

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

Members Present:

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

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

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

C. Irwin, O. Pokorny, L. Sinclair

S. Fiddler

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

Absent With Regrets:

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

The Senate Speaker offered a Traditional Territory acknowledgement.

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

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

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

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

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

Business Arising From the Minutes

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

Reports From Other Bodies

A report from the President is attached to the minutes.

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

SSHRC Institutional Grant (SIG) Recipients

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

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

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

Awards in Support of Research, Creative, and Scholarly Activities

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

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

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

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

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

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

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

Question Period

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

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

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

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

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

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

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

By-laws and Elections Committee

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

Research Committee

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

Teaching and Learning Committee

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

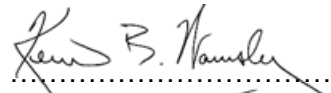
Announcements

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

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

Adjournment

Senate was adjourned at 3:47 p.m.


.....
K. Wamsley (Chair)


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A. Blaszczyk (University Secretary)

President's Senate Report January 13, 2023

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

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

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

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

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

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

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

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

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

Campus/Community Engagement:

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

Skate with the Lakers – Dec. 7

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

International Student Holiday Celebration – Dec. 20

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

More the Merrier – Dec. 24 - 31

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

Holiday Closure & Students in Residence

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

Walk at Cranberry Trail – Jan. 7

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

International Student & Faculty Social – Jan. 18

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

Peer Support (International Student Mentorship Program)

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

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

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

Transition Supports

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

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

International Student Orientation

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

Here are some of the sessions:

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

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

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

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

One-on-one Support

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

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

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

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

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

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

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

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

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

AVP (Assistant Vice-President) Students

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

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

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

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

SAS (Student Accessibility Services)

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

SCS (Student Counselling Services)

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

SIS (Student Intervention Services)

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

SVPE (Sexualized Violence Prevention Education)

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

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

Events & Training

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

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

2023

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

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

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

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

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

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

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

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

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

HR (Human Resources)

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

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

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

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

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

Teaching Hub

Our mandate:

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

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

Activities/Events:

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

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

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

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

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

President Wamsley (continued)

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

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

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

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

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



Board of Governors Report to Senate - January 2023

Board of Governors Meeting December 3, 2022

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

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

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

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

Academic Colleagues

December 13 & 14, 2022

180 Dundas Street West, Suite 1800, Toronto, ON

Hybrid Meeting

Agenda

*Material provided for item marked ***

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

Zoom:

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

Meeting ID: 876 6359 7261 / Passcode: 238380

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

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

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

4. Dinner debrief (7:15–8:30)

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

Zoom:

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

Meeting ID: 830 5466 7362 / Passcode: 164442

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

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

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

THE CONVERSATION

Academic rigour, journalistic flair



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

How accessibility for disabled university students can benefit all students

Published: November 14, 2022 3.56pm EST

A. Kim Clark

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



Listen To The Article



 AD AURIS

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

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

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

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

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

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



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

Our case study

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

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

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

More disabled students than we think

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

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

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

As one student explained:

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

Another added:

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

Access fatigue

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

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

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



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

Most accessible teaching practices

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

These teaching practices included:

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

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

More welcoming environments

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

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

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



Academic Senate Report January 13th, 2023

Food Bank

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

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

Executive Elections

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

Spirit Week

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

Events

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

Executive Resignation

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