts be changed as outlined below:

New Requirements:

[Major in Fine Arts \(BA\)](#)

**Graduation requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

## Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Fine Arts.

Students must complete 36 credits in the Major as follows:

FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.

In addition, students must choose a stream in Studio Arts **or** Art History and Visual Studies

### Studio Arts Stream

FAVA 1026	Studio Foundations	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, 2467, or 2417	3 cr.
FAVA 2000 level	Studio	9 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.

### Art History and Visual Studies Stream

FAVA upper level	Art History and Visual Studies	18 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
** FAVA Art History and Visual Studies or courses cross-listed with the Art History and Visual Studies stream		6 cr.

### Breadth Requirements and Electives:

ACAD 1601		3 cr.
Social Sciences and/or Professional Studies		6 cr.
Science		6 cr.

### Note:

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. **The department recommends that students take no more than nine credits of studio per term.**

Cross-listed courses may not be counted towards the Studio Arts stream.



**\*\*** A maximum of six credits of cross-listed courses may be used towards the Art History and Visual Studies stream. The following courses are cross-listed with the Major in Fine Arts – Art History and Visual Studies stream:  
 ENGL 2605, CLAS 2516, FILM 2006, ESPA 2706, ESPA 2707, FILM 2106, FILM 2206, FILM 2316, FILM 2336, FILM 2337, FILM 3106, GEND 2166, GEND 2217, GEND 2336, GEND 2337, GEND 2306, GEND 3046, INDG 2026, PHIL 2246.

Students may complete an Honours BA double major (Art History and Visual Studies stream ONLY) if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Honours double major degree requirements section for further information.

Old Requirements:

Major in Fine Arts (BA)

**Graduation requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, which include regulations on first year and subject maximum and breadth requirements.

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Fine Arts.

Students must complete 36 credits in the Major as follows:

FAVA 1206	Art History I	3 cr.
FAVA 1207	Art History II	3 cr.

In addition, students must choose a stream in Studio Arts **or** Art History and Visual Studies

Studio Arts Stream

FAVA 1026	Studio Foundations	3 cr.
FAVA 2000 level	Art History and Visual Studies	6 cr.
FAVA 2000 level	Three credits from: FAVA 2126, 2226, or 2227	3 cr.
FAVA 2000 level	Three credits from: FAVA 2046, 2416, or 2417	3 cr.
FAVA 2000 level	Studio	9 cr.
FAVA 3236	Advanced 2D Studio	3 cr.
FAVA 3336	Advanced 3D Studio and Expanded Media	3 cr.

## Art History and Visual Studies Stream

FAVA upper level	Art History and Visual Studies	18 cr.
FAVA 3006	Renaissance(s): Art and the Global Encounter	3 cr.
FAVA 3000 level	Three credits from: FAVA 3346 or 3356	3 cr.
** FAVA Art History and Visual Studies or courses cross-listed with the Art History and Visual Studies stream		6 cr.

### **Breadth Requirements and Electives:**

ACAD 1601		3 cr.
Social Sciences and/or Professional Studies		6 cr.
Science		6 cr.

### **Note:**

In addition to the introductory 1000 level courses, students are encouraged to take 2000 level studio courses during their first year of study. The department recommends that students take no more than nine credits of studio per term.

Cross-listed courses may not be counted towards the Studio Arts stream.

\*\* A maximum of six credits of cross-listed courses may be used towards the Art History and Visual Studies stream. The following courses are cross-listed with the Major in Fine Arts – Art History and Visual Studies stream:  
ENGL 2605, CLAS 2516, FILM 2006, ESPA 2706, ESPA 2707, FILM 2106, FILM 2206, FILM 2316, FILM 2336, FILM 2337, FILM 3106, GEND 2166, GEND 2217, GEND 2336, GEND 2337, GEND 2306, GEND 3046, INDG 2026, PHIL 2246.

Students may complete an Honours BA double major (Art History and Visual Studies stream ONLY) if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Honours double major degree requirements section for further information.

### **Rationale:**

This motion allows students to count the new course, FAVA 2467 Relief Sculpture, towards the 2000 level sculpture requirements for the BA Major in Fine Arts program. The motion also removes the recommended limit on the number of studio courses to be taken per term, in alignment with the BA Specialization in Fine Arts and BFA Honours programs.

Students currently registered in the BA Major in Fine Arts program (Studio Arts stream) will be affected by the proposed changes. We have prepared global petitions for AAAPC that will allow current students to follow the new requirements.

## Gender Equality and Social Justice

**Motion:** That Arts and Science Executive recommend to the ACC that GEND 2206: Sex, Body and Identity be **unbanked**.

**Rationale:**

We have not offered this course since 2012 but wish to offer it in the near future. This area of scholarship is gaining new prominence in relation to the mainstreaming of: the category cisgender; non-binary genders; gendered, third-person pronoun disclosures on Zoom and Instagram, as well as email signatures and elsewhere; the gender marker of X on Canadian passports, citizenship documents and permanent resident cards; anti-trans feminism in popular culture; and anti-trans legislation, especially in the United States. Ideas about sex, body and identity are changing, as always, and appear to be achieving new mainstream prominence. This course will provide a context to explore these emerging issues and developments, as well as the attendant identities, communities, assumptions, debates and theories from which they emerge. It will fill a gap in our current offerings.

**Motion:** That Arts and Science Executive recommend to the ACC that the **course description** for GEND 2206: Sex, Body and Identity be changed as outlined below.

**New course description:**

Students examine the theoretical questions concerning sex, the body and identity. What are Western sex categories? How did they emerge in Western science and then change over time? How do prevailing conceptions of sex, gender and race condition our relationships to our bodies and the bodies of others? How do these socially constructed categories anchor themselves in the bodies and minds of human beings and in broader patterns of privilege and marginalization?

**Existing course description:**

Sex, Body, and Identity I aims to provide students with a forum for thinking critically about how individuals learn, perform and experience their gendered identities. To approach the question of gender from a critical perspective, students will be asked to reflect on a number of theoretical questions. First, what exactly is gender and how is it different from sex. Second, how have feminist theorists, inspired by a variety of perspectives, made sense of gender and its implications for lived experience? Third, how are social imperatives related to femininity and masculinity both internalized and held in check by a vast constellation of concrete and abstract forces? Fourth, how do prevailing conceptions of femininity and masculinity condition our relationships to our own bodies and the bodies of others? Finally, how are the gendered norms and values that anchor themselves on the bodies and minds of human beings caught up in broader patterns of inequality and oppression? This course is suitable for students who do and do not have a background in women's studies or gender studies.

**Rationale:** The revived course description is present tense and active voice.

**Motion:** That Arts and Science Executive recommend to the ACC to **approve the learning outcomes** for GEND 2206: Sex, Body and Identity.

**Learning outcomes:**

Students who successfully complete this course will:

1. explain and contextualize Western categories of sex, gender, race, and identity as they relate to the body
2. evaluate theoretical perspectives on sex, gender, race, the body, and identity
3. discuss and debate current issues surrounding Western categories of sex, gender, race, and identity
4. analyze how power operates through sex, bodies and identities to value and discipline humans differentially
5. identify the relationship between discourse and lived experience as theorized in post-structural theory
6. communicate ideas and arguments effectively orally and in writing

**Rationale:** There were no learning outcomes approved for this course when the course was approved by Senate.

## History

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of HIST 3387 Teaching Hard History as outlined in the template below:

**Rationale:**

HIST 3387 expands the department's offerings in American history and is a potential elective choice for Education students.

Course Code	<b>HIST 3387</b>
Course Title	Teaching Hard 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 engage with four controversial topics in American History—colonization, slavery and racism, sex education, and gun violence—through lecture, in-class discussion, and workshops. In addition to developing critical thinking and historical analysis skills, students consider the issues that come with teaching controversial subjects in the classroom.
Course Prerequisite	Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed
Course Corequisite	none
Antirequisite	none
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<b>none</b>
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 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 hours of lecture

<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><a href="#">none</a></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. Understand the broad contours of the American past, and the particular developments in the specific histories covered in the course.</li> <li>2. Identify and assess key historiographical arguments that have shaped our historical understanding of the American past.</li> <li>3. Identify and evaluate established techniques of historical inquiry and research.</li> <li>4. Devise and sustain analytical arguments, including the ability to employ current theoretical approaches.</li> <li>5. Comprehend and interpret primary and secondary sources in order to offer analytical commentary.</li> <li>6. Communicate effectively, both orally and in writing.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<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>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

## Indigenous Studies

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of INDG-2307 “Anishinaabemowin Ojibwe II” course as outlined in the template below.

**Rationale:**

For Ojibwe II to count towards INDG minors and majors, we are creating a 2000-level course on this subject informed by a local speaker, Falcon McLeod.

Course Code	<b>INDG 2307</b>
Course Title	Anishinaabemowin Ojibwe II
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Expanding upon the grammatical structures and patterns established in Ojibwe I, students apply these concepts to a new verb (VAI) to acquire an understanding of Anishinaabemowin through the lens of local dialects (e.g., Nipissing First Nation). Students utilize the Fierro system as the preferred Ojibwe orthography for our reading (e.g., stories), writing (e.g., translations), and oral speaking practices (e.g., immersion drills).
Course Prerequisite	INDG 1306
Course Corequisite	None
Antirequisite	None
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to indicate the type</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week/36 hours per term.

<p>Is this course Cross-Listed? If so, with what department?</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="#"><u>Quality Assurance website</u></a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Explore Nipissing First Nation dialect’s relationship to the Anishinaabemowin language family</li> <li>2. Build on existing vocabulary base and linguistic structure</li> <li>3. Demonstrate developing competency of basic oral and written communication</li> <li>4. Explore translation of different phrases from audio sources</li> <li>5. Generate structured communication forms in improvised conversation</li> <li>6. Consider the ways language structures highlight conceptual differences between Anishinaabemowin and modern English</li> <li>7. Evaluate the historical impacts of colonization on the intergenerational transmission of Anishinaabemowin</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#"><u>Departmental Curriculum Approval form</u></a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>An Elder will be invited to speak with students and share knowledge.</p>

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of INDG-2506 “Imagining Indigenous Futures” course as outlined in the template below.

**Rationale:**  
In our department’s pursuit of more course offerings and more specialized content, this 2000-level 3.0 cr. course would provide Indigenous Studies students an opportunity to explore stories and teachings related to Indigenous Futurism and Science-Fiction.

Course Code	<b>INDG 2506</b>
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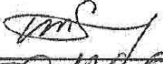

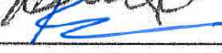
Course Title	Imagining Indigenous Futures
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore the ways Indigenous knowledge and sovereignty are being expressed in new cultural spaces and media genres with the goal of equipping future generations with the tools they need for sustaining Indigenous lifeways. In addition to interpreting stories about the future imaginary and examining Science Fiction themes such as outer space, time travel, and post-apocalyptic and fantasy worlds, students learn about Indigenous perspectives on science, art, and spirituality through Seventh-Generational Thinking. This course may be credited towards English Studies, and Gender Equality and Social Justice.
Course Prerequisite	Any 18 credits completed, or permission of the instructor.
Course Corequisite	None
Antirequisite	None
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">If yes, click here to indicate the type.</a>
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week/36 hours per term.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No English Studies, and Gender Equality and Social Justice
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course may be taught by an English Studies faculty member as well.


<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. Relate the themes in Indigenous storytelling to those within popular culture</li> <li>2. Analyze visual and cinematic storytelling techniques</li> <li>3. Identify the Creation or traditional stories that underlie many works of Indigenous Science-Fiction</li> <li>4. Explain the cultural significance of Indigenous perspectives on temporality and relationality</li> <li>5. Explore the gender and identity politics in narratives of Indigenous Science-Fiction</li> <li>6. Develop a creative story or presentation that channels Seventh-Generational Thinking and other Indigenous teachings</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input checked="" type="checkbox"/> Yes      <input 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>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

## DEPARTMENTAL CURRICULUM APPROVAL FORM

*(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)*

The following signatures reflect departmental approval to cross list with English Studies the course:  
INDG 2506 Imagining Indigenous Futures

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Indigenous Studies	Tyson Stewart		13 Sep 2022
Indigenous Studies	Nancy Stevens		Sept. 18/22
ENGLISH STUDIES	Kristin Lucas		Sept 19/22

GESJ	Sal Renshaw		October 27, 2022
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**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of INDG-3516 “Storying Crime and Justice” course as outlined in the template below.

**Rationale:**

In our department’s pursuit of more course offerings and more specialized content, this 3000-level 3.0 cr. course would provide Indigenous Studies students an opportunity to explore Indigenous perspectives on crime and justice in media and long-form narrative.

Course Code	<b>INDG 3516</b>
Course Title	Storying Crime and Justice
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Depictions of criminality and justice often promote harsh punitive sentencing and glorify the police in Canadian media. Utilizing storytelling as a methodology for exploring human responses to issues related to the criminal justice system, students study the ways Indigenous creatives and storytellers have sought to challenge settler laws that often conflict with Indigenous peoples’ personal autonomy, wellbeing, and treaty rights. Indigenous-produced media attempts to shed light on the importance of tribal justice and traditional governance. This course may be credited towards Gender Equality and Social Justice.
Course Prerequisite	Any 18 credits completed, or permission of the instructor.

Course Corequisite	None
Antirequisite	None
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="radio"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="radio"/> Yes <input checked="" type="checkbox"/> No <a href="#">If yes, click here to indicate the type.</a>
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of lecture per week/36 hours per term.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Gender Equality and Social Justice
<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 and assess long-form narratives dealing with the criminal justice system and Indigenous populations</li> <li>2. Compare and contrast mainstream media perspectives on Canadian law and justice and Indigenous forms of justice</li> <li>3. Assess media representations of Indigenous approaches to justice, healing, and rehabilitation in healing lodges for example</li> <li>4. Critique mainstream media's crime coverage on Indigenous peoples</li> </ol>


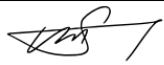
	<p>5. Articulate the values and forms of traditional governance gained through interactions with Elders and traditional knowledge holders</p> <p>6. Distinguish between the political intentions of different media genres and aesthetic choices</p>
Will this request affect another faculty other than your own?	<input checked="" 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. (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>

**DEPARTMENTAL CURRICULUM APPROVAL FORM**

*(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)*

GESJ is approves adding the following INDG courses to the 24 credit option of cross-listed courses in GESJ.

INDG 2506 Imagining Indigenous Futures  
 INDG 3516 Storying Crime and Justice

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
GESJ	Sal Renshaw		October 27, 2022
Indigenous Studies	Tyson Stewart		27 Oct 2022

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of INDG-4106 “Independent Studies I” course as outlined in the template below.

**Rationale:**

This course will provide students the option of undertaking focused, specialized study on a topic not typically covered in the program’s course offerings.

Course Code	<b>INDG 4106</b>
Course Title	Independent Studies I
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students pursue special individualized studies in the field of Indigenous Studies beyond or outside of the program's regular course offerings. Written work and periodic discussions are required. Students, in consultation with Indigenous Studies faculty, develop a list of readings and assignments to demonstrate learning throughout the course.
Course Prerequisite	18 INDG credits, including INDG 1006. Departmental approval is required prior to registration.
Course Corequisite	None
Antirequisite	None
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to indicate the type.</a>
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	Three hours of knowledge sharing or discussion per week/36 hours per term.
<u>Is this course Cross-Listed? If so, with what department?</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<u>Program Implications</u> <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>	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>1. Apply a breadth of theories to the understanding of a specific topic of Indigenous studies.</li> </ul>

<p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<ol style="list-style-type: none"> <li>2. Identify and use secondary sources to explain and contextualize Indigenous issues.</li> <li>3. Critically analyze diverse methodological approaches.</li> <li>4. Synthesize and communicate key findings and themes in a specific topic of Indigenous studies.</li> <li>5. Evaluate key debates within a specific topic area of Indigenous Studies.</li> <li>6. Identify connections between a specific topic of Indigenous studies and wider social trends</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<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>
<p>Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?</p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

**Motion:** Moved that the Arts & Science Executive recommend to ACC that INDG-1307 “Anishinaabemowin Ojibwe II” be **deleted**.

**Rationale:**  
 We would like to delete INDG 1307 Anishinaabemowin Ojibwe II. We are creating a 2000-level Ojibwe II course (INDG-2307).

## Math

**Motion:** That Arts and Science Executive recommend to the ACC that the **one-hour lab** component of COSC 3307 - 3D Computer Graphics be removed as follows:

### **New Hours of Contact**

Three hours per week for one term.

### **Old Hours of Contact**

Three hours of lecture and one hour of laboratory work per week for one term.

**Rationale:** The lab component is no longer warranted because all students have access to their own laptop and desktop computers and modern web browsers, compilers, and open source/free software libraries on which they can perform programming and analysis assignments. Students no longer require specialized hardware only available on campus. Furthermore, practical components of the course are incorporated directly into the three contact hours per week.

**Motion:** That Arts and Science Executive recommend to the ACC that the **course description** for COSC 3307 - 3D Computer Graphics be changed as outlined below:

### **New Course Description**

Students learn the fundamentals of computer graphics in dimensions, including 3D curves and surfaces, viewing in three dimensions, three dimensional transforms, and elements of 3D vision and animation.

### **Existing Course Description**

This course introduces the fundamentals of computer graphics in three dimensions, including 3D curves and surfaces, viewing in three dimensions, three dimensional transforms, and elements of 3D vision and animation.

**Rationale:** The revised course description is present tense and active voice.



## Philosophy

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

### New Requirements

Honours Specialization in Philosophy

#### **Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

#### **Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Philosophy.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<a href="#">PHIL 1116</a> OR <a href="#">PHIL 1117</a>	Introduction to Western Philosophy OR Values and the Human Condition	3 cr.
<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
<a href="#">PHIL 2307</a>	Aristotle and the Schools	3 cr.
<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		<b>33 cr.</b>

## Breadth Requirements and Electives:

<a href="#">ACAD 1601</a>	3 cr.
<a href="#">Social Science and/or Professional Studies</a>	6 cr.
<a href="#">Science</a>	6 cr.
Electives	45 cr.

### **Rationale**

This is a housekeeping change: the same modification (reducing 1000-level requirements to 3 credits and adding an additional 3 credits at “Upper level”) was made to the Specialization and Major in Philosophy for 2022-23. It was an oversight that the Honours Specialization was not included on the list. The rationale for the change is that most students will only take one or the other 1000-level course in their first year. Students who decide to complete a degree in Philosophy after taking such a course are then forced to go back to take additional 1000-level courses in their upper-years, a requirement that has proven to be a disincentive to requirement into our degree programs.

### Existing Requirements

Honours Specialization in Philosophy

### **Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

### **Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Philosophy.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<a href="#">PHIL 1116</a>	Introduction to Western Philosophy	3 cr.
<a href="#">PHIL 1117</a>	Values and Human Condition	3 cr.
<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
<a href="#">PHIL 2307</a>	Aristotle and the Schools	3 cr.

<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		30 cr.

Breadth Requirements and Electives:

<a href="#">ACAD 1601</a>		3 cr.
<a href="#">Social Science and/or Professional Studies</a>		6 cr.
<a href="#">Science</a>		6 cr.
Electives		45 cr.

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

New Requirements

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Philosophy.

Students must complete 36 credits in the Major as follows:

<a href="#">PHIL 1116</a> or <a href="#">PHIL 1117</a>	Introduction to Western Philosophy or Values and the	3 cr.
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Human  
Condition

<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
<a href="#">PHIL 2307</a>	Aristotle and the Schools	3 cr.
<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Critics	3 cr.
<del><a href="#">PHIL 4206</a> or <a href="#">PHIL 4207</a></del>	<del>Seminar in Philosophy</del>	<del>3 cr.</del>
PHIL Upper level		15 cr.

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### Rationale

This corrects an error in a set of program changes passed for 2022-23. It was our aim to ensure that students taking an Honours Double Major took at least one 4000-level seminar in Philosophy. To preserve the differentiation between the Honours Double Major requirements, and the Major requirements, we are removing the requirement for 3 cr. at 4000-level from the (non-honours) Major. In point of fact, it is exceedingly rare for any of our students to take the non-honours Major degree.

Existing Requirements:

### Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Philosophy.

Students must complete 36 credits in the Major as follows:

<a href="#">PHIL 1116</a> or <a href="#">PHIL 1117</a>	Introduction to Western Philosophy or Values and the Human Condition	3 cr.
<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
<a href="#">PHIL 2307</a>	Aristotle and the Schools	3 cr.
<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Critics	3 cr.
<a href="#">PHIL 4206</a> or <a href="#">PHIL 4207</a>	Seminar in Philosophy	3 cr.
PHIL Upper level		12 cr.

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## Psychology

**Motion:** That Arts & Science Executive recommend to the ACC the **prerequisite** for PSYC 2506 Health Psychology be changed as outlined below:

**New Prerequisite:**

[PSYC 1106](#) and [PSYC 1107](#) or enrolment in the on-campus BScN program.

**Old Prerequisite:**

[PSYC 1106](#) and [PSYC 1107](#)

**Rationale:**

The School of Nursing has recently made changes to their BScN program. The program will now include Health Psychology PSYC 2506 in the second year. This change in prerequisites was needed in order to accommodate these students that, in most cases, will not have previously taken Introduction to Psychology.

**Motion:** That Arts & Science Executive recommend to the ACC that the **course description** PSYC 2506 Health Psychology be changed as outlined below:

New Course description

Students examine and evaluate the research in various areas of health psychology. Students explore the psychological aspects of medical settings, issues related to conducting health related psychological research, issues around successfully adhering to medical advice, defining and measuring stress, coping with pain, the psychology of diet and exercise, and behavioural factors associated with cardiovascular disease, cancer, smoking and drugs.

Old course description

This course is an introduction to the area of Health Psychology. Topics covered will include psychology in medical settings, conducting health research, adhering to medical advice, defining and measuring stress, coping with pain, the psychology of diet and exercise, and behavioural factors associated with cardiovascular disease, cancer, smoking and other drugs. Students will be required to participate in discussion and present a seminar on a chosen topic.

**Rationale:** The revised course description is present tense and active voice.

**Motion:** That Arts & Science Executive recommend to the ACC the removal of the following note from degree requirements for the BA Major in Psychology. "Students may substitute [CHFS 2026/PSYC 2026](#) and [CHFS 3035](#) for [PSYC 2126](#) and [PSYC 2127](#). As a result, these students must complete 21 credits of 2000/3000 level Psychology, instead of 24 credits."

**Rationale:**

This is a housekeeping motion to bring the Major in line with change made to the Honours Specialization and Specialization last year. The options are no longer needed now that the CHFS program is housed on the North Bay campus.

**Motion:** That Arts & Science Executive recommend to the ACC the **program requirements** for the BSc Specialization in Psychology be changed as outlined below:

New Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete [PSYC 1106](#), [PSYC 1107](#), [PSYC 2126](#), [PSYC 2127](#), [PSYC 3356](#) with a minimum grade of 60% in each.

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Students must complete 120 credits including 54 credits in the Specialization as follows:		
<a href="#">PSYC 1106</a>	Introduction to Psychology I	3 cr.
<a href="#">PSYC 1107</a>	Introduction to Psychology II	3 cr.
<a href="#">PSYC 2126</a>	Scientific Method and Analysis I	3 cr.
<a href="#">PSYC 2127</a>	Scientific Method and Analysis II	3 cr.
<a href="#">PSYC 3356</a>	Design and Analysis I	3 cr.
2000/3000/4000 level Psychology courses		39 cr.

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#### Old Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete [PSYC 1106](#), [PSYC 1107](#), [PSYC 2126](#), [PSYC 2127](#), [PSYC 3356](#) and [PSYC 3357](#) with a minimum grade of 60% in each.

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Students must complete 120 credits including 54 credits in the Specialization as follows:		
<a href="#">PSYC 1106</a>	Introduction to Psychology I	3 cr.
<a href="#">PSYC 1107</a>	Introduction to Psychology II	3 cr.
<a href="#">PSYC 2126</a>	Scientific Method and Analysis I	3 cr.
<a href="#">PSYC 2127</a>	Scientific Method and Analysis II	3 cr.
<a href="#">PSYC 3356</a>	Design and Analysis I	3 cr.
<a href="#">PSYC 3357</a>	Design and Analysis II	3 cr.
2000/3000/4000 level Psychology courses		36 cr.

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#### **Rationale:**

This is a housekeeping motion as the above change was made to the BSc Honours specialization last year and the BSc specialization was missed.



## Sociology

**Motion:** That Arts and Science Executive recommend to the ACC that the **program requirements** for the Honours Specialization in Sociology be changed as outlined below:

### **New Requirements:**

SOCI 1016 Introduction to Sociology	3 cr.
SOCI 2016 Classical Sociological Theory or SOCI 2017 Contemporary Sociological Theory	3 cr.
SOCI 2126 Introduction to Sociological Research Methods	3 cr.
SOCI 2127 Quantitative Research Methods	3 cr.
SOCI 4016 Social Processes and Social Structure	3 cr.
SOCI 4127 Advanced Social Data Analysis	3 cr.
SOCI Upper Level	42 cr.
Total SOCI Credits	60

### **Existing Requirements:**

SOCI 1016 Introduction to Sociology	3 cr.
SOCI 2016 Classical Sociological Theory	3 cr.
SOCI 2017 Contemporary Sociological Theory	3 cr.
SOCI 2126 Introduction to Sociological Research Methods	3 cr.
SOCI 2127 Quantitative Research Methods	3 cr.
SOCI 3226 Survey Research	3 cr.
SOCI 4016 Social Processes and Social Structure	3 cr.
SOCI 4127 Advanced Social Data Analysis	3 cr.
SOCI Upper Level	33 cr.
SOCI 4000 Level	3 cr.
Total SOCI Credits	60

### **Rationale:**

The current degree requirements in Sociology require two second year theory courses (SOCI 2016 and SOCI 2017) and a research methods course at the third year (SOCI 3226). The proposed change will minimize the prescriptive nature of the current Sociology degree requirements thus allowing for more Departmental flexibility in course offerings and more flexibility for students. The proposed change reflects current trends in Sociology curriculum at comparable universities across Ontario.

**Motion:** That Arts and Science Executive recommend to the ACC that the **program requirements** for the Specialization in Sociology be changed as outlined below:

**New Requirements:**

SOCI 1016 Introduction to Sociology	3 cr.
SOCI 2016 Classical Sociological Theory or SOCI 2017 Contemporary Sociological Theory	3 cr.
SOCI 2126 Introduction to Sociological Research Methods	3 cr.
SOCI 2127 Quantitative Research Methods	3 cr.
SOCI Upper Level	42 cr.
Total SOCI Credits	54

**Existing Requirements:**

SOCI 1016 Introduction to Sociology	3 cr.
SOCI 2016 Classical Sociological Theory	3 cr.
SOCI 2017 Contemporary Sociological Theory	3 cr.
SOCI 2126 Introduction to Sociological Research Methods	3 cr.
SOCI 2127 Quantitative Research Methods	3 cr.
SOCI 3226 Survey Research	3 cr.
SOCI Upper Level	30 cr.
SOCI 4000 Level	6 cr.
Total SOCI Credits	54

**Rationale:**

The current degree requirements in Sociology require two second year theory courses (SOCI 2016 and SOCI 2017) and a research methods course at the third year (SOCI 3226). The proposed change will minimize the prescriptive nature of the current Sociology degree requirements thus allowing for more Departmental flexibility in course offerings and more flexibility for students. The proposed change reflects current trends in Sociology curriculum at comparable universities across Ontario.

**Motion:** That Arts and Science Executive recommend to the ACC that the **program requirements** for the Major in Sociology be changed as outlined below:

**New Requirements:**

SOCI 1016 Introduction to Sociology	3 cr.
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SOCI 2016 Classical Sociological Theory or SOCI 2017 Contemporary Sociological Theory	3 cr.
SOCI 2126 Introduction to Sociological Research Methods	3 cr.
SOCI 2127 Quantitative Research Methods	3 cr.
SOCI Upper Level	24 cr.
Total SOCI Credits	36 cr.

**Existing Requirements:**

SOCI 1016 Introduction to Sociology	3 cr.
SOCI 2016 Classical Sociological Theory	3 cr.
SOCI 2017 Contemporary Sociological Theory	3 cr.
SOCI 2126 Introduction to Sociological Research Methods	3 cr.
SOCI 2127 Quantitative Research Methods	3 cr.
SOCI 3226 Survey Research	3 cr.
SOCI Upper Level	18 cr.
Total SOCI Credits	36

**Rationale:**

The current degree requirements in Sociology require two second year theory courses (SOCI 2016 and SOCI 2017) and a research methods course at the third year (SOCI 3226). The proposed change will minimize the prescriptive nature of the current Sociology degree requirements thus allowing for more Departmental flexibility in course offerings and more flexibility for students. The proposed change reflects current trends in Sociology curriculum at comparable universities across Ontario.

**Motion:** That Arts and Science Executive recommend to the ACC that the **course title** for SOCI 2016 be changed from “Classical Sociological Theory” to “Exploring Social Conflict and Solidarity”

**Rationale:**

The new title better reflects course content and allows for greater flexibility in planning the course from year to year.

**Motion:** That Arts and Science Executive recommend to the ACC that the **course description** for SOCI 2016 be changed as outlined below:

### ***New Description***

Students trace the historical development of social theory. Students learn the classical sociological foundation of theories of society and social change and examine the continuing relevance of classical theories for understanding contemporary society. This course is also offered as ANTH 2016.

### ***Existing Description***

This course traces the historical development of social theory and focuses on classical theories and theorists within the sociological tradition. This course is also offered as ANTR 2016.

### **Rationale:**

The revised course description is present tense and active voice.

## ACC

### **Proposed Transfer Credit/Pathway for Ontario College Behavioural Science Diploma Graduates Pathway to BA Honours Specialization or Specialization in Child & Family Studies**

MOTION 1: That ACC recommend to Senate that graduates of a two-year Early Childhood Education, Child & Youth Care, Educational Assistant, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker or Developmental Services Worker diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better can be considered for admission to BA Honours Specialization, Specialization or a four-year Major in Child & Family Studies with transfer credit to a maximum of 45 credits.

Additionally, admitted students who also completed an Autism & Behavioural Science or a Children's Mental Health one-year post graduate certificate program at a recognized Ontario College with a cumulative average equivalent to 70% or better will receive an additional 15 transfer credits.

MOTION 2: That ACC recommend to Senate that graduates of a Behavioural Science two-year college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization, Specialization or a four-year Major in Child & Family Studies with transfer credit to a maximum 45 credits.

MOTION 3: That ACC recommend to Senate that graduates of a Behavioural Science three-year advanced college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization, Specialization or a four-year Major in Child & Family Studies with transfer credit to a maximum 60 credits.

RATIONALE:

CHFS programming and certificate options are complementary pathways for students from these college programs. Creating a more seamless pathway into our degree structure should contribute to increased student intakes. In addition to the pathways proposed within, we will also look to formal articulation agreements with colleges. Having dual college-NU credentials and competencies will provide our graduates with a competitive advantage in the job market immediately post-graduation.

Submitted on the 6<sup>th</sup> of December, 2022, by Marney Leclerc, Pathway Development Coordinator, on behalf of Child & Family Studies Department

**Colleges Offering Autism & Behavioural Science (Post Graduate Diploma)  
One-Year Certificate**

<b>College</b>	<b>Program Title</b>	<b>Program Website (learning outcomes, courses)</b>	<b>Admission requirements</b>
Algonquin College (Ottawa)	Autism and Behavioural Science	<a href="https://www.algonquincollege.com/online/program-info/autism-and-behavioural-science-part-time/#courses">https://www.algonquincollege.com/online/program-info/autism-and-behavioural-science-part-time/#courses</a>	Successful completion of two years of university or college study in Behavioural Science, Child Studies, Education, Psychology, Social work, Sociology, Early Childhood Education, Child and Youth Care, Developmental Services Worker or Social Service Worker.
Canadore College (North Bay)	Autism and Behavioural Science	<a href="https://www.canadorecollege.ca/programs/part-time/autism-and-behavioural-science">https://www.canadorecollege.ca/programs/part-time/autism-and-behavioural-science</a>	Graduate of an education or human services diploma or degree in Social Service Worker, Child and Youth Worker, Early Childhood Education, Educational Assistant, Recreation and Leisure Services, or Developmental Service Worker program.
Conestoga College (Kitchener)	Autism and Behavioural Science	<a href="https://www.conestogac.on.ca/fulltime/autism-and-behavioural-science/courses?id=24762">https://www.conestogac.on.ca/fulltime/autism-and-behavioural-science/courses?id=24762</a>	Two- or three-year diploma or degree in Education, Child Studies, Psychology, Early Childhood Education, Social Services or Rehabilitation, Educational Assistant, Child Youth Worker or equivalent.
Confederation College (Thunder Bay)	Autism and Behavioural Sciences	<a href="https://www.confederationcollege.ca/program/autism-and-behavioural-sciences/courses">https://www.confederationcollege.ca/program/autism-and-behavioural-sciences/courses</a>	A two-year degree or diploma from an accredited university or college in the field of social services, community services, or health services program.

**Colleges Offering Autism & Behavioural Science (Post Graduate Diploma)  
One-Year Certificate**

College	Program Title	Program Website (learning outcomes, courses)	Admission requirements
Durham College (Oshawa)	Autism and Behavioural Sciences	<a href="https://durhamcollege.ca/programs/autism-and-behavioural-sciences-graduate-certificate#tabCourses">https://durhamcollege.ca/programs/autism-and-behavioural-sciences-graduate-certificate#tabCourses</a>	Degree in Behavioural Science, Child Studies, Education, Psychology, Social Work or Sociology. OR Ontario College Diploma in Early Childhood Education, Behavioural Science, Child and Youth Care, Developmental Services Worker or Social Service Worker.
La Cité (Ottawa)	Autism and Behavioural Sciences	<a href="https://www.collegelacite.ca/programmes/71601.htm">https://www.collegelacite.ca/programmes/71601.htm</a>	College diploma or university degree in Social Sciences/Humanities or Health. The College also recognizes a certificate of college studies in social sciences and humanities or health combined with a few years of relevant experience.
Fanshawe College (London)	Autism and Behavioural Science	<a href="https://www.fanshawec.ca/programs/aut1-autism-and-behavioural-science/next#courses">https://www.fanshawec.ca/programs/aut1-autism-and-behavioural-science/next#courses</a>	Child and Youth Care College Advanced Diploma OR Early Childhood Education College Diploma OR Social Service Worker College Diploma OR Developmental Services Worker College Diploma OR A Degree in Social Sciences.



**Colleges Offering Autism & Behavioural Science (Post Graduate Diploma)  
One-Year Certificate**

College	Program Title	Program Website (learning outcomes, courses)	Admission requirements
George Brown College (Toronto)	Autism and Behavioural Science	<a href="https://www.georgebrown.ca/programs/autism-and-behavioural-science-program-postgraduate-c405">https://www.georgebrown.ca/programs/autism-and-behavioural-science-program-postgraduate-c405</a>	Completion of a three-year or four-year Bachelor of Arts or Bachelor of Science degree (no specific major, though a major in psychology, or related discipline, is highly recommended*). Or a two-year or three-year diploma in a human services discipline (a major in psychology is recommended*). It is recommended that related degrees/diplomas include at least one or more psychology course(s).
Georgian College (Barrie)	Autism and Behavioural Sciences	<a href="https://www.georgiancollege.ca/wp-content/uploads/autism-and-behavioural-sciences-atbs-human-services-2020-2021-program-outline-georgian-college.pdf">https://www.georgiancollege.ca/wp-content/uploads/autism-and-behavioural-sciences-atbs-human-services-2020-2021-program-outline-georgian-college.pdf</a>	College diploma or university degree with a specialty in Behavioural Science, Sociology, Child Studies, Education, Psychology or Rehabilitation or similar discipline.
Lambton College (Sarnia)	Autism & Behavioural Science	<a href="https://www.lambtoncollege.ca/custom/LambtonApps/Programs/Part-Time.aspx?id=2147503171&amp;type=PI#courselist">https://www.lambtoncollege.ca/custom/LambtonApps/Programs/Part-Time.aspx?id=2147503171&amp;type=PI#courselist</a>	Applicants must possess a recognized diploma or degree in fields such as Developmental Service Worker, Child & Youth Care, Social Service Worker, Early Childhood Education, Educational Assistant or similar programs and/or a Degree in Psychology, Education, Child Studies, Rehabilitation or similar programs.

**Colleges Offering Autism & Behavioural Science (Post Graduate Diploma)  
One-Year Certificate**

College	Program Title	Program Website (learning outcomes, courses)	Admission requirements
Mohawk College (Hamilton)	Autism and Behavioural Science	<a href="https://www.mohawkcollege.ca/programs/graduate-studies/autism-and-behavioural-science-164">https://www.mohawkcollege.ca/programs/graduate-studies/autism-and-behavioural-science-164</a>	Minimum two-year College diploma or University degree Preference is given to applicants with Human Services, Psychology and Health Sciences Diplomas and Degrees.
Niagara College (Welland)	Autism and Behavioural Science	<a href="https://www.niagaracollege.ca/communityservices/program/autism-behavioural-science/#courses">https://www.niagaracollege.ca/communityservices/program/autism-behavioural-science/#courses</a>	Ontario College Diploma (or equivalent) in Child and Youth Care (Worker), Communication Disorders Assistant, Developmental Services Worker, Early Childhood Education, Educational Assistant, Occupational Therapist Assistant and Physiotherapist Assistant, Social Service Worker or Therapeutic Recreation OR Bachelor's Degree in Behavioural Science, Child Studies, Education, Psychology, Speech and Language Sciences, Social Work or Sociology.
St. Clair College (Windsor)	Autism & Behavioural Science	<a href="https://www.stclaircollege.ca/programs/autism-behavioural-science">https://www.stclaircollege.ca/programs/autism-behavioural-science</a>	Post Secondary graduates from a related discipline such as college diploma, college advanced diploma or applied degree in a related discipline.

College	Program Title	Program Website (learning outcomes, courses)	Admission requirements
St. Lawrence College (Kingston)	Autism & Behavioural Science	<a href="https://www.stlawrencecollege.ca/programs/autism-behavioural-science/full-time/kingston">https://www.stlawrencecollege.ca/programs/autism-behavioural-science/full-time/kingston</a>	Minimum of a two-year post-secondary diploma or degree with a specialty in community services or social services including Psychology, Education or related health discipline.

**Colleges Offering two- and three-year Diplomas in Behavioural Science**

College	Program Title	Program Website (learning outcomes, courses)	Admission requirements
Canadore College (North Bay)	Behavioural Science – Technician (two-year and three-year programs)	<a href="https://www.canadorecollege.ca/programs/behavioural-science-technician">https://www.canadorecollege.ca/programs/behavioural-science-technician</a>	<p>One (1) of the following sciences:            Biology: Gr 11 or 12 (C) or (U), (SBI 3C, SBI 3U, SBI 4U); Chemistry: Gr 11 or 12 (C) or (U), (SCH 3U, SCH 4U, SCH 4C); Physics: Gr 11 or 12 (C) or (U), (SPH 3U, SPH 4U, SPH 4C)</p> <p>OSSD or equivalent, ENG4C or ENG4U, Gr 11 or 12 Science (C or U), Gr 11 Math (C, U or M)</p>
George Brown College (Toronto)	Behavioural Science Technician (two year)	<a href="https://www.georgebrown.ca/programs/behavioural-science-technician-program-c146">https://www.georgebrown.ca/programs/behavioural-science-technician-program-c146</a>	<p>Ontario Secondary School Diploma or equivalent**            Grade 12 English (C or U)            Note: Although not required for admission purposes, one of the following courses is recommended for your success in the program.</p> <p>Grade 11 math (M or U) or Grade 12 (C or U)            AND            Science - One course from this list:            biology, Grade 12 (U) or Grade 11 (C or U); chemistry, Grade 12 (C or U) or Grade 11 (U); physics, Grade 12 (C or U) or Grade 11 (U)</p>

Seneca College (Toronto)	Behavioural Sciences (two year)	<a href="https://www.senecacollege.ca/programs/fulltime/BHS.html">https://www.senecacollege.ca/programs/fulltime/BHS.html</a>	Ontario Secondary School Diploma (OSSD), or equivalent, or a mature applicant English: Grade 12 C or U, or equivalent course
St. Lawrence College (Kingston)	Behavioural Science (three year)	<a href="https://www.stlawrencecollege.ca/programs/behavioural-science/full-time/kingston">https://www.stlawrencecollege.ca/programs/behavioural-science/full-time/kingston</a>	Ontario Secondary School Diploma (OSSD) with the majority of Grade 11 and 12 courses at the C, U or M level including the following prerequisites: Grade 12 English at the C or U level Grade 11 Math at the C, U or M level (Grade 12 Math at the C, U or M level recommended) One of Grade 11 or Grade 12 Chemistry, Biology, Physics or Science at the C, U or M level, excluding Environmental Science and Earth and Space Science)

Definitions:

A **Sending Institution** refers to a recognized education institution from which a student transfer.

A **Receiving Institution** refers to the education institution to which a transfer student enrolls and wishes to have previously earned credit applied.

## Current Pathways Already Available in Ontario

There are no advertised/posted pathways currently in place specifically for graduates of a Post Graduate Certificate in Autism & Behavioural Science. The pathways that are available involve the two- and three-year diploma programs only. The majority of these pathways involve colleges who are offering degrees. Following is a large sampling of the Ontario pathways for Behavioural Science diploma graduates:

Receiving institution: Carleton University  
Sending institution: George Brown College  
Sending program: Behavioural Science (three-year diploma)  
GPA required: 73%  
# of transfer credits granted: 7 credits/full courses (35%)  
# of credits remaining for degree completion: 13 credits/full courses  
Degree earned: Honours Bachelor of Science or Honours Bachelor of Arts degree (Multiple Majors)  
Reference: <https://admissions.carleton.ca/transfer-credits/george-brown-college-behaviour-science-technology-3-years/>

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Receiving institution: Carleton University  
Sending institution: St. Lawrence College  
Sending program: Behavioural Science Technology (three-year diploma)  
GPA required: 73%  
# of transfer credits granted: 7 credits/full courses (35%)  
# of credits remaining for degree completion: 13 credits/full courses  
Degree earned: Honours Bachelor of Science or Honours Bachelor of Arts degree (Multiple Majors)  
Reference: <https://admissions.carleton.ca/transfer-credits/st-lawrence-college-behavioural-science-technology-3-years/>

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Receiving institution: Seneca College  
Sending institution: Canadore College  
Sending program: Behavioural Science Technician (two-year diploma)  
GPA required: 70%

# of transfer Credits Granted: 19 credits/full courses (46%)

# of credits remaining

for degree completion: 22

Degree earned: Honours Bachelor of Behavioural Psychology

Reference: [https://www.senecacollege.ca/pathways/pathways-to-seneca/pathway.Behavioural\\_Science\\_Technician.BBP.26.html](https://www.senecacollege.ca/pathways/pathways-to-seneca/pathway.Behavioural_Science_Technician.BBP.26.html)

\* Students are required to complete a summer bridge term that includes the following courses:

BP399 - Building Analytical Skills: ABA (minimum GPA of 2.5 required)

One Liberal Studies Option (minimum GPA of 2.0 required)

Upon completion of the bridge term, students will move into semester 5 of the degree in the Fall term.

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Receiving institution: Seneca College

Sending institution: George Brown College

Sending program: Behavioural Science Technician (two-year diploma)

GPA required: 70%

# of transfer Credits Granted: 19 credits/full courses (46%)

# of credits remaining

for degree completion: 22

Degree earned: Honours Bachelor of Behavioural Psychology

Reference: [https://www.senecacollege.ca/pathways/pathways-to-seneca/pathway.Behavioural\\_Science\\_Technician.BBP.26.html](https://www.senecacollege.ca/pathways/pathways-to-seneca/pathway.Behavioural_Science_Technician.BBP.26.html)

\* Students are required to complete a summer bridge term that includes the following courses:

BP399 - Building Analytical Skills: ABA (minimum GPA of 2.5 required)

One Liberal Studies Option (minimum GPA of 2.0 required)

Upon completion of the bridge term, students will move into semester 5 of the degree in the Fall term.

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Receiving institution: York University

Sending institution: Seneca College

Sending program: Behavioural Sciences (two-year diploma)

GPA required: 70%

# of transfer credits granted: 42 credits (35%)

# of credits remaining

for degree completion: 78 credits

Degree earned: Honours Bachelor's Degree in Any Major

Reference: <https://futurestudents.yorku.ca/transfer/college-transfers/seneca>

Receiving institution: Saint Paul University (federated with the University of Ottawa)  
Sending institution: St. Lawrence College  
Sending program: Behavioural Science (two-year diploma)  
GPA required: 70%  
# of transfer credits granted: 60 credits (50%)  
# of credits remaining for degree completion: 60 credits  
Degree Earned: Honours Bachelor of Arts in Human Relations and Spirituality  
Reference: <https://ustpaul.ca/program-college-new/honours-bachelor-of-arts-in-human-relations-and-spirituality-for-st-lawrence-college-behavioural-science-1096.htm>

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Receiving institution: George Brown College  
Sending institution: Canadore College  
Sending program: Behavioural Science Technician (two-year diploma)  
GPA required: 73%  
# of transfer credits granted: 15 full courses/credits (35%)  
# of credits remaining for degree completion: 28 credits/full courses  
Degree earned: Honours Bachelor of Behaviour Analysis  
Reference: [https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P\\_B2B\\_Agreement](https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P_B2B_Agreement)  
\*Students are required to complete a bridging semester in January.

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Receiving institution: George Brown College  
Sending institution: St. Lawrence College  
Sending program: Behavioural Science Technician (two-year diploma)  
GPA required: 73%  
# of transfer credits granted: 15 full courses/credits (35%)  
# of credits remaining for degree completion: 28 credits/full courses  
Degree earned: Honours Bachelor of Behaviour Analysis  
Reference: [https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P\\_B2B\\_Agreement](https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P_B2B_Agreement)  
\*Students are required to complete a bridging semester in January.

Receiving institution: George Brown College  
Sending institution: Canadore College  
Sending program: Behavioural Science Technologist (three-year diploma)  
GPA required: 73%  
# of transfer credits granted: 24 full courses/credits (56%)  
# of credits remaining for degree completion: 19 credits/full courses  
Degree earned: Honours Bachelor of Behaviour Analysis  
Reference: [https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P\\_B2B\\_Agreement](https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P_B2B_Agreement)

\*Students are required to complete a bridging semester in January.

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Receiving institution: George Brown College  
Sending institution: St. Lawrence College  
Sending program: Behavioural Science Technology (three-year diploma)  
GPA required: 73%  
# of transfer credits granted: 24 full courses/credits (35%)  
# of credits remaining for degree completion: 19 credits/full courses  
Degree earned: Honours Bachelor of Behaviour Analysis  
Reference: [https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P\\_B2B\\_Agreement](https://dmzbwb02.georgebrown.ca/PROD/wwsktrar.P_B2B_Agreement)

\*Students are required to complete a bridging semester in January.

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Receiving institution: Ontario Tech University – Oshawa  
Sending institution: Canadore College  
Sending program: Behavioural Science Technology (three-year diploma)  
GPA required: 70%  
# of transfer credits granted: 20 credits/full courses (50%)  
# of credits remaining for degree completion: 20 credits/full courses  
Degree earned: Honours Bachelor of Arts in Forensic Psychology  
Reference: <https://ontariotechu.ca/programs/college-to-university-transfer/social-science-and-humanities/psychology-advanced-entry/index.php#tab-admission-requirements>



Receiving institution: Ontario Tech University – Oshawa  
Sending institution: George Brown College  
Sending program: Behavioural Science Technician (2-or 3-year diploma)  
GPA required: 70%  
# of transfer credits granted: 20 credits/full courses (50%)  
# of credits remaining for  
degree completion: 20 credits/full courses  
Degree earned: Honours Bachelor of Arts in Forensic Psychology  
Reference: <https://ontariotechu.ca/programs/college-to-university-transfer/social-science-and-humanities/psychology-advanced-entry/index.php#tab-admission-requirements>

## DEPARTMENTAL CURRICULUM APPROVAL FORM

MOTION 1: That ACC recommend to Senate that graduates of a two-year Early Childhood Education, Educational Assistant, Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker or Developmental Services Worker diploma programs at an accredited Ontario College with a cumulative average equivalent to 70% or better can be considered for admission to BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum of 45 credits.

Additionally, admitted students who also completed an Autism & Behavioural Science or a Children's Mental Health one-year post graduate certificate program at a recognized Ontario College with a cumulative average equivalent to 70% or better will receive an additional 15 transfer credits.

MOTION 2: That ACC recommend to Senate that graduates of a Behavioural Science two-year college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 45 credits.

MOTION 3: That ACC recommend to Senate that graduates of a Behavioural Science three-year advanced college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 60 credits.

<b>DEPARTMENT/ DISCIPLINE</b>	<b>NAME (print)</b>	<b>SIGNATURE</b>	<b>DATE</b>
CHFS	R. Vernescu	<i>RVernescu</i>	Dec 6, 2022

## **St. Clair College Esports Administration and Entrepreneurship Pathway to Bachelor of Commerce Degree at Nipissing University**

### **Motion**

That the Academic Curriculum Committee recommend to Senate that the transfer pathway to the Bachelor of Commerce degree (three-year, four-year and Honours) for two-year Esports Administration and Entrepreneurship graduates from St. Clair College be approved.

### **Proposal**

Applicants who have graduated from the two-year Esports Administration & Entrepreneurship diploma program at St. Clair College, with an overall average of at least 70 percent or higher, may be eligible for admission to the Bachelor of Commerce (three-year) degree with transfer standing credit to a maximum of 30 credits.

Applicants who have graduated from the two-year Esports Administration & Entrepreneurship diploma program at St. Clair College, with an overall average of at least 70 percent or higher, may be eligible for admission to the Bachelor of Commerce (four-year or Honours) degree with transfer standing credit to a maximum of 45 credits.

### **Rationale**

This pathway is identical to the pathway that Nipissing already has in place with Lambton College.

The e-sport industry is experiencing rapid growth topping a billion dollars in 2019. Growth in hiring to support the industry is challenging because of the lack of specific skills and knowledge needed. Many students in this diploma program recognize the value in coupling their Esports Entrepreneurship & Administration 2-year diploma with a business degree that will allow them a competitive advantage in a fairly new and growing industry. As a current College partner, Nipissing University is uniquely positioned to deliver the Bachelor of Commerce (3-year) or Bachelor of Commerce (4-year and Honours) degree to the graduates of the Esports Entrepreneurship & Administration 2-year diploma through our CPP model or distance program.

Submitted for Lynn Sveinbjornson, Program Manager, College Partnership and Distance Programs by Marney Leclerc, Pathway Development Coordinator

**From:** Sema Chaudhry <semac@nipissingu.ca>  
**Sent:** Thursday, December 15, 2022 12:58 PM  
**To:** Prasad Ravi <prasadr@nipissingu.ca>; Stephanie Young <stephaniey@nipissingu.ca>; Graydon Raymer <graydonr@nipissingu.ca>; Daniel Jarvis <danj@nipissingu.ca>; Ron Hoffman <ronhoffman@nipissingu.ca>; Chris Hachkowski <chrisha@nipissingu.ca>; Douglas Gosse <douglasg@nipissingu.ca>  
**Cc:** Margarida Shail <margaris@nipissingu.ca>; Beth Holden <bethh@nipissingu.ca>  
**Subject:** Re: Call for ARCC Agenda Items - January 12, 2023 Meeting

Good afternoon all,

Please find attached the two School of Business motions that were passed at the November 24 meeting.

Thank you

Sema  
Sema Chaudhry  
Coordinator, School of Business  
Nipissing University, A232-C  
Telephone: 705-474-3450 ext. 4329  
Email: [semac@nipissingu.ca](mailto:semac@nipissingu.ca)

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

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**From:** Prasad Ravi <prasadr@nipissingu.ca>  
**Sent:** December 15, 2022 11:43 AM  
**To:** Stephanie Young <stephaniey@nipissingu.ca>; Graydon Raymer <graydonr@nipissingu.ca>; Daniel Jarvis <danj@nipissingu.ca>; Ron Hoffman <ronhoffman@nipissingu.ca>; Chris Hachkowski <chrisha@nipissingu.ca>; Douglas Gosse <douglasg@nipissingu.ca>; Sema Chaudhry <semac@nipissingu.ca>  
**Cc:** Margarida Shail <margaris@nipissingu.ca>; Beth Holden <bethh@nipissingu.ca>  
**Subject:** Re: Call for ARCC Agenda Items - January 12, 2023 Meeting

Hi Sema,

Please submit our ARCC motions approved by the School. Beth in fact helped develop the motion.

Regards  
Prasad

Dr. Siva Prasad Ravi  
M Sc, BE, ME, MBA, LLB (Hons), Ph D  
Director and Professor  
School of Business  
Nipissing University  
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## **Confederation College Onajigawin Indigenous Services (OIS) Diploma Transfer Pathway to Honours Bachelor of Social Work at Nipissing University**

**Motion:** That the Academic Curriculum Committee recommend to Senate that the transfer pathway to the Honours Bachelor of Social Work at Nipissing University for graduates from the Onajigawin Indigenous Services Diploma Program at Confederation College be approved.

### **Proposal**

That applicants who have completed the Onajigawin Indigenous Services (OIS) diploma program at a Confederation College with a cumulative average equivalent to 70% or better can be considered for admission to the Honours Bachelor of Social Work degree program with transfer credit to a maximum of **30 credits**.

### **Rationale**

Changing demographics are making it increasingly important for Nipissing to enable access to reasonable and innovative pathways for college transfer students.

The Ontario College of Social Workers and Social Service Workers (OCSWSSW) has indicated that the Onajigawin Indigenous Services (OIS) Diploma Program offered at Confederation College is equivalent to the Social Service Worker Diploma offered by Ontario Colleges. This pathway is in line with what is already in place for Social Service Worker graduates from Ontario Colleges.

Submitted by Marney Leclerc, Pathway Development Coordinator, for  
Dr. Douglas Gosse, Dr. Doug Gosse, Director (Interim), School of Social Work and Associate  
Dean, Faculty of Education and Professional Studies

**From:** Douglas Gosse <douglasg@nipissingu.ca>  
**Sent:** Wednesday, December 14, 2022 2:24 PM  
**To:** Jessica McMillan <jessicam@nipissingu.ca>; Margarida Shail <margaris@nipissingu.ca>  
**Cc:** Beth Holden <bethh@nipissingu.ca>; Liane Trottier <lianet@nipissingu.ca>  
**Subject:** Motion passed

This motion was unanimously passed this afternoon for next ACC:

## **Agenda Item #6**

### **Confederation College Onajigawin Indigenous Services (OIS) Diploma Transfer Pathway to Honours Bachelor of Social Work at Nipissing University**

**Motion:** That the Academic Curriculum Committee recommend to Senate that the transfer pathway to the Honours Bachelor of Social Work at Nipissing University for graduates from the Onajigawin Indigenous Services Diploma Program at Confederation College be approved.

#### **Proposal**

That applicants who have completed the Onajigawin Indigenous Services (OIS) diploma program at a Confederation College with a cumulative average equivalent to 70% or better can be considered for admission to the Honours Bachelor of Social Work degree program with transfer credit to a maximum of 30 credits.

#### **Rationale**

Changing demographics are making it increasingly important for Nipissing to enable access to reasonable and innovative pathways for college transfer students.

The Ontario College of Social Workers and Social Service Workers (OCSWSSW) has indicated that the Onajigawin Indigenous Services (OIS) Diploma Program offered at Confederation College is equivalent to the Social Service Worker Diploma offered by Ontario Colleges. This pathway is in line with what is already in place for Social Service Worker graduates from Ontario Colleges.

Most sincerely,  
Doug

**Report of the  
Academic Curriculum Committee**

**January 23, 2023**

The meeting of the Academic Curriculum Committee was held on Monday, January 23, 2023, at 2:00 pm in F214 and Teams. The following members participated:

Members Present:

Carole Richardson	Doug Gosse	Dan Walters (Dean's Designate)
Beth Holden (Registrar's Designate)	Charles Anyinam	Nancy Black
Nathan Colborne	Chris Greco	Blaine Hatt
Alexandre Karassev	James Murton	Rosemary Nagy
Jared Gagne		

Absent with Regrets:

Julie Corkett, Harikesh Panchal, Sarah Pecoskie-Schweir, Chantal Phillips

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Education and Professional Studies. 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 31, 2023.

Faculty of Education and Professional Studies

School of Business

Motion 2: That Senate approve that FINC 2116 Management of Financial Institutions be added to the "9 credits of" list in the Finance Concentration of the BBA.

School of Physical and Health Education

Motion 3: That Senate approve that Physical and Health Education (PHED) be added to the Group IV Professional Disciplines Breadth Requirement Grouping.

**Non-Substantive:**

That PHED 3146 Issues in Education and Physical Activity be unbanked.

School of Social Work

Motion 4: That Senate approve that the Bachelor of Social Work Degree Requirements be modified as outlined on the attached document.

School of Nursing

The Dean of Education and Professional Studies requested that the Academic Curriculum Committee discuss the matter of voting eligibility in the School of Nursing.

Currently, the School of Nursing Council is comprised of academic and non-academic members and voting on academic issues includes the entire membership. The governance structure is complex and refinements continue to be made.

Following a discussion, the response from the Academic Curriculum Committee is that it is the expectation of ACC that curriculum matters coming forward to the Academic Curriculum Committee have been voted on by the academic members in the School of Nursing.

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**Report of the Academic Regulations and Curriculum Committee**  
**Faculty of Education and Professional Studies**

The meeting of the Education and Professional Studies Academic Regulations and Curriculum Committee met on January 12, 2023

Present: Doug Gosse (Chair), Greg Brown, Charles Anyinam, Anna Przednowek, Anahita Armenakyan and Beth Holden

Regrets: Kristina Karvinen, Michelann Parr

Guests: Margarida Shail

The Academic Curriculum Committee received and discussed motions brought forward from the School of Business. The outcomes of those discussions are reflected in the recommendations to the Education and Professional Studies Executive contained in the motions below.

Motion: That the Academic Regulations and Curriculum Committee recommend to the Education and Professional Studies Executive that FINC 2116 Management of Financial Institutions be added to the "9 credits of" list in the Finance Concentration of the BBA.

Rationale: The omission of this course towards the Finance Concentration appears to be an oversight.

**Report of the Academic Regulations and Curriculum Committee  
Faculty of Education and Professional Studies**

January 23, 2023

The meeting of the Education and Professional Studies Academic Regulations and Curriculum Committee met on Friday, December 9, 2022 at 10:30am.

Present: Doug Gosse (Chair), Michelann Parr, Greg Brown, Kristina Karvinen, Charles Anyinam, Anna Przednowek, Anahita Armenakyan and Beth Holden

Regrets: none

Guests: Jessica McMillan and Margarida Shail

The Academic Curriculum Committee received and discussed motions brought forward from the Schools of Physical and Health Education and Social Work. The outcomes of those discussions are reflected in the recommendations to the Education and Professional Studies Executive contained in the motions below.

School of Physical and Health Education

1. Motion: That the Education and Professional Studies Executive recommend to the Academic Curriculum Committee that Physical and Health Education (PHED) be added to the Group IV Professional Disciplines Breadth Requirement Grouping.

Rationale: This is a housekeeping motion only affecting students outside the BPHE program. When the Bachelor of Physical and Health Education degree program was originally created, Physical and Health Education (PHED) courses were not classified for breadth purposes. Classifying PHED courses under the Group IV Professional Disciplines Breadth Requirement ensures that students who are not pursuing a BPHE (such as those who transfer out of the BPHE program, or those registered in another program who have PHED transfer credits from another institution) understand where their PHED credits can be used in their program of study which has a Breadth Requirement.

2. Motion (Non-Substantive): That the Education and Professional Studies Executive recommend to the Academic Curriculum Committee that PHED 3146 Issues in Education and Physical Activity be unbanked.

Rationale: This elective course had been banked last year as it has not been offered previously. We would like to offer it in 23FW.

School of Social Work

3. Motion: That the Education and Professional Studies Executive recommend to the Academic Curriculum Committee that the Bachelor of Social Work Degree Requirements be modified

From:

## **Bachelor of Social Work (Honours)**

To graduate with a Bachelor of Social Work (Honours), students must:

- a) Complete 120 credits that satisfy the stated requirements for the degree with a minimum overall average of 60%;
- b) Achieve a minimum overall average of 60% in the first two years of the degree;
- c) Achieve a minimum program average of 70% in third and fourth year Social Work courses and a "Satisfactory" in the required Field Practicum courses ([SWRK 3505](#) and [SWRK 4605](#));
- d) Complete at least 72 credits in Social Work (according to details provided in the Program Requirements section);
- e) Not exceed a maximum of 42 credits at the 1000 level;
- f) Must complete six credits from each of the following areas:
  - Humanities (Group I)
  - Science (Group III)
- g) Must complete three credits in Social Science (Group II) or Professional Studies (Group IV).
- h) Must complete the Bachelor of Social Work professional years within four (4) years of the original date of admission.

To:

## **Bachelor of Social Work (Honours)**

To graduate with a Bachelor of Social Work (Honours), students must:

- a) Complete 120 credits that satisfy the stated requirements for the degree with a minimum overall average of 60%;
- b) Achieve a minimum overall average of 60% in the first two years of the degree;
- c) Achieve a minimum program average of 70% in third and fourth year Social Work courses and a "Satisfactory" in the required Field Practicum courses ([SWRK 3505](#) and [SWRK 4605](#));
- d) Complete at least 72 credits in Social Work (according to details provided in the Program Requirements section);
- e) Not exceed a maximum of 42 credits at the 1000 level;
- f) Must complete six credits ~~from each of the following areas:~~ of Humanities.
  - ~~Humanities (Group I)~~
  - ~~Science (Group III)~~
- g) Must complete three credits in Social Science (Group II) or Professional Studies (Group IV).
- h) Must complete the Bachelor of Social Work professional years within four (4) years of the original date of admission.

Rationale: These 6 credit science breadth requirement are a barrier/hurdle for college transfer students and generally, for students applying to the degree. Furthermore, other BSW programs in Ontario do not.

**Report of the  
Academic Curriculum Committee**

**February 15, 2023**

The meeting of the Academic Curriculum Committee was held on Wednesday, February 15, 2023, at 1:30 pm in F214 and Teams. The following members participated:

Members Present:

Carole Richardson	Doug Gosse	Dan Walters (Dean's Designate)
Debra Iafrate	Charles Anyinam	Nancy Black
Nathan Colborne	Julie Corkett	Chris Greco
Alexandre Karassev	James Murton	Harikesh Panchal

Absent with Regrets:

Blaine Hatt, Rosemary Nagy, Jared Gagne, Sarah Pecoskie-Schweir, Chantal Phillips

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Education and Professional Studies. 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 February 15, 2023.

History

Motion 2: That Senate approved the creation of HIST 3377 American Healthcare as outlined in the attached document.

Sociology

**Non-substantive:**

That the Academic Curriculum Committee recommend to Senate that the course title for SOCI 2017 be changed from "Contemporary Sociological Theory" to "Communication, Power, and Capital."

5. Pathways

Motion 3: That Senate approve that the transfer credit policy for two-year Business diploma graduates from Lambton College and St. Clair College be approved.

Motion 4: That Senate approve that the transfer credit policy/pathway amendment for two-year Business diploma graduates into the Bachelor of Commerce (Honours or four-year degree) be approved.

Carried

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## History

**Motion:** Moved that the Arts & Science Executive recommend to ACC the **creation** of HIST 3377 American Healthcare as outlined in the template below:

**Rationale:**

This course expands the history department's offerings in American history and is a potential elective choice for Nursing students.

Course Code:	<b>HIST 3377</b>
Course Title	American Healthcare
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students explore the history of healthcare in the United States and engage with the ongoing debate over individual freedom versus collective action. Students study key developments in the United States within historical context and in comparison to events in other western nations like Canada. Course content begins with colonial perceptions of health and the body and ends with the COVID-19 pandemic.
Course Prerequisite	<i>Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed. HIST 2377 an asset but not required.</i>
Course Corequisite	none
Antirequisite	none
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	none
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 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 hours of lecture a week

<p><a href="#">Is this course Cross-Listed? If so, with what department?</a></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If yes, click here to enter department</p>
<p><a href="#">Program Implications</a>  <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p><a href="#">none</a></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. Understand the broad contours of the American past, and the particular developments in the history of health care.</li> <li>2. Identify and assess key historiographical arguments that have shaped our historical understanding of the American past.</li> <li>3. Identify and evaluate established techniques of historical inquiry and research.</li> <li>4. Devise and sustain analytical arguments, including an advanced ability to employ current theoretical approaches.</li> <li>5. Comprehend and interpret primary and secondary sources in order to offer analytical commentary.</li> <li>6. Communicate effectively, both orally and in writing.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input 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>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Click here to enter additional resources</p>

## Sociology

**Motion:** That Arts and Science Executive recommend to the ACC that the course **title** for SOCI 2017 be changed from “Contemporary Sociological Theory” **to** “Communication, Power, and Capital.”

**Rationale:**

The new title better reflects course content and allows for greater flexibility in planning the course from year to year.



## **Academic Curriculum Committee**

### **Transfer Credit Policy for Lambton College and St. Clair College's two-year Business Diploma**

**Motion:** That the Academic Curriculum Committee recommend to Senate that the transfer credit policy for two-year Business diploma graduates from Lambton College and St. Clair College be approved.

#### **Transfer Credit Policy for Business College Diploma Graduates from Lambton College and St. Clair College**

Applicants who have successfully completed a two-year Business Diploma program with a minimum overall average of 78% at Lambton College may be considered for admission to the Bachelor of Commerce (four-year degree program) with up to a maximum of 60 transfer credits.

Applicants who have successfully completed a two-year Business Diploma program with a minimum GPA of 4.0 at St. Clair College may be considered for admission to the Bachelor of Commerce (four-year degree program) with up to a maximum of 60 transfer credits.

#### **Rationale**

Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students. To remain competitive, it is felt that Nipissing could benefit from a 2 + 2 business pathway. The higher admission average would attract motivated and exceptional students to ensure their success in our business degree programs. These higher achieving students will be entering our business degree programs already possessing the foundations of business knowledge and skills and will still be required to complete the upper years of the degree program to ensure they obtain a deeper understanding of business.

Since September 2020:

- eight 2+2 students from Canadore and Algonquin have registered in courses at Nip to date
- four have graduated with respective overall averages of 83.7, 78.7, 74.7, 70.3
- three are still in progress and expected to graduate. current respective overall averages of 79.4, 71.3, 70.8
- one withdrawal

## Academic Curriculum Committee

### Transfer Credit/Pathway Amendment for

#### **Ontario College two-year Business Diploma Graduates Pathway to Bachelor of Commerce (Honours and four-year degrees)**

**Motion 1:** That the Academic Curriculum Committee recommend to Senate that the transfer credit policy/pathway amendment for two-year Business diploma graduates into the Bachelor of Commerce (Honours or four-year degree) be approved.

#### **Current Transfer Credit Pathway Policy for two-year Business Diploma Graduates:**

Graduates of a two-year Business Administration diploma at an Ontario CAAT with a cumulative 72% overall average can be considered for admission to the Bachelor of Commerce (four-year degree) with transfer credits to a maximum of 42 credits. Admitted students would be able to complete their program online as an independent learner.

#### **Proposed Amendment to Transfer Credit Policy for two-year Business Diploma Graduates:**

Graduates of a two-year Business diploma at an Ontario College with a cumulative 72% overall average or equivalent will be considered for admission to the Bachelor of Commerce (Honours or four-year degree) with transfer credits to a maximum of 45 credits. Admitted students would be able to complete their program online as an independent learner.

**Rationale for Terminology Changes:** The proper two-year diploma title is “Business” rather than “Business Administration” and the “CAAT” terminology is no longer current for Ontario Colleges.

**Rationale for increase in transfer credits:** Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students. This improved pathway allows for more transfer credits, allows students to register in an even course load and improves the educational opportunities for college graduates.

Submitted by Marney Leclerc, Pathway Development Coordinator, on behalf of the School of Business.

**From:** Prasad Ravi <prasadr@nipissingu.ca>

**Sent:** Monday, January 30, 2023 1:49 PM

**To:** Marney Leclerc <marneyl@nipissingu.ca>; Lynn Sveinbjornson <lynnsv@nipissingu.ca>; Sema Chaudhry <semac@nipissingu.ca>

**Subject:** Re: pathway motions for ACC

Hi Marney,

Good Afternoon.

These motions were unanimously voted in the School of business meeting. There is another motion also for Marketing area. Sema will send that to you today.

Kindly go ahead and process them.

Thanks & Regards

Prasad

Dr. Siva Prasad Ravi

M Sc, BE, ME, MBA, LLB (Hons), Ph D

**Nipissing University**  
**Senate Research Committee Report**  
**February 10<sup>th</sup>, 2023**

The January 19<sup>th</sup> meeting of the Senate Research Committee (SRC) was cancelled as quorum was not met. The SRC met on February 10.

Members in attendance: B. Law (Chair), J. Muterera (Vice-Chair), C. Richardson, D. Zarifa, A. Baregheh, M. Saari, N. Black, A. McCarthy, K. Koester. Absent: C. Phillips, R. McIntee. Recording Secretary: C. Daniels.

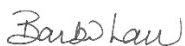
Reports from the Office of Graduate Studies and Research were distributed prior to the meeting. Updates include:

- New partnership with BioEnterprise to join their network as a Knowledge and Development partner. This provides additional professional development and networking opportunities for researchers and students.
- Changes to the Tri-Agency's Undergraduate Student Research Awards (USRA) program. In addition to NU's usual quota of NSERC USRAs, all 3 agencies (NSERC, SSHRC, CIHR) created additional awards for self-identified Black undergraduate student researchers. Communications sent to faculty and undergraduate students.
- An extension until September 1, 2023 from the Tri-Agency to submit an Institutional Research Data Management (RDM) Strategy as required by the Tri-Agency Research Data Management Policy.
- Instagram account (@nipissinguresearch) is active so that we can share research news with a wider audience. Request coverage via the [Social Media Coverage Request Form](#)
- Research Month plans are being finalized, with communications forthcoming.

New business: Approval of the Nipissing University Commercialization Policy, as required by the Ontario Government in the Commercialization Mandate Policy Framework. Moved by J. Muterera, seconded by C. Richardson that the Senate Research Committee approve the Commercialization Policy. The policy will be forwarded for approval at the March Senate meeting. Supporting material is attached.

The SRC discussed the USRA Management plan. Criteria will be developed and brought to the committee regarding allocation of the Forestry Supplement, as required by the Tri-Agency. Discussion of updates to the IP policy was deferred to a future meeting.

Respectfully submitted,



B. Law  
Chair, Senate Research Committee

- MOTION 1: That Senate receives the report of the Senate Research Committee, dated February 10, 2023.
- MOTION 2: That Senate approve the Commercialization Policy as outlined in the attached document.



**DRAFT Nipissing University Commercialization Policy**

Office of Accountability	Provost & Vice President, Academic & Research
Office of Administrative Responsibility	Office of Research, Innovation, and Graduate Studies
Approver	Senate
Approval Date	
Renewal Date	
Policy Number	

**Preamble/Our Commitment:**

Nipissing University is committed to developing processes, awareness, education, and support for the commercialization of research, knowledge, and scholarly activities. The Office of Graduate Studies, Research and Innovation (ORIGS), under the oversight of the Associate Vice President, Research, Innovation, and Graduate Studies (AVP, RIGS), will develop the infrastructure necessary to support innovation and commercialization at Nipissing University (NU Commercialization Framework, 2022).

The primary mission of a publicly funded institution is to create and disseminate public knowledge. The goal of this policy, together with the Intellectual Property Policy is to encourage the creation of intellectual property (IP), and to facilitate the development and commercialization of IP, while safeguarding the academic freedom and interest of the University, its faculty, staff, and students (NU Intellectual Property Policy, 2016).

**Conflict Resolution:**

Where there is a conflict between this policy and the Collective Agreement of an employee group at Nipissing University, the applicable Collective Agreement will prevail to the extent of the conflict.

Where there is a conflict between Canadian intellectual property laws and this policy, the conflict will be resolved in favour of the applicable Canadian law.

**1. Intention of Policy:**

The intention of this policy is to:

- a) support the University Community by developing processes, awareness, and educational resources in order to encourage the creation of IP, facilitate the commercialization of IP, and to celebrate research and scholarly activity at Nipissing University,
- b) provide a commitment to the management and protection of IP in a manner that maximizes commercialization opportunities, protects Ontario interests, and strengthens the Ontario economy,
- c) inform the University Community of the policies, procedures, and processes surrounding IP intended for commercialization,
- d) establish the procedures and processes to be followed with regards to commercializing IP,
- e) define the roles and responsibilities for Nipissing University to achieve that commitment and address any barriers or gaps in service that limit our ability to achieve that commitment,
- f) recognize the need to continue to build Nipissing University's IP and commercialization capacity through programming and related activities,

- g) guide the University Community on the usage of Nipissing University resources for the commercialization of IP and providing a net benefit to Ontarians,
- h) establish the procedure for annual reporting, progress, outcomes, impact, and recognition of commercialization activities throughout the University.

## 2. Application:

This policy applies to:

- a) any and all members of the University Community including faculty, staff, postdoctoral fellows, students, etc. as well as Third Parties to the extent possible.
- b) those who have created, developed, collaborated, or partnered on any form of IP in the course of that University Community members' duties or activities as university personnel, or through use of University Facilities.

## 3. Definitions:

Adjunct Faculty	Are faculty members outside the University whose scholarly or professional accomplishments merit association with the University. Adjunct Faculty members are appointed for a defined period, with defined privileges and voluntary responsibilities in scholarly activity. Adjunct Faculty members fall into this policy so long as the IP in question was created in their capacity as an Adjunct Faculty member at Nipissing University or as a collaborator/partner with other members of the University Community.
Alumni	A graduate or former student of Nipissing University. Alumni fall into this policy so long as the IP in question was created in their capacity as a student, prior to graduation, though the IP might be monetized following graduation.
Copyright	Is the expression of an artistic, literary, musical or dramatic form. In Canada, an original work is automatically protected by copyright upon its creation in a fixed form, such as: on paper, in musical notation, in a file saved on a computer drive. Copyright protection can be registered in Canada but registration is voluntary. <sup>i</sup>
Computer Software	Any set of instructions or statements that is to be used directly or indirectly in a computer to bring about a specific result.
Contributor	Any researcher, student, or staff member who has made an intellectual or creative contribution to a form of intellectual property or invention.
Commercialization	The process of taking an invention or scientific discovery (i.e., new technology or new or improved manufacturing process) to market.
Creator	Refers the individual(s) who invent something or bring a form of Intellectual Property into existence through innovative means.
Faculty	Are any University Community members belonging to the Contract Academic Staff Bargaining Unit (CASBU) and the Full-Time Academic Staff Bargaining Unit (FASBU), as well as Professors Emeriti.
Industrial Design	A type of intellectual property where a process or design is applied to physical products that are to be manufactured by mass production. It consists of the visual features of shape, configuration, pattern, ornament or any combination of these features. The design must be novel and appeal to the eye. It must be applied to a finished article and the features can be 2- or 3-dimensional. <sup>ii</sup>

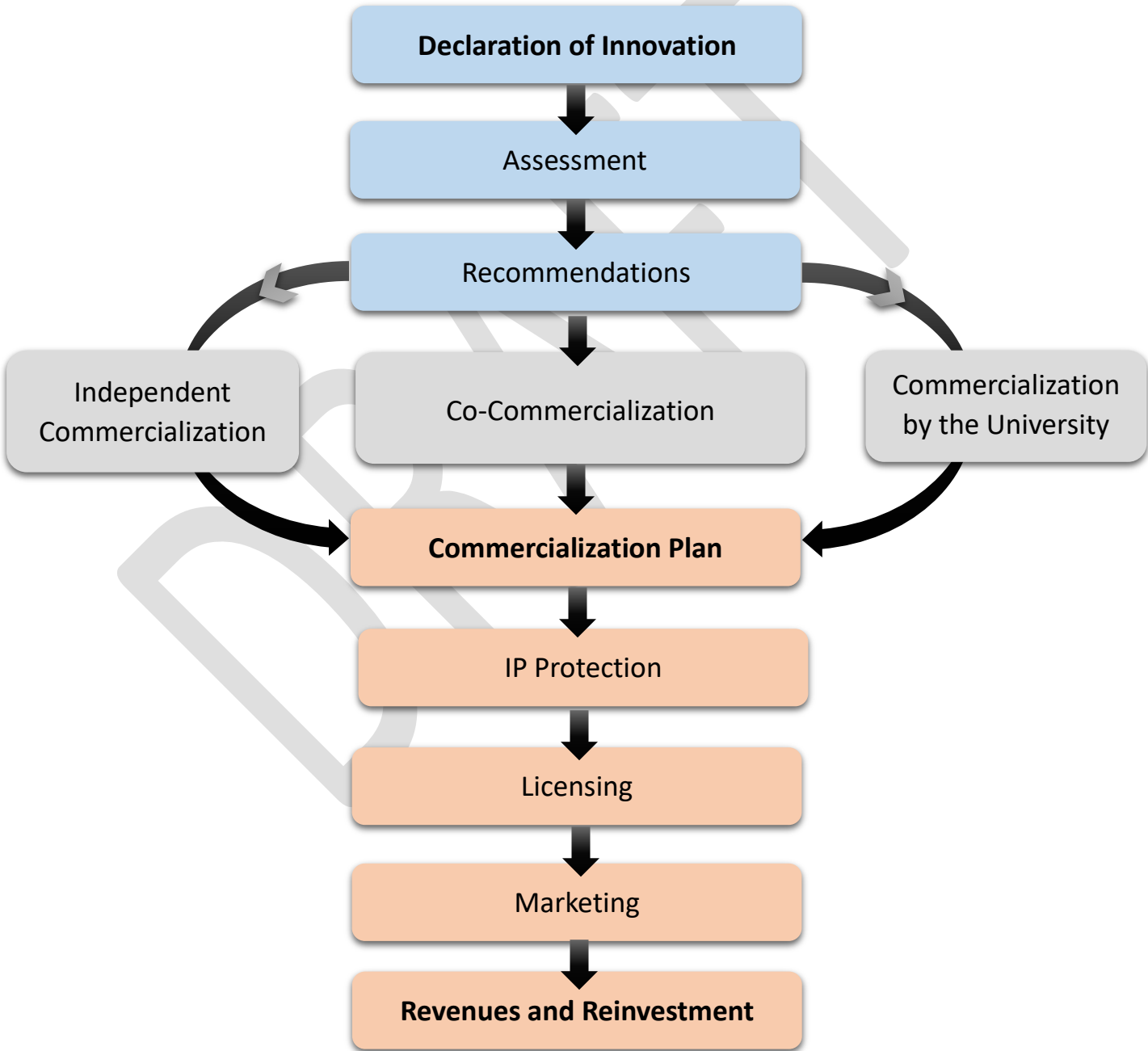
Intellectual Property	Any form of original knowledge or expression created in part or whole with one's intellect and may include but is not limited to works (creative works, computer software, documentation), inventions, trademarks, industrial designs, trade secrets, and confidential information.
Invention	A unique or novel device, method, composition, or process. It may be an improvement upon an existing invention or a new process, creating an object or outcome.
IP Statutes	Any type of act, law, or legislation pertaining to intellectual property including but not limited to the Patent Act, Copyright Act, Trade-Marks Act, Integrated Circuit Topography Act, Industrial Design Act, and so on.
Licensing Agreement	A formal agreement giving a person or organization permission to use, apply, or access the licensor's intellectual property.
Moral Rights	Additional rights held by authors of literary, dramatic, musical, and artistic works. Moral rights include the right of credit or association, the right of integrity, and the right of anonymity or context.
Net Revenue	The amounts received from the sale, leasing, licensing, or commercial exploitation of intellectual property after all expenses incurred in the protection, improvement, design, or development of the intellectual property have been deducted.
Nipissing University	The corporation generally known as the Board of Governors of Nipissing University, organized pursuant to the laws of the Province of Ontario.
Non-Disclosure Agreement	A contract between the holder of confidential information and another person to whom that information is disclosed, prohibiting that other person from disclosing the confidential information to any other party.
NUFA/CASBU/FASBU Collective Agreement	Is the agreement between the Board of Governors of Nipissing University and the Nipissing University Faculty Association for the period between May 1st, 2019 and April 30th, 2022, and any amendments, renewals, or subsequent collective agreements reached between the same parties.
Patent	A form of intellectual property granted by a government that confirms the exclusive right to an invention.
Postdoctoral Fellow	Or Postdoctoral Researcher/Associate, is a person professionally conducting research after the completion of their doctoral studies, typically under the supervision of a Faculty member.
Staff	Are any University Community member that is an employee of Nipissing University who is not Faculty or a Student,
Student	Are any University Community member enrolled in or auditing one or more course, workshops, or seminars at the Undergraduate or Graduate level at Nipissing University.
Third Party	A person who is not a member of the University Community.
Trademark	A trademark is a combination of letters, words, sounds or designs used or proposed to be used by a person to distinguish their goods or services from those of others. <sup>iii</sup>
Trade Secret	A type of intellectual property that includes formulas, practices, processes, designs, instruments, patterns, or compilations of information that have economic value because they are not known or ascertainable by others and which the owner(s) takes reasonable measures to keep the secret (non-disclosure agreements).
University Community	Any Faculty, Staff, Student, or other individual(s) affiliated with Nipissing University through employment or registration at the university.



University Facilities	Any facilities, resources, equipment, services, financial or human resources of the University.
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Nipissing University recognizes that individuals who fall under the terms "Faculty ", "NUFA Personnel", "Staff", "Student", and "Third Party", may have more than one status and fall under more than one of the said terms. For example, a Staff who also teaches a course would be a Faculty Personnel for the purposes of activities undertaken while acting as a lecturer, and a Staff for all other purposes. Similarly, an Adjunct Professor who engages in an unrelated private business would likely be a Faculty Personnel for the purpose of activities undertaken while acting as an Adjunct Professor, and a Third Party for all other purposes.

**4. The Intellectual Property to Commercialization Pathway**



## **i) Declaration of Innovation**

Members of the University Community who have developed IP that they intend to protect or commercialize (including but not limited to patent applications, copyright, trademark, integrated circuit topography registration, trade secret, industrial designs) with or without the use of University Facilities (financial resources, facilities, human resources, etc.) must inform the ORIGS in advance, using the Declaration of Innovation form and in a timely manner of their intent to do so. Based on the assessment of the Declaration of Innovation form, the ORIGS will inform the Creator(s) of the appropriate pathways to commercialize the IP. ORIGS is available to guide Creators in completing the Declaration of Innovation form and following the appropriate IP statute.

### **i.i) Timely Disclosure:**

CASBU or FASBU Members who develop IP may apply, at their sole discretion and own expense, for formal registration of any intellectual property. If so, a Member will give notification in writing to the Provost of any application made by the Member at least one (1) month prior to the date of making such application (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

It is the responsibility of the University Community (except members of FASBU/CASBU) to report new IP developed with University Facilities to the ORIGS within no more than three months of its development, or before any public disclosure (whichever is earlier).

- For IP that will require a patent, declaration should occur as soon as the Creator(s) can completely describe, in detail, all functions and practices of the innovation, but before public disclosure (e.g., journal articles, oral presentations, posters, etc.). This is to avoid loss of foreign patent rights.
- For copyright, the work is covered by relevant copyright laws as soon as the work is fixed in a tangible medium. There is no time limit for timely disclosure of copyright.
- For other forms of IP such as Industrial Design, Trademarks, etc., the relevant IP statute will be followed.

## **ii) Assessment**

Using the Declaration of Innovation form, ORIGS will conduct an assessment. To manage the University's IP and commercialization portfolio, the ORIGS will evaluate innovations for:

- Completeness
- Use of University Facilities
- Commercialization potential (e.g., licensing)
- Alignment with University values as per the University Strategic Plan and Strategic Research Plan
- Strength of IP protection
- Potential conflicts of interest or issues that may complicate commercialization or IP protection

and then recommends one of the following pathways:

- a) The Creator(s) pursue independent commercialization (waive title),
- b) The University will make an offer, or accept an offer, to contribute to commercialization (co-commercialization),
- c) The University has title claim to the innovation given the substantial use of University Facilities.

Communications regarding the Declaration of Innovation form will be sent to the first Creator listed on the form. Evaluations may take approximately 8 weeks to complete but may be subject to external review, which could delay the evaluation process further.

If the innovation will be independently commercialized, the process stops here.

### **iii) Commercialization Plan**

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for creating and implementing a Commercialization Plan.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, the ORIGS and the Creator(s) will create a Commercialization Plan. The plan will include any relevant decisions such as the best routes for IP protection (e.g., patent, non-disclosure agreement), the most suitable forms of licensing (e.g., exclusive, non-exclusive, start-up companies, third party involvement), and financing to implement the plan (e.g., research grants, investors, crowd funding, etc. See section 7), and revenue and reinvestment.

c) Commercialization by the University: If the University will assume sole responsibility for commercializing the innovation, ORIGS will consult with the relevant institutional departments to create a Commercialization Plan. The plan will include any relevant decisions such as the best routes for IP protection (e.g., patent, non-disclosure agreement), the most suitable forms of licensing (e.g., exclusive, non-exclusive, start-up companies, third party involvement), and financing to implement the plan (e.g., research grants, investors, crowd funding, etc. See section 7), and revenue and reinvestment.

### **iv) IP Protection**

At Nipissing University, we are committed to following the procedures set out by the Canadian government as it pertains to the protection of IP. Please visit <https://www.canada.ca/en/services/business/ip.html> for an overview of the different types of IP protection and the respective processes for IP protection in Canada.

For international IP protection, the relevant countries' IP statutes should be followed.

The responsibility for legally protecting IP varies dependant upon the commercialization path that is to be followed:

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for legally protecting and administering that agreement. Any such agreement must contain full and complete releases and indemnification of the University with respect to commercialized IP.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, an agreement will be drafted, as per the Commercialization Plan, between the parties to determine a cost sharing arrangement with regards to protecting the IP.

c) Commercialization by the University: If it is deemed that the University will assume responsibility for commercialization, the University thereafter shall deal with such rights and incur any expenses related to registering the IP, including any further assignment to some specialized external agency. The University shall assume sole responsibility and authority for legally protecting the IP.

## **v) Licensing & Agreements**

A license agreement for IP defines the structure of a long-term relationship between the University and the Creator(s). The University requires that all licenses agree to appropriate indemnity and insurance obligations.

v.i) Nipissing University Non-Exclusive License:

Consult the Nipissing University Intellectual Property Policy and the Research Data Management Strategy for more information about Nipissing University Non-Exclusive Licenses.

v.ii) For Intellectual Property that intends to be commercialized,

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for finding a licensee, negotiating a license agreement, and administering that agreement. Any such license agreement must contain full and complete releases and indemnification of the University with respect to commercialized IP.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, an agreement will be drafted, as per the Commercialization Plan, between the parties to determine a cost sharing arrangement with regards to licensing the IP.

c) Commercialization by the University: If it is deemed that the University will assume responsibility for commercialization, the University thereafter shall deal with such rights and incur any expenses related to any licensing or agreements associated with the IP.

v.iii) Non-Exclusive Licenses: In a simple non-exclusive license, the relationship may be limited to a one-time delivery of materials and/or payment of royalties.

v.iv) Exclusive Licenses: In exclusive licenses, this relationship is more extensive and often involves ongoing collaborations via sponsored research and consultation between the Creator(s) and the University.

v.v) Start-Up Companies: Nipissing University will aim to increase its capacity and/or external resources and collaborations, if the demand arises, to offer support and assistance through the ORIGS for those who want to create a start-up company. As part of its mission to commercialize University innovations, the (ORIGS) will consider licensing requests from Creators wanting to start new companies with technologies they have created. Although not obligated to do so, the ORIGS is willing to license technology to a start-up company, provided that the Creators demonstrate a clear commitment and ability to develop the licensed technology, and a clear business case to support ongoing operations of the start-up. Start-ups are encouraged to locate to North Bay and the Nipissing region to assist with the creation of local and regional employment.

A business plan must be developed prior to the decision to launch a start-up company, to ensure that the company will be financially feasible. It is recommended that the Creator(s) seek outside advice and guidance regarding the development of their business plan. The plan should include:

- Description of Business
- Nipissing University Technology to be Licensed
- Expected Target Market for Product or Service

- Principal Competition/Market Barriers
- Projected Product Development Timeline
- Management Structure (including faculty/inventor participation)
- Capital Needs and Resources (five-year expense/income projections)
- Equity Distribution
- University resources needed

As demand and resources allow, Nipissing University will work to create partnerships and compile resources for members of the University Community who want to create a start-up company. Once available, the ORIGS will also share the names and contact information of legal resources who are willing to work with Nipissing University start-up companies.

The University will consider assisting with the start-up company in circumstances where it can obtain an equity position in the start-up.

#### **vi) Marketing**

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for marketing it and administering any related agreements. Any such marketing agreement must contain full and complete releases and indemnification of the University with respect to commercialized IP. The University trademarks, names, logos, letterhead, etc. shall not be used in marketing of the innovation unless agreed to in advance in writing by the University.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, an agreement will be drafted, as per the Commercialization Plan, between the parties to determine a cost sharing arrangement and marketing plan with regards to marketing the IP.

c) Commercialization by the University: If it is deemed that the University will assume responsibility for commercialization, the University thereafter shall deal with such rights and incur any expenses related to marketing the IP, including any further assignment to some specialized external agency.

#### **vii) Revenues and Reinvestment**

##### **Revenues:**

a) Independent Commercialization: The University will receive 10% of Net Revenues arising from the IP annually. The IP shall remain subject to the license and other rights of the University under these policies (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

b) Co-Commercialization: The University and Creator(s) will receive a division of revenues and reinvestment according to a previously drafted agreement.

c) Commercialization by the University: The University shall retain 50% of Net Revenue arising from the IP and the Creator(s) shall receive 50% payable on an annual basis, unless the University and the Creator(s) agree to a fixed percentage of Gross Revenue that is of equal or greater value for the University (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

If after 3 years from the date of assignment (or Patent issuance) the IP rights have not been assigned or licensed, at the Creator(s) request, they may be assigned back to the Creator(s) provided that the

Creator(s) reimburse the University for all Development Expenses prior to any disbursement of revenues and remit the University 10% of Net Revenue arising from the IP on an annual basis.

In cases where inventions are transferred from the University to Industry, licensing agreements (when applicable) will be written and signed by applicable parties. In the case where Nipissing University resources are used, the University will have a perpetual non-exclusive license and 10% of gross revenue.

For commercialization activities that consist of the provision of services (i.e., use of lab equipment/facilities), revenue generated through fee-for-use of university lab equipment and consulting services will be described in a "Fees for service" policy (under development).

**Reinvestment:**

The University's portion of revenue received from commercialization activities will be reinvested to support the University's research activities and general finances, such that:

- a. 60% of net revenues will support general research and scholarly activities at the University, as allocated through the Office of RIGS and Senate Research Committee.
- b. 40% of net revenues will be considered general revenues.

Any revenue that the University receives shall be used at the University's discretion (subject to article 38 in the FASBU CA, article 25 in the CASBU CA).

**5. Roles and Responsibilities**

i) It is the responsibility of Nipissing University to foster an environment where innovation and commercialization are celebrated, encouraged, and support the social and economic prosperity of North Bay and surrounding area communities through research, education, knowledge transfer, the training of highly-qualified personnel, and commercialization. The role of the staff is to support the mission and both internal and external stakeholders to the University. Successful commercialization of technologies is achieved through a productive partnership between Nipissing University and the Creator(s). The commercialization process is designed to define the role of all stakeholders to achieve our commitment for successful commercialization of research-based innovations.

ii) It is the responsibility of the Office of Research, Innovation, and Graduate Studies (ORIGS) to provide, as demand and resources allow, education, support, and guidance on policies and procedures to the University Community with regards to IP and Commercialization. If an innovation has been identified as suitable for IP protection and commercialization, a legal document will be signed that will establish the working relationship between the Creator(s) and the University. In this relationship, the ORIGS' commitment is to protect the IP, and search for appropriate partners that have the necessary resources, expertise, and business networks to push the technology towards the commercialization pathway. The ORIGS works with all necessary departments and faculties in order to best support the Creator(s) and the technology.

iii) It is the responsibility of the University Community (except members of FASBU/CASBU) to report new IP developed with University Facilities to the ORIGS within no more than three months of its development, or before any public disclosure (whichever is earlier).

iv) It is the responsibility of the FASBU/CASBU faculty member to "... apply for formal registration of any intellectual property. [A] Member will give notification in writing to the Provost of any application made by the Member at least one (1) month prior to the date of making such application." FASBU/CASBU

members are encouraged to report any new IP developed, regardless of if formal registration will be pursued, to the ORIGS (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

v) It is the responsibility of the Creator(s) to remain engaged in the IP and commercialization process, especially in a Co-Commercialization agreement. Creator(s) must remain in full support of the evaluation, subsequent patenting, marketing, and licensing efforts to ensure effective IP management and licensing. In the event that the Creator(s) cannot or will not fully support the process or active participation halts for a period of 90 days, the ORIGS, in consultation with the Associate Vice President, Research, Innovation, and Graduate Studies will consider the file inactive. In these cases, the IP may remain with the University and does not revert back to the Creator(s).

## **6. Capacity Building**

Nipissing University is committed, as demand and resources allow, to developing processes, awareness, education and support for the commercialization of research and scholarly activities. Nipissing University will work toward:

- Developing the necessary infrastructure and/or partnerships to support innovation and commercialization,
- Creating, revising, and implementing the policies and procedures required to support innovation and commercialization as the need arises,
- Identifying gaps in processes and resources to facilitate planning, development, and implementation of innovation and commercialization policies and metrics to increase capacity, where applicable, consistent with the Ontario Provincial Commercialization Mandate Policy Framework,
- Planning workshops on Intellectual Property and IP protection,
- Seeking training opportunities and providing access to training opportunities on entrepreneurial skills,
- Offering and circulating links to provincial resources such as IPON, IP Literacy, course modules,
- Facilitating collaboration with Nipissing University departments (e.g., External Relations) to support community outreach,
- Developing avenues for knowledge mobilization.

## **7. Resources and Support**

The following website is a compiled list of resources that are available to assist those who want to pursue commercialization, IP protection, licensing, and/or financing for their IP. This list is not considered exhaustive. Creators are encouraged to conduct further research to determine the best resources and pathways to commercialization and IP protection.

<https://www.nipissingu.ca/research/ip-commercialization/resources>

## **8. Outcomes, Metrics, and Reporting**

i) Reporting to the University:

As the IP and Commercialization portfolio at Nipissing University increases, Creator(s) with an active IP or commercialization file with ORIGS may be required to submit an annual report (a template will be created) by October 1<sup>st</sup> each year to ORIGS providing an update on items such as:

- IP protections filed/secured

- Licensing agreements in progress/secured
- Marketing agreements in progress/secured
- Financial partnerships pursued/secured
- Gross revenues to date from commercialization of IP
- Net revenues to date from commercialization of IP

Further, as per the FASBU/CASBU Collective Agreements, the University will provide the Association with a complete summary accounting of the income and expenses over the last fiscal year, if any, related to the exploitation of intellectual property (per Article 38.3) by October 31 each year. The Association will have access to information under the University's control required to verify compliance with these Articles (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

#### ii) Institutional Review:

As commercialization efforts evolve at Nipissing University, the University will endeavor to improve and refine of this policy and associated processes should the need arise. Examples of future development of this policy and processes include:

- Review the policy one year from its approval date and every three years thereafter,
- Publish the above-mentioned resource pages on our website and update them as future resources become available,
- Refine and develop processes related to the IP to Commercialization Pathway to further streamline and foster IP and commercialization activity at the University,
- Through the Annual Commercialization Plans, identify gaps in capacity and work towards developing strategies to address those gaps.

#### iii) Reporting to the Ontario Government:

Nipissing University will submit Annual Commercialization Plans (ACP) in accordance with the Ontario Government's Commercialization Mandate Policy Framework. ACPs are due to the Ministry of Colleges and Universities via [IPSecretariat@ontario.ca](mailto:IPSecretariat@ontario.ca) by March 15<sup>th</sup> each year based on the previous calendar year cycle (January 1 to December 31). ACPs will incorporate the following six elements:

- **Timelines** to identify and incorporate additional information into the institution's Commercialization Policy
- **A plan to address any misalignments or gaps in capacity**, incentive structures and/or other institutional policies, to foster the protection and commercialization of IP in alignment with the CMPF.
- **Strategies and execution plan to prioritize institutional engagement** with Ontario- and Canadian-headquartered companies to provide a net benefit for Ontarians.
- **Evidence of a plan for engagement with the new designated IP agency (IPON) and local organizations that support commercialization of IP** (e.g., Regional Innovation Centres, Ontario Centre of Innovation [OCI], local accelerators and incubators, etc.) to identify commercialization opportunities and to protect and manage IP intended for commercialization developed with the institution's resources.
- **A plan for on-campus collaboration** to leverage strengths and address gaps in capacity to increase commercial benefit from IP generated with the institution's resources.
- **Reporting on key performance metrics** to track progress toward improving commercialization outcomes across the sector. (Commercialization Mandate Policy Framework, 2022).



Following a review of the ACPs, the Ministry of Colleges and Universities and Intellectual Property Ontario (IPON) will prepare and public an annual report on overall sector progress in developing and implementing commercialization policies. Following the review and provided there are no clarifications required, Nipissing University will publicly post section 6 of its Year 1 ACP “Institutional Approaches to Research and Innovation and Public Statement on the Annual Commercialization Plan.”

A common metrics reporting framework is in development by the Ministry of Colleges and Universities. Nipissing University will report on these key performance metrics as instructed once they are made available.

## **9. Net Benefit to Ontarians**

Net benefit refers to a net social and/or economic value generated for the people of Ontario, the Ontario economy and/or the Ontario innovation ecosystem (CMPF 2022). At Nipissing University, commercialization activities are guided by our unique role in supporting northern communities as well as Indigenous, first generation, and international learners.

The University commits to make reasonable efforts to maximize the net benefit to Ontario resulting from University-owned IP and commercialization endeavors. To accomplish this, the University will:

- prioritize industry partnerships that serve these groups and that offer a net benefit to our local, provincial, and global communities, with a focus on domestic industry partnerships,
- prioritize Ontario based investment and growth opportunities,
- prioritize social innovation within Ontario,
- provide a net benefit to Ontario through the training of Highly Qualified Personnel (HQP) and students,
- create and enhance avenues for knowledge mobilization of IP that benefits Ontario,
- create and enhance pathways for the commercialization of Ontario-made IP by:
  - encouraging and fostering innovation within the University,
  - evaluating and identify areas for capacity building,
  - developing partnerships and resources to facilitate bringing products to market,
  - evaluating the potential for commercialization within the University Community
  - working with Intellectual Property Ontario (IPON), an agency providing sophisticated IP knowledge, advice, and services to support Ontario innovators, researchers, businesses, and entrepreneurs.

## **10. Engagement with the Innovation Ecosystem**

Engaging in partnerships locally, nationally and globally allows Nipissing University to expand the breadth and impact of its commercialization, research and development activities. The University will endeavor to engage with accelerators, incubators, and engines with a Northern Ontario mandate and focus.

Nipissing University may seek out opportunities for collaboration with organizations within the innovation ecosystem. These partners may include:

- Innovative Initiatives Ontario North (iiON)
- Intellectual Property Ontario (IPON)
- FedNOR

- NOHFC
- Local Indigenous Communities
- City of North Bay Economic Development
- National Research Council of Canada Industrial Research Assistance Program (NRC-IRAP)
- The Business Centre of Nipissing-Parry Sound
- Mitacs
- Government, community, and industry partnerships
- Legal services related to IP
- Canadore College

**Sources:**

Commercialization Mandate Policy Framework, Government of Ontario (January 2022)

Nipissing University, Policy on Intellectual Property (Revision 2022, in progress)

Queen's University: <https://www.queensu.ca/secretariat/policies/board-policies/intellectual-property-commercialization-policy>

University of Toronto: <https://research.utoronto.ca/inventions-commercialization-entrepreneurship/commercialize-invention> and <https://entrepreneurs.utoronto.ca/ip-education/ip-resources/>

Verbal and written consultations with the following institutions:

Lakehead University

Laurentian University

Ontario College of Art & Design University

Trent University

University of Windsor

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<sup>i</sup> Intellectual Property Education, The University of Toronto

<sup>ii</sup> Ibid

<sup>iii</sup> Ibid

## Motion to Approve the Nipissing University Commercialization Policy – Supporting Material

### Rationale:

In January 2022, the Ministry of Colleges and Universities (MCU) circulated Ontario’s Commercialization Mandate Policy Framework (CMPF) to postsecondary institutions. The CMPF mandated that all Ontario colleges and universities post a commercialization statement, develop and post a Commercialization Policy, and engage in annual reporting. Nipissing University posted its Commercialization Framework Statement in April 2022 to [our website](#). Following MCU’s response to the release of the framework statements, Nipissing University developed and submitted a draft of a Commercialization Policy to the MCU by the December 15, 2022 deadline (note: deadlines dates were adjusted by MCU following release of the CMPF document). Our next task is to approve the policy through our internal governance structure, and then publicly post the policy to our website.

In the CMPF, the MCU mandated six elements that Commercialization Policies are required to address:

1. **A commitment to the management and protection of IP** in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
2. **Defined roles and responsibilities** for relevant stakeholders within the institution to achieve that commitment.
3. A commitment to **increase IP capacity** through programming and related activities including the provision of access to **IP Education and Awareness resources** for all relevant stakeholders within the institution.
4. An **invention disclosure policy** such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
5. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution’s resources in a manner that seeks to provide a **net benefit to Ontarians**. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.
6. Guidance for relevant stakeholders **regarding institutional engagement with the innovation ecosystem** (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework.

Nipissing University’s draft Commercialization Policy addresses these six elements while incorporating existing policies and agreements such as the Intellectual Property Policy (2016), the current FASBU/CASBU Collective Agreements, and the Strategic Research Plan (2019-2024). Specific attention was given to ensuring that the processes and financial components of the policy align with current Collective Agreements. Further, this policy was drafted in consultation with an internal working group (Justin Carré, Denyse Lafrance-Horning, Barbi Law, Ashley Marcellus, Colin McCarter, Amber McCarthy), biweekly meetings with representatives from small Ontario universities (Lakehead, Laurentian, OCADU, Trent, Windsor), a review meeting with the MCU, and review from Nipissing senior administration. Nipissing University’s draft policy is in line with the spirit of other small universities’ policies and also received positive feedback from the MCU.

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### Graduate Studies and Research

Beyond the Commercialization Policy, the MCU has also mandated that institutions submit Annual Commercialization Plan (ACP) reports each year on March 15<sup>th</sup>. The purposes of these ACP Reports are to gather information about current commercialization and innovation activities and to identify areas where support is needed to foster innovation and commercialization. Nipissing University plans to develop processes to better support, document, and measure commercialization and innovation activities and outcomes taking place at our institution. This type of internal reporting would not only allow us to celebrate and promote our commercialization and innovation activity, but also give us the data required to advocate for support and funding from IPON to build capacity.

We recognize that commercialization is in its infancy at Nipissing University and that elements of this policy may need to be altered in the near future. As a result, we propose that this policy undergo a review in one year from its approval date, and then every three years thereafter. Our goal is to ensure that this policy evolves as our commercialization portfolio and processes develop at Nipissing University.

Respectfully submitted,

A handwritten signature in cursive script that reads "Barbi Law".

Barbi Law, PhD  
Dean, Graduate Studies and Research (Interim)  
on behalf of the Senate Research Committee

Encl.

# Commercialization Mandate Policy Framework

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## INTRODUCTION

Ontario is home to world-class postsecondary institutes and research. Discoveries and innovations stemming from Ontario colleges and universities are helping to solve the pressing social, environmental and health challenges of our day; shaping our understanding of society and the cosmos; redefining industries; and creating new economic opportunities.

The Expert Panel on Intellectual Property was established Spring 2019 to help Ontario become more strategic in its approach to generating, protecting and commercializing intellectual property (IP), including IP that stems from postsecondary research. By various measures, Ontario is falling behind peer jurisdictions significantly on protecting IP and generating licensing revenue. For example, while Ontario is the only province in Canada with two cities in the top 100 global science and technology clusters, domestic output has been on a downward trend in recent years.<sup>1</sup>

This continues to stand in our way when it comes to competing in the global intangibles economy, and is more important than ever as we seek to recover from the effects of the COVID-19 pandemic.

In July 2020, the government released the province's first **Intellectual Property Action Plan** – in response to the recommendations of the Expert Panel – to help bend this curve by strengthening our overall approach to commercialization of IP. One of the key pillars of the Intellectual Property Action Plan is a commitment to clarify the commercialization mandates of postsecondary institutions.

The other three commitments of the Intellectual Property Action Plan are:

- Strengthening IP literacy by developing standardized, digital basic and advanced IP education curriculums.
- Developing a governance framework for organizations supporting entrepreneurial and innovation activities, which incorporates IP considerations.
- Creating a centralized provincial resource to increase access to IP legal expertise and educational resources everywhere in the province.

In January 2022, government created Intellectual Property Ontario (IPON), a new agency that will provide sophisticated IP knowledge, advice and services to support Ontario innovators, researchers, businesses and entrepreneurs. IPON will help support the implementation of this Commercialization Mandate Policy Framework by providing support to colleges and universities – and their researchers – and preparing an annual report that summarizes the sector's progress in implementing the framework and improving commercialization outcomes.

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1. Sources: WIPO Global Innovation Index, 2021; CIPO Annual Report 2020.

We know that maximizing the value of our homegrown IP is a shared commitment with the postsecondary sector. Clarifying the commercialization mandate will help everyone be more intentional in their focus on this important goal of ensuring that made-in-Ontario innovations benefit Ontarians.

This framework helps us achieve that commitment.

The Commercialization Mandate Policy Framework (Policy Framework) is comprised of:

1. Statement of Principles
2. Commercialization Policy
3. Annual Commercialization Plans
4. Reporting
5. Establishment of a Joint Working Group on Commercialization Metrics.

Implementation of this Policy Framework is intended to strengthen focus on the generation and management of IP and improve commercialization outcomes across campuses, while accounting for institutional diversity within the sector.

We recognize that no two institutions are alike. Similarly, successful commercialization outcomes may take many forms, from new company formation to engagement with established industry partners. Moreover, we acknowledge that each college and university is starting from different points in terms of areas of research/innovation strength, policy and program infrastructure and industry relationships. These differences will inform institutional pathways to commercialization and thus institutional implementation of this Policy Framework.

Other components of the Intellectual Property Action Plan – including the establishment of IPON – will provide important advice and support to innovators and entrepreneurs as they seek to unlock the full potential of their innovations.

To increase transparency in how we talk about and measure commercialization outcomes, IPON will establish a Joint Working Group on Commercialization Metrics as one of its first actions. The group will be chaired by IPON's CEO and will include representatives from the postsecondary sector, government and industry. It will collaborate on a set of common performance metrics, standards for institution-specific baselines and targets and a uniform approach to reporting.



## 1) STATEMENT OF PRINCIPLES

Commercialization is the process of taking an invention or scientific discovery (i.e., new technology or new or improved manufacturing process) to the market.<sup>2</sup>

The following five principles reflect government's recognition that we need to work together to a common purpose to improve the province's IP position, improving commercialization outcomes and realizing the benefits of publicly-funded research and innovation in a cooperative, accountable and sustainable manner.

1. A **shared commitment** to generate, commercialize and protect IP for the benefit of Ontario's economy and long-term competitiveness.
2. Focus on **continuous improvement** and **flexibility** to recognize different institutional approaches and strengths.
3. **Transparency** and **accountability** through annual reporting of progress, outcomes and impact, beginning in December 2022.
4. Recognition of the need to **continue to build institutional capacity** to commercialize innovation in Ontario, including using IPON's services and supports to strengthen capacity.
5. Success requires **collaboration** across the postsecondary sector and with the innovation ecosystem as a whole.

## 2) COMMERCIALIZATION POLICY

Each publicly-assisted university and college is to create and publicly post a Commercialization Policy by **April 29th, 2022** on its website.

The Commercialization Policy that each institution develops can and should be customized to its own context, while including the common elements set out below. The Commercialization Policy will act as a blueprint guiding each institution as it adopts or modifies its policies and practices to help improve commercialization outcomes.

It is expected that the Commercialization Policies will be fleshed out and strengthened over time as institutions grow in their capacity and experience.

The Commercialization Policy must include the following elements:

1. **A commitment to the management and protection of IP** in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
2. **Defined roles and responsibilities** for relevant stakeholders within the institution to achieve that commitment.

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2. Source: Expert Panel on Intellectual Property. Report: Intellectual Property in Ontario's Innovation Ecosystem (February 2020).

**Note:** Relevant stakeholders within the institution include, but are not limited to, staff, faculty, Technology Transfer Offices [TTOs], applied research offices, on-campus accelerators, researchers and students.

3. A commitment to **increase IP capacity** through programming and related activities including the provision of access to **IP Education and Awareness resources** for all relevant stakeholders within the institution.
4. An **invention disclosure policy** such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
5. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution's resources in a manner that seeks to provide a **net benefit to Ontarians**. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.

**Note:** For the purpose of this Policy Framework, a "net benefit" refers to a net social and/or economic value generated for the people of Ontario, the Ontario economy and/or the Ontario innovation ecosystem.

6. Guidance for relevant stakeholders regarding **institutional engagement with the innovation ecosystem** (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework.

The Ministry expects each institution to develop a Commercialization Policy in adherence to the Ministry's timeline, with each institution setting its own internal deadline for full implementation of all elements of the Commercialization Policy.

**Note:** The Ministry reserves the right to request that institutions provide a draft of the Commercialization Policy for Ministry review prior to public posting. Ministry review will be limited to ensuring that minimum requirements are met.

In the first year the expectation is that the Commercialization Policy will be publicly posted on the institution's website by **April 29th, 2022**.

In subsequent years, the Ministry expects that institutions will work toward full implementation of all elements of the Commercialization Policy on a phased-in basis. Progress will be documented in Annual Commercialization Plans.

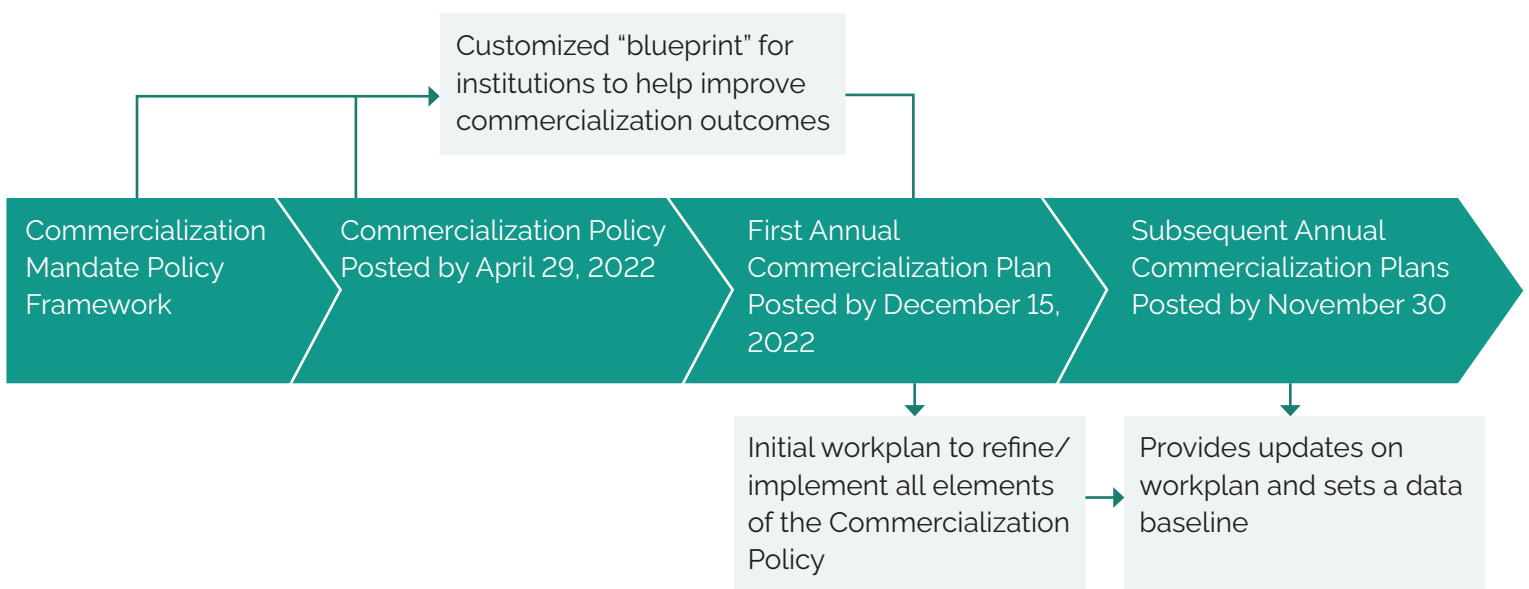
### 3) ANNUAL COMMERCIALIZATION PLANS

To demonstrate progress toward building institutional capacity to prioritize the protection and commercialization of IP (including modifying existing policies and practices, where necessary) and track commercialization outcomes, publicly-assisted universities and colleges are to develop and publicly post an Annual Commercialization Plan.

The institution's first Annual Commercialization Plan must be publicly posted by **December 15th, 2022** and will establish the institution's initial workplan to refine/implement all elements of its Commercialization Policy (with associated timelines and progress measures).

Starting with the second Annual Commercialization Plan, institutions must publicly post their plans by **November 30th** of each year and provide updates on the workplan. It is expected that these plans will also include baseline measures of commercialization outcomes as identified through the Joint Working Group on Commercialization Metrics.

#### Commercialization Mandate Policy Framework Reporting System Snapshot



The Annual Commercialization Plans will include the following elements:

1. **Timelines** to identify and incorporate additional information into the institution's Commercialization Policy (assuming not all elements will be finalized in the initial posting of the policy).
2. **A plan to address any misalignments or gaps** in capacity, incentive structures and/or other institutional policies, to foster the protection and commercialization of IP.
3. **Strategies and execution plan to prioritize institutional engagement** with Ontario- and Canadian-headquartered companies to provide a net benefit for Ontarians.

4. **Evidence of a plan for engagement with the new designated IP agency (IPON) and local organizations that support commercialization of IP** (e.g., Regional Innovation Centres, Ontario Centre of Innovation [OCI], local accelerators and incubators, etc.) to identify commercialization opportunities and to protect and manage IP intended for commercialization developed with the institution's resources.
5. **A plan for cross-institutional collaboration** to leverage strengths and address gaps in capacity to increase commercial benefit from IP generated with the institution's resources.
6. **Reporting on key performance metrics** to track progress toward improving commercialization outcomes across the sector.

It is expected that each Annual Commercialization Plan will provide (on a phased-in basis):

- **Progress metrics** to assess implementation of each institution's Commercialization Policy (e.g., #/% of commitments fully implemented; # of plans completed or updated; #/% of TTO staff accessing IP education/training).
- **Outcome metrics** focused on commercialization (e.g., number of patents filed and granted, number of licenses executed, licensing revenue, number of copyrights, number of start-ups established/supported, per cent of domestic industry partners). These outcome metrics will be the subject of consultation and refinement through the Joint Working Group.

#### 4) REPORTING

Institutions are to publicly post their Commercialization Policy and Annual Commercialization Plans.

Once established, the new designated IP agency (IPON) will review and advise on Annual Commercialization Plans at the request of the Minister of Colleges and Universities and publish an annual report on overall sector progress in implementing commercialization policies and meeting commercialization metrics targets.

#### 5) JOINT WORKING GROUP ON COMMERCIALIZATION METRICS

IPON will establish a Joint Working Group on Commercialization Metrics, with support from the Ministry. It will include representatives from the postsecondary sector, government and industry. It will be chaired by IPON's CEO and be tasked with:

- Identifying a set of common commercialization performance metrics;
- Establishing standards for institution-specific baselines and targets for commercialization metrics; and
- Developing standardized reporting templates and resources.

The metrics developed by the working group will be reported in each institution's Annual Commercialization Plans (on a phased-in basis). In co-developing these criteria, the Joint Working Group will play an important role in identifying appropriate metrics that capture the diversity of institutional approaches to supporting commercialization and that do not place an unreasonable burden on the sector.

## CONCLUSION

Ontario's long-term economic competitiveness requires new policies and initiatives that prioritize the generation, protection and commercialization of IP. The government of Ontario recognizes this and has been implementing the Intellectual Property Action Plan for the benefit of Ontario researchers and entrepreneurs.

The Commercialization Mandate Policy Framework is the next step in the government's continued progress toward the implementation of the Intellectual Property Action Plan. In releasing this Policy Framework, the government has now fully actioned all four components of the plan.

By helping publicly-assisted colleges and universities clearly define their commercialization policy and develop annual plans to build institutional capacity, make progress and track outcomes, we will see an increase in commercialization outcomes across the province. In combination with the launch of new accessible IP tools and supports through IPON, as well as working together to develop a common set of metrics, we will strengthen our innovation ecosystem for the benefit of every Ontarian for generations to come.

# NIPISSING UNIVERSITY

## REPORT OF THE TEACHING AND LEARNING COMMITTEE

January 10, 2023

The following members participated:

Attendance: Graydon Raymer  
Pat Maher  
Susan Srigley  
Sandra Goldsworthy  
Sarah Pecoskie-Schweir  
Rob Breton  
Sal Renshaw  
Jared Gagne  
Lorrie Tunney Maxwell, recording secretary

Guests: Laura Solano Moya, Francine Teles

Regrets: Nancy Black, Rick Vanderlee, Chantal Phillips

The Teaching and Learning Committee (TLC) met on January 10, welcoming guests Laura Solano Moya, Manager, International Recruitment & Admissions, and Francine Teles, International Mobility Coordinator. Laura and Francine shared some of their experiences working with international students studying at Nipissing, as well as Nipissing students undertaking an international exchange. The TLC discussed potential opportunities for it or the Teaching Hub, e.g. assisting students who are getting ready for outbound mobility, educating staff and faculty about the cultures and the educational systems our incoming students may come from. At a next meeting, the TLC will invite Student Development Services to add their perspective to this ongoing conversation on International Student Experience.

The Dean of Teaching provided a brief update on Teaching Hub matters, which included a reminder that two Professional Learning Communities that are starting up between now and April, facilitated by our Schulich Teaching Chairs (“The Long Road Home” by Debra Thompson, and “The Sustainability Mindset Principles” by Isabel Rimanoczy). Work also continues on the Student Course Experience Survey, as a number of implementation partners across the university have met to discuss this task.

Finally, while the January 10 TLC meeting was cut short due to two fire alarms, the TLC finished the business of this meeting by email. A number of motions were passed through email by the TLC, each of which recommended changes to the Academic Integrity Policy and policies related to the submission of final grades. The Registrar will determine further action/approval, as appropriate, for each of the TLC motions. In summary, the TLC recommendations were:

- a) A number of updates to the Academic Integrity Policy, based on concerns/feedback from the May 13, 2022, Senate meeting;
- b) The creation of a flow chart to accompany the written Academic Integrity Policy;

- c) A revision to the Final Examinations Policy to remove reference to submission of final grades in this policy; and,
- d) A revision to the Evaluation and Grading System Policy to change the submission of final grades deadline to a fixed date for each semester.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'G. Raymer', 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 January 10, 2023.