

Senate Agenda

Friday, January 12, 2024

2:30 p.m. – Room F210

Zoom Conference:

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

Meeting ID: 880 9246 1985

Passcode: 194317

1. Acknowledgement of the Traditional Territory

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

2. Approval of the Agenda

3. Adoption of the Minutes of the Senate Meeting of: December 8, 2023

4. Business Arising From the Minutes

5. Reading and Disposing of Communications

Motion 1: That the Arts and Science Faculty Council, held on December 8, 2023, recommend to Senate the creation of a clear policy pertaining to the suspension of admissions and enrollments.

6. Reports From Other Bodies

- A. (1) President – oral report
- (2) Provost and Vice-President Academic – oral report
- (3) Vice-President Finance and Administration – no report
- (4) Board of Governors – report attached
- (5) Alumni Advisory Board – no report
- (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 January 4, 2024 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated December 11, 2023 be received.

Faculty of Arts and Science**English Studies**

Motion 2: That Senate approve the creation of ENGL 2716 Magic Realism as outlined below.

JUSTIFICATION (Rationale): Magic realism is a genre popular not only in Latin America but globally, especially adopted by politically-marginalized communities. This new course offers students the opportunity to develop their understanding of the relationships between genre, story, politics, and place.

Course Code	ENGL 2716
Course Title	Magic Realism
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Magic realism is a genre where the fantastic and surreal confront representations of the everyday. Students examine the origins and development of magic realism, asking whether the genre is innately subversive and if narrative subversiveness inevitably leads to forms of radical political expression. They also look at subgenres such as magical feminism, slipstream, and fabulism. Finally, they analyze the way magic realism has seeped into popular fiction and popular film.
Course Prerequisite	3 credits of ENGL at the 1000-level, excluding ENGL 1551 and ENGL 1552, or any 18 credits.
Course Corequisite	Click here to enter Course Corequisite
Course Antirequisite	Click here to enter Antirequisite
List any restrictions	Click here to enter Restriction
Is this a Topic Course?	* Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning	* Yes <input checked="" type="checkbox"/> No

component as defined by the MCU?	
Outline the department's plan for offering this course.	The course would be taught by a full-time faculty member. It does not necessarily replace a course that is currently offered. It would likely be offered in rotation, once every two years. The aim is to offer it first in either Fall 2024 or Winter 2025.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.	36 hours lecture for 12 weeks.
Is this course cross-listed? If so, with what department?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Program Implications	none
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: <ul style="list-style-type: none"> • Distinguish between iterations of the genre. • Show proficiency with close-reading texts in context. • Construct and sustain analytical arguments about the relationship between literary and political subversiveness. • Analyze the ways in which magic realism reacts to but also affects history. • Extricate radical politics from personal expression. • Communicate ideas and arguments in oral and written forms.
Will this course have budgetary implications?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
How will this course contribute to the program level outcomes?	2000-level course expectations: <ul style="list-style-type: none"> • a broad understanding of the historical development of a major form, genre, or national literature in English. <p>The course will contribute to this program level outcome by focusing on the historical development of a major genre, magic realism.</p> <ul style="list-style-type: none"> • an initial understanding of research methods in English Studies <p>The course will contribute to this program level outcome by assigning a research paper for the students to write. We will discuss research methods.</p> <ul style="list-style-type: none"> • an ability to formulate analytical questions about primary texts

	<p>The course will contribute to this program level outcome by asking students to formulate analytical questions about our primary texts.</p> <ul style="list-style-type: none"> • an ability to interpret texts and develop lines of argument <p>The course will contribute to this program level outcome by asking students to interpret texts and develop lines of argument.</p> <ul style="list-style-type: none"> • an ability to use established techniques of analysis, including the ability to use appropriate literary and critical terminology <p>The course will contribute to this program level outcome by having the prof first discuss and then ask students to use established techniques of analysis, including the ability to use appropriate literary and critical terminology.</p> <ul style="list-style-type: none"> • an ability to communicate ideas in reliably clear, coherent, and correct prose <p>The course will contribute to this program level outcome by including writing assignments that require an ability to communicate ideas in reliably clear, coherent, and correct prose.</p>
Who amongst your current faculty has the competencies to teach this course?	In the “English Department” (if that is what is meant by “your current faculty”), we all have the “competencies” to teach the course. Rob Breton and Gyllian Phillips have both expressed interest in teaching the course.
How does this course contribute to the institution’s commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Magic realism is an inherently political genre that frequently tackles issues around equity, inclusivity, colonization and decolonization, Indigeneity, and sustainability. Therefore, students would be studying these issues.
How will you communicate this new offering to students?	Word of mouth in classes; informing student recruiters; Instagram; academic calendar; posters and postcards.

Motion 3: That Senate approve the creation of ENGL 3005 English Studies Travel Course as outlined below.

Comment from ARCC Committee Member

ARCC had an extensive discussion about the various ways the term 'experiential' is used at an institutional and sector level. The MCU definition of 'experiential' is fairly restrictive but the term has been used more broadly at Nipissing with programs being encouraged to develop 'experiential learning' that may or may not be included under MCU guidelines. The development of an institutional definition of 'experiential learning' that clearly indicates its relationship to the MCU definition would aid programs in developing courses with this component.

November 23, 2023 at 4:48 PM

JUSTIFICATION (Rationale): English Studies is proposing this course in response to the university's emphasis on experiential learning and to address student interest in programmatic variety. The shell would be open to any program instructor who creates English Studies course content relevant to a particular travel opportunity.

Course Code	ENGL 3005
Course Title	English Studies Travel Course
Course Credits	<input type="radio"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students expand their literary knowledge through an intensive, faculty led, travel-study experience. While traveling, students apply the skills of literary analysis and investigate literary and cultural contexts. Prior to departure, students meet regularly as a class to prepare for the trip. In the field, students learn from local speakers, educators, and/or knowledge carriers/keepers. Destinations and length of travel vary from year-to-year.
Course Prerequisite	Any 54 credits and the approval of the Instructor are required prior to registration.
Course Corequisite	Click here to enter Course Corequisite
Course Antirequisite	Click here to enter Antirequisite
List any restrictions	Click here to enter Restriction
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input checked="" type="radio"/> Yes <input type="checkbox"/> No
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course would normally, but not necessarily always, run in Spring-Summer session, and would be taught by a full-time faculty member. The aim is to offer it first in SS2024, to be cycled every other year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Normally 134 hours of contact time, which includes at least 18 hours of lecture.

Is this course cross-listed? If so, with what department?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program Implications	none
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, include rationale
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Combine classroom learning with information drawn from a variety of material sources. • Adapt to different modes of enquiry and forms of knowledge. • Integrate diverse forms and sources of knowledge related to literary production. • Investigate literature from disciplinary and multi-disciplinary perspectives. • Analyze literary texts using close reading and argumentation. • Interpret literary texts using the contexts and knowledge drawn from the travel experience. • Create written and oral assignments that demonstrate original knowledge.
Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The university and program would not be required to provide additional resources, but the students would be charged extra fees to cover travel costs and, where appropriate, speaker fees for non-Faculty speakers, educators, and/or facilitators.
How will this course contribute to the program level outcomes?	<p>3000-level course expectations:</p> <ul style="list-style-type: none"> • Study of the material conditions of textual production contributes to detailed knowledge of many specific forms, genres,-topics of study, and literary periods- • Active experience of space and place based information contributes to an ability to comprehend and interpret literary and cultural texts in an increasingly nuanced and historically informed manner- • Independent research supporting and resulting from travel experience contributes to an ability to gather, review, comprehend, and assess secondary sources appropriate to English Studies- • Class discussion during travel and written assignments after contribute to an ability to develop and support analytical arguments- • In addition to classroom contexts, the varied perspective and voices of the travel experience contribute to an ability to compare the merits of different critical and theoretical approaches-

	<ul style="list-style-type: none"> • Writing assignments contribute to an ability to participate in a critical discussion by-communicating ideas and analytical observations in a clear and concise manner • Writing assignments contribute to an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose.
Who amongst your current faculty has the competencies to teach this course?	Rob Breton, Kristin Lucas, Gyllian Phillips. Sarah Winters
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Content will vary from year to year, but this course could contribute to equity, Indigenous learning, decolonization and sustainability depending on the destination of travel and corresponding texts.
How will you communicate this new offering to students?	Word of mouth in classes; informing student recruiters; Instagram; academic calendar.

Policy

Motion 4: That Senate approve the revised Distinction at Graduation Policy as outlined below.

Current Policy:

Distinction at Graduation

Average Required

Undergraduate students who graduate with an overall average of 80% or higher on all courses taken at Nipissing University and presented for the degree will be granted their degree "with distinction".

Minimum Number of Credits Taken at Nipissing University

In order to receive a degree with distinction, the overall average must be calculated on a minimum of 60 numerically graded credits (10 full courses or equivalent) completed at Nipissing University and presented for the degree.

Exceptions

The following degrees are not awarded "with distinction":

- Bachelor of Education
- Bachelor of Science in Nursing – Scholar Practitioner Program

Rationale:

Our current policy doesn't give all transfer students the opportunity to graduate with distinction because they are admitted with less than 60 numerically graded credits to complete.

For example:

- Our RPN to BScN students (120 credits) complete more than 60 credits but many of them are SAT or UNSAT (not numerically graded), therefore disqualifying them from graduating with distinction.
- Our 3 year BComm (90 credits) students admitted with transfer credit also complete less than 60 credits.

After reviewing policies at other universities, we are recommending the following for Nipissing University:

Proposal:

Distinction at Graduation

Average Required

Undergraduate and post-baccalaureate students who graduate with an overall average of 80% or higher on courses taken toward their degree or post-baccalaureate diploma at Nipissing University will be granted distinction upon graduation.

Minimum Number of Credits Required at Nipissing University

Undergraduate students must complete at least 50% of their undergraduate degree requirements, post-baccalaureate students must complete 100% of their diploma requirements and achieve an overall average of 80% or higher.

Exceptions

The following degrees are not awarded “with distinction”:

- Bachelor of Education
- Bachelor of Science in Nursing – Scholar Practitioner Program
- Graduate degrees

Effective:

February 2024 graduates.

Graduate Studies Committee

Motion 1: That the Report of the Graduate Studies Committee dated November 16, 2023 be received.

Research Committee

Motion 1: That the Report of the Research Committee dated November 27, 2023 be received.

9. Other Business

10. Amendment of By-Laws

Motion 1: That Senate approve that the Senate By-laws document be amended as outlined below:

Rationale: The Senate By-laws document was revised to include non-substantive, housekeeping matters. A summary of the proposed revisions includes, the removal of

Research from the Provost and Vice-President, Academic (PVPA) position, the removal of Dean and the addition of Associate Vice-President, Research, Innovation and Graduate Studies (AVPRIGS), and the removal of the Dean of Teaching and the addition of Dean of Education and Professional Studies (the revisions are listed in bold and strikethrough and can be found in the attached December 8, 2023 Senate agenda):

- Provost and Vice-President, Academic
- Associate Vice-President, Research, Innovation and Graduate Studies (AVPRIGS)
- Dean of Education and Professional Studies
- Senate Standing Committees and faculty voting clarification - Members elected by Faculty Council not Senate (except for the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- Election Procedures for Instructor Representatives
- 7.6(b) If a candidate cannot be found to fill a Senate committee position, the position will remain vacant until filled
- 9.0 Annual Standing Committee Election Process (except the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- 9.0(a) Senate standing committee members shall be elected annually, preferably in April, by respective faculty councils with the exception of student Senators
- 9.8(b)(i) three (3) faculty Senators, preferably at least one from each Faculty

Motion 2: That Senate approve that Article 9.9 be amended as outlined below:

Rationale: As the Research Committee serves to advise the Provost and Vice-President, Academic (PVPA), it would be more equitable for the PVPA to not be a voting member of the Committee. The current terms of reference allow for the PVPA to vote on recommendations to the PVPA. The PVPA may continue to attend Research Committee meetings moving forward and would still receive recommendations but would not be counted towards quorum or vote on matters of the Research Council.

9.9 Research Committee

(a) *Ex Officio* Members:

- (i) Associate Vice-President, Research, Innovation and Graduate Studies who shall be Chair;
- (ii) the Executive Director of Library Services, or designate;
- (iii) one student Senator from NUSU Executive;
- (iv) one (1) graduate student representative.

(b) Members Elected by Faculty Council:

- (i) four (4) Faculty members, two from each Faculty, elected for a three (3) year term, one of whom shall be elected as Vice-Chair;

(c) Terms of Reference:

- (i) to engage in on-going advice on all matters related to research, including but not limited to research planning, policies, and support;
- (ii) to recommend to Senate research polices appropriate to the University;
- (iii) to review and update on a regular basis, the Nipissing University Research Plan and to recommend the Plan to Senate;
- (iv) to advise the Provost and Vice-President Academic and report to Senate on issues relating to the external granting agencies that provide funding to the University;
- (v) to evaluate applications for internal research funding, assess all requests and make recommendations to the Provost and Vice-President Academic regarding the allocation of such funds;
- (vi) to review requests for, and recommend the formation of, research centres and

- institutes in accordance with University policy;
- (vii) to provide advice and direction, as necessary or when called upon to do so, to the Provost and Vice-President Academic, the Vice-President responsible for Finance and Administration and others on matters related to research support, including resources, infrastructure, accounts and the needs of faculty and students;
- (viii) to provide written reports to Senate on its meetings as well as an Annual Report. Recommendations intended for Senate should be clearly stated and accompanied by an adequate rationale;
- (ix) to deal with such matters relating to research as may be assigned from time to time by the Provost and Vice-President Academic or by Senate.

Motion 3: That Senate approve that Article 9.10 be amended as outlined below:

Rationale: The following proposed new terms of reference for the Senate Budget Advisory Committee were submitted by the Ad Hoc Senate Committee for Redrafting the Terms of Reference of the Senate Budget Advisory Committee. Changes to the membership and the terms of reference are noted below.

9.10 Senate Budget Advisory Committee (Recommendation 3.1 Special Governance Committee)

- (a) Ex Officio Members
 - (i) two (2) Deans, appointed by the PVPA;
 - (ii) one (1) Student Senator from the NUSU Executive;
- (b) Members elected by Senate:
 - (i) four (4) Faculty Senators (at least one from each Faculty).
- (c) Terms of Reference
 - (i) to develop a workplan consequent upon key dates in the budgetary process, meetings of the Audit & Finance Committee (Board of Governors), and meetings of Senate with the workplan, amended as necessary, presented to Senate at its first meeting in each academic year;
 - (ii) to receive regular updates from the Provost and Vice-President, Academic (PVPA), the Vice-President, Finance & Administration (VPFA), and/or other administrative officials, about the budget process and the university's financial position;
 - (iii) to provide advice on and make recommendations to Senate as well as to the PVPA and the VPFA on the annual allocation of budgetary resources for academic purposes;
 - (iv) to provide input into and advise Senate about long-range planning on the allocation of resources for academic purposes within the context of the Academic Plan;
 - (v) to receive regular updates from the PVPA or other administrative officials and to provide advice on and recommendations to Senate and the PVPA about financial issues affecting academic programming.
 - (vi) to advise Senate on recommendations from Senate to the Board of Governors on the annual operating budget and the university's long-term financial plans for academic purposes, recognising that the Board of Governors has the ultimate fiduciary responsibility for the University;
 - (vii) to deal with such matters as may be assigned from time to time by Senate.

11. Elections

- Elect two (2) tenured faculty members with one from each faculty (elected by Senate) to serve on the Search Committee for the Vice-President Finance and Administration.
- Elect one (1) tenured faculty member from a faculty other than the one for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Arts and Science.
- Elect three (3) tenured faculty members from the faculty for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Arts and Science.
- Elect four (4) tenured faculty members with at least one from each faculty (elected by Senate) to serve on the Search Committee for the Associate Vice-President, Research, Innovation and Graduate Studies.

12. New Business**13. Announcements**

The Provost and Vice-President, Academic, will announce the following upcoming searches:

- Associate Dean, Graduate Studies
- Associate Dean, Bachelor of Education Programs
- Graduate Program Chair (Education)
- Director, School of Business (reviewing the position as the incumbent is at the end of term)

14. Adjournment

Nipissing University
Minutes of the Academic Senate Meeting

December 8, 2023

2:30 p.m.

Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), A. Graff, C. Sutton, B. Law, G. Raymer, D. Walters, D. Iafrate, N. Black

L. Chen, R. Davis, H. Earl, A. Hatef, G. McCann, S. O'Hagan, G. Phillips, S. Srigley, N. Stevens, D. Tabachnick, L. Thielen-Wilson, R. Vernescu, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

S. Cairns, K. Ferguson, C. Greco, D. Hay (Deputy Speaker), T. Horton, T. McParland, P. Millar, J. Muterera, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, V. Williams

C. Irwin, O. Pokorny, L. Sinclair

F. Couchie

R. McEntee, E. Cooke, H. Panchal, S. Greco, B. Brown

Absent With Regrets:

R. Gendron, J. Murton, S. Renshaw, T. Smith, A. Adler, R. Vanderlee, S. Fiddler, R. Hehn, P. English

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: December 8, 2023

Motion 1: Moved by N. Stevens, seconded by D. Hay that the agenda of the Senate meeting of December 8, 2023 be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: November 17, 2023

Motion 2: Moved by S. Winters, seconded by R. Wenghofer that the minutes of the Senate meeting of November 17, 2023 be adopted.
CARRIED

Reports From Other Bodies

The President provided an oral report, advising that no updates have been received from the provincial government on the Blue-Ribbon Panel Report. Updates will be provided when information becomes available.

He informed of the recent announcement from Canada's immigration minister regarding new requirements for foreign students wanting to study in Canada. Starting next year, prospective

international students will need to show that they have access to \$20,635 instead of the \$10,000 requirement that has been in place, in addition to paying for travel and tuition, before they can attend Canadian institutions. Additionally, the Government of Canada is also extending an exemption that allows current international students without an employment visa to work for more than 20 hours each week off campus. This should not affect our January 1st cohort but may affect future cohorts.

He also advised that our Equity Action Planning Task Force continues to meet, and the RFP should be completed soon.

As this is the last Senate meeting of 2023, President Wamsley expressed his appreciation for a terrific year. He thanked the staff members who serve our students so well and extended hearty congratulations to our grant winners this year, our researchers who have had great success with their publications, and our professors in the classroom for the great work they do. He also congratulated NUSU for another good year and their great initiatives that made great contributions to our campus.

The Provost and Vice-President Academic provided an oral report. She was pleased to advise that she had attended the All Canadian Student Athletes Breakfast and wished to acknowledge and congratulate the large group of athletes that achieved academic excellence by maintaining an A average in the 2022-23 academic year. Senators also acknowledged and congratulated the students for their hard work in balancing both athletics and academics.

The PVPA acknowledged and thanked everyone that attended the Information Session on December 6. She expressed her appreciation to the Finance team for presenting to the university community, including the Senate Budget Committee and Senate, with good news of the strides and achievements made with respect to the financial position of the institution.

The PVPA also advised that she, the Deans, and the Registrar have finalized the guidelines regarding program enrolment suspension. The document will be circulated, and the Deans are operating within these guidelines now. In January, announcements will be made with respect to program enrolment suspension. She noted that the programs that have been designated and recommended for suspension in the 2024-25 academic year have been notified.

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

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

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

The VP Advocacy and Awareness extended a big thank you to the university staff and faculty for all the work they do to assist students prepare for exams.

Question Period

A request was made for clarification of the distinction between program redundancy and suspension of enrolment in programs.

The PVPA advised that program redundancy is the removal of the program from our academic offerings which requires an affirmative vote from Senate and a recommendation to the Board of Governors. It then requires the Board to remove the program from our offerings and this information is communicated to the province and, were we interested in restarting a redundant program, we would need to make application for a new program.

Program enrolment suspension is an operational decision, and it is happening in a number of different programs primarily in response to low program enrollment and the inability to deliver the programs as designed to students without relying on waivers and independent studies. It provides a two-year window to determine whether we go to program redundancy or whether, because of the efforts made over the two-years, we emerge from program enrolment suspension to re-offer the program again (perhaps in a different but) necessarily in a strengthened format. By way of example, after retooling the program, it could be offered as a major or be offered in cooperation with another program.

As an institution, we are not in a position at this point to go through a program redundancy process because we haven't done the kind of analysis that would support a motion with sufficient rationale at Senate and the Board. It needs to be understood by everyone as to why and how we got to program redundancy – which is a natural place for some programs that are at the end of their lifecycle, as other programs eclipse them.

Program suspension and suspension of enrolment is meant to be seen as a mitigation of current issues which we can redress through the means we have available.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by N. Stevens that the Report of the Senate Executive Committee dated December 1, 2023 be received.
CARRIED

Academic Curriculum Committee

Motion 4: Moved by A. Graff, seconded by N. Black that the Report of the Academic Curriculum Committee dated November 21, 2023 be received.
CARRIED

Child and Family Studies

Motion 5: Moved by A. Graff, seconded by A. Weeks that Senate approve that the Certificate in Applied Behaviour Analysis (ABA) – Lifespan be modified as outlined below.
CARRIED

Rationale: When we initially proposed this certificate, the number of credits recommended was 30-33. We beefed up the required certificate courses, with required Program courses so that students could complete these in time. At that time, Applied CHFS-PSYC Certificates were only offered to CHFS or PSYC students, however in follow-up to numerous requests, we opened these widely to all University students. The heavy required number of courses still makes these certificates unattainable for most students who are not also completing CHFS or PSYC degrees. We have also had multiple requests for 'advanced standing' due to equivalent courses or previous certifications/learning. We are reducing the number of credits to also make these options more accessible to all NU students, as well as any incoming PLAR students and community learners. Because this Lifespan Certificate crosses multiple sectors, we are also adding more flexibility for students, based on their interests, by providing more options for their 3cr elective. Last, we are changing the title of the certificate for consistency with our courses and terminology across sectors.

NEW REQUIREMENTS:**TI: Certificate in Applied Behavioural Sciences (ABS)****Program Requirements:**

Students must complete at least 18 credits as follows:

CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4205 or PSYC 4225	Practicum in Applied Behavioural Sciences	6 cr.
At least three (3) credits from the following based on student sector of interest (practicum settings will be guided and approved based on the selected elective(s)):		
PSYC 2306 or	Psychology of Industry and Work I	3 cr.
PSYC 2506	Health Psychology	3 cr.
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disorders	3 cr.
PSYC 3636	Psychology of Corrections	3 cr.
SWLF 3826	Addictions	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
SOC 4137	Topics: Aging and Health	3 cr.
CHFS 4306 or PSYC 4306	Topics: Developmental, Behavioural, and Mental Health	3 cr.

Note:

* Equivalent courses may be approved from year to year, such as for example a Topics course in a related discipline, or advanced standing from previously completed training or pathways external to the institution. Please seek departmental approval, prior to securing practicum settings.

** The certificate in Applied Behavioural Science (ABS) will be awarded at the time of graduation.

OLD REQUIREMENTS:

Certificate in Applied Behaviour Analysis (ABA)-Lifespan

Program Requirements:

Students must complete the following 33 credits:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
CHFS 2106	Applied Human Development: Children and Youth <i>or</i>	
PSYC 2006	Childhood Development	3 cr.
CHFS 2107	Applied Human Development: Adults and Aging <i>or</i>	
PSYC 2007	Adult Development	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4205 or PSYC 4225	Practicum in Applied Behavioural Sciences	6 cr.
Three credits from the following:		
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disorders	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.

Note:

The certificate in ABA will be awarded at the time of graduation

Motion 6: Moved by A. Graff, seconded by A. Weeks that Senate approve that the Certificate in Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorder (ASD) be modified as outlined below.
CARRIED

Rationale: When we initially proposed this certificate, the number of credits recommended was 30-33. We beefed up the required certificate courses, with required Program courses so that students could complete these in time. At that time, Applied CHFS-PSYC Certificates were only offered to CHFS or PSYC students, however in follow-up to numerous requests, we opened these widely to all University students. The heavy required number of courses still makes these certificates unattainable for most students who are not also completing CHFS or PSYC degrees.

We have also had multiple requests for 'advanced standing' due to equivalent courses or previous certifications/learning. We are reducing the number of credits to also make these options more accessible to all NU students, as well as any incoming PLAR students and community learners. In addition, the EIBI programming associated with the OAIP (Ontario Autism Intervention Program) has undergone several policy changes and iterations, EIBI no longer available in its original form.

NEW REQUIREMENTS:

Ti: Certificate in Early Intervention

Program Requirements:

Students must complete at least 24 credits as follows:

CHFS 2106	Applied Human Development: Children & Youth	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4305 or PSYC 4235	Practicum in EBI-ASD/ND	6 cr.
At least three (3) credits from the following:		
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disabilities	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
CHFS 4306 or PSYC 4306	Topics: Developmental, Behavioural, and Mental Health	3 cr.

Note:

* Equivalent courses may be approved from year to year, such as for example a Topics course in a related discipline, or advanced standing from previously completed training or pathways external to the institution. Please seek departmental approval, prior to securing practicum settings.

** The Certificate in Early Intervention will be awarded at the time of graduation.

OLD REQUIREMENTS:

Certificate in Early Intensive Behaviour Intervention (EIBI)-Autism Spectrum Disorders (ASD)

Program Requirements:

Students must complete the following 33 credits:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
CHFS 2106	Applied Human Development: Children and Youth <i>or</i>	
PSYC 2006	Childhood Development	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4305 or PSYC 4235	Practicum in EIBI-ASD	6 cr.
Three credits from the following:		
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disabilities	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
CHFS 4306 or PSYC 4306	Special Topics: Human Development and Learning	3 cr.

Note:

The certificate in EIBI-ASD will be awarded at the time of graduation.

Pathways

Motion 7: Moved by A. Graff, seconded by N. Stevens that Senate approve that the transfer pathway for Biotechnology Technician (two-year) and Biotechnology Technologist (three-year) College diploma graduates be amended as outlined below.
CARRIED

- i) Biotechnology Technician (two-year) Diploma
Graduates of the Biotechnology Technician two-year diploma program at an Ontario College with a cumulative program average of 72 percent or better will be considered for admission to a Bachelor of Science Honours Specialization or Specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 60 credits.

- ii) **Biotechnology Technologist (three-year) Diploma**
 Graduates of the Biotechnology Technologist three-year diploma program at an Ontario College with a cumulative program average of 72 percent or better will be considered for admission to Bachelor of Science Honours Specialization or specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 69 credits.

Rationale:

The current transfer pathways are as follows:

- i) **Biotechnology Technician Diploma:**
 Applicants who are graduates of the Biotechnology Technician two-year diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with transfer credit to a maximum of 60 credits.
- ii) **Biotechnology Technologist Diploma:**
 Applicants who are graduates of the Biotechnology Technologist three-year diploma program at Canadore College with a cumulative 3.25 GPA or better or better can be considered for admission to Honours Specialization or Specialization in Biology or Environmental Biology and Technology with transfer credit to a maximum of 60 credits.

Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students. Extending this pathway to all Ontario Colleges would extend the educational opportunities for college graduates. (See Appendix A for List of All Ontario Colleges offering Biotechnology Technician and Technologist Programs.)

The required GPA of 3.25 indicated on the original pathway referred to Canadore College's 2015 grade scale, which has since changed. (See Appendix B for Canadore College's grade scales.) Due to varying grade scales amongst Ontario Colleges, the required program grade for this transfer pathway shall be noted by way of a percentage.

The number of transfer credits for the three-year Biotechnician Technologist diploma has been increased from 60 credits to 69 credits. Students are granted 60 credits for the two-year diploma. The nine extra credits for the three-year diploma acknowledges the extra year of study achieved for Biotechnologist Technologist graduates.

Appendix A

Ontario Colleges Offering Biotechnology Technician and Technology Programs

College Name	Program Title	Program Credential Description
ALGONQUIN	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
CANADORE	BIOTECHNOLOGY TECHNICIAN	DIPLOMA (two year)
CANADORE	BIOTECHNOLOGY TECHNOLOGIST	ADVANCED DIPLOMA (three year)
CENTENNIAL	BIOTECHNOLOGY - ADVANCED (FAST-TRACK) (OPTIONAL CO-OP)	ADVANCED DIPLOMA (three year)
CENTENNIAL	BIOTECHNOLOGY	DIPLOMA (two year)

CONESTOGA	BIOTECHNOLOGY TECHNICIAN	DIPLOMA (two year)
DURHAM	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
FLEMING	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
GEORGIAN	BIOTECHNOLOGY-HEALTH	DIPLOMA (two year)
HUMBER	BIOTECHNOLOGY	DIPLOMA (two year)
LOYALIST	BIOTECHNOLOGY-ADVANCED	ADVANCED DIPLOMA (three year)
LOYALIST	BIOTECHNOLOGY	DIPLOMA (two year)
MOHAWK	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
MOHAWK	BIOTECHNOLOGY	DIPLOMA (two year)
SENECA	BIOTECHNOLOGY ADVANCED (HYBRID)	ADVANCED DIPLOMA (three year)
ST. LAWRENCE	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)

Appendix B – Canadore Grade Scales

CANADORE GRADING POLICY (SEPTEMBER 2016 to Present)

<u>Grade</u>	<u>Percent equivalent</u>	<u>Point Equivalent</u>
A+	90-100	4.0
A	85-89	3.7
A-	80-84	3.5
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	65-69	2.5
C	60-64	2.0
D+	55-59	1.5
D	50-54	1.0
F	0-49	

CANADORE GRADING POLICY (SEPTEMBER 2006 to AUGUST 2016)

<u>Grade</u>	<u>Point Equivalent</u>
AH	4
A+	4
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1

DEPARTMENTAL TRANSFER PATHWAY APPROVAL FORM

***This form will substantiate departmental approval for transfer pathway creation and amendment submissions to the Academic Curriculum Committee and Academic Senate)*

DEPARTMENT/ DISCIPLINE	NAME (print)	POSITION	DATE
Biology/Chemistry	Nathan Colborne	Chair	Oct, 25, 2023

Non-substantive:

1. That the prerequisite for PSYC 4105: Senior Empirical Thesis be changed from "*PSYC 3356 or CHFS 3035 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15.*" to "*PSYC 3356 or PSYC 3346 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session should normally apply in writing to the discipline no later than February 15*".

Rationale: This motion is necessary as a housekeeping item to reflect the change in degree requirements that includes the option of taking the new PSYC 3346 Research Methods in Psychological Science course approved by Senate last year. CHFS 3035 is no longer an option for the degree so it is being removed as a pre-requisite option for the thesis courses

2. That the anti-requisite for PSYC 4105: Senior Empirical Thesis be changed from '*PSYC 4115*' to '*PSYC 4115 and PSYC 4215*'.

Rationale: The department wishes to add PSYC 4215 to the anti-requisite list for consistency between the two thesis options.

3. That the prerequisite for PSYC 4215: Senior Research Seminar be changed from "*PSYC 3356 or CHFS 3035. Restricted to student in the fourth year of the Honours Psychology program.*" to "*PSYC 3356 or PSYC 3346. Restricted to students in the fourth year of the Honours B.A. Psychology Program*" as outlined below.

Rationale: This motion is necessary as a housekeeping item to reflect the change in degree requirements that includes the option of taking the new PSYC 3346 Research Methods in Psychological Science course approved by Senate last year for the Honours B.A. degree. CHFS 3035 is no longer an option for the degree so it is being removed as a pre-requisite option for the thesis courses.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 8: Moved by A. Graff, seconded by R. Wenghofer that the Report of the Academic Quality Assurance and Planning Committee dated November 24, 2023 be received.
CARRIED

Motion 9: Moved by A. Graff, seconded by V. Williams that the Child and Family Studies IQAP Final Assessment Report and Implementation Plan be recommended to Senate for approval.
CARRIED

Senator Vernescu noted that she was pleased with the Program Review and supports the recommendations of the reviewers, the Dean and the Provost. The recommendations are consistent with what the internal review committee put forward. She noted that she was surprised at the framing of the Provost's recommendations which may have created a false impression that there was disagreement or resistance. She requested that her concern be recorded in the minutes.

She also expressed concern that recommendation 3 indicates that the cross-listing or cross-coding of courses to supplement and strengthen our Indigenous curriculum is sufficient. She advised that 3-4 years ago all programs in the Faculty of A&S were prompted by the Provost's office to decolonize and Indigenize programs and a significant push was made, but in the absence of funding we can't rely on the cross-coding of courses. How are we to meet this objective and is the university committed to funding an Indigenous Scholar Practitioner for the program to help achieve this objective and not rely on cross-coding.

The Provost responded advising that most of these questions should be referred to AQAPC. With respect to cross-coding, she reported that conversations have taken place on the implications of cross-coding and the integrity of programs. The Registrar is in the process of developing a protocol for cross-coding. Cross-coding eviscerates the integrity and control of the courses in their home departments and must only be done with intention and understanding.

With respect to both decolonizing and Indigenizing program curriculum, the Provost advised that it was insufficient to rely on cross-listing or cross-coding courses to satisfy the conceptual requirement to reframe a discipline.

With respect to the request for a guarantee of a position in a particular program, the Provost reminded all faculty of the new faculty hiring position request process where priorities are articulated and identified as to how they align with our commitments to the TRC and the Strategic Plan.

In response to the request to alter the timelines of the IQAP implementation plan, the Provost advised that as this is a motion from AQAPC it would have to be referred back to AQAPC.

Senator Stevens noted that there has been much talk of including Indigenous materials and Indigenizing courses and there is a real need, particularly for programs such as psychology and social work, to understand what culturally safe practice is. Senator Stevens asked if there is some way for us to collectively sit down and think about what this means as we have a growing body of international students coming from diverse cultures, not just Indigenous students. We must make this space safe for students to enable positive learning. The IQAP document for CHFS refers to courses that aren't offered by Indigenous Studies, and courses that have been on the books for a number of years and aren't included. Where does this fit in the larger picture as it is a big issue, but not exclusively an Indigenous issue.

The Provost advised that this is a serious problem. Moving forward as we evolve in curriculum reform; these are issues that we need to discuss in all our program areas. We cannot rely on our allyship to solve these problems and must address this urgently. Senator Stevens comments also highlight inherent challenges in the current IQAP process which refer to notional relationships that are not necessarily supported. We are reviewing the current IQAP process to ensure accuracy.

In response to a question as to whether we have a policy advising who is able to teach certain material and the importance of clear guidelines, the Provost advised that there is a number of

layers to this question. Is the question, should someone without the disciplinary expertise as outlined in their appointment letter be given the opportunity to teach a course based on the recommendation of the Dean, do you need lived experience to teach a particular course, or does a faculty member's academic freedom give them license to teach in areas the university does not recognize as being within their expertise?

The objective of the academic planning exercise is to make recommendations to the course master based on an assessment of expertise and competence; this should take into account culturally responsive pedagogy and our commitments as an institution to the TRC and Scarborough Charter. As well as recognizing our commitments and how this is reflected in our curriculum, we must acknowledge that faculty are allies and experts in areas where they don't have the lived experience which should be augmented/reflected by having guest speakers or co-teaching.

Motion 10: Moved by A. Graff, seconded by R. Wenghofer that the History IQAP 2-Year Follow-up Report be received by Senate for information.
CARRIED

Motion 11: Moved by A. Graff, seconded by N. Stevens that the final version of the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) be received by Senate for information.
CARRIED

By-laws and Elections Committee

Motion 12: Moved by A. Graff, seconded by D. Hay that the Report of the By-laws and Elections Committee dated November 14, 2023 be received.
CARRIED

Teaching and Learning Committee

The Digital Learning Resources and Field Trips Policy was out of date and no longer conformed to the Provincial Guidelines. The PVPA reviewed the policy and revised it accordingly. The revised policy was forwarded to the Teaching and Learning Committee (TLC) for consultation. The TLC reviewed and supported the policy with a few suggested edits. The edits were incorporated, and the policy was adopted. The revised policy is attached.

Amendment of By-laws

- **Notice of Motion that Senate approve that the Senate By-laws document be amended as outlined below (changes in bold and strikethrough):**

Rationale: The Senate By-laws document was revised to include non-substantive, housekeeping matters. A summary of the proposed revisions is listed below:

- ~~Provost and Vice-President, Academic and Research (PVPAR)~~
- ~~Dean of~~ **Associate Vice-President, Research, Innovation and Graduate Studies (AVPRIGS)**
- ~~Dean of Teaching~~ **Dean of Education and Professional Studies**
- Senate Standing Committees and faculty voting clarification - Members elected by Faculty Council not Senate (except for the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- 4.4 ~~Annual~~ Election Procedures for Instructor Representatives

- 7.6(b) If a candidate ~~from one of the two faculties~~ cannot be found to fill a Senate committee position, ~~then nominations from the floor will be accepted~~ **the position will remain vacant until filled**
- 9.0 Annual Standing Committee Election Process **(except the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)**
- 9.0(a) Senate standing committee members shall be elected annually, **preferably in April**, by respective faculty councils with the exception of student Senators
- 9.0(d) ~~During April of each year, the faculty councils shall begin preparing a slate of faculty (Senators and non-Senators) for the various standing committees and present the slate in time for the May Senate meeting;~~
- 9.0(e) ~~If a candidate from one of the two faculties cannot be found, then the vacant position can be filled from the other faculty for that Senate year only.~~
- 9.8(b)(i) three (3) faculty Senators, **preferably at least one from each Faculty**
- **Notice of Motion that Senate approve that Article 9.9 be amended as outlined below (changes in bold and strikethrough):**

Rationale: As the Research Committee serves to advise the Provost and Vice-President, Academic (PVPA), it would be more equitable for the PVPA to not be a voting member of the Committee. The current terms of reference allow for the PVPA to vote on recommendations to the PVPA. The PVPA may continue to attend Research Committee meetings moving forward and would still receive recommendations but would not be counted towards quorum or vote on matters of the Research Council.

9.9 Research Committee

(a) *Ex Officio* Members:

- (i) the ~~Dean~~ **Associate Vice-President, Research, Innovation and Graduate Studies** who shall be Chair;
- (ii) ~~the PVPAR~~
- (iii) the Executive Director of Library Services, or designate;
- (iv) one student Senator from NUSU Executive;
- (v) one (1) graduate student representative.

(b) Members Elected by Faculty Council:

- (i) four (4) Faculty members, **two from each Faculty**, ~~elected by Senate~~ for a three (3) year term, one of whom shall be elected as Vice-Chair;

(c) Terms of Reference:

- (i) to engage in on-going advice on all matters related to research, including but not limited to research planning, policies, and support;
- (ii) to recommend to Senate research polices appropriate to the University;
- (iii) to review and update on a regular basis, the Nipissing University Research Plan and to recommend the Plan to Senate;
- (iv) to advise the Provost and Vice-President Academic ~~and Research~~ and report to Senate on issues relating to the external granting agencies that provide funding to the University;
- (v) to evaluate applications for internal research funding, assess all requests and make recommendations to the Provost and Vice-President Academic ~~and Research~~ regarding the allocation of such funds;
- (vi) to review requests for, and recommend the formation of, research centres and institutes in accordance with University policy;
- (vii) to provide advice and direction, as necessary or when called upon to do so, to the Provost and Vice-President Academic ~~and Research~~, the Vice-President responsible for Finance and Administration and others on matters related to research

- support, including resources, infrastructure, accounts and the needs of faculty and students;
 - (viii) to provide written reports to Senate on its meetings as well as an Annual Report. Recommendations intended for Senate should be clearly stated and accompanied by an adequate rationale;
 - (ix) to deal with such matters relating to research as may be assigned from time to time by the Provost and Vice-President Academic ~~and Research~~ or by Senate.
- **Notice of Motion that Senate approve that Article 9.10 be amended as outlined below (changes in bold and strikethrough):**

Rationale: The following proposed new terms of reference for the Senate Budget Advisory Committee were submitted by the Ad Hoc Senate Committee for Redrafting the Terms of Reference of the Senate Budget Advisory Committee. Changes to the membership and the terms of reference are noted below.

9.10 Senate Budget Advisory Committee (Recommendation 3.1 Special Governance Committee)

- (a) Ex Officio Members
 - ~~(i) the PVPAR (Chair)~~
 - ~~(ii) the Vice-President, Finance & Administration;~~
 - (i) **two (2) Deans**, appointed by the PVPAR;
 - (ii) one (1) Student Senator from the NUSU Executive;
- (b) Members elected by Senate:
 - (i) ~~three (3)~~ **four (4)** Faculty Senators (at least one from each Faculty).
- ~~(c) Terms of Reference~~
 - ~~(i) to consider the financial position of the University and to make recommendations to Senate on budget planning;~~
 - ~~(ii) to make recommendations to Senate on the details of the annual university operating budget as it pertains to the allocation of resources for academic purposes;~~
 - ~~(iii) to provide input into long-range planning within the context of the Academic Plan;~~
 - ~~(iv) to convey recommendations from Senate on the annual operating budget and long-term financial plans to the Board of Governors which has ultimate fiduciary responsibility for the University;~~
- (c) Terms of Reference
 - (i) to develop a workplan consequent upon key dates in the budgetary process, meetings of the Audit & Finance Committee (Board of Governors), and meetings of Senate with the workplan, amended as necessary, presented to Senate at its first meeting in each academic year;
 - (ii) to receive regular updates from the Provost and Vice-President, Academic (PVPA), the Vice-President, Finance & Administration (VPFA), and/or other administrative officials, about the budget process and the university's financial position;
 - (iii) to provide advice on and make recommendations to Senate as well as to the PVPA and the VPFA on the annual allocation of budgetary resources for academic purposes;
 - (iv) to provide input into and advise Senate about long-range planning on the allocation of resources for academic purposes within the context of the Academic Plan;
 - (v) to receive regular updates from the PVPA or other administrative officials and to provide advice on and recommendations to Senate and the PVPA about financial issues affecting academic programming.
 - (vi) to advise Senate on recommendations from Senate to the Board of Governors on the annual operating budget and the university's long-term financial plans for academic

purposes, recognising that the Board of Governors has the ultimate fiduciary responsibility for the University;
(vii) to deal with such matters as may be assigned from time to time by Senate.

Elections

- Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a three-year term effective now to June 30, 2026.

ACCLAIMED: G. Phillips

New Business

Motion 13: Moved by A. Graff, seconded by A. Weeks that Senate move in camera.
CARRIED

Motion 14: Moved by A. Graff, seconded by A. Weeks that Senate move out of camera.
CARRIED

The Provost and Vice-President Academic informed that in accordance with the policy for the Search & Appointment of Non-Academic Vice-Presidents, the process of establishing a committee for the search/appointment of the Vice-President, Finance & Administration has begun. The composition of the committee is to include two (2) tenured faculty members with one from each faculty (elected by Senate) to serve on the Search Committee. This election will be included in the January 12, 2024 Senate agenda.

Announcements

The NUSU VP Advocacy & Awareness was pleased to announce that Leah Symington was the recipient of the Health and Safety Award and Riley McEntee was the recipient of the Youth Activision Award at the recent North Bay and District Labour Council 18th Annual Health and Safety Award Banquet. Congratulations Leah and Riley!

Adjournment

Senate was adjourned at 3:45 p.m.

.....
K. Wamsley (Chair)

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



Vice-President, Finance & Administration Report to Senate – December 8, 2023

Financial Accountability Framework Update

- The Ministry of Colleges & Universities (MCU) has released its Financial Accountability Framework with updated metrics and Action Plans. A technical briefing on the manual is scheduled for Friday, November 24, 2023.
- On an annual basis the Ministry will communicate with universities individually on the results of financial ratios/metrics and on any corresponding action plan that may be required.
- The Ministry will engage in a qualitative assessment, in addition to a quantitative exercise, as the context to metrics is critical to understand before any action is taken. It is important to note that the Actions generated by the metrics are NOT final until the qualitative exercise is complete.
- We continue to meet regularly with MCU officials to discuss Nipissing's financial sustainability, providing updates and engaging in discussions with respect to future sustainability plans.

2024-25 Budget Cycle Update

- Mid-December, budget worksheets will be sent to all budget holders for completion by January 26, 2024.
- The Integrated Budget and Planning Committee will meet with various budget holders during the week of February 12th.
- Preliminary Budget to be presented to Audit & Finance Committee on April 15, 2024.
- Final Budget to full Board for approval at the May 2, 2024 meeting.



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

Graduation Photography

NUAAB is excited to share that our new graduation photography service provider is Everest Solutions. This North Bay based company has started sessions with our graduating students and will be offering additional session in the new year.

Giving Tuesday

NUAAB donated \$2,500 towards Nipissing University's 2023 Giving Tuesday appeal focused on raising funds for the Student Support Fund. As alumni, we welcome the opportunity to support current Nipissing Students, and the importance of this sort of student support cannot be overstated.

Women's Volleyball 30th Anniversary

NUAAB was please to sponsor the 30th Anniversary gathering of the Lakers Women's Volleyball Team. We extend our congratulations to the team for their 30 years of excellence, and we look forward to continuing to engage with our Laker Athletes as they commence their alumni journeys.

December Meeting

NUAAB will be holding a general meeting in December to review our governance documents, and to discuss and assess the ways in which we can support the broader Nipissing University Community.

Happy Holidays!

From all of us on NUAAB, we wish the entire Nipissing University community a happy and health holiday season.

December Academic Senate Report

Chamber of Commerce: Business After Hours

On November 23rd, 2023, NUSU held a Business After Hours in partnership with the North Bay Chamber of Commerce. This was an opportunity for students to connect and work on their networking with business and community partners. We held a Maker's Market as well to promote Nipissing Lakers student businesses. We were so excited to hold this great event at NUSU. We are proud of the strong and sustained partnership with the Chamber of Commerce and local businesses in North Bay.

Canadian Federation of Students: National General Meeting

On November 24th-November 28th, NUSU President Riley McEntee and Vice-President, Advocacy & Awareness Harikesh Panchal, will be representing Nipissing University at the Canadian Federation of Student's National General Meeting. The conference held a variety of constituency meetings and caucus meetings. We look forward to gaining insight from our fellow student leaders at other institutions and look to bring our northern knowledge and wisdom to the table.

Upcoming Executive Elections

NUSU Executive Elections will be happening in mid-January to early-February for the 2023/2024 Executive Terms. Executive job descriptions recently went through three major changes, effective May 1, 2024:

- (1) Executive's hours will be reduced during the Fall and Winter semesters, going from twenty-five (25) hours per week to twenty (20) hours per week.
- (2) We replaced the *shadowing period* of transition training with an *-elect* position. Students who are successfully elected will work in an *-elect* position (i.e. President-*elect*, Vice-President, Finance & Administration-*elect*) starting the Monday following the Winter Reading Week (February 26, 2024) until April 30, 2024.
- (3) We increased the minimum number of transition training hours required, from twenty (20) hours to thirty-five (35) hours. These hours will be completed while they are working as an *-elect*.

All Executive positions are up for election. The election schedule will be similar to last year's and will be shared via social media soon. If Student, Staff, Faculty, or Admin have any concerns regarding the election, please email them to elections@nusu.com.

**NUSU Student Centre**

221 College Drive, North Bay, ON P1B 0G1

Tel: (705) 474-3450 ext. 4801 Fax: (705) 474-7732

Web: www.nusu.com

This will go to the NUSU Elections Committee, which is chaired by Riley McEntee and vice-chaired by Em Cooke.

Exam Season

NUSU wants to wish all Nipissing University students the best wishes heading into exam season. We hope that their study and preparation goes well. We want to thank all the hard work that the university staff and faculty do to help their students prepare for the culmination of their courses whether it be for exams or final papers. All the best Lakers!

Happy Winter Break

NUSU wishes the entire Lakers community the best wishes for the Winter Break. We hope everyone finds the time to relax, rest, and reset. We hope everyone's festivities are fun, exciting, and most importantly folks are being safe this winter break! Take care Lakers and we look forward to seeing you all in the New Year!



Board of Governors Report to Senate - January 2024

Board of Governors Meeting November 30, 2023

The Board of Governors met on Thursday, November 30, In the President's Boardroom (F303) and via Zoom remote conferencing.

The Board approved the recommendation of the Provost and Vice-President, Academic to appoint Dr. Amir Erfani, Professor, Faculty of Arts & Science, to a 3-year renewable term on the Research Ethics Board.

The President provided a summary on the Blue-Ribbon Panel Report, noting meetings with the Minister and Deputy Minister continue to be scheduled and the President and Executive Team continue to advocate for measures that work toward a sustainable future for Nipissing University. The Provost and VPFA also provided an update to the Board on the establishment of the Academic Planning and Operational Planning (APOP) convening group and subsequent internal discussion series.

The Provost and Vice-President, Academic presented revisions to the Sexual Violence and Sexual Misconduct Policy, highlighting significant additions, including the term 'sexual misconduct' both in the title and defined in detail throughout. The Board accepted the recommendation of the University Governance Committee to approve the revisions as presented.

Following a vote at the Academic Senate, the following resolution was made and carried:

Resolution 2023-11.2-05:

That the Board of Governors accept the recommendation of the Academic Senate to create the following academic units:

- *History, Ancient Studies and Anthropology*
- *Sociology, Psychology, and Child and Family Studies*
- *Gender Equality and Social Justice, Indigenous Studies, and Religions and Cultures*
- *Philosophy, Political Science and Economics, and Social Welfare and Social Development*
- *English and Fine Arts*

And that the following academic units shall amalgamate with a preferred unit by no later than 1 January 2024:

- *Biology and Chemistry*
- *Geography and Geology*

January Academic Senate Report

Winter International Orientation

We are grateful to be participating in the Winter International Orientation on Friday, January 5, 2024. We are looking forward to meeting the incoming students and welcoming them to our beautiful and [hopefully] snowy campus!

Kicking off the 23/24 Winter Semester

We are excited to welcome back all the Nipissing students for the 23/24 Winter Semester! NUSU is kicking off the New Year with our Icebreaker Series, starting on Sunday, January 7 and ending on Sunday, January 21. We will be hosting a variety of events during these two weeks meant to bring students together, break the ice, and foster new friendships.

Upcoming Executive Elections

The NUSU Executive Elections are starting this month! All Executive positions are up for election. The campaign period will start on Monday, January 22 at 9:00am, voting will start on Friday, January 26 at 9:00am, and both the campaign period and voting will end on Wednesday, January 31 at 11:59pm. Results will be announced on either Thursday, February 1 or Friday, February 2.

NUSU will be hosting an Executive Candidate Debate on Tuesday, January 23 at 7:00pm in the Nipissing Theatre, and a Meet the Candidates event on Wednesday, January 24 from 8:30pm - 9:30pm in the Chancellor's Residence. Both events are open to all students to attend.

During the campaign period, students are permitted to speak in classes (with the faculty's permission) regarding their platform. We ask that if a faculty member has a class with two or more candidates in it, that all candidates are given an equal opportunity to speak. If a candidate says or does anything that is of concern, please inform the Elections Committee as soon as possible.

If students, staff, faculty, or admin have any concerns regarding the election, candidate decorum, or any other related concerns, please email them to elections@nusu.com. This will go to the NUSU Elections Committee, which is chaired by Riley McEntee and vice-chaired by Em Cooke.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

January 4, 2024

A meeting of the Senate Executive Committee took place in person and by Zoom conference on January 4, 2024.

The Chair offered a traditional land acknowledgement, recognizing that today is National Ribbon Skirt Day.

The following members participated:

K. Wamsley (Chair), A. Graff (Vice-Chair), B. Law, G. Raymer, D. Walters, T. Sibbald (Speaker), A. Adler, G. Phillips (Deputy Speaker), S. Landriault (Recording Secretary, n-v)

Regrets: D. Iafrate, S. Renshaw, H. Panchal

As the Chair was participating in the meeting remotely and an issue arose with the sound during the meeting, the Vice-Chair agreed to Chair the meeting.

The purpose of the meeting was to set the agenda for the January 12, 2024 Senate meeting.

The Report of the Academic Curriculum Committee dated December 11, 2023 was provided to the Senate Executive for inclusion in the Senate agenda. Following a request that the sample course syllabi be removed from the agenda as they weren't considered relevant to the approval of the motions and they are included in the attached ACC Report, members agreed that this information be removed.

The Report of the Graduate Studies Committee dated November 16, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Research Committee dated November 27, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The following elections will be included in the Senate agenda:

- two (2) tenured faculty members with one from each faculty (elected by Senate) to serve on the Search Committee for the Vice-President Finance and Administration.
- one (1) tenured faculty member from a faculty other than the one for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Arts and Science.
- three (3) tenured faculty members from the faculty for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Arts and Science.
- four (4) tenured faculty members with at least one from each faculty (elected by Senate) to serve on the Search Committee for the Associate Vice-President, Research, Innovation and Graduate Studies.

The Policy for the Search & Appointment of Non-Academic Vice-Presidents can be found at the following link:

[Search & Appointment of Non-Academic Vice-Presidents \(nipissingu.ca\)](#)

The Policy for the Search/Appointment/Reappointment of Senior Academic Administrative Officers can be found at the following link:

[Search/Appointment/Reappointment of Senior Academic Administrative Officers \(nipissingu.ca\)](#)

The Provost and Vice-President, Academic, advised that the following upcoming position searches will be included in the Senate agenda and announced:

- Associate Dean, Graduate Studies
- Associate Dean, Bachelor of Education Programs
- Graduate Program Chair (Education)
- Director, School of Business (reviewing the position as the incumbent is at the end of term).

Moved by G. Raymer, seconded by D. Walters that the Senate Executive Committee approves the January 12, 2024 Senate agenda.

CARRIED

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "A. Graff", enclosed within a hand-drawn oval.

A. Graff
Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated January 4, 2024.

**Report of the
Academic Curriculum Committee**

December 11, 2023

Members Present:

Ann-Barbara Graff
Nancy Black
Jamie Murton
Harikesh Panchal

Graydon Raymer
Debra Iafrate
Roxana Vernescu

Dan Walters
Alex Karassev

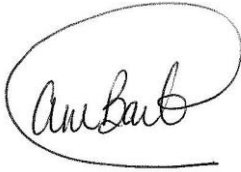
Absent with Regrets:

Blaine Hatt, Tammie McParland, Paul Millar, Ping Zou, Brendan Brown, Sam Greco

Jane Hughes, Recording Secretary

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

Respectfully submitted,



Dr. Ann-Barbara Graff
Provost & Vice-President, Academic

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated December 11, 2023.

Faculty of Arts and Science

English Studies

Motion 2: That Senate approve the creation of ENGL 2716 Magic Realism as outlined below.

JUSTIFICATION (Rationale): Magic realism is a genre popular not only in Latin America but globally, especially adopted by politically-marginalized communities. This new course offers students the opportunity to develop their understanding of the relationships between genre, story, politics, and place.

Course Code	ENGL 2716
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Course Title	Magic Realism
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	<p>Magic realism is a genre where the fantastic and surreal confront representations of the everyday. Students examine the origins and development of magic realism, asking whether the genre is innately subversive and if narrative subversiveness inevitably leads to forms of radical political expression. They also look at subgenres such as magical feminism, slipstream, and fabulism. Finally, they analyze the way magic realism has seeped into popular fiction and popular film.</p>
Course Prerequisite	3 credits of ENGL at the 1000-level, excluding ENGL 1551 and ENGL 1552, or any 18 credits.
Course Corequisite	Click here to enter Course Corequisite
Course Antirequisite	Click here to enter Antirequisite
List any restrictions	Click here to enter Restriction
Is this a Topic Course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Outline the department's plan for offering this course.	The course would be taught by a full-time faculty member. It does not necessarily replace a course that is currently offered. It would likely be offered in rotation, once every two years. The aim is to offer it first in either Fall 2024 or Winter 2025.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.	36 hours lecture for 12 weeks.
Is this course cross-listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Implications	none
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Distinguish between iterations of the genre. • Show proficiency with close-reading texts in context. • Construct and sustain analytical arguments about the relationship between literary and political subversiveness. • Analyze the ways in which magic realism reacts to but also affects history.

	<ul style="list-style-type: none"> • Extricate radical politics from personal expression. • Communicate ideas and arguments in oral and written forms.
Will this course have budgetary implications?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
How will this course contribute to the program level outcomes?	<p>2000-level course expectations:</p> <ul style="list-style-type: none"> • a broad understanding of the historical development of a major form, genre, or national literature in English. The course will contribute to this program level outcome by focusing on the historical development of a major genre, magic realism. • an initial understanding of research methods in English Studies The course will contribute to this program level outcome by assigning a research paper for the students to write. We will discuss research methods. • an ability to formulate analytical questions about primary texts The course will contribute to this program level outcome by asking students to formulate analytical questions about our primary texts. • an ability to interpret texts and develop lines of argument The course will contribute to this program level outcome by asking students to interpret texts and develop lines of argument. • an ability to use established techniques of analysis, including the ability to use appropriate literary and critical terminology The course will contribute to this program level outcome by having the prof first discuss and then ask students to use established techniques of analysis, including the ability to use appropriate literary and critical terminology. • an ability to communicate ideas in reliably clear, coherent, and correct prose The course will contribute to this program level outcome by including writing assignments that require an ability to communicate ideas in reliably clear, coherent, and

	correct prose.
Who amongst your current faculty has the competencies to teach this course?	In the “English Department” (if that is what is meant by “your current faculty”), we all have the “competencies” to teach the course. Rob Breton and Gyllian Phillips have both expressed interest in teaching the course.
How does this course contribute to the institution’s commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Magic realism is an inherently political genre that frequently tackles issues around equity, inclusivity, colonization and decolonization, Indigeneity, and sustainability. Therefore, students would be studying these issues.
How will you communicate this new offering to students?	Word of mouth in classes; informing student recruiters; Instagram; academic calendar; posters and postcards.

ENGLISH 2716

Magic Realism

Date

Instructor: Dr. Rob Breton

Office: H150

Office Hours: ...or by appointment

Email: robbr@nipissingu.ca

Class Time and Place: ...

Course Description

Magic realism is a genre where the fantastic and surreal confront representations of the everyday. Students examine the origins and development of magic realism, asking whether the genre is innately subversive and if narrative subversiveness inevitably leads to forms of radical political expression. They also look at subgenres such as magical feminism, slipstream, and fabulism. Finally, they analyze the way magic realism has seeped into popular fiction and popular film.

Required TextsIsabel Allende, *The House of the Spirits* (Atria)Toni Morrison, *Beloved*; OR Laura Esquivel, *Like Water for Chocolate*; OR Sandra Cisneros, *The House on Mango Street*

Other readings as well as the assignments are available on Blackboard.

Assignments

Attendance and participation: 10%

Quizzes: 10%

In-class essay 1: 10%

In-class essay 2: 10%

Make your own magic: 15%

Term paper: 25%

Final exam: 20%

Attendance and participation: You can *augment* your attendance and participation grade by participating on Blackboard Discussion Boards. But if you participate enough in class, there is no

need to join a discussion-board thread. If you participate only a little during class, then you will want to contribute a bit more to the Discussion Board that week. Face-to-face attendance is necessary and missed classes will be noted, negatively affecting your participation and attendance grade, even if you contribute a lot to the Discussion Boards.

I will provide “discussion-starters” every week; that is, I will start a few threads. But please, start your own threads, respond to threads or questions started by other students, return to the threads from time to time as the discussion unfolds, or just quickly “like” people’s comments (there’s no “like” function but you can say “I like this”). Be polite. You can be rude to the texts, not each other.

The Discussion Board for the week opens on the Sunday prior to the week’s classes and remains open until the following Sunday.

Finally, you can participate by chatting about our course material during office hours or office appointments, either on campus or through video-conferencing, either by yourself or in a small group.

If you miss 12 classes or more, you may not be allowed to write the final exam.

Quizzes: On ten different occasions, you will write a terrifically simple quiz. Each quiz is worth 1 percent. Answering three questions out of five correctly earns you the mark. The questions will always be factual, not interpretive. To do well, you need to have read the text carefully and know all the relevant details, such as names (first and last) of both major and minor characters; how they are related to one another; how old they are; names of all places, settings, houses; major events; how it all ends up; etc. These quizzes are designed to make you read with care and attention, so that you come to class well informed about the text and ready to discuss it. With good attendance and good reading habits, it should be easy to earn ten out of ten.

In-class essays: Details will be discussed early in the semester. They are to be written in class on Monday October 2 and Wednesday November 1.

Make your own magic: You can work by yourself or in groups of up to three members. You might write a short magic realism story (single author only) based on a course theme or trope we have studied in class. You might write a parody of one of the stories we have read in class, offering a critique of it and its assumptions. You might make a short film or video, dramatizing a scene from one of our texts. You might create a poem (single author only) or a song relating it thematically to some of the themes we have approached in our course. You might want to offer a class presentation. If you prefer to write a more traditional essay, that too would be welcomed (single author only). If you are not sure what you want to do, or if you think you should confirm your idea with me before starting, contact me. Any written project should be no more than six pages; a video should be about three to six minutes and submitted as an .mp4 (if the file is too big for Blackboard, upload it to YouTube and send me the link). Whatever you do, you should make sure to demonstrate engagement with our texts or themes. To be submitted (or performed) on Wednesday November 8.

Term paper: Topics and specific instructions are available under “Assignments” on Blackboard. Due Monday December 4.

Final exam: A final exam will take place during the end-of-semester exam period. It will cover all of the material studied, though there may be restrictions on what you can write on depending on what you write your Term Paper on.

Course Policies

See Blackboard for course policies and precautions.

Do not use generative AI in this course. Using it will be considered and treated as academic dishonesty.

Schedule of Readings and Assignments

1. Wednesday September 6	Introductions, definitions
2. Monday September 11	Nikolai Gogol, "The Nose"
3. Wednesday September 13	Franz Kafka, "Metamorphosis"
4. Monday September 18	Franz Kafka, "Metamorphosis"
5. Wednesday September 20	Haruki Murakami, "Samsa in Love"
6. Monday September 25	Gabriel García Márquez, "A Very Old Man with Enormous Wings"
7. Wednesday September 27	Jorge Luis Borges, "The Lottery in Babylon"
8. Monday October 2	In-class essay 1
9. Wednesday October 4	Aimee Bender, "The Rememberer"; Becky Hagenston, "Rise"
October 9 - 13	
Reading Week	
10. Monday October 16	Isabel Allende, <i>The House of the Spirits</i>
11. Wednesday October 18	Isabel Allende, <i>The House of the Spirits</i>
12. Monday October 23	Isabel Allende, <i>The House of the Spirits</i>
13. Wednesday October 25	Jared Bush, Byron Howard, Charise Castro Smith, <i>Encanto</i>
14. Monday October 30	Martha Batiz, "María Times Seven"
15. Wednesday November 1	In-Class essay 2
16. Monday November 6	Kelly Link, "The Faery Handbag"
17. Wednesday November 8	Neil Gaiman, "Chivalry"; Make your own assignment due.
18. Monday November 13	Ken Liu, "The Paper Menagerie"
19. Wednesday November 15	Toni Morrison, <i>Beloved</i> ; OR Laura Esquivel, <i>Like Water for Chocolate</i> ; OR Sandra Cisneros, <i>The House on Mango Street</i>
20. Monday November 20	Toni Morrison, <i>Beloved</i> ; OR Laura Esquivel, <i>Like Water for Chocolate</i> ; OR Sandra Cisneros, <i>The House on Mango Street</i>
21. Wednesday November 22	Edgar Wright, <i>Scott Pilgrim vs. the World</i>
22. Monday November 27	Jorge Luis Borges, "The House of Asterion"
23. Wednesday November 29	Gabriel García Márquez, "The Autumn of the Patriarch"
24. Monday December 4	Review. Term paper due.

Learning Expectations/Outputs

Students who successfully complete this course will:

- distinguish between iterations of the genre.
- show proficiency with close-reading texts in context.
- construct and sustain analytical arguments about the relationship between literary and political subversiveness.
- analyze the ways in which magic realism reacts to but also affects history.
- extricate radical politics from personal expression.
- communicate ideas and arguments in oral and written forms.

Motion 3: That Senate approve the creation of ENGL 3005 English Studies Travel Course as outlined below.

Comment from ARCC Committee Member

ARCC had an extensive discussion about the various ways the term 'experiential' is used at an institutional and sector level. The MCU definition of 'experiential' is fairly restrictive but the term has been used more broadly at Nipissing with programs being encouraged to develop 'experiential learning' that may or may not be included under MCU guidelines. The development of an institutional definition of 'experiential learning' that clearly indicates its relationship to the MCU definition would aid programs in developing courses with this component.

November 23, 2023 at 4:48 PM

JUSTIFICATION (Rationale): English Studies is proposing this course in response to the university's emphasis on experiential learning and to address student interest in programmatic variety. The shell would be open to any program instructor who creates English Studies course content relevant to a particular travel opportunity.

Course Code	ENGL 3005
Course Title	English Studies Travel Course
Course Credits	<input type="radio"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students expand their literary knowledge through an intensive, faculty led, travel-study experience. While traveling, students apply the skills of literary analysis and investigate literary and cultural contexts. Prior to departure, students meet regularly as a class to prepare for the trip. In the field, students learn from local speakers, educators, and/or knowledge carriers/keepers. Destinations and length of travel vary from year-to-year.
Course Prerequisite	Any 54 credits and the approval of the Instructor are required prior to registration.
Course Corequisite	Click here to enter Course Corequisite
Course Antirequisite	Click here to enter Antirequisite
List any restrictions	Click here to enter Restriction
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course would normally, but not necessarily always, run in Spring-Summer session, and would be taught by a full-time faculty member. The aim is to offer it first in SS2024, to be cycled every other year.
List the total hours and the weekly	Normally 134 hours of contact time, which includes at least

<p>breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>18 hours of lecture.</p>
<p>Is this course cross-listed? If so, with what department?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Program Implications</p>	<p>none</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, include rationale</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Combine classroom learning with information drawn from a variety of material sources. • Adapt to different modes of enquiry and forms of knowledge. • Integrate diverse forms and sources of knowledge related to literary production. • Investigate literature from disciplinary and multi-disciplinary perspectives. • Analyze literary texts using close reading and argumentation. • Interpret literary texts using the contexts and knowledge drawn from the travel experience. • Create written and oral assignments that demonstrate original knowledge.
<p>Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The university and program would not be required to provide additional resources, but the students would be charged extra fees to cover travel costs and, where appropriate, speaker fees for non-Faculty speakers, educators, and/or facilitators.</p>
<p>How will this course contribute to the program level outcomes?</p>	<p>3000-level course expectations:</p> <ul style="list-style-type: none"> • Study of the material conditions of textual production contributes to detailed knowledge of many specific forms, genres, -topics of study, and literary periods- • Active experience of space and place based information contributes to an ability to comprehend and interpret literary and cultural texts in an increasingly nuanced and historically informed manner- • Independent research supporting and resulting from

	<p>travel experience contributes to an ability to gather, review, comprehend, and assess secondary sources appropriate to English Studies-</p> <ul style="list-style-type: none"> • Class discussion during travel and written assignments after contribute to an ability to develop and support analytical arguments- • In addition to classroom contexts, the varied perspective and voices of the travel experience contribute to an ability to compare the merits of different critical and theoretical approaches- • Writing assignments contribute to an ability to participate in a critical discussion by-communicating ideas and analytical observations in a clear and concise manner • Writing assignments contribute to an ability to communicate logical, analytical arguments in clear, correct, and persuasive prose-
Who amongst your current faculty has the competencies to teach this course?	Rob Breton, Kristin Lucas, Gyllian Phillips. Sarah Winters
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Content will vary from year to year, but this course could contribute to equity, Indigenous learning, decolonization and sustainability depending on the destination of travel and corresponding texts.
How will you communicate this new offering to students?	Word of mouth in classes; informing student recruiters; Instagram; academic calendar.

ENGL 3005 English Studies Travel Course: Costa Rica and Decolonial Eco-literature

Spring-summer 2024 Course Syllabus

Dr. Gyllian Phillips
gyllianp@nipissingu.ca

Course Description

Students expand their literary knowledge of postcolonial literatures of Central America and the Caribbean through an intensive, faculty led, travel-study experience to Costa Rica. The course begins with a study of ways in which neocolonial narratives shape writing from and about central American regions and the Caribbean, especially as they are focused on resource exploitation in the agriculture and tourism industries. In the travel portion of the trip, students visit a number of eco-friendly Indigenous led agriculture and tourist ventures. Upon return, the course includes research, analytical and reflective responses to the travel experience and focuses on decolonial literature. The central task will be to investigate the effects of the travel experience on textual analysis and responses to the changing character of the vacation narrative in global culture. Note that this course includes extra fees, in addition to regular tuition, to cover the costs of

travel. The balance of instructional time is divided between 18 hours of lecture/seminar and 116 hours “field work” (travel in Costa Rica).

Readings

My Black King by Eulalia Bernard (1991)

A Message From Rosa by Quince Duncan (2014)

A Small Place by Jamaica Kincaid (1988)

Gardening in the Tropics by Olive Senior (1994)

Omeros by Derek Walcott (1990)

Films

Caribe. Dir. Esteban Ramirez, 2004.

El Camino (The Path). Dir. Ishtar Yasin Gutiérrez, 2015.

Evaluation scheme and assignments

Reading quizzes	2.5% x 2 = 5% (best 2/3)
Pre/post travel Presentations	5% + 5% = 10%
Travel Diary	25%
Tests	2x15% = 30%
Film Roundtables	5%
Creative Project	15%
Participation	10%

Travel Diary 25%

Students will be required to keep a daily log of their experiences while on the travel portion of the course. Upon return, students submit a final travel diary which brings together their daily experience with broader reflections on the relations between place-based experience and literary knowledge.

Pre-travel Research Presentation 5%

Each student will choose an independent research topic from the list provided which will help to prepare a collective body of knowledge about the regions and cultures we will be visiting. The research will be presented in class.

Post-travel Presentation 5%

Each student will select a sample from their travel diary to present to the group, generating a collective reflection on the travel experience and its relation to literary studies.

Reading quizzes 2.5% x 2 =5% (best 2/3)

These test both reading comprehension and interpretive skill with a combination of short answer and a longer paragraph response to an open question.

Tests 15% = 30%

Mid-term and end-of-term content-based tests.

Film Roundtables 5%

For each of films, a different group of students will present a semi-organized panel discussion of a key issue (or issues) that strike them as important to consider for the film. This will be presented in a roundtable style and should also invite discussion from the rest of the class.

Creative project: choose ONE of the following options. 15%

Podcast (20 minutes): In response to a research question, students will develop an investigative 20-minute podcast inspired by your travel experience. The podcast may be submitted as an audio file or a video file. If students would prefer to prepare the podcast in an interview format, they may choose to work collaboratively in pairs.

OR

Creative writing (12 pages): Write a ten-page short-story or creative non-fiction piece inspired by your travel experience, and include a two page critical analysis of your literary choices.

Classroom participation 10%

This class requires consistent and active participation.

Outcomes

Combine classroom learning with information drawn from a variety of material sources.

Adapt to different modes of enquiry and forms of knowledge.

Integrate diverse forms and sources of knowledge related to literary production.

Investigate literature from disciplinary and multi-disciplinary perspectives.

Analyze literary texts using close reading and argumentation.

Interpret literary texts using the contexts and knowledge drawn from the travel experience.

Create written and oral assignments that demonstrate original knowledge.

Learning Schedule

Week of May 6 (3 hours)	<i>A Small Place</i> by Jamaica Kincaid (selections) <i>My Black King</i> by Eulalia Bernard (selections)	Reading quiz
Week of May 13 (3 hours)	Caribe. Dir. Esteban Ramirez, 2004.	Film Roundtable Presentations
Week of May 20	Travel to Costa Rica	
Week of May 27 (total 116 hours)	Travel to Costa Rica	
Week of June 3 (3 hours)	El Camino (The Path). Dir.	Film Roundtable

	Ishtar Yasin Gutiérrez, 2015.	Presentations Travel Diary Test 1
Week of June 10 (3 hours)	<i>A Message From Rosa</i> by Quince Duncan (2014)	Reading quiz
Week of June 17 (3 hours)	<i>Gardening in the Tropics</i> by Olive Senior (selections) <i>Omeros</i> by Derek Walcott (selections)	Reading quiz
Week of June 24 (3 hours)	Final reflections	Test 2

Policy

Motion 4: That Senate approve the revised Distinction at Graduation Policy as outlined below.

Current Policy:

Distinction at Graduation

Average Required

Undergraduate students who graduate with an overall average of 80% or higher on all courses taken at Nipissing University and presented for the degree will be granted their degree “with distinction”.

Minimum Number of Credits Taken at Nipissing University

In order to receive a degree with distinction, the overall average must be calculated on a minimum of 60 numerically graded credits (10 full courses or equivalent) completed at Nipissing University and presented for the degree.

Exceptions

The following degrees are not awarded “with distinction”:

- Bachelor of Education
- Bachelor of Science in Nursing – Scholar Practitioner Program

Rationale:

Our current policy doesn’t give all transfer students the opportunity to graduate with distinction because they are admitted with less than 60 numerically graded credits to complete.

For example:

- Our RPN to BScN students (120 credits) complete more than 60 credits but many of them are SAT or UNSAT (not numerically graded), therefore disqualifying them from graduating with distinction.
- Our 3 year BComm (90 credits) students admitted with transfer credit also complete less than 60 credits.

After reviewing policies at other universities, we are recommending the following for Nipissing.

Proposal:

Distinction at Graduation

Average Required

Undergraduate and post-baccalaureate students who graduate with an overall average of 80% or higher on courses taken toward their degree or post-baccalaureate diploma at Nipissing University will be granted distinction upon graduation.

Minimum Number of Credits Required at Nipissing University

Undergraduate students must complete at least 50% of their undergraduate degree requirements, post-baccalaureate students must complete 100% of their diploma requirements and achieve an overall average of 80% or higher.

Exceptions

The following degrees are not awarded “with distinction”:

- Bachelor of Education
- Bachelor of Science in Nursing – Scholar Practitioner Program
- Graduate degrees

Effective:

February 2024 graduates.

Nipissing University
Graduate Studies Committee Report
November 16, 2023

The Graduate Studies Committee met on November 16, 2023.

Members in attendance: B. Law (Chair), B. Hatt, A. James, B. Kelly, A. Karassev, A. Kociolek, H. Brown, G. Raymer, D. Walters. Regrets: N. Black, D. Iafrate, H. Earl, Recording Secretary: L. Snoddon

The committee discussed ongoing business related to Graduate Faculty Membership and OCGS Principles of Graduate Supervision.

Reports from the Associate Vice-President, of Research, and Innovation were given verbally. Updates included:

- New curriculum workflow process development.
- Provincial Blue-Ribbon Panel report, Graduate awards season, and OCGS updates.
- Review of student application process meeting.

New Business:

The committee considered the GSE motions proposing the unbanking of several courses.

Moved by Blaine Hatt, seconded by Benjamin Kelly, The Graduate Studies Council recommends that EDUC 5256: Evaluation of Curriculum and Instruction be unbanked. This will be forwarded to EPS for consideration at the next meeting.

Moved by Blaine Hatt, seconded by Graydon Raymer, The Graduate Studies Council recommends that EDUC 5126 Theories of Learning be unbanked. This will be forwarded to EPS for consideration at the next meeting.

Moved by Blaine Hatt, seconded by Aaron Kociolek, The Graduate Studies Council recommends that EDUC 5647: The Gifted Learner be unbanked. This will be forwarded to EPS for consideration at the next meeting.

The committee discussed the Graduate Studies Admission and Funding Deadlines/Funding Model for 2024/2025, and International Graduate Student Tuition. Based upon this discussion's feedback, the proposed Graduate Studies Funding Formula Model will be revised and distributed for a vote at the December Graduate Studies Committee meeting.

Respectfully submitted,

Barb Law

B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated November 16, 2023.

Nipissing University
Senate Research Committee Report
November 27, 2023

The SRC met on November 27, 2023.

Members in attendance: B. Law (Chair), J. Muterera (Vice-Chair), A. Baregheh, D. Zarifa, C. Byers, K. Sarginson, N. Black, H. Zhu. Regrets: E. Cooke, AB. Graff. Recording Secretary: L. Snoddon

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

- Updates from the OCUR meeting; this included updates from the Tri-agency about increased number of grant applications post-COVID, and discussions of Research Security.
- The A & S Senator position on SRC has now been filled.
- Research Rendezvous November event was a Research Data Management session.

SRC considered the revised IRG eligibility criteria wording.

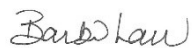
Moved by D. Zarifa, seconded by A. Baregheh, SRC approved the revised IRG eligibility criteria.

New business:

The committee conferred on policies and initiatives requiring their feedback in 2023-24, including a revised Adjunct policy. This feedback will be shared with the Provost.

The SRC discussed recruitment of organizing committee members for the Undergraduate Research Conference, and Strategic Research Plan Development.

Respectfully submitted,



B. Law
Chair, Senate Research Committee

MOTION 1: That Senate receives the report of the Senate Research Committee, dated November 27, 2023.