

Senate Agenda

Friday, February 9, 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:** January 12, 2024

4. **Business Arising From the Minutes**

An election for three tenured faculty members from the Faculty of Arts and Science (elected by Senate) to serve on the Search Committee for the Dean of Arts and Science was included in the January 12, 2024 Senate agenda. The following three faculty members were elected by an anonymous Microsoft Forms email vote:

Dr. Robin Gendron

Dr. Jamie Murton

Dr. David Tabachnick

5. **Reading and Disposing of Communications**

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 – no report (next Board mtg. Feb. 15, 2024)
- (5) Alumni Advisory Board – report attached
- (6) Council of Ontario Universities (Academic Colleague) – oral report
- (7) Joint Committee of the Board and Senate 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 February 1, 2024 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated January 19, 2024 be received.

Faculty of Arts and Science

Biology/Chemistry

Motion 2: That Senate approve that CHEM 2306 Organic Chemistry I be added as a degree requirement for the BSc Honours Specialization in Biology as outlined below.

Rationale: This change would make the program consistent with the majority of Biology programs across the province that have at least one Organic Chemistry course as a requirement.

Current Requirements:

Program Requirements:

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

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

BIOL 1006	Introduction to Molecular and Cell Biology	3 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2557	Genetics	3 cr.
BIOL 2336	Biology of Seedless Plants	or
BIOL 2337	Biology of Seed Plants	3 cr.
BIOL 2836	Invertebrate Zoology	or
BIOL 2837	Vertebrate Zoology	3 cr.
BIOL 3117	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.

Other Science Requirements:

CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
MATH 1000 level (excluding MATH 1070 , MATH 1911 , MATH 1912 and MATH 1922)		3 cr.
Science (maximum 3 cr. Biology)		6 cr.

Proposed Requirements:

Program Requirements:

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

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

BIOL 1006	Introduction to Molecular and Cell Biology	3 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2557	Genetics	3 cr.
BIOL 2336	Biology of Seedless Plants	or
BIOL 2337	Biology of Seed Plants	3 cr.
BIOL 2836	Invertebrate Zoology	or
BIOL 2837	Vertebrate Zoology	3 cr.
BIOL 3117	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.

Other Science Requirements

CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
CHEM 2306	Organic Chemistry I	3 cr.
MATH 1000 level (excluding MATH 1070 , MATH 1911 , MATH 1912 and MATH 1922)		3 cr.
Science		3 cr.

Fine Arts & Visual Arts**Non-substantive:**

That FAVA 2516: Community-Based Practice be unbanked as outlined below.

Rationale: The FAVA program plans to run this course in Winter 2025 (it will replace FAVA 2406: Drawing: Image and Ideation in cycling schedule).

Non-substantive:

That the course description for FAVA 2516: Community-Based Practice be revised as outlined below.

New Description:

Students explore community-based art practice through a combination of collaborative research activity and studio production. Working closely with one or more community organizations, students gain a broader perspective of the issues that affect local and regional communities. Students investigate how art functions in the public sphere and apply what they learn to the development of one or more public art projects.

Old description:

In this course, students will explore community-based art practice through a combination of collaborative research activity and studio production. Working closely with one or more community organizations, students will gain a broader perspective of the issues that affect local and regional communities. Students will investigate how art functions in the public sphere and apply what they learn to the development of one or more public art projects.

Rationale: The old description was not in present tense, active voice.

Faculty of Education and Professional Studies**Education****Non-substantive:**

That the course EDUC 5256 (Evaluation of Curriculum and Instruction) be unbanked.

Rationale: EDUC 5256 Evaluation of Curriculum and Instruction was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5256 was banked and respectfully request that it be unbanked as I have scheduled it to be taught in the Spring/Summer offerings of Graduate Courses in Education. The course offers a critical and reflective examination of curriculum and instruction and has application to the MEd themes of Adult Education, Educational Leadership, and Teaching and Pedagogy. Moving forward, I anticipate EDUC 5256 to be offered in each three-year cycle of Graduate Courses in Education.

Non-substantive:

That the course EDUC 5126 (Theories of Learning) be unbanked.

Rationale: EDUC 5126 Theories of Learning was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5126 was banked and respectfully request that it be unbanked as I intend to schedule it to be taught in the Spring/Summer 2025 Term offerings of Graduate Courses in Education. The course explores various theories of learning and offers a critical and reflective examination of curriculum and instruction and has direct application to the MEd existing themes of Adult Education, Educational Leadership, Special Education and Teaching and Pedagogy. Moving forward, I anticipate EDUC 5126 to be offered in each cyclical rotation of Graduate Courses in Education.

Non-substantive:

That the course EDUC 5647 (The Gifted Learner) be unbanked.

Rationale: EDUC 5647: The Gifted Learner is a companion course to EDUC 5646 Creativity and Learning, EDUC 5417 Alternative Schooling, EDUC 5736 Teaching and Learning Through the Arts and EDUC 5747 Inquiry Through the Arts: Methodologies and Methods. It has direct application to the MEd existing themes of Adult Education, Educational Leadership, Language and Literacy, Special Education and Teaching and Pedagogy. It is intended that EDUC 5647 The Gifted Learner be offered as a Graduate Elective in the Winter 2025 Term. Moving forward, I anticipate EDUC 5647 to be offered in each cyclical rotation of Graduate Courses in Education.

Non-substantive:

That the course EDUC 5496 (Meanings of Literacy: Theory into Practice) be unbanked.

Rationale: This course was banked as part of normal university procedure and should unbanked. Meanings of Literacy: Theory into Practice is an important course that reinforces the theme in Graduate Studies in Education of Language and Literacies. The Course is scheduled to be taught in the SP/SU 2024 Term. An instructor is already in place and has been approved by the Dean of EPS. The course, once unbanked, will be rotated into the cyclical planning on graduate course in Graduate Studies in Education.

School of Criminal Justice

Non-substantive:

That the Corrections stream be renamed Corrections and Community Justice Services.

Rationale: This housekeeping initiative is designed to ensure the titles of our streams remain aligned with the stated objectives of those streams. The proposed name change does not directly impact another faculty or change course offerings or objectives within our school. It does not result in a change in learning outcomes or require additional resources or supports. And while the proposal reflects changes that have long passed their accrediting bodies, it is not itself a programmatic change.

Admission Requirements

Business Post-Baccalaureate Diplomas Revised Admission Requirements

Motion 3: That Senate approve that the revised admission requirements for all Business Post-Baccalaureate Diplomas be approved as outlined below.

Proposed Modification Admission Requirements:

Post-Baccalaureate Diplomas in Business

Admission consideration will be given to applicants with a minimum three-year undergraduate degree from a recognized university with a minimum overall average of 70%. Applicants possessing an undergraduate degree in Business will be given admission consideration to an area of study in business other than the one studied within their undergraduate degree. Applicants to the Post-Baccalaureate diploma programs in Business are not eligible to receive transfer credits for previously completed courses. All courses in the diploma program admitted to must be completed to meet graduation requirements.

International applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English-speaking

country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

Domestic applicants with international education may be required to meet the English/Communication requirement unless otherwise exempt under Nipissing's English Language Proficiency policy.

Current Admission Requirements:

Post-Baccalaureate Diplomas in Business

Admission consideration will be given to applicants with a minimum of a three-year university undergraduate degree from a recognized university. Applicants possessing an undergraduate degree in Business will be given admission consideration to an area of study in business other than the one studied within their undergraduate degree. Applicants to the Post-Baccalaureate diploma programs in Business are not eligible to receive transfer credits for previously completed courses. All courses in the diploma program admitted to must be completed to meet graduation requirements.

International applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

Domestic applicants with international education may be required to meet the English/Communication requirement unless otherwise exempt under Nipissing's English Language Proficiency policy.

Rationale: The current admission policy for our business post-baccalaureate diploma programs doesn't require a minimum average, we're proposing to include a minimum average of 70%, this aligns with the admission requirements in all of our post-baccalaureate programs.

The proposal includes the following Business post-baccalaureate diploma programs:

- Business Administration
- Finance
- Human Resource Management
- International Business
- Marketing

The School of Business supports this revision. If approved this will take effect for our January 2025 intake.

Submitted by: Debra Iafrate

Date: January 9, 2024

RPN to BScN Bridging Program (Blended Delivery) - Admission Requirements Policy Modification

Motion 4: That Senate approve that the modified admission requirements for the RPN to BScN Bridging Program (Blended Delivery) be approved.

Current Admission Requirements

Admission consideration will be given to applicants who have successfully completed a two year Registered Practical Nurse (RPN) diploma (not certificate) from an Ontario college with a minimum GPA of 3.0. Applicants must also be a current registered member in good standing with the College of Nurses in Ontario (CNO) as an RPN and be an employee (with a letter of support) of one Nipissing's partner health care agencies.

Proposed Modification Admission Requirements

Admission consideration will be given to applicants who have successfully completed a Practical Nurse (PN) diploma (not certificate) program from a recognized college with a minimum overall average of 70%. Applicants must also be a current registered member in good standing with the College of Nurses in Ontario (CNO) as an RPN and be an employee (with a letter of support) of one Nipissing's partner health care agencies.

Rationale: Currently, the program is only available to RPNs who were graduates of a Practical Nursing (2 year) program in Ontario. Any deviation from that would deem the applicant ineligible for admission consideration even though they were registered with the College of Nurses in Ontario (CNO) as an RPN. The proposed modified admission requirements will open admission to applicants who are registered as an RPN with CNO and have completed the 3 semester Practical Nursing program for internationally educated nurses or a practical nursing diploma complete in another Canadian province. No changes are being made to the minimum admission average, CNO registration requirement, or the requirement to be employed by a partner agency.

Submitted by: Heather Brown

Date: December 12, 2023

Pathway

Proposed Amendment to Transfer Pathway for Environmental Technician and Environmental Technology Diploma Graduates from Canadore College

Motion 5: That Senate approve that the transfer pathway for the Environmental Technician - Protection and Compliance (two-year) and the Environmental Technology (three-year) College diploma graduates be amended as outlined below:

- i) Environmental Technician – Protection and Compliance (two-year) Diploma
Graduates of the Environmental Technician two-year diploma program at Canadore 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) Environmental Technology (three-year) Diploma
Graduates of the Environmental Technology three-year diploma program at Canadore 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) Environmental Protection Technician Diploma

Applicants who are graduates of the Environmental Technician – Protection and Compliance 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 programs with transfer credit to a maximum of 60 credits.

ii) Environmental Protection Technology Diploma

Applicants who are graduates of the former Environmental Protection Technology diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to Biology or Liberal Science programs with transfer credit to a maximum of 48 credits.

Applicants who are graduates of the former Environmental Protection Technology diploma program at Canadore College with a cumulative 3.25 GPA or better will be considered for admission to the Environmental Biology and Technology degree program with transfer credit to a maximum of 69 credits.

Canadore College has reinstated their three-year Environmental Technology Diploma program and has requested that Nipissing reinstate/reactivate said pathways. As such, references to the “former” program have been removed.

The required GPA of 3.25 indicated on the original transfer pathways 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 should be noted by way of a percentage.

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
BIOL	Nathan Colborne	Chair (Acting)	09/01/2024

Discussion

The Committee held a discussion regarding whether members of ACC consider syllabi to be a substantive, or a non-substantive part of the minutes as shared with Senate. There was a wide variety of views on the question.

Members indicated that the syllabi enhances understanding and is very helpful when reviewing the course. The syllabi demonstrates how the course is structured and helps to clarify if the course meets the program and course outcomes. The Committee is interested in the assessment, resources, and content as presented in the syllabi. Syllabi presented to ACC should be reviewed by the academic unit for feedback and to ensure the proposed syllabi meets the expectations set out in the curriculum map.

There is an appreciation regarding the amount of work that is involved with creating a syllabi and it is understood that the syllabi content included with the course template is a sample and isn't necessarily what is presented to the student; however, that is not to say that the draft syllabi are a fiction prepared solely to secure the Committee's recommendation to Senate. Creating a new course requires significant work that should be recognized. ACC provides academic oversight in accordance with best practices in quality assurance.

The Chair is anticipating an evaluation of course approval processes through the IQAP audit.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated January 26, 2024 be received.

Research Committee

Motion 1: That the Report of the Research Committee dated January 17, 2024 be received.

9. Other Business**10. Amendment of By-laws**

The revised Senate By-laws document dated February 2024 can be found on the Senate website at the following link:

[SENATE BY-LAWS February 2024](#)

11. Elections

- Elect one (1) faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective now to June 30, 2026.

12. New Business

Motion 1: That Senate consider receipt of the Report on Graduation Applicants dated February 2, 2024.

Motion 2: That Senate receive the Report on Graduation Applicants dated February 2, 2024.

Motion 3: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 2, 2024.

13. Announcements**14. Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting
January 12, 2024
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, R. Gendron, A. Hatef, G. McCann, J. Murton, S. O'Hagan, G. Phillips (Deputy Speaker), S. Renshaw, S. Srigley, T. Smith, N. Stevens, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

A. Adler, K. Ferguson, C. Greco, D. Hay, T. Horton, T. McParland, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams

O. Pokorny, L. Sinclair

F. Couchie, S. Fiddler

R. Hehn

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

Absent With Regrets:

R. Vernescu, S. Cairns, P. Millar, J. Muterera, C. Irwin, P. English

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: January 12, 2024

Motion 1: Moved by G. Phillips, seconded by S. Winters that the agenda of the Senate meeting of January 12, 2024 be approved.
CARRIED

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

Motion 2: Moved by N. Stevens, seconded by R. Wenghofer that the minutes of the Senate meeting of December 8, 2023 be adopted.
CARRIED

Reading and Disposing of Communications

Motion 3: Moved by S. Renshaw, seconded by N. Stevens 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.

Motion 4: Moved by G. Phillips, seconded by R. Gendron that the above motion be referred to the Joint Committee of the Board and Senate on Governance for their recommendation on Senate's role in any decision regarding the suspension of applications/enrollments in programs.
CARRIED

Rationale: By referring this motion, Senators' assert Senate's right to substantial decision-making power in this matter. While the decision to suspend applications has an essential operational component, it also clearly has academic implications. Academic programs are conceived and evaluated by Faculty, Senate Committees and by Senators, so logically Senate must play a key decision-making role in any modification, including the suspension of applications.

Senate requests that the Joint Committee of the Board and Senate on Governance affirms Senate's academic power over programs at every stage in their academic life and clarifies the process of collegial governance with which Senate and the Board (including their representatives in the form of the PVPA and the VPFA) can work together to determine a balance between academic and fiscal criteria for program success.

Reports From Other Bodies

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

In follow up to the President's acknowledgment of the great work and success of our researchers, the Provost and Vice-President Academic was pleased to advise that announcements of successful research grants would be forthcoming once the information is no longer embargoed.

The Provost advised that we are moving forward to fill positions that are currently held as interim. She acknowledged and thanked our colleagues that have served in the interim positions. She advised of two positions coming forward seeking Senate representation: the Associate Vice-President of Research, Innovation and Graduate Studies and the Dean of Arts and Science. Given the progress made over the course of this year in meeting operational objectives and reducing uncertainty, the University is in a more confident position to move into more permanent appointments.

The Provost also announced the commencement of searches for other interim positions or permanent positions that will be coming to the end of their term for which Senate representation is not required: Associate Dean, Education; Associate Dean, Graduate Studies, and Director, School of Business.

She also welcomed the new interim Associate Vice-President, Students, Sarah Taylor, and expressed her appreciation for her willingness to serve in this important and complex portfolio over the next six months.

The Provost reported that enrolment into the Ancient Studies program has been suspended following acceptance of the recommendation of the Dean of Arts and Science. It is expected

that a subset of Ancient Studies courses will be merged into the History program; the program modification motions will now make their way through the appropriate committees.

Another announcement of suspension will be moving forward at the next Senate meeting in accordance with the University's precedent and guidelines with respect to program suspension and enrolment.

The Board of Governors provided a report. The report is attached to the minutes.

The NUSU VP Advocacy and Awareness provided a report. The report is attached to the minutes.

Question Period

Following a request for an update on the status of the Undergraduate Research Conference, the Associate VP Research, Innovation and Graduate Studies was pleased to confirm that the 17th Annual Undergraduate Research Conference will be held on March 22 & 23. She advised that the Office of Graduate Studies and Research will support the logistics, i.e.: room bookings, catering, student hiring and honorariums, and faculty will be responsible for organizing the keynote speakers and developing the academic program. Ideas and suggestions on how to sustain the conference year over year are welcome. To celebrate the research that our students do and support the mentorship that our faculty provides, please remind students that submissions will be needed. Volunteers and judges for events, as well as members from Nursing, Fine Arts and Science to take on the graduate student panel are also required. Further communication will be sent out soon.

In follow up to whether the upcoming searches for the Dean of Arts and Science and the Associate Vice-President, Research, Innovation and Graduate Studies will be fully open and include external candidates, the Provost advised that they would.

In response to a question as to when the work of the search committees will take place, the Provost advised that the VPFA search committee should commence in the next few weeks, and the AVPRIGs and the Dean of A&S search committees should be ready to commence within the next 3-4 weeks. The balance of the work will take place from mid-March to the end of April.

Questions were asked as to when the Director of Teaching and Learning position would be posted and if there would be faculty representation on the hiring committee. The Provost advised that the position is going through the approval process and should be announced and posted next week; there will be faculty representation on the search committee.

It was noted that there was no announcement of a search committee for the Dean of Education and Professional Studies. The Provost advised that following a review of the interim academic administrative positions and the positions that are at the end of term, there would be 10 vacancies. She expressed her concerns regarding turnover and stability, as well as the ability to staff the hiring committees.

In response to a question regarding the status of last year's suspension of the Nursing Scholar Practitioner Program (SPP), the Provost advised that the SPP program was suspended and enrolment was suspended in 2022-23. The Associate Dean of Nursing is retooling the program so it can be reintroduced. The School of Nursing has evolving demands and the SPP program may be able to address those needs once it is retooled. The Provost reiterated, the SPP has not been made redundant or gone to the Board or the province to be removed. Enrolment was suspended because the cost to offer the course in Toronto was exorbitant and required a

significant investment to maintain it in that location. As originally conceived and offered, the SPP program was dependent on the Toronto location; however, the program could be offered elsewhere, if partnerships are negotiated and the program aligns with the learning objectives of the School. Efforts are ongoing and the expectation is to receive a proposal from the Associate Dean of Nursing on how to reintroduce the program and start it again. SPP is a model of how suspension is meant to be used.

In response to a question as to the benchmarks that are being used now and on an ongoing basis to determine the viability for the SPP program being retooled and if there will be involvement of faculty, the Provost advised that retooling and assessment of the program is taking place in the School of Nursing. The benchmarks are cost/affordability and academic alignment with the program objectives. The issue that precipitated suspension was the cost of delivery, in this case, of delivering the program in Toronto. If the University can't afford to deliver the retooled program, it would not be in a position to reintroduce it. The issue for the School of Nursing is how to balance the cost of the program against the revenue it will generate, assuming the program is in alignment with the learning objectives of the program and a novel stream. Locating the SPP in Toronto brought with it costs that were excessive. However, were it to be reintroduced without any significant program changes other than where it is delivered, Nursing may be able to demonstrate its feasibility. At that time, it would come back to Senate and Senate committees with no major modification, for information only.

In follow up to the President's report, a request was made for further clarification regarding the University's improved position in the province's standings from high risk to medium risk, and the change to our credit rating. The President advised that our financial outlook became better through a series of events, including cost containment and enrolment, and the TD bank in the process of returning our \$5 million line of credit. As a result of that and our prospects for the near future, we have moved from high risk to medium risk and our credit rating is now BBB but stable.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 5: Moved by K. Wamsley, seconded by G. Phillips that the Report of the Senate Executive Committee dated January 4, 2024 be received.
CARRIED

Academic Curriculum Committee

Motion 6: Moved by A. Graff, seconded by N. Stevens that the Report of the Academic Curriculum Committee dated December 11, 2023 be received.
CARRIED

Motion 7: Moved by T. Horton, seconded by R. Gendron that the January 12, 2024 Senate agenda and minutes redact two specific course outlines from the ACC Report of December 11, 2023.
CARRIED

A lengthy discussion took place regarding the new requirement to include sample course syllabi in ACC reports which then appear in the Senate agenda and minutes. Several concerns were expressed including, the sharing of intellectual property, the view that "sample syllabi is not relevant to the approval of the motion", syllabi changing from semester to semester, "not a duty of Senate oversight" and "we have functioned well in the past without it". If approval is held to

only one syllabus then the department would not be able to offer the course, and that course syllabi information is contained in the justification and the rationale.

The Speaker quoted Robert’s Rules noting that there are conditions for amendment of a report by an assembly before its adoption. “An assembly that is to adopt an entire report which it has received can amend the report with the text as published or recorded and must not make the report appear to say anything different than the wording that was actually recorded.”

The Speaker indicated that redaction would fit the criteria, in his view.

The Provost informed Senate that it is normal for institutions to include course syllabi for Senate’s consideration given Senate’s responsibility of oversight and governance and to have a full and comprehensive understanding of what is being proposed. Senate and the ACC should have oversight to make judgements about what will be adopted into the Academic Calendar; this requires Senators to evaluate the material. With respect to concerns about intellectual property and copyright, the Provost observed that syllabi do not include trade secrets, so there would be no bar to publication.

The President spoke from his experience as a Senator and past Provost noting that course syllabi are useful in the creation of new program outlines so that connections can be drawn, and information can be provided on decolonization and the inclusion of Indigenous knowledge. It is useful for Senate to look at how students are being evaluated and provides a broader understanding and communication to all Senators from all departments.

It was suggested that ACC and ARCC discuss the inclusion of course syllabi in Senate’s agenda and minutes, but that for this Senate they are redacted from the agenda and minutes.

The Provost acknowledged her commitment to convene the ACC and ARCC to discuss this matter further.

Faculty of Arts and Science

English Studies

Motion 8: Moved by D. Walters, seconded by G. Phillips that Senate approve the creation of ENGL 2716 Magic Realism as outlined below.
CARRIED

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?	<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
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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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>
<p>Who amongst your current faculty has the competencies to teach this course?</p>	<p>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.</p>
<p>How does this course contribute to the institution’s commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?</p>	<p>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.</p>
<p>How will you communicate this new offering to students?</p>	<p>Word of mouth in classes; informing student recruiters; Instagram; academic calendar; posters and postcards.</p>

Motion 9: Moved by D. Walters, seconded by S. Winters that Senate approve the creation of ENGL 3005 English Studies Travel Course as outlined below.
CARRIED

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 checked="" type="radio"/> Yes <input type="radio"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input type="radio"/> Yes <input checked="" 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 type="radio"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, include rationale
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> 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"> • 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?	3000-level course expectations: <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- • Writing assignments contribute to an ability to participate in a critical discussion by-communicating ideas and analytical observations in a clear and concise manner

	<ul style="list-style-type: none"> • 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 10: Moved by A. Graff, seconded by D. Iafrate that Senate approve the revised Distinction at Graduation Policy as outlined below.
CARRIED

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 11: Moved by B. Law, seconded by N. Stevens that the Report of the Graduate Studies Committee dated November 16, 2023 be received.
CARRIED

Research Committee

Motion 12: Moved by B. Law, seconded by H. Zhu that the Report of the Research Committee dated November 27, 2023 be received.
CARRIED

Amendment of By-laws

Motion 13: Moved by A. Graff, seconded by D. Tabachnick that Senate approve that the Senate By-laws document be amended as outlined below:
CARRIED

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:

- 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 14: Moved by A. Graff, seconded by R. Wenghofer that Senate approve that Article 9.9 be amended as outlined below:
CARRIED

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 policies 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 15: Moved by A. Graff, seconded by R. Gendron that Senate approve that Article 9.10 be amended as outlined below:
CARRIED

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.

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.
ACCLAIMED: D. Hay
ACCLAIMED: R. Wenghofer
- 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.
ACCLAIMED: K. Ferguson
- 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.

Three nominations were received at the meeting (R. Gendron, D. Tabachnick and J. Murton). A fourth nomination was received (R. Nagy) at the meeting, dependent on confirmation that the nominee agreed to allow her name to stand. Following the meeting, an anonymous online election will be sent out by email to Senators.

A question was asked whether Senate had a protocol for ensuring diversity in the production of slates of nominees for committees as the three initial nominees present as white men. It was also noted that there were no faculty nominees from the Sciences. The Speaker reminded Senators that the nomination process is open to everyone and that Senate did not enforce any protocol with respect to diversity.

- 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.

ACCLAIMED: A. Schinkel-Ivy

ACCLAIMED: A. Weeks

ACCLAIMED: N. Stevens

ACCLAIMED: T. Sibbald

Announcements

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

- Associate Dean, Graduate Studies (new position, internally recruited)
- 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)

Adjournment

Senate was adjourned at 4:02 p.m.

.....
K. Wamsley (Chair)

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

President's Senate Report

12 January 2024

Welcome back Senators and welcome to 2024, a year that will be very challenging for Ontario's universities. It's great to have our students back, classes and labs and placements underway, research grant news coming in and generally we're finding ourselves a lot more engaged post covid. The University is moving along as it should be, with many exciting projects underway. Hard to believe but I have passed the halfway point in term as President. I mentioned that this year will be very difficult for Ontario universities – we still believe that we will balance our 2023-2024 budget and we are very relieved that we have been downgraded from high risk to low risk and we thank everyone for their work in achieving that.

We are currently preparing the foundation for the 2023-2024 budget – and we will be soon instituting searches for a few of our senior positions at the university.

Operational and Academic planning are ongoing and, as Ann Barbara and Cheryl, the two leaders of these processes will agree, we are very pleased with the levels of engagement and participation across the board. Our work towards the Equity Audit continues and we will be providing an update on this work to our campus community on a website to be announced shortly.

I would like to commend our Office of Indigenous Initiatives and their partners for the incredible slate of activities this past fall and for upcoming events including the Witness Blanket exhibit which we are co-hosting with Canadore. We are also anticipating activities celebrating Black History Month and Research Month coming up shortly and we are looking forward this term to the official openings of some of the University's new centres both renovated and new.

Finally, I had the opportunity to meet in person with the Minister of Colleges and Universities, as well as the Deputy Minister and Minister Fedeli – all in December. I'm very pleased to say that our good work at Nipissing University has not gone unnoticed. I discussed our financial situation and recent successes – the significant place of our university in the North Bay economy, the great work that our researchers are doing, our graduation rates, employment rates, and our immense contributions to our surrounding communities. They are well aware of the government support that we require to be an institution of the highest quality both in the short and long terms.



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 Alumni Advisory Board report to Academic Senate
February 2024**

Winter Semester

NUAAB would like to wish all staff, faculty and students a wonderful start to their winter semester. We are looking forward to witnessing everyone's hard work, and officially welcoming a new cohort of Alumni to our ranks at Convocation this spring.

3rd Annual Shoot for Change Charity Basketball Game

NUAAB provided a \$5,000 donation towards the annual Shoot for Change Charity Basketball Games that took place on January 20th. To date, NUAAB has donated \$15,000 to the Warren Lindsay Bursary which supports BIPOC student at Nipissing.

Nipissing Lakers Athletics Wall of Fame

At our December meeting, NUAAB passed a motion to provide Lakers Athletics with \$7,000 for the construction and installation of a Wall of Fame at the Robert J. Surtees Student Athletic Centre. We look forward to reflecting and celebrating on the successes of athletic alumni in the years ahead!

NU Café

Brought to you by Ten Thousand Coffees and supported by RBC FutureLaunch, the NU Café is an excellent way for members of the Nipissing community to gain support at every stage of their career journey. We are proud to report we have received funding from RBC FutureLaunch to continue this program through 2024.

If you haven't joined, now is a great time to come and connect with students and alumni. The next round of introductions begins February 6th, 2024. Sign up to join the conversation [here!](#)



February Academic Senate Report

Executive Elections

By the time this report will be read, the NUSU 2024/2025 Executive Elections will have concluded! We look forward to announcing who next year's Executives will be.

Director-at-Large and Senator Elections

Packages for Director and Senator elections will be going out in mid-February, with their election period taking place in March. We look forward to announcing who the successful Directors and Senators will be at the next Academic Senate!

Academic Week

NUSU's Winter Semester Academic Week will be taking place from Monday, February 5 until Saturday, February 10. We've prepared a whole ensemble of events during the week for all students, including Goodie Bags, Bowling, and Minute To Win It games!

B.Ed Winter Semester Placements

Best of luck and safe travels to all the B.Ed students heading off to their placements this month! We hope you have an amazing time, learn lots, and show why Nipissing produces the best teachers.

NIPISSING UNIVERSITY
REPORT OF THE SENATE EXECUTIVE COMMITTEE

February 1, 2024

A meeting of the Senate Executive Committee took place in person and by Zoom conference on February 1, 2024.

The following members participated:

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

Regrets: D. Iafrate, A. Adler, H. Panchal

The purpose of the meeting was to set the agenda for the February 9, 2024 Senate meeting.

It was noted that the Senate By-laws do not include a policy regarding electronic voting or procedures to follow in the case of a tie vote. This item will be added to the agenda for discussion at the next By-laws and Elections Committee meeting.

A discussion took place regarding the wording of the composition of search committees included in the Board of Governors Search/Appointment/Reappointment of Senior Academic Administrative Officers policy. The policy indicates that tenured faculty members are to be elected by Senate to serve on Search Committees. It was suggested that the request for nominations be conducted by Faculty Council or the Deans' offices as the elections also include non-Senators. The importance of human rights, gender equity and diversity obligations when staffing search committees was also noted.

In follow up to requests that had been made by Senators inquiring as to when the next meetings of the Joint Committee of the Board and Senate on Governance would take place, the Chair advised that the process of scheduling a meeting had begun and it will be arranged dependent on members availability. It was reminded that communications regarding Senate should go through the Senate Secretary.

Members discussed the schedule of Senate meetings for 2024-2025. The By-laws indicate that regular meetings of Senate shall normally be held once a month. It was noted that 12 Senate meetings per year is not typical, and that many Canadian university Senates meet 5-6 times a year. Most Senate Standing Committees don't meet over the summer months and there isn't a lot of substantive business. It was reminded that Senate meetings are also an opportunity for discussion. This item will be discussed further at the next Senate Executive Committee meeting.

In follow up to the new requirement to include sample course syllabi in ACC reports and the Senate agenda and minutes, the Provost advised that she has communicated with members of the ACC but has not yet had an opportunity for discussion with ARCC. Once she has had an opportunity for discussion with both committees, she will report back.

The Report of the Academic Curriculum Committee dated January 19, 2024 was provided to the Senate Executive for inclusion in the Senate agenda

The Report of the Academic Quality Assurance and Planning Committee dated January 26, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Senate Research Committee dated January 17, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

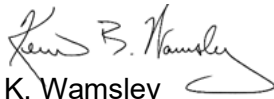
An election for one faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term was provided to the Senate Executive Committee for inclusion in the Senate agenda.

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

Moved by K. Wamsley, seconded by A. Graff that the Senate Executive Committee approves the February 9, 2024 Senate agenda.

CARRIED

Respectfully submitted,

A handwritten signature in black ink, appearing to read "K. Wamsley". The signature is written in a cursive style with a large, sweeping flourish at the end.

K. Wamsley
Chair, Senate Executive Committee

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

**Report of the
Academic Curriculum Committee**

January 19, 2024

Members:

Ann-Barbara Graff
Nancy Black
Tammie McParland
Ping Zou

Graydon Raymer
Debra Iafrate
Jamie Murton
Brendan Brown

Dan Walters
Alex Karassev
Roxana Vernescu
Sam Greco


Absent: Blaine Hatt, Paul Millar, Harikesh Panchal

Guest : Laura Peturson

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science, the Faculty of Education and Professional Studies, Admission Requirements, a Pathway and a discussion regarding syllabi. 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 January 19, 2024.

Faculty of Arts and Science

Biology/Chemistry

Motion 2: That Senate approve that CHEM 2306 Organic Chemistry I be added as a degree requirement for the BSc Honours Specialization in Biology as outlined below.

Rationale: This change would make the program consistent with the majority of Biology programs across the province that have at least one Organic Chemistry course as a requirement.

Current Requirements:

Program Requirements:

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

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

BIOL 1006	Introduction to Molecular and Cell Biology	3 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2557	Genetics	3 cr.
BIOL 2336	Biology of Seedless Plants	or
BIOL 2337	Biology of Seed Plants	3 cr.
BIOL 2836	Invertebrate Zoology	or
BIOL 2837	Vertebrate Zoology	3 cr.
BIOL 3117	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.

Other Science Requirements

CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
MATH 1000 level (excluding MATH 1070 , MATH 1911 , MATH 1912 and MATH 1922)		3 cr.
Science (maximum 3 cr. Biology)		6 cr.

Proposed Requirements:

Program Requirements:

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

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

BIOL 1006	Introduction to Molecular and Cell Biology	3 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2557	Genetics	3 cr.
BIOL 2336	Biology of Seedless Plants	or
BIOL 2337	Biology of Seed Plants	3 cr.

BIOL 2836	Invertebrate Zoology	or
BIOL 2837	Vertebrate Zoology	3 cr.
BIOL 3117	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.
Other Science Requirements		
CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
CHEM 2306	Organic Chemistry I	3 cr.
MATH 1000 level (excluding MATH 1070 , MATH 1911 , MATH 1912 and MATH 1922)		3 cr.
Science		3 cr.

Fine Arts & Visual Arts

Non-substantive:

That FAVA 2516: Community-Based Practice be unbanked as outlined below.

Rationale: The FAVA program plans to run this course in Winter 2025 (it will replace FAVA 2406: Drawing: Image and Ideation in cycling schedule).

Non-substantive:

That the course description for FAVA 2516: Community-Based Practice be revised as outlined below.

New Description:

Students explore community-based art practice through a combination of collaborative research activity and studio production. Working closely with one or more community organizations, students gain a broader perspective of the issues that affect local and regional communities. Students investigate how art functions in the public sphere and apply what they learn to the development of one or more public art projects.

Old description:

In this course, students will explore community-based art practice through a combination of collaborative research activity and studio production. Working closely with one or more community organizations, students will gain a broader perspective of the issues that affect local and regional communities. Students will investigate how art functions in the public sphere and apply what they learn to the development of one or more public art projects.

Rationale: The old description was not in present tense, active voice.

Faculty of Education and Professional Studies

Education

Non-substantive:

That the course EDUC 5256 (Evaluation of Curriculum and Instruction) be unbanked.

Rationale: EDUC 5256 Evaluation of Curriculum and Instruction was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5256 was banked and respectfully request that it be unbanked as I have scheduled it to be taught in the Spring/Summer offerings of Graduate Courses in Education. The course offers a critical and reflective examination of curriculum and instruction and has application to the MEd themes of Adult Education, Educational Leadership, and Teaching and Pedagogy. Moving forward, I anticipate EDUC 5256 to be offered in each three-year cycle of Graduate Courses in Education.

Non-substantive:

That the course EDUC 5126 (Theories of Learning) be unbanked.

Rationale: EDUC 5126 Theories of Learning was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5126 was banked and respectfully request that it be unbanked as I intend to schedule it to be taught in the Spring/Summer 2025 Term offerings of Graduate Courses in Education. The course explores various theories of learning and offers a critical and reflective examination of curriculum and instruction and has direct application to the MEd existing themes of Adult Education, Educational Leadership, Special Education and Teaching and Pedagogy. Moving forward, I anticipate EDUC 5126 to be offered in each cyclical rotation of Graduate Courses in Education.

Non-substantive:

That the course EDUC 5647 (The Gifted Learner) be unbanked.

Rationale: EDUC 5647: The Gifted Learner is a companion course to EDUC 5646 Creativity and Learning, EDUC 5417 Alternative Schooling, EDUC 5736 Teaching and Learning Through the Arts and EDUC 5747 Inquiry Through the Arts: Methodologies and Methods. It has direct application to the MEd existing themes of Adult Education, Educational Leadership, Language and Literacy, Special Education and Teaching and Pedagogy. It is intended that EDUC 5647 The Gifted Learner be offered as a Graduate Elective in the Winter 2025 Term. Moving forward, I anticipate EDUC 5647 to be offered in each cyclical rotation of Graduate Courses in Education.

Non-substantive:

That the course EDUC 5496 (Meanings of Literacy: Theory into Practice) be unbanked.

Rationale: This course was banked as part of normal university procedure and should unbanked. Meanings of Literacy: Theory into Practice is an important course that reinforces the theme in Graduate Studies in Education of Language and Literacies. The Course is scheduled to be taught in the SP/SU 2024 Term. An instructor is already in place and has been approved by the Dean of

EPS. The course, once unbanked, will be rotated into the cyclical planning on graduate course in Graduate Studies in Education.

School of Criminal Justice

Non-substantive:

That the Corrections stream be renamed Corrections and Community Justice Services.

Rationale: This housekeeping initiative is designed to ensure the titles of our streams remain aligned with the stated objectives of those streams. The proposed name change does not directly impact another faculty or change course offerings or objectives within our school. It does not result in a change in learning outcomes or require additional resources or supports. And while the proposal reflects changes that have long passed their accrediting bodies, it is not itself a programmatic change.

Admission Requirements

Business Post-Baccalaureate Diplomas Revised Admission Requirements

Motion 3: That Senate approve that the revised admission requirements for all Business Post-Baccalaureate Diplomas be approved as outlined below.

Proposed Modification Admission Requirements:

Post-Baccalaureate Diplomas in Business

Admission consideration will be given to applicants with a minimum three-year undergraduate degree from a recognized university with a minimum overall average of 70%. Applicants possessing an undergraduate degree in Business will be given admission consideration to an area of study in business other than the one studied within their undergraduate degree. Applicants to the Post-Baccalaureate diploma programs in Business are not eligible to receive transfer credits for previously completed courses. All courses in the diploma program admitted to must be completed to meet graduation requirements.

International applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

Domestic applicants with international education may be required to meet the English/Communication requirement unless otherwise exempt under Nipissing's English Language Proficiency policy.

Current Admission Requirements:

Post-Baccalaureate Diplomas in Business

Admission consideration will be given to applicants with a minimum of a three-year university undergraduate degree from a recognized university. Applicants possessing an undergraduate

degree in Business will be given admission consideration to an area of study in business other than the one studied within their undergraduate degree. Applicants to the Post-Baccalaureate diploma programs in Business are not eligible to receive transfer credits for previously completed courses. All courses in the diploma program admitted to must be completed to meet graduation requirements.

International applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

Domestic applicants with international education may be required to meet the English/Communication requirement unless otherwise exempt under Nipissing's English Language Proficiency policy.

Rationale: The current admission policy for our business post-baccalaureate diploma programs doesn't require a minimum average, we're proposing to include a minimum average of 70%, this aligns with the admission requirements in all of our post-baccalaureate programs.

The proposal includes the following Business post-baccalaureate diploma programs:

- Business Administration
- Finance
- Human Resource Management
- International Business
- Marketing

The School of Business supports this revision. If approved this will take effect for our January 2025 intake.

Submitted by: Debra lafrate

Date: January 9, 2024

RPN to BScN Bridging Program (Blended Delivery) - Admission Requirements Policy Modification

Motion 4: That Senate approve that the modified admission requirements for the RPN to BScN Bridging Program (Blended Delivery) be approved.

Current Admission Requirements

Admission consideration will be given to applicants who have successfully completed a two year Registered Practical Nurse (RPN) diploma (not certificate) from an Ontario college with a minimum GPA of 3.0. Applicants must also be a current registered member in good standing with the College of Nurses in Ontario (CNO) as an RPN and be an employee (with a letter of support) of one Nipissing's partner health care agencies.

Proposed Modification Admission Requirements

Admission consideration will be given to applicants who have successfully completed a Practical Nurse (PN) diploma (not certificate) program from a recognized college with a minimum overall average of 70%. Applicants must also be a current registered member in good standing with the College of Nurses in Ontario (CNO) as an RPN and be an employee (with a letter of support) of one Nipissing's partner health care agencies.

Rationale: Currently, the program is only available to RPNs who were graduates of a Practical Nursing (2 year) program in Ontario. Any deviation from that would deem the applicant ineligible for admission consideration even though they were registered with the College of Nurses in Ontario (CNO) as an RPN. The proposed modified admission requirements will open admission to applicants who are registered as an RPN with CNO and have completed the 3 semester Practical Nursing program for internationally educated nurses or a practical nursing diploma complete in another Canadian province. No changes are being made to the minimum admission average, CNO registration requirement, or the requirement to be employed by a partner agency.

Submitted by: Heather Brown

Date: December 12, 2023

Pathway

Proposed Amendment to Transfer Pathway for Environmental Technician and Environmental Technology Diploma Graduates from Canadore College

Motion 5: That Senate approve that the transfer pathway for the Environmental Technician - Protection and Compliance (two-year) and the Environmental Technology (three-year) College diploma graduates be amended as outlined below:

- i) Environmental Technician – Protection and Compliance (two-year) Diploma
Graduates of the Environmental Technician two-year diploma program at Canadore 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) Environmental Technology (three-year) Diploma
Graduates of the Environmental Technology three-year diploma program at Canadore 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) Environmental Protection Technician Diploma
Applicants who are graduates of the Environmental Technician – Protection and Compliance 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 programs with transfer credit to a maximum of 60 credits.
- ii) Environmental Protection Technology Diploma
Applicants who are graduates of the former Environmental Protection Technology diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to Biology or Liberal Science programs with transfer credit to a maximum of 48 credits.

Applicants who are graduates of the former Environmental Protection Technology diploma program at Canadore College with a cumulative 3.25 GPA or better will be considered for admission to the Environmental Biology and Technology degree program with transfer credit to a maximum of 69 credits.

Canadore College has reinstated their three-year Environmental Technology Diploma program and has requested that Nipissing reinstate/reactivate said pathways. As such, references to the “former” program have been removed.

The required GPA of 3.25 indicated on the original transfer pathways 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 should be noted by way of a percentage.

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
BIOL	Nathan Colborne	Chair (Acting)	09/01/2024

Discussion

The Committee held a discussion regarding whether members of ACC consider syllabi to be a substantive or a non-substantive part of the minutes as shared with Senate. There was a wide variety of views on the question.

Members indicated that the syllabi enhances understanding and is very helpful when reviewing the course. The syllabi demonstrates how the course is structured and helps to clarify if the course meets the program and course outcomes. The Committee is interested in the assessment, resources, and content as presented in the syllabi. Syllabi presented to ACC should be reviewed by the academic unit for feedback and to ensure the proposed syllabi meets the expectations set out in the curriculum map.

There is an appreciation regarding the amount of work that is involved with creating a syllabi and it is understood that the syllabi content included with the course template is a sample and isn't necessarily what is presented to the student; however, that is not to say that the draft syllabi are a fiction prepared solely to secure the Committee's recommendation to Senate. Creating a new course requires significant work that should be recognized. ACC provides academic oversight in accordance with best practices in quality assurance.

The Chair is anticipating an evaluation of course approval processes through the IQAP audit.

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE
Academic Year 2023-2024**

January 26, 2024

The third meeting of the Academic Quality Assurance and Planning Committee of 2023-2024 was held on Friday, January 26, 2024 in person and via Teams conference.

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)	Stephen Tedesco	Andrew Ackerman
Graydon Raymer	Nancy Black	Nathan Kozuskanich
Barbie Law	Judy Smith	Veronica Williams
Nathan Colborne	Jamie Murton (Vice-Chair)	Alireza Khorakian
Debra lafrate	Susan Srigley	Prasad Ravi

Regrets: D. Walters, H. Panchal, S. Greco

Guests: B. Holden, S. Winters

Recording Secretary: S. Landriault

Review and Recommend to Senate the English IQAP Two-Year Post Cyclical Program Review Follow-up Report:

Motion 1: Moved by A. Ackerman, seconded by P. Ravi that the English IQAP Two-Year Post Cyclical Program Review Follow-up Report be received.
CARRIED

The English IQAP Two-Year Post Cyclical Program Review Follow-up Report was reviewed and discussed.

Motion 2: Moved by G. Raymer, seconded by V. Williams that the English IQAP Two-Year Post Cyclical Program Follow-up Report be referred back to the English Studies Department for corrections with the expectation that the report will return to the next scheduled AQAPC meeting on March 1, 2024.
CARRIED

Upcoming Quality Council Institutional Cyclical Program Review Audit

The Provost provided communication from the Quality Council on the Cyclical Audit that is scheduled to take place in 2024-2025. The University has come up for a full cyclical review audit, which is the normal cycled standard audit of all our Quality Assurance processes that occurs every 7-8 years. A Focused Audit was held in 2020 as there were issues with our QA processes because our self-studies and external reviews had not met the QC standard.

The Provost shared details of the scale of the Audit and advised that information to be reviewed will include, Senate committee reports to ensure that the conclusions drawn as a function of motions and assessments followed process and our commitment and ability to meet our own timelines and track progress. Self-study and external review reports and recommendations will also be reviewed to ensure that Senate is attentive and responsive and that recommendations have been implemented. She reiterated the importance of Senators, faculty members and administrative staff understanding their roles and responsibilities to ensure that these mandates are fulfilled.

The Provost reported that the Audit Team will be on campus in the spring of 2025. Training to prepare for the audit will take place in the fall of 2024 with a wide variety of stakeholders involved, including AQAPC members, Deans and Directors.

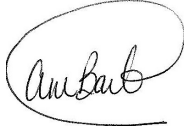
Upcoming Cyclical Program Reviews

The Provost advised that the following programs will be up for program review in 2024-2025. Some programs are behind by a year or more and need to be completed as soon as possible (in 2024):

- Political Science (2022)
- Anthropology (2023)
- Liberal Arts (2021) - *put on hold by the previous Dean*
- Liberal Sciences (2021) - *put on hold by the previous Dean*
- Indigenous Studies (2022)
- Social Work (2020) - *on hold due to accreditation, which has been completed and needs to move forward*
- Kinesiology (2024) - *first program review*

The initial letters have been sent out regarding each program and the process to be followed will be according to the new Institutional Quality Assurance Protocol.

Respectfully submitted,



Ann-Barbara Graff, PhD
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated January 26, 2024.

Nipissing University
Senate Research Committee Report
January 17, 2024

The SRC met on January 17, 2024.

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

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

- Federal Government released a new [Sensitive Technology Research and Affiliations of Concern \(STRAC\) policy](#). There will be forthcoming workshops for faculty related to safeguarding your research.
- Administration of the Undergraduate Research Conference jointly between Research and Innovation Services and faculty program committee for 2024 event.

The SRC discussion topics included the need for SPSS software licenses and the Strategic Research Plan Development. Trends in Nipissing University's Research Support Fund (RSF) and SMA3 metrics related to Tri-Agency research funding were discussed (see attached slides).

Respectfully submitted,



B. Law
Chair, Senate Research Committee

MOTION 1: That Senate receives the report of the Senate Research Committee, dated January 17, 2024.

NU Tri-Agency Funding

January 17, 2024



Why does Tri-Agency funding matter?

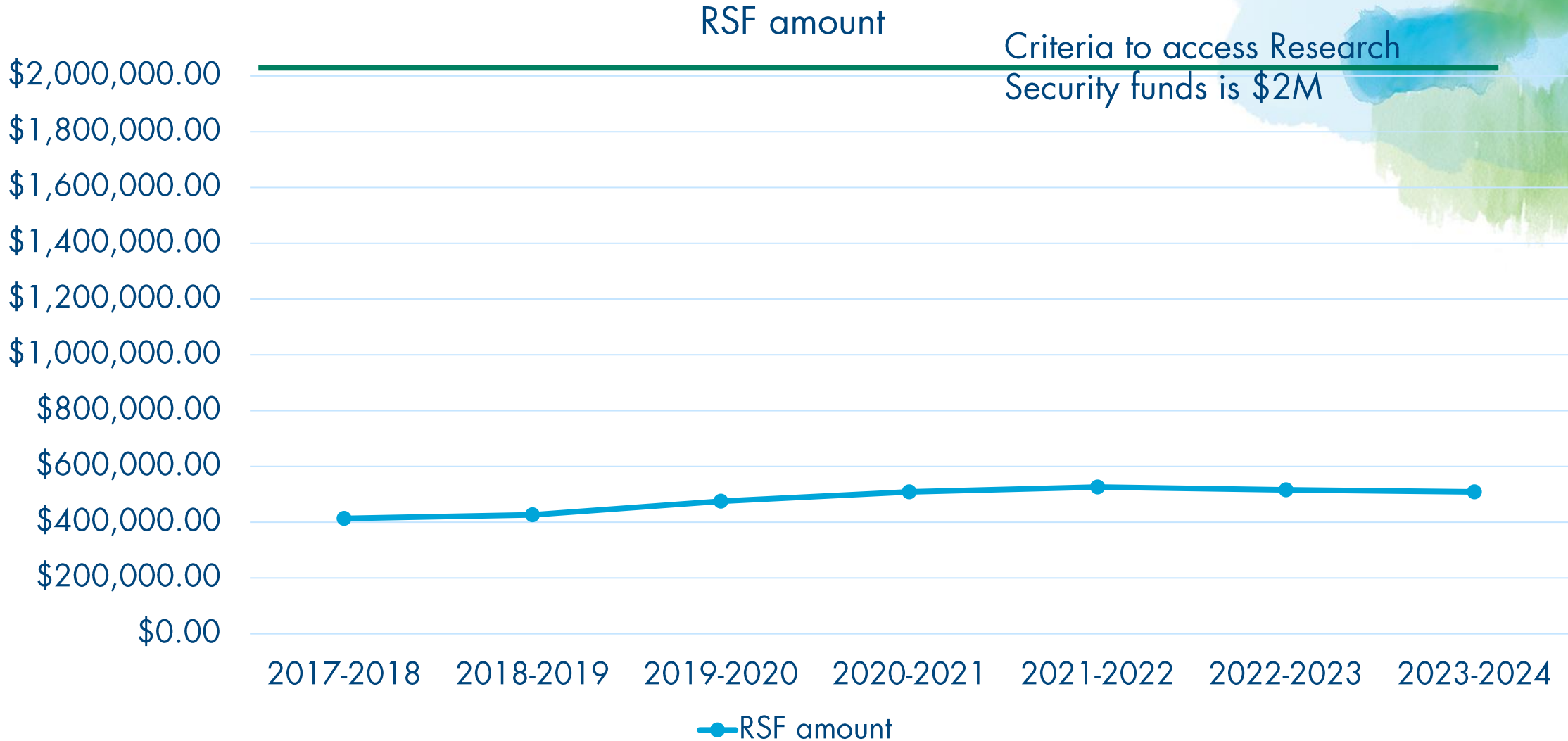
- For all eligible Tri-Agency grants, universities receive a proportion of funding to help support the cost of managing the research enterprise. This is called the Research Support Fund (RSF).

Funding from RSF	Tier	Average revenues from Tri-Agency research grants
80%	On the first \$100,000	\$100,000
50%	On the next \$900,000	\$100,001 to \$1,000,000
40%	On the next \$6 million	\$1,000,001 to \$7,000,000
Percentage calculated annually, based on the total amount available.	On the balance	\$7,000,001 and up

NU's RSF Allocation

Criteria to access Incremental Project Grant funds is \$7M

Criteria to access Research Security funds is \$2M



HQP (students & other research trainees) are essential for successful research. Our quotas for scholarships are based on institutional Tri-Agency funding levels.

	Master's	Doctoral	USRA
SSHRC	3	3	1*
NSERC	1	3	7
CIHR	1	No quota	1*

*For Black student researchers only.

CFI and CRC allocations are also dependent upon our level of Tri-Agency funding.

Strategic Mandate Agreement 3

Metric 6: Research Funding & Capacity: Federal Tri-Agency Funding Secured

Definition: Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities.

Data Source: Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)

Calculation Methodology: Amount: Tri-Agency funding
Proportion: Numerator - Tri-Agency funding per university - divided by Denominator - Total Tri-Agency funding, Ontario universities, 3-year rolling average, one-year slip.

Inclusions: Research grants from the the three federal research granting agencies - SSHRC, NSERC, and CIHR - and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities received by universities and their affiliates such as research institutes, hospitals and other affiliates as confirmed by the university in the annual validation of affiliated institutions conducted by TIPS.

Exclusions: Funding for research chairs, fellowships, scholarships, awards and prizes.

Reporting Period: Fiscal Year

Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

Note: For performance/outcomes-based funding calculation, only proportions will be used.

****This metric is calculated based on the rolling average of three years, one-year slipped.****

*****Minimum band of tolerance is 4%.**

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement	Theoretical Reallocation
2019/20			110.35%			
2020/21	10%	\$856,338	114.38%	\$856,338		\$6,971
2021/22	5%	\$559,751	111.29%	\$559,751		\$2,139
2022/23	5%	\$717,523	95.98%	\$688,711	(\$28,812)	
2023/24	5%	\$193,521	92.72%	\$179,431	(\$14,090)	
2024/25	5%	\$423,071				

