



## Meeting Book - February Academic Senate Meeting

### Senate Agenda

1. Acknowledgement of the Traditional Territory <i>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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.</i>		Senate Speaker
2. Approval of the Agenda <i>That the agenda of the February 14, 2025 Senate meeting be approved.</i>	Motion 1	Senate Speaker
3. Adoption of Minutes <i>That the minutes of the Senate meeting of January 17, 2025 be adopted.</i>	Motion 2	Senate Speaker
i. January 17, 2025 Draft Senate Minutes and Reports.pdf		
4. Business Arising from the Minutes		
5. Reading and Disposing of Communications		
6. Reports from Other Bodies		
i. President <i>oral report</i>		
ii. Provost & Vice-President Academic <i>oral report</i>		
iii. Vice-President Finance and Administration <i>no report</i>		
iv. Board of Governors <i>no report</i>		
v. Alumni Advisory Board		
a. 25-02 - NUAAB Report to Senate.pdf		
vi. Council of Ontario Universities (Academic Colleague) <i>no report</i>		
vii. Joint Committee of the Board and Senate on Governance <i>no report</i>		
viii. Nipissing University Student Union (NUSU)		
a. NUSU Academic Senate Report - February 2025.pdf		
ix. Other		
7. Question Period		
8. Reports of Standing Committees and Faculty Councils		
i. Senate Executive Committee <i>That the report of the Senate Executive Committee dated February 6, 2025 be received.</i>	Motion 3	

a. Senate Exec Report February 6, 2025.pdf

ii. Academic Quality Assurance and Planning Committee (AQAPC)  
*That the Report of the Academic Quality Assurance and Planning Committee dated January 24, 2025 be received.*

Motion 4

a. AQAPC Senate Report January 24, 2025 & SEM 2024-2027.pdf

iii. Senate Budget Advisory Committee  
*That the Report of the Senate Budget Advisory Committee dated December 9, 2024 be received.*

Motion 5

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## 9. Other Business

*"Whereas the University does not have an official, written, Senate-approved policy that outlines the process to be followed in cases of program closure, in the absence of such a policy and process, Senate expects future program closures to follow the process outlined in the Program Redundancy process."*

Notice of Motion

Senate Speaker

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## 10. Amendments of By-Laws

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### 11. Elections

*Elect three (3) tenured faculty members, with at least one from each faculty, to be elected by Senate for the Committee for the Search/Appointment/Reappointment of the President and Vice-Chancellor.*

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### 12. New Business

*Motion 6: That Senate consider receipt of the Report on Graduation Applicants dated February 5, 2025.*

Motions 6-10

*Motion 7: That Senate receive the Report on Graduation Applicants dated February 5, 2025.*

*Motion 8: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 5, 2025.*

*Motion 9: That Senate move in-camera for a presentation of the Strategic Enrolment Management Targets 2025-26.*

*Motion 10: That Senate move out of camera.*

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## 13. Announcements

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## 14. Adjournment

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**January 17, 2025**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), A. Graff, R. Hacquard, B. Law, N. Colborne, G. Raymer, D. Iafrate

J. Abbott, L. Chen, R. Gendron, G. McCann, G. Phillips (Deputy Speaker), S. Renshaw, K. Srigley, T. Smith, N. Stevens, T. Stewart, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

A. Adler, J. Allison, C. Anyinam, S. Cairns, 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

F. Couchie, R. Veli

T. Miller, B. Brown

**Absent With Regrets:**

N. Black, A. Hatef, S. Kariuki, H. Texiera, C. Irwin, L. Sinclair, P. Millar, R. Hehn, H. Panchal, M. DeVuono, P. English, E. Bonneau, D. Cassanto

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** January 17, 2025

Motion 1: Moved by K. Srigley, seconded by N. Stevens that the agenda of the Senate meeting of January 17, 2025 be approved with an amendment that Motion 11 in the ACC Report be corrected from PHIL-2417 to PHIL-4217.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** December 13, 2024

Motion 2: Moved by R. Veli, seconded by S. Winters that the minutes of the Senate meeting of December 13, 2024 be adopted with an amendment clarifying that the merger of the Ancient Studies and History programs has not been finalized.  
CARRIED

**Business Arising From the Minutes**

Motion: Moved by A. Graff, seconded by R. Veli that the recommendations of the Academic Quality Assurance and Planning Committee, the School of Nursing,

and the Education and Professional Studies Executive, to formally close the Scholar Practitioner Program be adopted.

Following a lengthy discussion, a request for a secret ballot was made. As there was no way to ensure confidentiality during the meeting for on-line Senators, an email including an anonymous Microsoft Forms poll was sent to only those Senators in attendance in-person and on-line. The results of the poll were announced by email following the vote. The motion was CARRIED.

The motion included in the December 9, 2024, Report of the Joint Committee of the Board and Senate on Governance, was revised to read: (*revision in bold*)

Following a voting period, the motion passed (**4** in favour, **2** opposed) and was brought forward to the Senate Executive Committee by Dr. Wamsley.

### **Reports From Other Bodies**

Highlights from the President's report, appended to the minutes, included an announcement that the ParriagGroup had been selected to conduct an equity audit of Nipissing University. The President thanked the Task Force for their work. He provided an update on the new Student Research Opportunities Fund, and addressed recent Senate discussions regarding program pauses and program closures. He also encouraged Senators to rejoin Senate meetings in person.

The Provost and Vice-President Academic discussed the Strategic Enrolment Management (SEM) Plan advising that its purpose is to function as a framework to ensure realistic, financially sustainable, demand-based targets are set for enrolment. The plan focuses on setting transparent program admission and retention targets to achieve recruitment and enrolment goals, as well as systems for monitoring progress. The SEM targets were presented to the A&S faculty and will be shared with the EPS faculty and the Academic Quality Assurance and Planning Committee (AQAPC). The enrollment and retention trends will be reviewed annually by AQAPC. The Provost noted that the targets in the SEM Plan are confidential and requested that they not be distributed publicly. She advised that she is happy to have further conversations with departments, staff and faculty. She also reported that the ad hoc committee on the use of artificial intelligence technologies in instructional settings has been established and that 16 members have volunteered to sit on the committee. The Director of Teaching and Learning will ensure that all departments are represented.

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

The Nipissing University Student Union (NUSU) provided a report. The report is attached to the minutes.

### **Question Period**

In response to program changes brought forward by Philosophy, Professor Laurie Kruk was recognized by the Speaker and spoke to her concerns about the lack of institutional support for Philosophy as an independent program. She expressed fear that the program may be reduced to a series of service courses which could lead to suspended enrolment. She noted that many faculty members present hold a Doctor of Philosophy degree.

In response to a question regarding course enrollment limits and adherence to University policies as outlined in the Academic Calendar, the Dean of Arts & Science clarified that there are two types of course caps: an institutional cap based on classroom capacity and a cap that

is proposed by an individual course instructor or by an entire discipline and approved by the Dean for pedagogical reasons. He was unaware of any limits being exceeded and requested to be notified if they have been.

The Dean of Education and Professional Studies referred to the Course Waiting List Policy in the Academic Calendar, which ensures fair and equitable course additions. He confirmed that instructors cannot override discipline-established caps without approval. To his knowledge, the policy is being followed.

The Registrar also confirmed adherence to the Course Waiting List Policy.

In response to the President's comments on the Scholar Practitioner Program closure, concerns were raised about the lack of a written policy. The President confirmed that while Senate lacks a formal written process, program closures are recommended by Senate to the Board of Governors.

The Provost clarified that Senate is bound by its Act, precedent and governance protocols. The By-laws, Robert's Rules, and past precedents inform policies and processes. While acknowledging the gap in identifying procedural integrity to define process protocols and the policies appropriate for the institution, she agreed with APOP recommendations that defining clear protocols and policies is necessary. However, Senate can still proceed with program closures based on established precedent, given that precedent respects the shared governance commitments of the University.

Since the University lacks a formal policy but a precedent exists, it was suggested that a policy be drafted for clarity.

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

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by N. Stevens that the Report of the Senate Executive Committee dated January 9, 2025 be received.  
CARRIED

### **Academic Curriculum Committee**

Motion 4: Moved by A. Graff, seconded by T. McParland that the Report of the Academic Curriculum Committee (with the amendment that Motion 11 in the ACC Report be corrected from PHIL-2417 to PHIL-4217) dated December 2, 2024 be received.  
CARRIED

## **Faculty of Arts & Science**

### **Philosophy** ([Click here to access the Philosophy Curriculum Map](#))

#### **Substantive:**

Motion 5: Moved by A. Graff, seconded by N. Colborne that Senate approve the creation of PHIL-2406 Ancient Philosophy and that it be added to the academic calendar as outlined in the template below.  
CARRIED

#### ***Rationale:***

With the loss of a permanent, dedicated specialist in Ancient Philosophy, PHIL no longer has the resources to commit to running two required courses in this area: This course will replace PHIL 2306 Plato and the Pre-Socratics, and PHIL 2307 Aristotle and the Schools, in our degree requirements. Because the 2000-level courses are also 'introductory' level, it is also appropriate to treat the course as a survey of ancient philosophy. This course will continue to serve the same learning expectations and degree expectations as PHIL 2306 and PHIL 2307.

<b>Course Code</b>	<b>PHIL 2406</b>
<b>Course Title:</b>	<b>Ancient Philosophy</b>
<b>Course Credits</b>	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
<b>Course Description:</b> <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore a selection of classic texts in early Western philosophy, especially the work of Plato and Aristotle, and engage with foundational issues in various areas of philosophy including ethics, epistemology, and metaphysics. Some consideration may also be given to the work of pre-Socratic philosophy, as well as to later Greek and Roman thought (Scepticism, Epicureanism, and Stoicism).
<b>Course Prerequisite:</b>	None
<b>Course Corequisite:</b>	None
<b>Course Antirequisite:</b>	PHIL 2306, PHIL 2307, PHIL 2305
<b>List any restrictions:</b> <i>For example, "This course is restricted to BPHE students".</i>	None
<b>Is this a Topic Course?</b>  <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Will this course have an Experiential Learning component as defined by the MCU?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Outline the department's plan for offering this course.</b>  <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 will be offered every year, in place of PHIL 2306 and PHIL 2307
<b>List the total hours and the weekly breakdown of hours by instructional method.</b> <b>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</b> <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>36</u> <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: <u>3</u> _____ Lab: _____ Practical: _____ Seminar: _____ Tutorial: _____ Service Learning: _____

<b><u>Is this course cross-listed? If so, with what department?</u></b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<b><u>Program Implications:</u></b>  <b><u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u></b>	This change will reduce our required course offerings within Ancient Philosophy from 6 credits to 3 and enable us to be more flexible in our yearly scheduling and course development
<b>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, include rationale:
<b>Learning Outcomes (6-8 points, visible, measurable and in active voice)</b>  <b>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</b>	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Demonstrate a developing knowledge of the thinkers, positions, texts and arguments studied in the course, including the relationships between these thinkers and texts;</li> <li>2. Demonstrate insight into the classical Greek foundations of key 'western' values and beliefs;</li> <li>3. Identify and explain key Greek/transliterated philosophical terms;</li> <li>4. Demonstrate an enhanced capacity for critical thought through the identification and reconstruction of arguments, positions and presuppositions;</li> <li>5. Demonstrate a developing sophistication of language, clarity of expression and argument in the production of written work;</li> <li>6. Demonstrate a developing interpretative subtlety in assessing the reliability of some primary sources and more contemporary commentary and translations</li> </ol>
<b>Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No enter additional resources:
<b>How will this course contribute to the program level outcomes?</b>	This course is intended to make the same contributions as existing PHIL 2306 and PHIL 2307 ( <a href="#">see curriculum map for details</a> )
<b>Who amongst your current faculty has the competencies to teach this course?</b>	As a less specialized version of PHIL 2306 and PHIL 2307, focused on Plato and Aristotle, this course falls into basic teaching competence in Philosophy – i.e., any faculty member with a PhD in Philosophy could be expected to teach this course. Having said that, there would certainly be value added by having the course run by a specialist in Ancient Philosophy; however, since the retirement of Dr. Borody, we have lost that specialization.
<b>How does this course contribute to the institution's commitments to equity, inclusive teaching,</b>	This is a foundational course in Philosophy, an expected part of any Philosophy degree program anywhere in Canada; as such it is part of Nipissing's obligation to

<b>accessibility, decolonization, Indigenous learning and sustainability?</b>	support regional equity by offering comprehensive programming options in the North.
<b>How will you communicate this new offering to students?</b>	Webadvisor, Instagram, verbally

**SYLLABUS****PHIL 2406 – Ancient Philosophy****Credits: 3****Hours: 36 (3h/wk)****Description:**

Students explore a selection of classic texts in early Western philosophy, especially the work of Plato and Aristotle, and engage with foundational issues in various areas of philosophy including ethics, epistemology, and metaphysics. Some consideration may also be given to the work of pre-Socratic philosophy, as well as to later Greek and Roman thought (Scepticism, Epicureanism, and Stoicism).

**Learning Outcomes:**

Upon the successful completion of this course, students will:

1. Demonstrate a developing knowledge of the thinkers, positions, texts and arguments studied in the course, including the relationships between these thinkers and texts;
2. Demonstrate insight into the classical Greek foundations of key 'western' values and beliefs;
3. Identify and explain key Greek/transliterated philosophical terms;
4. Demonstrate an enhanced capacity for critical thought through the identification and reconstruction of arguments, positions and presuppositions;
5. Demonstrate a developing sophistication of language, clarity of expression and argument in the production of written work;
6. Demonstrate a developing interpretative subtlety in assessing the reliability of some primary sources and more contemporary commentary and translations.

**Required Resources:**

None

**Assessment Strategies:**

At least one course paper.

**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s): None****Antirequisite(s):** PHIL 2305, PHIL 2306, PHIL 2307**Corequisite(s):****Cross-Listed (if applicable):****Cross-Coded (if applicable):****Substantive:**



Motion 6: Moved by A. Graff, seconded by R. Veli that Senate approve the creation of PHIL-3767 Special Topics in Ethics and that it be added to the academic calendar as outlined in the template below.  
CARRIED

**Rationale:**

The creation of this course will enable PHIL to offer a more flexible set of options for advanced students, in keeping with the broader changes being introduced to the degree requirements. It will also highlight the strengths of the program in ethics, at an advanced level.

<b>Course Code</b>	PHIL 3767
<b>Course Title:</b>	Special Topics in Ethics
<b>Course Credits</b>	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
<b>Course Description:</b> <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	This course will vary in specific focus from year to year, depending upon the expertise of the Instructor; but in each case, course content will concern some specific issue, question, text, or author in ethics. Students are advised that a more detailed outline of subject matter is provided on a year to year basis by the discipline.
<b>Course Prerequisite:</b>	30 Credits Completed
<b>Course Corequisite:</b>	None
<b>Course Antirequisite:</b>	None
<b>List any restrictions:</b> <i>For example, "This course is restricted to BPHE students".</i>	None
<b>Is this a Topic Course?</b>  <i>Topic courses are courses that students can take more than once for credit.</i>	X Yes <input type="checkbox"/> No
<b>Will this course have an Experiential Learning component as defined by the MCU?</b>	<input type="checkbox"/> Yes    X No
<b>Outline the department's plan for offering this course.</b>  <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 will be cycled with other 3000-level offerings in PHIL. Whether it will first be offered in 2025-26 will depend on the timing of approval as well as faculty staffing.
<b>List the total hours and the weekly breakdown of hours by instructional method.</b> <b>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</b> <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>36</u> <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: <u>3</u> _____ Lab: _____ Practical: _____ Seminar: _____ Tutorial: _____ Service Learning: _____

<b><u>Is this course cross-listed? If so, with what department?</u></b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<b><u>Program Implications:</u></b>  <b><u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u></b>	This course will offer an additional, upper-year credit in the "Ethics" list, for students majoring in PHIL.
<b>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, include rationale:
<b>Learning Outcomes</b> <i>(6-8 points, visible, measurable and in active voice)</i>  <b>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</b>	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of some subfield within Ethics;</li> <li>2. Demonstrate knowledge of the some of the core issues and positions within that subfield;</li> <li>3. Demonstrate an ability to identify and reconstruct arguments in advanced philosophical texts;</li> <li>4. Demonstrate an ability to produce philosophical arguments in written and oral forms; and</li> <li>5. Demonstrate an ability to charitably interpret and respond to objections to their own views.</li> <li>6. Demonstrate a developing ability to pursue an original program of research</li> </ol>
<b>Will this course have budgetary implications?</b> <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No enter additional resources:
<b>How will this course contribute to the program level outcomes?</b>	This course will contribute to students' Depth and Breadth of Knowledge within Value Theory; help develop more advanced methods and skills in the identification, analysis, and construction of arguments; provide opportunities to apply this knowledge and skill set to novel and challenging ethical problems; and to communicate these achievements through philosophical writing, which put s a premium on charity of interpretation, clarity of expression, and awareness of limits of one's own argument.
<b>Who amongst your current faculty has the competencies to teach this course?</b>	Dr. David Borman, Dr. Sasa Stankovich
<b>How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?</b>	Contributions will vary depending on the topic selected

<b>How will you communicate this new offering to students?</b>	Webadvisor, Instagram, verbally
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**SYLLABUS****PHIL 3767 – Special Topics in Ethics****Credits: 3****Hours:36 (3hr/wk)****Description:**

This course will vary in specific focus from year to year, depending upon the expertise of the Instructor; but in each case, course content will concern some specific issue, question, text, or author in ethics. Students are advised that a more detailed outline of subject matter is provided on a year-to-year basis by the discipline.

**Learning Outcomes:**

Upon the successful completion of this course, students will:

1. Demonstrate knowledge of some subfield within Ethics;
2. Demonstrate knowledge of the some of the core issues and positions within that subfield;
3. Demonstrate an ability to identify and reconstruct arguments in advanced philosophical texts;
4. Demonstrate an ability to produce philosophical arguments in written and oral forms; and
5. Demonstrate an ability to charitably interpret and respond to objections to their own views;
6. Demonstrate a developing ability to pursue an original program of research.

**Required Resources:** None**Assessment Strategies:** At least one major course paper and assessment of oral arguments.**Method of Delivery:**

<b>Modality</b>	<b>Approach</b>
X <input type="checkbox"/> Face-to-Face	<input type="checkbox"/> Synchronous
<input type="checkbox"/> Online	<input type="checkbox"/> Asynchronous
<input type="checkbox"/> Blended	<input type="checkbox"/> HyFlex
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Other:

**Prerequisite(s):** 30 credits completed**Antirequisite(s):** None**Corequisite(s):****Cross-Listed (if applicable):****Cross-Coded (if applicable):****Non-substantive:**

That Senate approve that the course title of PHIL-1116 Introduction to Western Philosophy be changed to PHIL-1116 Introduction to Philosophy.

***Rationale:***

PHIL 1116 had been designated specifically as a course in Western Philosophy in deliberate contrast to the two PHIL courses in Eastern Philosophy. As a result of the loss of Dr. Borody, we no longer have the faculty expertise to teach those dedicated courses in Eastern Philosophy. It is appropriate therefore to loosen the description of Introduction to Philosophy to

allow faculty at least to introduce students to some non-Western philosophy, according to faculty competence.

The loss of expertise in Eastern philosophy diminishes the distinctiveness of the program at Nipissing, which had been noted repeatedly in IQAP assessments. However, because the Eastern Philosophy courses were not required, they were not embedded in the degree-level expectations; therefore, no change of those expectations is required.

**Non-substantive:**

That Senate approve that the course description for PHIL-1116 Introduction to Philosophy be changed as outlined below.

**Old Description:**

Students are introduced to the main concerns in the discipline of Philosophy within the Western tradition. Beginning with the ancient Greeks and ending with the 20th century, students explore some of the most significant issues that have engaged philosophers during each of the main periods of the long and complicated history of Western Philosophy.

**New Description:**

Students engage with some of the main concerns in the discipline of Philosophy from a historical perspective, beginning with the philosophy of the ancient world and ending with the 20th century. Students explore such significant issues as the nature of knowledge and reality, the good life, and the standards of sound reasoning. Specific content varies from year-to-year.

**Rationale:**

PHIL 1116 had been designated specifically as a course in Western Philosophy in deliberate contrast to the two PHIL courses in Eastern Philosophy. As a result of the loss of Dr. Borody, we no longer have the faculty expertise to teach those dedicated courses in Eastern Philosophy. It is appropriate therefore to loosen the description of Introduction to Philosophy to allow faculty at least to introduce students to some non-Western philosophy, according to faculty competence.

The loss of expertise in Eastern philosophy diminishes the distinctiveness of the program at Nipissing, which had been noted repeatedly in IQAP assessments. However, because the Eastern Philosophy courses were not required, they were not embedded in the degree-level expectations; therefore, no change of those expectations is required.

**Substantive:**

Motion 7: Moved by A. Graff, seconded by R. Wenghofer that Senate approve that the degree requirements for the Honours Specialization in Philosophy be modified as outlined below.  
CARRIED

**OLD REQUIREMENTS**

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

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

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

<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Its Critics	3 cr.
PHIL 4000 level		6 cr.
PHIL Upper level		33 cr.

## **NEW REQUIREMENTS**

### Honours Specialization

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

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

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.
PHIL 4000 Level		6 cr.

9 credits in "History" from:

PHIL 1116 Introduction to Philosophy  
 PHIL 2406 Ancient Philosophy  
 PHIL 3336 Reason and Experience in Modern Philosophy  
 PHIL 3337 Idealism and Its Critics  
 PHIL 3476 Existentialism I  
 PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen  
 PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

9 credits in "Value Theory" from:

PHIL 1117 Values and the Human Condition  
 PHIL 2526 Contemporary Moral Issues  
 PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy  
 PHIL 2716 Bio-Ethics  
 PHIL 2717 Environmental Ethics  
 PHIL 2816 Digital Ethics  
 PHIL 3756 Special Topics in Social and Political Philosophy  
 PHIL 3767 Special Topics in Ethics  
 30 additional PHIL credits

### ***Rationale:***

These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

### **Substantive:**

Motion 8: Moved by A. Graff, seconded by R. Veli that Senate approve that the degree requirements for the Specialization in Philosophy be modified as outlined below.  
 CARRIED

**OLD REQUIREMENTS**

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

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

<a href="#">PHIL 1116</a> or <a href="#">PHIL 1117</a>	Introduction to Western Philosophy or Values and the Human Condition	3 cr.
<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
<a href="#">PHIL 2307</a>	Aristotle and the Schools	3 cr.
<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Its Critics	3 cr.
<a href="#">PHIL 4206</a> or <a href="#">PHIL 4207</a>	Seminar in Philosophy	3 cr.
PHIL Upper level		30 cr.

**NEW REQUIREMENTS**

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

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

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.
PHIL 4000 Level		3 cr.

9 credits in "History" from:

PHIL 1116 Introduction to Philosophy  
 PHIL 2406 Ancient Philosophy  
 PHIL 3336 Reason and Experience in Modern Philosophy  
 PHIL 3337 Idealism and Its Critics  
 PHIL 3476 Existentialism I  
 PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen  
 PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

9 credits in "Value Theory" from:

PHIL 1117 Values and the Human Condition  
 PHIL 2526 Contemporary Moral Issues  
 PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy  
 PHIL 2716 Bio-Ethics  
 PHIL 2717 Environmental Ethics  
 PHIL 2816 Digital Ethics  
 PHIL 3756 Special Topics in Social and Political Philosophy  
 PHIL 3767 Special Topics in Ethics  
 27 additional PHIL credits

***Rationale:***

These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though

those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

**Substantive:**

Motion 9: Moved by A. Graff, seconded by R. Veli that Senate approve that the degree requirements for the Major in Philosophy be modified as outlined below.  
CARRIED

**OLD REQUIREMENTS**

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

Students must complete 36 credits in the Major as follows:

<a href="#">PHIL 1116</a> or <a href="#">PHIL 1117</a>	Introduction to Western Philosophy or Values and the Human Condition	3 cr.
<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
<a href="#">PHIL 2307</a>	Aristotle and the Schools	3 cr.
<a href="#">PHIL 2506</a>	Thinking Clearly	3 cr.
<a href="#">PHIL 2507</a>	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
<a href="#">PHIL 3336</a>	Reason and Experience in Modern Philosophy	3 cr.
<a href="#">PHIL 3337</a>	Idealism and Critics	3 cr.
PHIL Upper level		15 cr.

**Note:**

Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Degree Requirement section for further information.

**NEW REQUIREMENTS**

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

Students must complete 36 credits in the Major as follows:

PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.

9 credits in "History" from:

PHIL 1116 Introduction to Philosophy  
PHIL 2406 Ancient Philosophy  
PHIL 3336 Reason and Experience in Modern Philosophy  
PHIL 3337 Idealism and Its Critics  
PHIL 3476 Existentialism I  
PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen  
PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy

9 credits in "Value Theory" from:

PHIL 1117 Values and the Human Condition  
PHIL 2526 Contemporary Moral Issues  
PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy  
PHIL 2716 Bio-Ethics  
PHIL 2717 Environmental Ethics

PHIL 2816 Digital Ethics  
 PHIL 3756 Special Topics in Social and Political Philosophy  
 PHIL 3767 Special Topics in Ethics  
 12 additional PHIL credits

**Note:**

Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Degree Requirement section for further information

**Rationale:**

These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

**Substantive:**

Motion 10: Moved by A. Graff, seconded by B. Brown that Senate approve that the degree requirements for the Minor in Philosophy be modified as outlined below.  
 CARRIED

**OLD REQUIREMENTS**

Students must complete 18 credits in Philosophy as follows:

<a href="#">PHIL 1116</a>	Introduction to Western Philosophy	3 cr.
OR		
<a href="#">PHIL 1117</a>	Values and the Human Condition	
<a href="#">PHIL 2306</a>	The Pre-Socratics and Plato	3 cr.
OR		
<a href="#">PHIL 2307</a>	Aristotle and the Schools	
PHIL Upper level		12 cr.

**NEW REQUIREMENTS**

PHIL 2506	Thinking Clearly	3 cr.
OR		
PHIL 2507	Bullshit, Bias, and Propaganda	3 cr.
6 credits in "History" from:		
PHIL 1116 Introduction to Philosophy		
PHIL 2406 Ancient Philosophy		
PHIL 3336 Reason and Experience in Modern Philosophy		
PHIL 3337 Idealism and Its Critics		
PHIL 3476 Existentialism I		
PHIL 3706 Eastern Philosophy I: Confucianism, Taoism, and Zen		
PHIL 3707 Eastern Philosophy II: Classical Indian Philosophy		
6 credits in "Value Theory" from:		
PHIL 1117 Values and the Human Condition		
PHIL 2526 Contemporary Moral Issues		
PHIL 2706 The Right and the Good: An Introduction to Moral Philosophy		
PHIL 2716 Bio-Ethics		



PHIL 2717 Environmental Ethics  
PHIL 2816 Digital Ethics  
PHIL 3756 Special Topics in Social and Political Philosophy  
PHIL 3767 Special Topics in Ethics  
3 additional PHIL credits

***Rationale:***

These changes respond directly to recommendations contained in the IQAP report for PHIL. They aim to make the degree program more flexible for students, as well as for faculty-scheduling, and to accommodate the reality of only 2 full-time teaching loads, in combination with increased service contributions made by PHIL to other programs, particularly in ethics. They do not change the degree-level expectations for the program as a whole, though those same expectations will now be met through a reduced number of specific course requirements in the History of Philosophy.

**Non-substantive:**

That Senate approve that PHIL-2306 The Presocratic and Plato and PHIL-2307 Aristotle and the Schools be deleted.

***Rationale:***

These courses are being replaced by a single course in Ancient Philosophy, as a consequent of faculty and scheduling constraints in the program.

**Non-substantive:**

That Senate approve that PHIL-4217 Seminar in Philosophy be deleted.

***Rationale:***

PHIL 4206 and PHIL 4207 satisfy the course level and program level learning expectations of PHIL 4217.

**Non-substantive:**

That Senate approve that the Course Description for PHIL-2526 Contemporary Moral Issues be changed as outlined below.

**Old Description:**

Students critically engage with a selection of significant moral problems for the individual and society. Topics may include: suicide, intimacy and sexual conduct, euthanasia, political correctness, fake news, drug use and abuse, racism, artificial intelligence, civil disobedience, capital punishment, and war. Through engagement with such issues, students explore philosophical positions on the possibility and nature of general moral standards.

**New Description:**

Students critically engage with a practical moral issue or issues of significant contemporary interest. While specific topics will vary from year-to-year depending on the Instructor, potential examples include: Ethical Issues in Harm Reduction Policy; Ethical Issues in the Opioid Crisis; Ethical Issues in Contemporary Sport; the Ethics of Reproductive Rights Today.

***Rationale:***

There is no required change to the learning expectations for this course, nor its contribution to the degree expectations.

**Senate Research Committee**

Motion 11: Moved by B. Law, seconded by B. Brown that the Report of the Research Committee dated December 12, 2024 be received.  
CARRIED

Motion 12: Moved by B. Law, seconded by R. Veli that Senate approve the Centres & Institutes Policy as outlined in the attached document.  
CARRIED

**Other Business**

The Provost requested direction from Senator Stevens on how Academic Curriculum Committee motions could better reflect her concerns for logical rationale that align with University commitments to reconciliation.

**Elections**

- Elect one (1) faculty Senate representative to serve on the Joint Committee of the Board and Senate on Governance for a three-year term which ends June 30, 2027.

**ACCLAIMED: Dr. Robin Gendron**

**New Business**

The following Notice of Motion was presented for inclusion in the next Senate agenda:

"Whereas the University does not have an official, written, Senate-approved policy that outlines the process to be followed in cases of program closure, in the absence of such a policy and process Senate expects future program closures to follow the process outlined in the Program Redundancy process."

**Adjournment**

Senate adjourned at 3:30 p.m.

.....  
K. Wamsley (Chair)

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

## **President's Senate Report**

### **17 January 2025**

The President welcomed Senators back to the first meeting of 2025. The President provided a very brief report, announcing that negotiation with the ParriagGroup have been completed and the firm should be on campus soon. Our thanks go to the Task Force for all of their hard work, and please note that the Task Force will be doing their utmost to have as many community members participate in the Equity Audit as possible so that we may work towards an inclusive campus. The President is focused upon government advocacy for the upcoming 2025-26 budget year and also meeting with donors to support research at Nipissing University and the new Student Research Opportunities Fund which has received \$28,000 in donations to date, including Giving Tuesday, end of year giving, and a generous match from a donor.

The President took the opportunity to discuss recent Senate meetings and to contextualize the issues that Senate has debated, including program pauses and program closures. The President also invited members who were online to rejoin Senate in person, particularly if they reside in North Bay.

The President reiterated the Board mandate of working toward a sustainable university and the principles shared with the Provost of improving high demand programs and ensuring the survival of the arts, humanities, and social sciences in a sustainable form. Programs must be approached creatively to support arts and humanities and to preserve the expertise of our professors. Sometimes this involves blending programs. He explained why we are invoking processes of enrolment pause and what the circumstances of closing programs would entail. He reminded Senate that it has full authority and responsibility to close programs, granted in the By-laws, granted by the Board, through the University Act. Unlike what has previously been stated at Senate, invoking the Collective Agreement would not be appropriate in this instance as the CA cannot compel or oblige the Senate to Act. This authority is fully Senate's. The CA serves to protect the rights of faculty members that may find themselves in a position of redundancy should there be no students to teach; but closing programs is a completely unrelated process. The President appealed to Senators to work together to create sustainable programs for the foreseeable future.



## Board of Governors Report to Senate – January 2025

### **Board of Governors Meeting November 28, 2024**

The Board of Governors met on Thursday, November 28, 2024, In the President's Boardroom (F303) and via Zoom remote conferencing.

The Board welcomed Cheryl Foy, President of Strategic Governance Consulting Services, who has been engaged to carry out a governance review, as funded through the Ontario Government's Efficiency and Accountability Fund. Ms. Foy has conducted both in-person and online surveys with members of the Board of Governors and Senate, with a final report expected for presentation in late January. The NOUS Group has been contracted to review the remaining mandated areas, which include academic programming, physical assets and facilities, collaborative procurement opportunities, and revenue generating opportunities.

The Board of Governors accepted the recommendation of the Provost and Vice-President, Academic to appoint Dr. Geoff Hartley as Vice-Chair, Training, Education, and Community Engagement of the Nipissing University Research Ethics Board (NUREB) for a three-year term.

The Board of Governors resolved to accept the recommendation of the Audit & Finance Committee to approve the 2025/26 Budget Process.

The Board of Governors endorsed the status of Nipissing University as a signatory to the Canadian Military Veteran and Family Connected Campus Consortium.

The Board of Governors next meets on February 13, 2025, at 5:30 p.m.



## **NUSU Academic Senate Report: January 2025**

### **Happy New Year**

NUSU would like to wish everyone a Happy 2025 and hope that everyone had a relaxing and happy break.

### **Academic Week**

Academic Week will be held from Jan 13th-Jan 17th. This is a week full of events to connect students with different departments and services on campus, as well as having a fun week related to academia. The events include:

#### *Monday, January 13th*

- Goodie Bag Handout
- Are You Smarter Than a NUSU Exec outside the Campus Bookstore
- NUSU Spill and Chill in the OnTheRocks Space: a new event where students can sit at different roundtables to discuss common interests and topics of interest

#### *Tuesday January 14th*

- Academic Wheel and Hot Chocolate outside the Campus Bookstore

#### *Wednesday January 15th*

- Drop in Support at the Library: NUSU and Peer Support will be at the library for students to come and speak to
- Clue Night in the OnTheRocks Space: come use your detective skills to solve the unsolved cold case. Be the first team to solve to receive a prize!

#### *Thursday January 16th*

- Program Check-In: come to the NUSU Alumni Lounge to talk about future goals, how to plan, and how to destress when thinking about the future
- Disney Trivia in the OnTheRocks space

#### *Friday, January 17th*

- Brain Teaser Bonfire: passive event where students can solve brain teasers and riddles for a work break!

#### *All Week*

- Lakersopololy: students will complete challenges on Goosechase and be entered into a draw to win an airfryer!

**Out of Town Trip**

We are excited to announce that students will be taken to Sudbury on January 18th to visit Science North! Credits goes to Preston English and the NUSU Services Team for getting some tickets for students! It will be a fun trip and NUSU is excited for students to explore Science North in Sudbury!

**NUSU Executive Director Elections**

NUSU's Elections for Executive Directors are on its way. Callouts for the President, Vice-President, Finance & Administration, Vice-President, Advocacy & Awareness, and Vice-President, Student Life have gone out. The campaign period will occur between February 10th - February 19th. We are excited to meet the candidates and run the election. For more information, please reach out to [exec@nusu.com](mailto:exec@nusu.com)



**Nipissing University Alumni Advisory Board report to Academic Senate  
February 2025**

**Alumni Survey**

The Alumni Office is conducting an alumni survey to help shape the future of our events and initiatives! All Nipissing alumni are encouraged to participate, and the deadline to complete the survey is February 15. If you are an alumnus and would like to participate but cannot find the email, please contact us at [alumni@nipissingu.ca](mailto:alumni@nipissingu.ca) for the link.

**Nominations for Alumni Awards**

We warmly encourage the broader Nipissing community to nominate a deserving alumnus for a 2025 Alumni Award! Nominations will be accepted until March 13, 2025, and award winners will be recognized during our annual Homecoming Weekend in September. For more information or to submit a nomination, please visit <https://www.nipissingu.ca/alumni/awards>.

**Inaugural Ottawa Chapter Event**

The Nipissing University Alumni Advisory Board is excited to host our inaugural Ottawa Chapter event! We will be connecting with 25 alumni and their guests as the Ottawa Charge take on the Boston Fleet on February 20. We look forward to reconnecting with alumni in the Greater Ottawa Region!

**NUSU Academic Senate Report: February 2025****NUSU Executive Director Elections**

NUSU's Elections for Executives is from February 10th-19th. The week was as follows

- Campaigning starts February 10th at 9:00AM
- Executive Debate is February 11th at 6:15PM
- Meet and Greet is at OnTheRocks, from 6:30PM-8:30PM on February 12th
- Voting for students opens February 13th and closes February 19th

We will announce the successful candidates at the next Senate meeting. Positions include President, VP Finance & Administration, VP Advocacy and Awareness, and VP Student Life

**Upcoming Student Group Events**

1. Nipissing Lakers' Theatre Club is currently completing their final rehearsals before their opening night for the production of Mamma Mia!, starting on March 14th-16th, and again on the 21st-22nd. Tickets can be purchased through their linktree on their instagram page @nulakerstheatre
2. Nipissing University Relay For Life is coming up on March 14th, starting at 7:00PM-7:00AM.

**WI Wellness Week**

NUSU's second Wellness Week of the Academic Year will be from March 10th-14th.

The events for the week include:

- Monday, March 10th: Financial Facts and Guidance (outside the Campus Bookstore), Cozy Crafts and Movie Night (held at OnTheRocks space)
- Tuesday, March 11th: Jeopardy & Hotchocolate w/ Access and Inclusion (outside Campus Bookstore)
- Wednesday March 12th: Plant & Picasso and Popcorn (outside Campus Bookstore). Paint n' Sip (in OnTheRocks space)
- Thursday, March 13th: Bathbombs (in NUSU Gallery), Pop Culture Trivia (in OnTheRocks Space)
- Friday, March 14th: Anxie-teas and Act Like a Kid (in NUSU Lobby)
- All week: Daily giveaways for Spiritual, Emotional, Intellectual, Physical and Social Wellness

If you have any questions, please contact [vpadvocacy@nusu.com](mailto:vpadvocacy@nusu.com)



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

February 6, 2025

A meeting of the Senate Executive Committee took place in person and by Zoom conference on February 6, 2025.

The following members participated:

K. Wamsley (Chair), A. Graff, B. Law, N. Colborne, G. Raymer, D. Iafrate, T. Sibbald (Speaker), J. Allison, S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: G. Phillips, T. Miller

The purpose of the meeting was to set the agenda for the February 14, 2025 Senate meeting.

The notice of motion on program closures from the January 17, 2025 Senate meeting is included under Other Business in the agenda. Following discussion, members agreed the motion was out of order. The Provost also noted that, as reported in the September 27, 2024 AQAPC Senate Report, an Academic Quality Assurance and Planning Committee (AQAPC) subcommittee was formed to develop processes for creating and consolidating academic units.

The January 25, 2025 Academic Quality Assurance and Planning Committee (AQAPC) Report, including the Strategic Enrolment Management (SEM) Plan 2024-2027, was shared with the Senate Executive for inclusion in the Senate agenda. Due to the confidential nature of the 2025-2026 SEM targets, the Provost will present them in-camera under New Business.

The December 9, 2024 Senate Budget Advisory Committee Report was provided to the Senate Executive for inclusion in the Senate agenda.

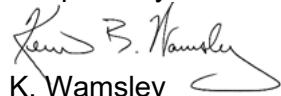
An election for three (3) tenured faculty members, with at least one from each faculty, to be elected by Senate for the Committee for the Search/Appointment/ Reappointment of the President and Vice-Chancellor, was provided to the Senate Executive Committee for inclusion in the Senate agenda.

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 14, 2025 Senate agenda.

CARRIED

Respectfully submitted,



K. Wamsley  
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated February 6, 2025.

**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Academic Year 2024-2025**

January 24, 2025

The fifth meeting of the Academic Quality Assurance and Planning Committee of 2024-2025 was held on Friday, January 24, 2025 in person and via Teams conference.

**COMMITTEE MEMBERS:**

Ann-Barbara Graff (Chair)	Stephen Tedesco	Veronika Williams
Nathan Colborne	Judy Smith	Alireza Khorakian
Graydon Raymer	Nathan Kozuskanich (Vice-Chair)	
Barbi Law	Charles Anyinam	

Regrets: Debra Iafrate, Nancy Black, Prasad Ravi, Tyandra Miller, Emma Bonneau, Brendan Brown

Guests: Robin Gibson, Kari Rasmussen, Christine Benoit

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

**Strategic Enrolment Management Plan - Targets and Working Group Terms of Reference**

The Provost discussed the Strategic Enrolment Management (SEM) Plan advising that it is now being overseen by the Provost's office. The SEM is at the functional institutional working group level and the membership consists of Dr. Ann-Barbara Graff, Renee Hacquard, Stephen Tedesco, Debra Iafrate, Sarah Marinelli, Dr. Barbi Law, Dr. Graydon Raymer, Dr. Nathan Colborne, Michael Dupelle, Lindsay Sullivan (in Sarah Taylor's absence) and Dr. Dan Walters.

The purpose of the SEM is to function as a framework to ensure realistic, financially sustainable, demand-based targets are set for enrolment. The plan focuses on setting transparent program admission and retention targets to achieve recruitment and enrolment goals, as well as systems for monitoring progress. The SEM targets have also been presented to the A&S faculty and will be shared with the EPS faculty. The enrollment and retention trends will be reviewed annually by AQAPC.

Targets for 2025 will serve as a benchmark, with annual recruitment goals set for each program by the prior February/March. Recruitment targets should consider institutional capacity to support incoming and returning students within their preferred program. Recruitment and retention processes will be assessed annually to ensure program health by program. A complimentary set of activities is also taking place on the retention side so one set of activities will define our recruitment ambitions and another set of activities will ensure that we retain the students as we recruit them.

The Provost emphasized that SEM targets are confidential and may be considered proprietary information as it reflects both the opportunities and vulnerabilities of the institution.

**Quality Assurance Audit – Update**

The Manager of Quality Assurance and Program Innovation provided an update on the Quality Assurance Audit taking place March 26-28. She noted that Christine Benoit, Executive Assistant to the Provost, has done an exceptional job organizing and scheduling the Audit. She reminded that the following programs will be reviewed: Biology, Criminal Justice, Data Science, Fine Arts, History and MSc Math as well as two current programs under cyclical review, Liberals Arts and Political Science. Eight members of the Quality Assurance Council are expected to attend in-person over three days. Please reach out if you have any questions.

The Provost reported that she and Dr. Nathan Kozuskanich will represent AQAPC and meet with the auditors. If any members wish to meet with the auditors, please advise. A draft of the Audit agenda is being sent to Quality Council today.

**Upcoming Cyclical Program Reviews (CPR) – Update**

Christine Benoit provided an update on Cyclical Program Reviews (CPR). She advised that the Political Science, Liberal Arts and Liberal Science reviews have taken place. Upcoming CPR's include Anthropology, Social Work, Kinesiology, and Indigenous Studies, and one in-person program review is scheduled in April for a new program in Sustainable Planning. Ms. Benoit noted that all program self-studies were reviewed by AQAPC. She thanked members for submitting their checklists.

Respectfully submitted,

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

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 24, 2025.

# Strategic Enrolment Management Plan

**NIPISSING UNIVERSITY**  
2024-2027

Office of the Provost

# Nipissing University: About us

Nipissing University is a vibrant, young, ready-to-grow 21<sup>st</sup> century university with century old roots in the communities it serves. It was created by a Provincial Act to specifically address the needs of Northern Ontario and continues to have a special focus on serving the North in the North. Nipissing's student body is increasingly diverse, and Nipissing remains committed to being an accessible institution, serving first generation students, as well as students from economically challenging backgrounds, students with disabilities, and students with diagnosed learning challenges. The purpose of this Strategic Enrolment Management (SEM) Plan is to function as a framework which supports the development of the institutional infrastructure that will ensure Nipissing's enrolment aligns with the full use of facilities, and that realistic, financially sustainable,

demand-based targets are set for enrolment. Our existing facilities can support 6500 learners without increasing either physical space or overall faculty complement. This SEM plan establishes a roadmap to achieve growth to that target in the coming years.

Strategic enrolment management (SEM) refers to the processes that relate to recruitment and retention of students. Enrolment, discussed in Section III, is a function of institutional admissions and retention rates. Consequently, this SEM plan focuses on setting high level and program admission (Section II) targets as well as retention (Section IV) targets to achieve our overall enrolment goals, as well as setting up of systems through which the University can monitor our SEM efforts.

This SEM Plan was developed in a context in which many questions relating to Nipissing's identity, values and mission remain unanswered. The University is embarking on an extensive engagement process with the view of creating shared understanding on who we are when we are our best. It is expected that this plan, like all recent plans at Nipissing, including its Strategic Plan ("Pathways") and Academic and Operational Plan ("APOP"), will continue to evolve during the next few years as strategic institutional ambitions become articulated. For these reasons, the establishment of University SEM Committees to monitor the university's ability to respond to the strategic vision is, perhaps, the most significant outcome of this work.

It is expected that at the conclusion of the next phase of the University's strategic planning process, we will be able to speak with confidence on, for example:

- Who we are, and what are the values on which we base our identity?
- Who are the students we attract, and who do we want to attract based on having answered the first question?
- How and where do we need to recruit those students differently based on where they grew up and what their aspirations are?
- What will the role of alumni (domestic, indigenous, and international) be in recruitment and retention of students?
- How do we deliver the student experience in such a way that it meets the needs specifically of those we have recruited, whether from small towns, large municipalities, within or outside Canada?
- What are the implementation plans to effect these changes?

Recruitment and retention are fundamentally intertwined narratives, and over the coming months and years Nipissing will develop this narrative to describe what needs to be done for us to be our best.

# SEM Functional Working Group

[illegible]

# SEM Faculty Planning Committees

Position	Member
Dean, Faculty of Education & Professional Studies	Dr. Graydon Raymer
Nursing	
Business	
Education	
Criminal Justice	
Dean, Faculty of Arts and Science	Dr. Nathan Colborne
Science	Dr. Jeff Dech
Arts and Humanities	Dr. Nathan Kozuskanich
Social Science	Dr. Nancy Stevens
Registrar's Office	
Student Supports	

# Recruitment Targets Procedure

**Responsible Office:** PVPA

**Effective Date:** November 1, 2024

## Rationale:

In order to ensure that the academic credit-programs we deliver meet the ongoing and evolving needs of all the University (especially its students) and that they are viable and sustainable (reflected in strong enrolments), Nipissing University has adopted Project Integrate, a strategy to ensure the long-term financial sustainability of the university through the lens of long-term intentional recruitment augmented by real-time continuous monitoring.

## Purpose:

This procedure is intended to:

- Detail the process for the setting recruitment targets for an academic year
- Monitor those targets
- Affect those targets in year, with special attention to the attendant actions that are required to support incoming and returning students
- Establish the duties and responsibilities of various units involved in recruitment target setting, monitoring, meeting, and changing.

## Definitions:

**Budget Target:** The target set during the Annual Operational Budget exercise of the University. The Budget Target is the minimum threshold for recruitment and retention efforts. For purposes of budgeting, instructional costs must be covered by tuition (ICT). Where instructional costs are not covered by tuition, a remediation plan must be provided by the Dean to the Dashboard Group (see below), with a two-year runway established for meeting ICT.

**SEM:** Strategic Enrolment Management is the integration of all enrolment, retention, and program data into analyses which inform the University's annual planning and budgeting procedures.

**Enrolment planning cycle:** Nipissing is working to establish enrolment targets projected for approximately five (5) years. Currently, for undergraduate programs, those students who are enrolled at reporting dates (November 1), at a minimum, need to reflect a healthy program intake (1:6), i.e., for every 1 student that graduates with a four-year degree, 6 incoming students declare themselves a major. For graduate programs, Nipissing must meet the annual enrolment targets set out in the original proposals for approval from the Province in order to be considered in good health (as further metrics are determined in 2024-25).

**Program:** the complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by Nipissing University for the fulfillment of the requirements of a degree, diploma, or certificate. For the purposes of this protocol, this is limited to any program designation that appears on a student's transcript.



**Recruitment Target:** The Annual Recruitment Target (ART) is set in the preceding February/March for the following Academic Year. The ART takes into account trends in preceding years, goals set out for growth by student category (domestic, international, Indigenous, 101, 105, transfer, returning) and by province (and ideally by postal code). The Recruitment Target should also take into account institutional capacity to support incoming and returning students within their preferred program (which may fluctuate over the recruitment cycle). Recruitment and retention processes will be assessed annually through post-mortem to determine which factors/strategies positively or negatively affected efforts in order that annual strategies and tactics are informed by commitment to continual improvement for the following years. There will also be in-year monitoring of the effectiveness of recruitment and retention efforts, especially to determine if the threshold for any program needs adjustment based on real-time intelligence.

This procedure details how a recruitment target may need to change in-year and the steps to follow to ensure effective information sharing to garner support for an in-year change.

## Procedures:

### 1. Recruitment Target set:

- 1.1. In February/March, the recruitment target by program is proposed to the Provost by the Associate Registrar, Recruitment in consultation with the Registrar, Deans and in alignment with Project Integrate.
- 1.2. Such a proposal will outline the domestic and international travel plan with budget and risk tolerance assessment. As well, the proposal will set recruitment targets for individual recruiters according to region and anything specific about the relationship between targets and confirmations and the relative melt rates per region, so that each recruiter knows the target for applications and the factors which lead to confirmations (and confirmation targets), and the factors which lead from confirmation to arrival, and therefore final melt rates between May and September and the melt rate between arrival and those still here and paid November 1. The proposal will also identify the returning students targets by program; this returning student data will be used to finalize course master in February/March.

### 2. Budget Targets set:

- 2.1. In November/December, a budget target is set for the general student body of new and returning students for the upcoming fiscal year.
- 2.2. As part of Budget discussions, any program changes, suspensions, new programs, new features are communicated to recruitment to ensure alignment of information regarding current offerings.

### 3. Dashboard

- 3.1. Once targets are approved, they will be entered into an in-year dashboard and a historical trend view. The dashboard will be monitored by the Registrar, Deans, Institutional Planning, Provost, VPFA, Finance, and President ("the Dashboard Group").

### 4. In-Year Recruitment Target Changes

- 4.1. Wherever possible, Nipissing University seeks to maximize enrollment in year according to available infrastructure and faculty and staff complements.
- 4.2. In cases where the recruitment team is identifying a program area where enrollment is not approaching targets, the Registrar will discuss with the appropriate Dean the reasons that the targets are not trending, the ramifications and if any change in

messaging is possible to alter the trend. A Plan B strategy will be proposed jointly by the Dean and Registrar. Such a strategy will be approved by the Provost.

- 4.3. In cases where the recruitment team is identifying a program area where enrollment is trending above target as well as above risk tolerance, the Registrar will meet with the appropriate Dean(s) to determine what the ramifications are to over-subscription and a costed plan will be proposed by the Dean to the Provost for consideration and approval by the Integrated Budget Committee.
- 4.4. From April-August, during the phase of recruitment normally assigned to conversions and starts, the Associate Registrar, Recruitment will provide weekly reports to the Dashboard group on acceptances and activities to mitigate melt.