

Senate Agenda

Friday, May 12, 2023

10:30 a.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: April 14, 2023 *(pages 3-21)*

4. Business Arising From the Minutes

The Director of Institutional Planning and Analysis will provide follow-up regarding data analysis.

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 – no report
- (5) Alumni Advisory Board – report attached
- (6) Council of Ontario Universities (Academic Colleague) – no 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 May 4, 2023 be received.

Graduate Studies Committee

Motion 1: That the Report of the Graduate Studies Committee dated March 29, 2023 be received.

Research Committee

Motion 1: That the Report of the Research Committee dated April 20, 2023 be received.

Teaching and Learning Committee

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

Motion 2: That the Report of the Teaching and Learning Committee dated March 24 10, 2023 be received.

Motion 3: That the Report of the Teaching and Learning Committee dated April 14, 2023 be received.

Motion 4: That Senate approve the Student Course Experience Survey, consisting of the question items outlined in the attached document.

9. Other Business**10. Amendment of By-Laws****11. Elections****12. New Business**

Motion 1: That Senate grant approval to graduate the students who have completed their degree requirements prior to the 13th of June, 2023.

13. Announcements**14. Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting

April 14, 2023

2:30 p.m.

Room F210 & Zoom Videoconference

Members Present:

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

L. Chen, N. Colborne, S. Connor, J. Dech, A. Hatef, K. Lucas, C.
McFarlane, G. Phillips, S. Renshaw, 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), T. Horton, T. McParland, J.
Muterera, G. Raymer, T. Sibbald (Speaker), R. Vanderlee

C. Irwin, O. Pokorny, L. Sinclair

S. Fiddler

R. Hehn

R. McEntee, P. English, H. Panchal, S. Pecoskie-Schweir

Absent With Regrets:

N. Black, H. Earl, R. Gendron, J. Murton, M. Saari, S. Srigley, R.
Hoffman, L. Peachey, P. Ravi, J. Gagne, C. Phillips

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: April 14, 2023

Motion 1: Moved by R. Wenghofer, seconded by S. Winters that the agenda of the Senate meeting of April 14, 2023, be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: March 10, 2023

Motion 2: Moved by M. Tuncali, seconded by G. Phillips that the minutes of the Senate meeting of March 10, 2023, be adopted with an amendment.
CARRIED

Business Arising from the Minutes

The Motion regarding approval of the Research Committee Commercialization Policy, deferred at the March 10, 2023, Senate meeting, is included below. Following a request, the Annual Commercialization Plan template has been included with the Commercialization Policy and related documents in the Senate agenda.

Motion 3: Moved by B. Law, seconded by M. Tuncali that Senate approve the Commercialization Policy as outlined in the attached document.
CARRIED

Following the March 10, 2023, Senate meeting, nominations were sought for two (2) Faculty Senators to participate in small group conversations with the Provost, Vice-President Academic (PVPA) candidates. Dr. Todd Horton (EPS) and Dr. Robin Gendron (A&S) were acclaimed as Faculty Senator representatives.

Reports From Other Bodies

The President provided a report. The report is attached to the minutes.

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

The Council of Ontario Universities Academic Colleague provided a report. The report is attached to the minutes.

The NUSU President provided a report. The report is attached to the minutes. The VP Advocacy and Awareness included an amendment, advising that North Bay is entering the Communities in Bloom competition and NUSU will be the first stop for the judges. This will take place in July. We will be reaching out to different departments to showcase their research regarding sustainability, and the environment, amongst other things. We want to proudly show off all the amazing research faculty and students are participating in. If you are interested in this, please contact communications@nusu.com

Question Period

The following questions were submitted in writing by Dr. Richard Wenghofer for inclusion in the Senate minutes:

I have several questions pertaining to the financial figures that have been provided as part of the documents included for today's Senate meeting. I have taken a quick look at the figures for my own department of Classical Studies and Modern Languages and a few things jumped out at me. For the year 2017/2018 "Direct Expenses" came to \$248,263 and "Net Admin Expenses" came to \$190,651. For 2018/2019 "Direct Expenses" were \$425,458 and "Net Admin Expenses" were \$280,512. This represents an increase in "Direct Expenses" of \$175,853 and an increase in "Net Admin Costs" of \$89,861.

*Now, I assume that the increase in direct expenses is the result of Classics taking responsibility for the Minors in French and Spanish, although I don't believe that the part-time French and Spanish contracts totaled almost \$176,000. In fact, the highest year recorded was in 2021 where the contracts totalled \$113,000. But of greater concern is the jump in admin expenses of nearly \$90,000. Just to add some context, for this same period the English dept. saw an increase in admin expenses of \$196,116, GESJ jumped by \$143,675, and Religions and Cultures by \$66,103. **So, my first question then is what accounts for this massive jump in "Net Admin Expenses"?***

And there is one other unsettling item that I noticed. In 2017/2018 our program showed 9.56 WGU's, 6 Majors, and 60.9 FTE's. In 2018/2019 we had 13.165 WGU's, 11 Majors, and 57.6 FTE's. So WGU's and Majors increased and FTE's declined by a mere 3.3 students, but our operating deficit goes from \$17,421 to a massive \$270,144. I am little confused as to how the loss of three students results in a loss of net income in the amount \$252,723. Puzzled by this, I

*dug a little deeper and noticed that, inappropriately included as line items in the “Admin Expenses” are a number of revenue items, one of which is an item labelled “Other Admin Revenues.” This item showed a drop of \$139,498 from 2017/2018 to 2018/2019. **This leads me to three other questions: 1. Why are “Other Revenues” allocated to “Admin Expenses”?** 2. What are “Other Revenues”? 3. Why have they dropped so precipitously from 2017/2018 to 2018/2019?*

Dr. Wenghofer requested to note that his questions were not actually answered.

In follow up, the Provost advised that the data from the AQAPC meeting was provided in the Senate agenda to provide an opportunity for questions to be raised and addressed.

The Director of Institutional Planning and Analysis discussed how the profit margin spreadsheet was developed for the Auditor General Report, and how values are generated and allocated. He advised that he would follow up with Senator Wenghofer to address any questions that may not been answered, as well as respond to other questions from the floor.

The VPFA requested that further questions be submitted in writing so that a fulsome and transparent response can be provided.

Senators and faculty members spoke to the proposed departmental changes in the Faculty of Arts and Science, noting restructuring exercises have taken place this past year and that several departments have agreed to merge. One of these recommendations is to merge the Biology, Environmental Biology and Technology, Chemistry, Geography, Environmental Geography, and Environmental and Physical Geography departments to form the Department of Biology, Chemistry and Geography.

It was noted that the merger is not supported by the Chairs or the departments, and that the merger was voted down unanimously by the departments noting the following reservations: lack of faculty support, sufficient information has not been received, concerns about an unreasonable workload, a lack of student consultation, concerns about the timing with the new programs in Env Studies and Env Science, upcoming IQAP reviews, and that the university is currently in a state of flux with ongoing searches for a Provost, AVPRIGS, and an interim Dean of A&S.

Faculty and Student Senators, as well as the Geography and Geology, Environmental Science/Studies, MESC/MES Graduate Program Coordinator voiced their concerns regarding the merger. It was noted that 25 faculty members have voted against this merger, and that students have submitted petitions in support of the faculty. Requests were also made for a risk assessment, a cost-benefit analysis, and an analysis of the pros and cons.

In response to a request for justification regarding the merger of these departments, the Dean of Arts and Science (Interim) advised that if we don't make changes, it could be a top-down approach and decisions may be made for them.

The Provost reported that the Department Chairs provided a presentation and spoke at length at the recent AQAPC meeting advising that they are not in favour of the merger. It was noted that the merger was supported by the previous Dean and is supported by the current Interim Dean, and the plan is to move forward with the merger. If we find in a year that it is not working, then it can be revisited.

The following questions were asked regarding the suspension of the Bachelor of Science in Nursing Scholar Practitioner Program (SPP): what will happen to the seats in the program, will

there be an opportunity to explore options with a Northern focus, and is there an opportunity for students to pursue other options? The Provost advised that a thorough discussion had been held at the last AQAPC meeting with questions answered and data provided. An analysis of the SPP was completed and it was determined that given the enrolment and the associated costs, the program could no longer be sustained.

The Provost addressed a common misunderstanding, advising that the BEd program has a cap imposed by the province, but with Nursing there is no such cap. Clinical space is limited and we can't go beyond this space. Within our SPP program our goal was to take 50 students per year, and we had a number of established partners. It was a unique program that started in 2011, but it's been difficult over the years to hit our intake of 50 students. Applications for this year's program have dropped 47%. We have already qualified for government expansion grants, and we have continued to expand in our other nursing programs. It was a difficult decision to make.

It was noted that on March 23, 2023, faculty received an email that the SPP program was being suspended, with no indication that this decision came from the AQAPC. The Interim Dean of EPS advised that the program was being suspended for financial reasons with no consultation with members of the nursing faculty, hospitals, nursing organizations and partners or NUFA. Given the social responsibility of the university to provide nurses, and the fact that strategic planning is not completed, why was this decision made now?

The Provost advised that this decision has been ongoing for a number of years, and that a great deal of discussion has taken place. She informed that the SPP began with 6 partners and a number of MOU's. We now have one partner with one MOU. We continue to have a relationship with Sick Kids and moved forward with a partnership without an MOU. Student numbers were not solid, and we recognized that while we were still able to place students in UHN and Sick Kids they were asking us for a significant investment of \$500,000 for physical classroom space. We have qualified for nursing expansion grants, but we are having difficulty hiring in nursing and we aren't alone in that.

In response to a question regarding the cancellation of the spring/summer course HIST 3306: Canada's Forgotten War: Obwandiyag and the Defence of Turtle Island as only 12 students were registered and the minimum enrollment required was 15 students, the Provost advised that there are specific enrolment requirements for part-time courses to run and that discussion has taken place with the Interim Dean of A&S as well as with NUSU regarding enrolment deadlines. It was noted that history plays an important role in the TRC calls to action, and that this is difficult and important work. We are uniquely positioned to offer this course, and the content has been offered at NU for 15 years by a professor that is an expert in Indigenous Treaties. A respectful request was made that this course be allowed to run with 12 students even if it will run at a loss.

NUSU Student Senators McEntee, Panchal and English, as well as incoming NUSU VPFA Cooke, advised that they will enroll in the course to meet the minimum enrollment requirement, and requested that the course be re-instated.

The following substantive questions were submitted by NUSU in advance for response:
Residence has accepted the deposits of a large number of students for next year. This means a large number of students will be on the waitlist. Students won't know until June 1st, this can cause difficulty with the turnaround time to find other accommodations and thus lead to housing concerns. What will the university do to support students through this time?

In response, the Provost advised that it is not uncommon for campuses to have a residence waitlist. Residence is following the established process, and students are advised of the policy prior to submitting an application and deposit. Residence spaces are limited, and the university makes students aware of the possibilities of off campus housing through our website and through email communications with applicants. Students can and are encouraged to explore other housing options if they are placed on the waitlist. Students won't receive communication regarding placements until after the June 1st deadline passes. Students who wish to be taken off the waitlist at any time, prior to receiving a residence placement, will have their deposit returned less a \$25 administrative fee. If a student wishes to cancel their application, they should log onto their rezlife portal and withdraw their application. The admissions office will receive notice of the withdrawal and proceed accordingly.

How is the overview of International Student Enrollment? Will there be adequate housing and academic support in place for the number of international students that we will have on campus?

Yes, there will be support, but we are unable to control housing for international and domestic students. We will continue to work with our international and domestic students to ensure that there is adequate support.

In follow up to a question from last year's Senate conversations regarding international student tuition, will communication be sent out to students?

The Provost advised that two years of tuition costs were approved in one year. The Registrar advised that an email had been sent out to current students to advise of changes, and all new students are advised of tuition changes.

Following a request for further information regarding a Director for Education and Nursing, the Provost informed that a decision has not been made that can be communicated publicly yet, but that in the absence of Directors for Education and Nursing, we have extended the Interim Associate Dean of Bachelor of Education Concurrent and Consecutive Programs and created an Interim Associate Dean of the School of Nursing position for the 2023-24 academic year. The importance of filling the role of Interim Associate Dean of the School of Nursing with someone with a nursing perspective was noted.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 4: Moved by K. Wamsley, seconded by G. Phillips that the Report of the Senate Executive Committee dated April 6, 2023 be received.
CARRIED

Academic Curriculum Committee

February 28, 2023 Report

Motion 5: Moved by C. Richardson, seconded by S. Winters that the Report of the Academic Curriculum Committee dated February 28, 2023 be received.
CARRIED

Faculty of Arts & Science

Biology**Non-substantive:**

To un-bank BIOL 3267 Animal Physiology.

Motion 6: Moved by C. Richardson, seconded by J. Dech that Senate approve the revised Note pertaining to the Honours Specialization in Environmental Biology and Technology program.
CARRIED

Motion 7: Moved by C. Richardson, seconded by J. Dech that Senate approve the revised Note pertaining to the Specialization in Environmental Biology and Technology program.
CARRIED

Chemistry**Non-substantive:**

The title of the course CHEM 2306 Introduction to Organic Chemistry I be changed to CHEM 2306 Organic Chemistry I.

Non-substantive:

The title of the course CHEM 2307 Introduction to Organic Chemistry II be changed to CHEM 2307 Organic Chemistry II.

Motion 8: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of CHEM-2316 Green Chemistry for Environmental Sustainability
CARRIED

Motion 9: Moved by C. Richardson, seconded by M. Tuncali that Senate approve creation of CHEM-2317 Medicinal Chemistry.
CARRIED

Motion 10: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of CHEM-2506 Chemistry of Pollution.
CARRIED

Non-substantive:

The prerequisite for CHEM 4347 be changed.

Child and Family Studies**Non-substantive:**

The course description for CHFS 2026 Methods in Behavioural and Social Sciences be revised.

Motion 11: Moved by C. Richardson, seconded by L. Chen that Senate approve the learning outcomes for CHFS 2026 Methods in Behavioural and Social Sciences.
CARRIED

Motion 12: Moved by C. Richardson, seconded by L. Chen that Senate approve the current delivery language for CHFS 2026 "Methods in Behavioural and Social Sciences" from "Three hours of lecture and three hours of laboratory work per week for one

term” to “Four hours per week of blended learning format (lecture, practical, technology)”
CARRIED

Non-substantive:

The course title for CHFS 2106 be changed from Human Development: Children & Youth to Applied Human Development: Children & Youth.

Non-substantive:

The revision of the course description for CHFS 2106 Human Development: Children & Youth.

Gender Equality and Social Justice

Motion 13: Moved by C. Richardson, seconded by S. Winters that Senate approve the creation of GEND-2556 The 21st Century Family.
CARRIED

Motion 14: Moved by C. Richardson, seconded by S. Winters that Senate approve that the program requirements for the GESJ Honours Degree be revised to allow 6 credits of GEND 4106 Selected Topics in fulfilment of the Honours degree.
CARRIED

Non-substantive:

The course GEND 2316 Masculinities, Money and Media be banked.

Non-substantive:

The course GEND 3316 Race, Murder and Media be banked.

March 22, 2023 Report

Motion 15: Moved by C. Richardson, seconded by L. Chen that the Report of the Academic Curriculum Committee dated March 22, 2023 be received.
CARRIED

Faculty of Arts & Science

Child and Family Studies

Motion 16: Moved by C. Richardson, seconded by R. Hehn that Senate approve the learning outcomes for CHFS 2106 Human Development: Children & Youth.
CARRIED

Motion 17: Moved by C. Richardson, seconded by R. Vanderlee that Senate approve the current delivery language for CHFS 2106 Human Development: Children & Youth from “Three hours of lecture per week” to “Three hours per week”.
CARRIED

Non-substantive:

The course title for CHFS 4306 be changed from Special Topics: Human Dev & Learning to Topics: Developmental, Behavioural, and Mental Health.

Non-substantive:

The revision of the course description for CHFS 4306 Special Topics: Human Dev & Learning.

Motion 18: Moved by C. Richardson, seconded by L. Chen that Senate approve the revised learning outcomes for CHFS 4306 Special Topics: Human Dev & Learning.
CARRIED

Non-substantive:

The revision of prerequisites for CHFS 4306 Special Topics: Human Dev & Learning.

Motion 19: Moved by C. Richardson, seconded by R. Hehn that Senate approve the current delivery language for CHFS 4306 Special Topics: Human Dev & Learning **from** Three hours of lecture per week **to** “Three hours per week”.
CARRIED

Non-substantive:

The prerequisites for CHFS 4206 “Applied Developmental Neuropsychology” be changed as outlined in the attached document.

Motion 20: Moved by C. Richardson, seconded by D. Walters that Senate approve the change in course delivery for CHFS 4206 Applied Developmental Neuropsychology **from** three hours of lecture per week for one term **to** “Three hours per week”.
CARRIED

Motion 21: Moved by C. Richardson, seconded by L. Chen that Senate approve the change to the title of Group 1 courses in Major, Minor, Specialization, and Hon Specialization CHFS programs from “Human Development & Learning” to “Applied Human Development: Developmental, Behavioural, and Mental Health” and that calendar language is updated to reflect this.
CARRIED

English/Indigenous Studies

Motion 22: Moved by C. Richardson, seconded by S. Winters that Senate approve the creation of ENGL 2416/INDG 2416 Indigenous Graphic Novels and Teachings.
CARRIED

Geography & Geology

Motion 23: Moved by C. Richardson, seconded by S. Winters that Senate consider motions 11-16 as an omnibus motion.
CARRIED

Motion 24: Moved by C. Richardson, seconded by M. Tuncali that Senate approve motions 25-30 as an omnibus motion.
CARRIED

Motion 25: That the revised program requirements for the Honours Specialization in Geography be approved as outlined in the attached document.

Motion 26: That the revised program requirements for the Specialization in Geography be approved as outlined in the attached document.

- Motion 27: That the revised program requirements for the Honours Specialization in Environmental Geography be approved as outlined in the attached document.
- Motion 28: That the revised program requirements for the Specialization in Environmental Geography be approved as outlined in the attached document.
- Motion 29: That the revised program requirements for the Honours Specialization in Environment and Physical Geography be approved as outlined in the attached document.
- Motion 30: That the revised program requirements for the Specialization in Environment and Physical Geography be approved as outlined in the attached document.
Motions 11-16, as omnibus, CARRIED
- Motion 31: Moved by C. Richardson, seconded by D. Walters that Senate approve the cross-coding of the following Geography (GEOG) science courses as ENSC as outlined in the attached document.
CARRIED

Non-substantive:

The revision of the course description for GEOG 1016 People, Place and Environment.

- Motion 32: Moved by C. Richardson, seconded by R. Wenghofer that Senate approve the learning outcomes for GEOG 1016 People, Place and Environment.
CARRIED
- Motion 33: Moved by C. Richardson, seconded by D. Walters that Senate approve the change of GEOL-1006 The Earth's Interior hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.
CARRIED
- Motion 34: Moved by C. Richardson, seconded by D. Walters that Senate approve to change GEOL 1007 Surficial Geology hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.
CARRIED

Non-substantive:

The revision of the course description for GEOG 4777 Water Governance.

- Motion 35: Moved by C. Richardson, seconded by D. Walters that Senate approve the changes to the Environment and Sustainability Post-Baccalaureate Degree program as outlined in the attached document.
CARRIED

Non-substantive:

To **delete** GEOL 1031 The Earth's Interior for Non-science from the Academic Calendar.

Non-substantive:

To **delete** GEOL 1032 Surficial Geology for Non-science from the Academic Calendar.

Indigenous Studies

Non-substantive:

The revision course title of INDG 3107 "Indigenous Research Methods" to "Building Our Knowledge Bundles" as outlined in the attached document.

Psychology

Motion 36: Moved by C. Richardson, seconded by D. Walters that Senate approve the creation of PSYC 3346 Research Methods in Psychological Science as outlined in the attached template.
CARRIED

Motion 37: Moved by C. Richardson, seconded by D. Walters that Senate approve the program requirements for the BA Honours Specialization in Psychology be changed as outlined in the attached document.
CARRIED

Religions and Cultures

Motion 38: Moved by C. Richardson, seconded by D. Walters that Senate approve the creation of RLCT 2606 Hospice, Palliative Care and Religion as outlined in the attached document.
CARRIED

Sociology**Non-substantive:**

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

Non-substantive:

That the course description for SOCI 2017 be changed as outlined in the attached document.

Non-substantive:

That the course title for SOCI 3226 be changed from "Survey Research" to "Survey Design."

Non-substantive:

That the prerequisite for SOCI 3226: Survey Research be changed as outlined in the attached document.

Non-substantive:

That the course description for SOCI 3226: Survey Research be revised.

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

Motion 39: Moved by C. Richardson, seconded by D. Walters that Senate approve that the program requirements for the Post Baccalaureate Diploma in Marketing be modified as outlined in the attached document.
CARRIED

Schulich School of Education

- Motion 40: Moved by C. Richardson, seconded by C. Mady that Senate approve that EDUC 4926 Anishnaabemwin as a Second Language (Intermediate) be added to the offerings for the Bachelor of Education Program.
CARRIED
- Motion 41: Moved by C. Richardson, seconded by C. Mady that Senate approve that EDUC 4917 First Nation, Metis and Inuit Studies (Intermediate) be added to the offerings for the Bachelor of Education Program.
CARRIED
- Motion 42: Moved by C. Richardson, seconded by C. Mady that Senate approve that EDUC 4907 First Nation, Metis and Inuit Studies (Senior) be added to the offerings for the Bachelor of Education Program.
CARRIED
- Motion 43: Moved by C. Richardson, seconded by C. Mady that Senate approve that the additional qualification course: EDUC-1805 *Adapting curriculum for second language learners in a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.
CARRIED
- Motion 44: Moved by C. Richardson, seconded by C. Mady that Senate approve that the additional qualification course: EDUC-1815 *Teaching in a French immersion setting*, be developed and added to the list of offerings for Additional Qualifications.
CARRIED
- Motion 45: Moved by C. Richardson, seconded by C. Mady that Senate approve that the additional qualification course: EDUC-1825 *Reading Part 1 for a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.
CARRIED

School of Graduate Studies

Master of Environmental Science

- Motion 46: Moved by C. Richardson, seconded by D. Walters that Senate approve that a new course in Geography/Biology/Chemistry 4516, titled “Biogeochemistry of the Anthropocene” be added to the course calendar.
CARRIED
- Motion 47: Moved by C. Richardson, seconded by J. Dech that Senate approve the creation of ENSC-5516 Biogeochemistry of the Anthropocene.
CARRIED

Admissions

- Motion 48: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that the Bachelor of Education – First Nations, Metis, Inuit teaching subject admission policy be approved as outlined in the attached document.
CARRIED

- Motion 49: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that the Bachelor of Education – Indigenous Languages: Anishnaabemwin teaching subject admission policy be approved as outlined in the attached document.
CARRIED
- Motion 50: Moved by C. Richardson, seconded by L. Chen that Senate approve that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.
CARRIED

Prior Learning Assessment Recognition (PLAR)

- Motion 51: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that Prior Learning Assessment Recognition (PLAR) be considered as a pilot for the Indigenous Foundations Program and BA, Indigenous Studies for Spring/Summer & Fall/Winter 2024 intake.
CARRIED

Banking and Deleting Courses

For Information Only:

The below listing of courses (Courses to be Banked after 22FW) were not offered in the past five calendar years and will be banked by the Registrar's Office.

Courses to be Banked after 22FW:

ACAD-2901 Academic Writing in the Applied and Professional Studies

BIOL-4887 Internship II

ENGL-2266 Adventurers, Outlaws, or Pioneers, of the Frontier: Early American, Literature

ENGL-3047 Topics in Digital Culture

ENGL-3127 Writing for Digital Media: From Tweeting to Establishing a Professional Online Presence

ENGL-3487 Topics in Poetic Genres

ENGL-4507 Honours Seminar: Advanced Studies in, Eighteenth-Century Literature

ENGL-4527 Honours Seminar: Advanced Studies in, Genre

ENGL-4537 Honours Seminar: Advanced Studies in, North American Literatures

ENGL-4886 Honours Seminar: Advanced Studies, In Digital Culture

GEOG-3707 A Geography of Eastern Europe, (formerly GEOG 2707)

HIST-3276 Topics in Environmental History

HIST-3567 Slavery and the American Civil War

HIST-3627 Post 1945 Europe

HIST-4055 Research Project

HIST-4605 Special Topics

HIST-4625 Special Topics

HIST-4817 The Third Reich

PSYC-4316 Fieldwork on ABA

SWLF-3146 Work

SWLF-3296 Globalization and Social, Inequalities

SWLF-3506 Social Change for Social Justice

EDUC-1205L Practicum, Deaf and Hard of Hearing, I

EDUC-1526 Religious Education in the Roman Catholic Separate Schools

EDUC-2545 Native Languages Part 2

EDUC-3021 NCADP Junior Methods III

EDUC-3041 Children's Literature

EDUC-3051 Music and Drama
EDUC-4013 Observation & Practice Teaching IV, (junior/Intermediate)
EDUC-4436 French as a Second Language, (intermediate)
EDUC-4444 Curriculum Methods II (Primary/Junior)
EDUC-4484 Curriculum Methods II, (junior/Intermediate)
EDUC-4486 Science I (intermediate)
EDUC-4671 Observation & Practice Teaching III (Primary/Junior)
EDUC-4687 Observation & Practice Teaching V (primary/Junior)
EDUC-4697 Observation and Practice Teaching V, (Junior/Intermediate)
EDUC-4771 Environmental Science
TMGT-4006 Management of Innovation and Technology
ENST-5656 Chemical Approaches to Air and Water, Pollutants
MATH-5056 Algebra

The below listing of courses (Courses to be Deleted after 22FW) were not offered in the past ten calendar years and will be deleted by the Registrar's Office.

Courses to be Deleted after 22FW:

CHFS-3007 Selected Topics in Children's Rights
ORGS-3706 Organization Structure and Design
ORGS-3837 Organization Development and Change
TMGT-2807 Project Management
MATH-5046 Complex Analysis

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 52: Moved by C. Richardson seconded by D. Walters that the Report of the Academic Quality Assurance and Planning Committee dated March 24, 2023 be received.
CARRIED

A request was made that Senate not accept the Report of the Academic Quality Assurance and Planning Committee dated March 24, 2023, as the AQAPC does not have the authority to suspend admission to a program. The Provost advised that the information was provided to the AQAPC, and subsequently to Senate for transparency as a record in the Senate minutes. A wide-ranging discussion ensued.

The Speaker advised that a vote must be held whether to receive the AQAPC report. If the vote to receive the report was not supported, then the other 3 motions could not be received. A vote to receive the AQAPC Report was held, and the motion was carried.

Motion 53: Moved by C. Richardson, seconded by D. Walters that Senate approve the Stage II New Program Proposal - BA in Environmental Studies (Honours Specialization; Specialization; Major).
CARRIED

Motion 54: Moved by C. Richardson, seconded by L. Chen that Senate approve the Stage II New Program Proposal - BSc in Environmental Sciences (Honours Specialization; Specialization; Major).
CARRIED

Motion 55: Moved by C. Richardson, seconded by J. Allison that Senate approve the revised Bachelor of Education Program Attendance Policy as outlined.
CARRIED

By-laws and Elections Committee

Motion 56: Moved by C. Richardson, seconded by C. Greco that the Report of the By-Laws and Elections Committee dated March 9, 2023 be received.
CARRIED

Research Committee

Motion 57: Moved by B. Law, seconded by M. Tuncali that the Report of the Research Committee dated March 24, 2023 be received.
CARRIED

Announcements

The Provost announced and congratulated the following successful SSHRC Institutional Grant (SIG) recipients:
Natalya Brown (\$7,000) The Role of Community Foundations in the Philanthropic Ecosystem in Northern Communities in Canada
Kirsten Greer (\$7,000) Moving Relationships: Partnership-mobilization across Robinson Huron Treaty and Robinson Superior Treaty (1850) territories
Joseph Gurgis (\$6,000) Exploring Indigenous Coaches’ Perspectives of Enhancing Inclusion in Sport
Alireza Khorakian (\$7,000) Lessons learned from COVID-19 black swan for the startup, micro, and small firms

Adjournment

Senate was adjourned at 5:30 p.m.

.....
K. Wamsley (Chair)

.....
S. Landriault (Senate Secretary)

University Senate
14 April 2023
President's Report

Good afternoon fellow Senators. Congratulations to all of you for seeing the home stretch to the Winter term and anticipating celebrating the accomplishments of Nipissing University students during our Convocation ceremonies in June. I know that many of you are grading exams and assignments, and our student Senators still have some work to do. It is also the time of year we look forward to more time for research and presenting our work at conferences. And planning for the arrival of students in the Fall. As we move towards year end in our budget cycle and towards the end of other cycles in June, we can conclude I think that it has been a very, very active year.

We have engaged in Strategic Planning, we have engaged in hiring processes, we are engaging in an Equity Audit, we have survived an Auditor General's extensive analysis, we have weathered shifts in enrolment based on the Pandemic, and continue to weather the issues that arise in teaching, learning, and research within the context of the Pandemic and the changes that it has brought to people's lives. We have been working on significant renovations, we have rebuilt our ancillary services and continue to work on alternative streams of revenue. We have brought back in-person recruitment, digital marketing, we are back in our communities making a difference in person, we are fundraising, and we have been advocating for government support with all of our energy.

With respect to Strategic Planning, we have just finished our extensive round of community stakeholder consultations this week and we are looking at organizing some focus groups and public sessions where we will report back to you on our preliminary findings. In the coming weeks, we will continue to analyze and write and prepare drafts for our community to examine. Our newly established Equity Action Planning Task Force met this week, and we will soon be sending out a request for proposals to third parties to conduct an Equity Audit and we will be encouraging full participation in this audit so that we may develop an action plan for the future. We continue to work on the Auditor General's recommendations but have not heard back on our proposed schedule for these recommendations. As the Provost will report, our in-person recruiting, our events, and digital marketing campaign have been successful for both domestic and international students with significantly increased numbers of applications and confirmations to date – but we recognize that there is still much work to do before September. We look forward to completing the renovations and building for new space in the Surtees Centre, in the new Centre for War Atrocities and Genocide and our new Simulation Centre. We will be hosting grand openings for each of these spaces, probably when our students arrive in September. We continue our processes for hiring a new Provost, hoping with some news in the next couple of weeks. We will be assessing portfolios within the office of the AVP Students and making a decision about that role within the next few months.

I am very pleased to announce that we have received \$207,000 from the Province to purchase some of the equipment for the Simulation Centre. Government support of course is always welcome. I am certain that foremost on your minds is the financial status of our university. As you know, in response to your questions about our future, given the context of Laurentian, I have spoken many times about the way forward and how this university may become sustainable. We know that we need increased government support, we need to best manage a sustainable enrolment strategy, and we need to fundraise, and we need to develop alternative forms of revenue. Otherwise, we will not survive. We asked the government for substantial support to assist us in not only meeting our budget requirements in the short term – we also need assistance to replenish our reserves that have been spent down over the past 5-6 years. These important factors are so important to credit ratings and the relationships between us and our banks and auditors.

The following information that I am providing today is limited because we have not reported to Audit and Finance – that will be Monday, and we have not reported to Board Executive or the larger Board. Full details will be forthcoming to the Senate Budget committee, Senate, and our broader campus. First, I have news about government support. I am very pleased to announce that our advocacy efforts with the Minister, the Deputy Minister, and the Assistant Deputy Minister resulted in one-time additional grant support of \$3.7M for 2022-23. This is the minimum amount of help that we needed but it is good news, nonetheless. You are all aware of the efforts to pursue cost efficiencies and very strict budgets; we have and will continue to ask you to make significant changes to our structures and cost model – we have cost cut for a decade and we are underserved in many areas but the greatest threat to our immediate future is to stop the outflow of our reserve funds. It has been a very difficult time for all of us and it will continue to be challenging. I want to acknowledge everyone on campus - administrative staff, faculty, support staff, and students for working and learning in what is a very challenging fiscal environment. However, and secondly, I am pleased to report that we project that these efforts, our collective efforts, and the one-time funding from the government will place us in a balanced return for the fiscal year 2022-23. This is a piece of good news for us, for our primary lender TD Bank, and our audit firm, KPMG. But the fact remains that we must continue this work to return funds to our reserves and we must continue our annual efforts to build a sustainable university which means balancing our costs of instruction with our tuition revenues and our university operating costs and supports with our government grants. This ship is turning around because of some very hard and difficult work but please know that we have some ways to go.

Third, and finally, within this context of difficult decisions and financial planning, developing alternative revenues, and maximizing sustainable enrolment strategies, I can't tell you how pleased I am to announce that we will be presenting to Audit and Finance the 2023-2024 budget, the first balanced budget for Nipissing University in 10 years.

Senate Report
Provost, Vice President Academic and Research (Interim)
April, 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 positions will remain interim.
 - In the absence of Directors for Education and Nursing, we have extended the Interim Associate Dean of Bachelor of Education Concurrent and Consecutive Programs and created the Interim Associate Dean of the School of Nursing position for the 2023-24 academic year. The search for the Associate Vice President of Research, Innovation and Graduate Studies is ongoing.
2. Discussion of the academic planning continues at the Academic Quality Assurance and Planning Committee with a detailed presentation of data on our programs.
3. Research Month
Congratulations to all who were involved in all the events for Research Month. The quality and variety of events was outstanding.

At this time of the year, our recruitment efforts are focusing on converting offers to acceptances. Our campus tours continue to be busy, this year we've seen an increase in local schools coming to campus. The admissions team continues to send offers out to applicants as quickly as possible. We're still accepting applications for September for all programs except our 4 year Bachelor of Nursing program.

UNDERGRADUATE AND BACHELOR OF EDUCATION CONFIRMATIONS

On the domestic undergraduate side of things, our 101 and 105 confirmations are up 65% vs. same time last year (316 vs. 191). Confirmations in our BA programs have seen the most growth so far (up 87 confirmations) followed by our BPHE program which is up 23 confirmations from the same time last year.

On the BEd side of things, our Education numbers look strong, and we anticipate an incoming cohort of approximately 520 students. In most years we have 80 or so concurrent education students continue into their BEd years, however this year we have a much stronger continuing cohort - approximately 120.

GRADUATE STUDIES APPLICATIONS

Committees are finalizing their decisions regarding offers into our graduate studies programs. What we can say is that applications are up overall (about 35%). The increased interest for Graduate studies this year can be attributed directly to international applicants. The graduate programs of highest interest amongst our international applicants are our MES and MEd with 15 applicants between both programs.

INTERNATIONAL APPLICATIONS

To date, we have received applications from approximately 675 International students. While we have interest in our full breadth of program offerings, our Post-Bacs are the major area of interest, capturing nearly 75% of our International applicants. At this time, things appear to be on track for us to meet our International admissions target of 160FTE for 2023/24.

A Brief Report on the Meeting of COU Academic Colleagues on April 4-6

Submitted by Lanyan Chen with Sarah Winters
(More detailed meeting notes will be shared later.)

The AC meeting was largely focused on a discussion of AI and the way forward for universities. The group shared concerns about AI in terms of its impacts on academic integrity, the lack of contribution to original research, and inability to create new knowledge, especially knowledge about promoting equity, diversity and inclusion, etc. It came up with a suggestion of pro-active response to AI's influence on post-secondary education by way of short-term, medium-term, and long-term strategies.

Framing Question: What changes will the ubiquity of AI-driven tools force in the short vs long-term, what opportunities does this present, and what should we be thinking about as we move forward?

- **Short (upcoming fall term)**
 - Increase student use on assignments;
 - Challenges of "garbage in, garbage out" (verbal image of garbage bin with "misinformation", "biased sources", "misleading information"); **opportunity** to reinforce need to return to primary sources, understand bias, understand need to question *all* software and model outputs, not just what ChatGPT spits out
 - Challenge of students delegating writing of text to the AI; **opportunities** to learn how to critically review and edit work (e.g. colleague who teaches research grant writing and has students prompt ChatGPT to write proposal based on inputs and then has them role play a reviewer role to critically evaluate what was written. (Students learn how to assess and refine work, not unlike what we do when we mark)
 - Use of ChatGPT can shift both the process and the output; **opportunity** to have students think critically about how the use of a tool can introduce constraints or bias as an outcome
 - Increased adoption by private sector may lead to immediate term expectation of student acumen with use of AI as tools; they will use it - we have the **opportunity** to teach them to use it critically
 - Huge discrepancy in Faculty awareness of and acumen using the tool; **need** for guidance and support from learning and teaching offices (not unlike pandemic pivot to remote learning)
- **Medium (next 2-5 years)**
 - More widespread adoption by Faculty and administration to speed up or support repetitive or high effort tasks (e.g. literature reviews, drafting communications, analysing data); opportunity to decrease busywork and free up time for creative thought (ideal); threat of increased output expectation (perhaps more likely reality)
 - Knock down effect of changing TA/RA role to leverage AI tools to speed up marking or research tasks; need to consider how this should impact training and ensure this does not negatively impact Graduate school affordability
 - Financial implications: license costs, increased IT support costs, etc.
 - Need to meaningfully incorporate critical use into curriculum - opportunity to do this in English, Engineering Concepts, and other foundational courses OR new course offering

- Will require changes to course and program learner outcomes and degree level expectations, at least in those programs that emphasize writing and communication skills in their learner outcomes. But will also require rethinking of other outcomes related to research skills etc. Facility with AI tools may become a core competency in many programs.
- Consideration of structural changes to adopt more critical pedagogy enabled/forced by the technology shift
- Consider shifting away from written work as proof of knowledge; more oral examinations, knowledge demonstrations, interactive assessments.
 - Such a shift may lead to changes in how classes are structured and require different resources to implement. For example, may require smaller class sizes in order to provide more meaningful interaction between instructors and students
- Institutions, programs, and disciplines that fail to engage with and incorporate AI tools will struggle in the years to come as they will come to be seen as increasingly irrelevant given work-place expectations and the fact that such tools will become increasingly embedded in everyday life. Universities should play an important role in teaching how to use those tools effectively and productively, and to provide a space to think through the implications of their use. In other words, universities have a key role in teaching AI literacy and critical engagement with AI.
- **Long (5+ years)**
 - Use of these tools in practice to speed up/optimize routine or mundane tasks makes this a core expectation from employers
 - Need to consider how to address these
 - Increased range of tools (beyond image, text, and code generation) - what's next?
 - Improved (hopefully) information curating to increase reliability of information

**Senate Report
Provost, Vice President Academic and Research (Interim)
May 12, 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 positions will remain interim.
 - In the absence of Directors for Education and Nursing, we have extended the Interim Associate Dean of Bachelor of Education Concurrent and Consecutive Programs and created the Interim Associate Dean of the School of Nursing position for the 2023-24 academic year.The search for the Associate Vice President of Research, Innovation and Graduate Studies is ongoing.

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3M ANNOUNCEMENT

Congratulations to Nipissing University's first 3M National Teaching Fellow – Laura Killam from the School of Nursing. This nomination was created in collaboration with Cambrian College, where Laura is also an instructor. Full details can be found at: <https://macleans.ca/education/teaching-fellowship-awards/>

Please join me in congratulating Laura on her national recognition for excellence and leadership.



**Nipissing University Alumni Advisory Board report to Academic Senate
May 2023**

Congratulations, Graduates!

The Nipissing University Alumni Advisory Board sends our congratulations to all students who are graduating this year, and we welcome them to the Laker Alumni Family. Thanks to all Nipissing Faculty and Staff who supported our new alumni through their educational journeys and for all the work that you put into making Nipissing's 2022-2023 academic year a fantastic success.

NUAAB Representative to Senate

During our March 2023 meeting, NUAAB elected Ryan Hehn to be our formal senate representative. We thank Ryan for his willingness to engage and we NUAAB looks forward to having a more active voice at the Senate table.

NUAAB Annual Retreat

Members of NUAAB are looking forward to gathering on May 27th for our 2023/2024 retreat. During this meeting, we will have the chance to discuss our strategic priorities for the upcoming year, discuss our engagement with the university, and brainstorm ways to bring Alumni closer to the university community.

Academic Senate Report May 12th, 2023

Graduation

Congratulations to all the students that are graduating from Nipissing University in June. We would like to acknowledge and applaud all the countless hours our graduates have dedicated to studying, writing papers, reading textbooks, and preparing for midterms and exams during the course of their degrees. We are extremely proud of all of our students for showing their Lakers Pride throughout the years and continuing to do so as alumni. We hope our graduates remember fondly their time here at Nipissing University and wish everyone well in their future endeavours.

Thank you to the staff and faculty of Nipissing for their dedication and support to our students, especially in the past couple of years. We appreciate how difficult it has been for everyone in this unique situation and how everyone has worked together to ensure student success.

This means so much to these graduates and we appreciate all of the hard work and dedication to making this a success.

Indigenous Treaty Course Cancellations

At the April Academic Senate, there were statements made by both the History department and NUSU regarding the cancellation of HIST-3306 Canada's Forgotten War. The rationale for course cancellations was that the course did not meet the threshold of 15 students for spring summer. During the Academic Senate, the NUSU Executive team announced that they would all register for the course bringing the student count to 16 students, more than the required 15, and this was prior to the SP/SU course registration deadline. After the Academic Senate, the NUSU executive team reached out to the Registrar, Dr. Dan Walters, and Dr. Carole Richardson regarding registering in the course. We received no response. Administration has said the rationale has been the fear of the course registration dropping below the threshold after running. Nipissing University prides itself on small class sizes and uses this as a strong selling point. To cancel this course is going against the TRC calls to action and is a big injustice to the entire Indigenous community. The cancellation of this course also goes against the feedback received from the community engagement summaries for the Strategic Planning Process.

"Indigenization" has been described to NUSU as Indigenous peoples working to make the institution more Indigenous, whereas "decolonization" has been described as non-Indigenous peoples working to do the same work. NUSU's concern lies in the fact that Nipissing University's focus on indigenization puts the work on the backs on Indigenous faculty and community members to change the colonial institution. In addition, it is unclear how far the University is willing to go to seriously decolonize; when asked to upper administration, no clear response was given.

NUSU Building Spring/Summer Hours

The NUSU Office/Food Bank is open Monday to Friday, 8:30am to 4:30pm.

The Bay Bistro Restaurant is open Monday to Friday, 11:30am to 8:30pm.

The NUSU Building is open Monday to Friday, 8:30am to 8:30pm.

NIPISSING UNIVERSITY
REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 4, 2023

A meeting of the Senate Executive Committee took place in person and by Zoom conference on May 4, 2023.

The following members participated:

K. Wamsley (Chair), C. Richardson, N. Colborne, B. Law, P. Maher, C. Mady, D. Iafrate, T. Sibbald (Speaker), J. Allison, D. Hay, T. McParland, S. Renshaw, H. Panchal, S. Landriault (Recording Secretary, n-v)

Regrets: D. Walters

The purpose of the meeting was to set the agenda for the May 12, 2023 Senate meeting.

Under Business Arising from the Minutes, Stephen Tedesco will provide follow-up regarding data analysis.

In response to concerns expressed by the Provost regarding the inclusion of information that was characterized incorrectly in the May 12, 2023 NUSU Senate report, the NUSU VP Advocacy and Awareness advised that these concerns would be discussed with the NUSU Executive team and reported back to the Senate Executive Committee.

It was noted that guests (non-Senators) had attended the April 14, 2023 Senate meeting with the intention of speaking, but due to the length of time that the meeting ran, had to leave before they had an opportunity to speak. In light of this, it was suggested that guests that wish to speak or make a presentation at a Senate meeting be approved by the Senate Executive Committee prior to the Senate meeting. The Senate By-laws will be reviewed, and further discussion will take place at the next By-laws and Elections Committee meeting and reported back to at the next Senate Executive Committee meeting.

The Chair proposed that a Special Meeting of Senate be held in late June to discuss the Strategic Plan. It was noted that the motion to approve graduation applicants that have completed their degree requirements prior to June 13, 2023 is included in the May 12, 2023 Senate agenda, so a second Senate meeting in May to approve graduates would not be required. It was suggested that the May 26, 2023 Senate meeting be re-scheduled to the last week of June. Once a date for the meeting is confirmed, it will be communicated to the university community.

Moved by C. Richardson, seconded by S. Renshaw that the May 26, 2023 Senate meeting be moved to the last week of June, 2023.

CARRIED

A discussion took place regarding the request made at the April 14, 2023 Senate meeting to not accept a Senate Standing Committee report. The Senate Speaker advised that this item will be added to the agenda for discussion at the next By-laws and Elections Committee meeting and will be reported back to at a future Senate Executive Committee meeting.

The Report of the Graduate Studies Committee dated March 29, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Research Committee dated April 20, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The Reports of the Teaching and Learning Committee dated February 10, March 24, and April 14, 2023 were provided to the Senate Executive for inclusion in the Senate agenda.

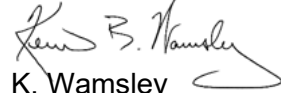
Following discussion regarding a request to clarify the wording of the motion to approve the Student Course Experience Survey in the April 14, 2023 Teaching and Learning Committee Report, members of the Senate Executive Committee, including two members of the Teaching and Learning Committee, agreed that the language of the motion be revised. The Senate Secretary will contact the Chair of the TLC to request that the report be revised.

The Report on Graduation Applicants will be presented under New Business.

Moved by C. Richardson, seconded by C. Mady that the Senate Executive Committee approves the May 4, 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 May 4, 2023.

Nipissing University
Graduate Studies Committee Report
March 29th, 2023

The motion to reinstate the Graduate Studies Committee (GSC) as a Senate standing committee was passed at the February 10th, 2023 Senate meeting. GSC held its first meeting since being reinstated on March 29th.

Members in attendance: B. Law (Chair), B. Hatt, S. Hansen, A. James, A. Karassev, T. Smith, N. Black, D. Walters, A. McCarthy, C. Lalonde, S. Tedesco. Regrets: H. Earl, D. Iafrate, D. Gosse, C. Phillips. Recording Secretary: C. Lalonde.

The Director of Institutional Planning & Analysis provided a presentation on the graduate funding model under SMA3 and our current graduate program enrollment. The committee discussed implications of time to completion and program growth in relation to the current government funding model.

Reports from the Dean of Graduate Studies & Research (interim) and Graduate Studies Coordinator were given verbally. Updates include:

- Encouraged to submit graduate student accomplishments via the OGSR [Social Media Request form](#) so we can acknowledge and celebrate them via @nipissinguresearch on Instagram.
- Acknowledgement to Graduate Program Coordinators, admissions committees, Office of Graduate Studies & Research and Registrar's office staff for their time and efforts in the admissions process.
- Report on the Advisory Panel on the Federal Research Support System released March 2023 and includes several recommendations related to Talent programs and improving EDI. Recommendations related to graduate student funding as well as the full report are available [online](#).
- [OCGS resolution #5](#) (Principle of Timely Completion) updated at the January 2023 OCGS meeting to remove wording related to specific hours of weekly employment.
- Appreciation to Graduate Program Coordinators, faculty, and graduate students for contributions to Research Month as organizers, presenters, facilitators, judges, and attendees. Several graduate students led mentorship sessions for undergraduate students.
- 3MT competition scheduled for March 30th, with 9 students presenting.

New business:

Moved by D. Walters, seconded by A. James, the committee recommended to the A&S Faculty Executive to approve un-banking of ENST-5346: Integrated Watershed Management.

The committee discussed having a common space for all thesis defences to facilitate on-campus attendance as well as technological challenges of hybrid defences. Moved by S. Hansen,

seconded by A. James, the committee recommended to the Dean of Graduate Studies and Research to seek support from the Dean of Teaching for the Teaching Hub be designated as a preferred location for thesis defences.

The committee discussed the counting of undergraduate course credits towards graduate degree program requirements and related [OCGS bylaws](#).

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "B. Law".

B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated March 29th, 2023.

Nipissing University
Senate Research Committee Report
April 20th, 2023

The SRC met on April 20.

Members in attendance: B. Law (Chair), A. Baregheh, C. Richardson, M. Saari, N. Black, H. Panchal, D. Zarifa, A. McCarthy, K. Koester. Regrets: J. Muterera, C. Phillips. Recording Secretary: A. McCarthy.

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

- Appreciation to the staff in the Office of Graduate Studies & Research, the faculty and student organizers of the Undergraduate Research Conference, staff from Print Plus, Marketing & Communications, Office of Indigenous Initiatives, Recruitment, Advancement, and the faculty, postdoctoral fellows, graduate students, and undergraduate students who participated in Research Month activities as speakers, judges, attendees, and supporters. Special thanks were noted for the local high school students and community members who served as judges for NU360 and 3MT, and who attended events. Acknowledgement of Dr. Wamsley's and Dr. Richardson's support and attendance at events. Feedback welcomed on events and suggestions for future events.
- Noted the [Tri-Ministerial statement on protecting Canada's research](#) and upcoming guidance for institutions and researchers on risk assessment and research security measures. OGSR will communicate updates to SRC and the NU research community and to share resources such as the Government of Canada's [Safeguarding Your Research](#) site.
- The Annual Commercialization Plan – Year 1 narrative review submitted to the IP Secretariat by the March 15, 2023 deadline. The public summary and NU Commercialization Plan are visible on the Research Office's [Commercialization website](#).
- Notification of decisions on 2022-2023 Tri-Agency awards competitions is on-going. Award results are embargoed until the agencies make their announcement.

The committee reviewed updated wording related to the URSRA Forestry Sector Diversity Supplement to be included in the USRA Management Plan.

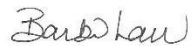
The committee moved *in camera* to receive the Internal Research Grant (IRG) review committee decisions and to consider the USRA review committee recommendations for awards. The USRA recommendations were approved as presented *in camera* and were forwarded to the PVPAR office for further approval and submission to NSERC.

The committee discussed the Terms of Reference and committee membership as per Senate bylaws. No immediate changes were recommended. Moved by A. Baregheh, seconded by H. Panchal, the committee recommended to the Senate by-laws committee that they consider how to encourage diversity in representation on committees in their discussion of committee

composition. SRC to consider how to encourage diverse representation on internal awards review committees.

The committee discussed the Moratorium on reviewing new applications for Centres & Institutes and a timeline for review and renewal of the Policy for Centres & Institutes (NU-RES-2011.05). Moved by M. Saari, seconded by A. Baregheh, the committee extends the moratorium on reviewing new applications for centres and institutes until January, 2024. The Dean of Graduate Studies & Research (Interim) will form a working group to revise the policy.

Respectfully submitted,

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

B. Law
Chair, Senate Research Committee

MOTION 1: That Senate receives the report of the Senate Research Committee, dated April 20, 2023.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

February 10, 2023

The following members participated:

Attendance: Graydon Raymer
Pat Maher
Nancy Black
Rick Vanderlee
Rob Breton
Sal Renshaw
Sarah Pecoskie-Schweir

Absent: Chantal Phillips
Jared Gagne
Sandra Goldsworthy

The Teaching and Learning Committee (TLC) met on February 10. The Dean of Teaching provided a brief update on Teaching Hub events, which included: the upcoming “Lunch and Learn” sessions (Academic Integrity, ChatGPT, and International Student Experience); events planned for Black History Month; and the upgrade to Blackboard Ultra.

The TLC discussed an initiative proposed by the Associate Dean of EPS which would include the creation of an ad hoc committee to discuss creation of Program-Level Outcomes (PLOs) that relate to equity, diversity, inclusivity, belonging, etc. The intent is to bring together interested individuals/programs/schools that are looking to examine and update their PLOs (e.g., as part of cyclical quality assurance reviews, etc.) and then share the results and resources arising from their work with other individuals/programs/schools that would like to follow suit. The TLC ultimately saw merit in this initiative but decided that before it would move forward it would direct the Associate Dean of EPS to connect with the newly formed EDI Taskforce to ensure the work of both committees is mutually informed and aligned.

Finally, the TLC discussed future workshops and “Lunch and Learn” sessions that might be offered in the coming months. Besides usual topics, the TLC is increasingly directed to discuss or propose policy recommendations. To this end, the TLC members see sessions such as the Lunch and Learn series as important, as the only way for the TLC to propose good policy is to have good conversation and debate on campus.

Respectfully submitted,



G. Raymer
Teaching and Learning Committee

Motion 1: The Senate receives the Report of the Teaching and Learning Committee dated Feb. 10, 2023.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

MARCH 24, 2023

The following members participated:

Attendance: Graydon Raymer
Nancy Black
Rick Vanderlee
Rob Breton
Sal Renshaw
Sarah Pecoskie-Schweir
Lorrie Tunney Maxwell (recording secretary)

Regrets: Pat Maher
Sandra Goldsworthy

Absent: Chantal Phillips
Jared Gagne

The Teaching and Learning Committee (TLC) met on March 24. The Dean of Teaching was unable to attend the meeting, but provided a written update on Teaching Hub events, including:

- Three dossiers were submitted to the 2023 D2L Innovation Award in Teaching and Learning (deadline Feb. 15th), as well as one dossier to the 2022-2023 OCUFA Teaching Awards (deadline March 20th).
- On Feb. 21st, Dr. Charles Anyinam (Schulich Teaching Chair in Equity, Diversity and Inclusion) hosted a workshop on *Managing difficult classroom conversations*.
- On Feb. 27th, the Teaching Hub and Senate TLC co-hosted the first Lunch and Learn on *Academic Integrity*, run by Dr. Graydon Raymer.
- On March 8th, the second co-hosted Lunch and Learn on *Empowering Students: Utilizing ChatGPT to Develop Exceptional Essay Writing*, was run by Laura Killam.
- On March 21st, Dr. Melissa Fockler hosted a workshop on *Caring About Your Course Curriculum*.
- A second gathering for the PLC Book #10 "The Long Road Home" by Debra Thompson took place on Thursday, March 2.
- The Teaching Hub and UTS team is still working on the transition to Blackboard Ultra and the integration of Explorance Blue.

The TLC discussed the current status of the proposed Student Course Experience Survey, which is planned to replace the old Student Opinion Surveys. Besides the JCATL report, and the work the TLC has completed to date, the implementation of the Explorance Blue survey software, ultimately the roll-out of the SCES is intertwined with the Collective Bargaining process and thus the TLC determined it should wait for further direction from the University if more work from the committee is required.

Finally, the TLC discussed the matter of Artificial Intelligence (AI) and the motion passed at the March Senate meeting direction the TLC to consider guidance and/or policy recommendations relating to the use of AI in the university. The TLC members believed it is possible to move quickly with some initial recommendations on this matter. TLC members agreed to review a number of resources shared at the meeting, with the goal to return to the next TLC meeting to continue an informed discussion and reflect on emerging best practices and recommendations from other universities.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'G. Raymer', with a stylized flourish at the end.

G. Raymer
Teaching and Learning Committee

Motion 1: The Senate receives the Report of the Teaching and Learning Committee dated March 24, 2023.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

April 14, 2023

The following members participated:

Attendance: Graydon Raymer
Pat Maher
Rick Vanderlee
Rob Breton
Sal Renshaw
Sarah Pecoskie-Schweir

Regrets: Nancy Black
Lorrie Tunney Maxwell (recording secretary)
Sandra Goldsworthy

Absent: Chantal Phillips
Jared Gagne

The Teaching and Learning Committee (TLC) met on April 14. The Dean of Teaching reported on a number of events since the March 24th meeting, including:

- A great session on "Telling the Stories of our Bodies: Reclaiming Space as Feminist Practice" on March 30 with Victoria Kannen.
- The first talk on "Engaging Pedagogy: Conversations about the 21st-Century Classroom – Conversation #1 - What should really matter? Intersections of diversity, representation, identity, and academic freedom" with Dr. Charles Anyinam.
- The second talk will follow: "Engaging Pedagogy: Conversations about the 21st-Century Classroom – Conversation #2 - Where's the Middle in this Class? Teaching with Income Diversity in Mind for April 19 with Dr. Gyllian Phillips.
- We are continuing with more programming and getting ready for exam prep and getting the Student Opinion Survey stuff out there.

The TLC discussed the current status of the proposed Student Course Experience Survey, which is planned to replace the old Student Opinion Surveys. The TLC determined it will be moving forward, per the JCATL recommendations, to make a recommendation on the pool of questions to be included in the SCES. The use and implementation of the proposed SCES will be left to the University and the faculty union to determine through the collective agreement.

Finally, the TLC discussed the matter of Artificial Intelligence (AI) and the motion passed at the March Senate meeting direction the TLC to consider guidance and/or policy recommendations relating to the use of AI in the university. TLC Members discussed a number of resources published by other institutions, including that by University of Toronto and Canadore College. Pat Maher and the Teaching Hub agreed to pull together an initial draft of a "Recommended Use/Guidelines/FAQ" document that would be reviewed by the TLC in the near future. The TLC will also review the Academic Integrity policy and the Institutional Syllabus Template to determine what additions or clarifications might be helpful.

The following motion (held by electronic vote) was moved by Rick Vanderlee, seconded by Sal Renshaw, and approved unanimously by the TLC:

Moved by R. Vanderlee, seconded by S. Renshaw, that the Teaching and Learning Committee recommends that Senate approve the creation of an online Student Course Experience Survey, consisting of the question items outlined in the attached document.
CARRIED

Rationale: The Teaching and Learning Committee proposes the creation of the Student Course Experience Survey (SCES). The structure of the proposed SCES is similar to what is currently in use at other Canadian universities, notably the University of Toronto.

The proposed SCES will employ a “tiered” survey structure, where at the top “Institutional” level (items highlighted in green) is a set of six student course experience questions which apply to every course offered at Nipissing University.

Below the core six “Institutional” level questions, are levels (or banks) from which an instructor could *optionally* choose to include up to a total of 10 additional questions in any combination. The levels are “Course” (orange highlighted items), “Instructor” (blue highlighted items), and “Other” (grey highlighted items). Within these optional levels there are scale-based and opened-ended items covering a variety of areas that an instructor might want to probe student learning/experience further.

Note, the TLC suggested that in the future, Schools/Departments could discuss whether to develop a level (bank) of optional questions, falling beneath the “Institutional” level, that apply specifically to courses in their program(s), and thus these could be added to the SCES at a later point.

Finally, and importantly, this motion does not seek to specify *how* (other than it shall be delivered online) or under what terms the SCES will be administered, nor to describe *who* will have access the survey results, nor to outline for *what* use the results will play beyond hands of the instructor. The TLC acknowledges that these matters will be determined through the negotiation and administration of the relevant instructor collective agreements. This motion, therefore, pertains to Senate’s recommended approval of the structure and content of a modularized SCES.

Respectfully submitted,



G. Raymer
Teaching and Learning Committee

Motion 1: That Senate receives the Report of the Teaching and Learning Committee, dated April 14, 2023.

Motion 2: That Senate approve the Student Course Experience Survey, consisting of the question items outlined in the attached document.

Item ID	Item
1	The course syllabus, including information about expectations, tests, assignments, and/or projects, was clear.
2	I found the course intellectually stimulating.
3	The course provided me with a deeper understanding of the subject matter.
4	The course content was taught in a way that was conducive to my learning.
5	Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
6	Overall, the quality of my learning experience in this course was:
7	The course helped me improve my ability to formulate, analyze and solve problems.
8	The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.
9	The course provided opportunities to improve communication skills.
10	The course highlighted the connections between theory, practice, and research.
11	Compared to other courses, the workload for this course was...
12	I would recommend this course to other students.
13	The course material inspired me to learn more about the subject matter.
14	Course assignments, projects, tests, and/or papers highlighted important concepts of the course.
15	Classroom discussions improved my understanding of the course material.
16	The course provided opportunity to apply course materials to current issues in the field.
17	Please comment on the value of time spent in class toward your overall learning experience in the course.
18	Please comment on the value of the required readings toward your overall learning experience in the course.
19	Please comment on the extent to which course assignments and tests required you to think and apply course concepts rather than memorize them.
20	The course atmosphere was respectful and encouraging.
21	I would rate my level of commitment in this course as:
22	I would recommend this course to others:
23	What could be done to improve the course, if anything?
24	The course textbook and/or readings contributed to my learning of the subject matter.
25	The physical environment (e.g. classroom size, room, tables, desks, lighting, etc) provided a space that was conducive to my learning.
26	The instructor used appropriate means to deliver the material in a clear and organized manner.
27	The instructor generated enthusiasm for learning in the course.
28	The course instructor incorporated different perspectives into the course.
29	The course instructor provided opportunity for discussion.
30	The course instructor made it clear what students were expected to learn in the course.
31	Overall, the quality of instruction provided by the instructor in this course was:

32	The instructor provided helpful feedback on assignments and was available for consultation.
33	Please comment on improvements (if any) the instructor should make if they were to teach this course again.
34	The course instructor was approachable.
35	The course instructor answered questions clearly.
36	The course instructor encouraged an atmosphere conducive for learning in the class.
37	The course instructor demonstrated respect for diversity (e.g. race, gender, ability, religion, sexual orientation, etc) in the classroom.
38	Educational technology contributed to my learning of the course material.
39	Library resources and/or library services contributed to my learning in this course.
40	Course field trips improved my understanding of the course material.
41	The course field experience improved my understanding of the course material.
42	Course field trips were well-planned and organized.
43	The course field experience was well-planned and organized.
44	The clinical component contributed to my learning of the course material.
45	Overall, the quality of the clinical experience in the course was:
46	Overall, the quality of the field experience or placement in the course was:
47	Overall, the quality of the online experience of the course was:
48	The course lab component improved my understanding of the course material.
49	The organization of online activities in the course was clear and easy to follow.
50	The online course environment created a learning space that enriched or strengthened my learning of the course material.
51	Online course technical support was available throughout the course.
52	Online content resources, library references, data sources, and website links provided by the instructor contributed to my understanding of the course material.
53	Overall, the quality of online delivery of this course was:
54	The course provided opportunity to develop my writing skills.
55	The teaching assistant was well prepared for tutorials/labs.
56	The teaching assistant was enthusiastic about the tutorial/lab material.
57	The tutorial/lab sessions were organized.
58	Overall, the quality of support the teaching assistant provided in this course was:
59	Overall, the quality of my learning experience in the tutorial/lab was:
60	Online tools, used to support course activities, contributed to my learning of the course material.
61	The laboratory sessions contributed to my learning experience in the course.
62	Course lectures improved my understanding of the material.
63	The tutorial sessions contributed to my learning experience in the course.

Scale	Division
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Institutional
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Institutional
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Institutional
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Institutional
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Institutional
Excellent, Very Good, Good, Fair, Poor	Institutional
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
Very Heavy, Heavy, Average, Light, Very Light	Course
Strongly, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
Open-ended response	Course
Open-ended response	Course
Open-ended response	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
Very High, High, Neutral, Low, Very Low	Course
Strongly, Mostly, Moderately, Somewhat, Not At All	Course
Open-ended response	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Course
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
Excellent, Very Good, Good, Fair, Poor	Instructor

A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
Open-ended response	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Instructor
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
Excellent, Very Good, Good, Fair, Poor	Other: Contribution of Specific Course Components to Overall Learning
Excellent, Very Good, Good, Fair, Poor	Other: Contribution of Specific Course Components to Overall Learning
Excellent, Very Good, Good, Fair, Poor	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Online Learning Environment Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Online Learning Environment Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Online Learning Environment Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Online Learning Environment Items
Excellent, Very Good, Good, Fair, Poor	Other: Online Learning Environment Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Tutorial or Laboratory-related Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Tutorial or Laboratory-related Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Tutorial or Laboratory-related Items
Excellent, Very Good, Good, Fair, Poor	Other: Tutorial or Laboratory-related Items
Excellent, Very Good, Good, Fair, Poor	Other: Tutorial or Laboratory-related Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Tutorial or Laboratory-related Items
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Contribution of Specific Course Components to Overall Learning
A Great Deal, Mostly, Moderately, Somewhat, Not At All	Other: Tutorial or Laboratory-related Items