Meeting Book - March Academic Senate Meeting

Senate Agenda

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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.*		Senate Speaker
2. Approval of the Agenda *That the agenda of the March 14, 2025, Senate meeting be approved.*	**Motion 1**	Senate Speaker
3. Adoption of Minutes *That the minutes of the Senate meeting of February 14, 2025, be adopted.*	**Motion 2**	Senate Speaker

    i. Senate Minutes DRAFT & Reports February 14, 2025.pdf

4. Business Arising from the Minutes

5. Reading and Disposing of Communications
Results of the election for the Dean of EPS Search Committee

6. Reports from Other Bodies

    i. President
Oral Report

    ii. Provost & Vice-President Academic
No Report

    iii. Vice-President Finance and Administration
No Report

    iv. Board of Governors

        a. Board Report to Senate - March 2025.pdf

    v. Alumni Advisory Board
No Report

    vi. Council of Ontario Universities (Academic Colleague)

No Report

vii. Joint Committee of the Board and Senate on Governance
No Report

viii. Nipissing University Student Union (NUSU)

    a. NUSU Academic Senate Report - March 2025.pdf

ix. Other

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7. Question Period

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8. Reports of Standing Committees and Faculty Councils

i. Senate Executive Committee   **Motion 3**
That the report of the Senate Executive Committee dated March 6, 2025 be received.

    a. By-laws and Election Committee Work Plan   **Motion 4**
    That the 2024-25 By-laws and Elections Committee Work Plan be adopted as circulated.

        Senate Exec Report March 6, 2025.pdf

        Work Plan - By-laws and Elections Committee 2024-25.pdf

ii. Academic Curriculum Committee   **Motion 5**
That the Report of the Academic Curriculum Committee dated February 12, 2025, be received.

    a. Faculty of Arts & Science: Data Science   **Motion 6 (Substantive)**
    That Senate approve the creation of DATA-1007, Programming for Data Science, be added to the academic calendar as outlined in Report of the ACC dated February 12, 2025.

        ACC Report - February 12, 2025

        ACC February 12th Supporting Documentation.pdf

    b. Faculty of Education & Professional Studies: Nursing   **Motions 7-16 (Substantive)**
    Motion 7: That Senate consider motions 9-16 as an omnibus motion.

    Motion 8: That Senate approve motions 9-16 as an omnibus motion.

    Motion 9: That Senate approve that the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined in the Report of the ACC dated

February 12, 2025.

Motion 10: That Senate approve the learning objectives for NURS 1516 Introduction to Health Concepts across the Lifespan be changed as outlined in the Report of the ACC dated February 12, 2025.

Motion 11: That Senate approve the learning objectives for NURS 2036 Development of Nursing Knowledge be changed as outlined in the Report of the ACC dated February 12, 2025.

Motion 12: That Senate approve the learning objectives for NURS 2047 Professional Nursing 2 be changed as outlined in the Report of the ACC dated February 12, 2025.

Motion 13: That Senate approve the learning objectives for NURS 3116 Qualitative Health Research be changed as outlined in the Report of the ACC dated February 12, 2025.

Motion 14: That Senate approve the learning objectives for NURS 3117 Quantitative Health Research be changed as outlined in the Report of the ACC dated February 12, 2025.

Motion 15: That Senate approve the learning objectives for NURS 4067 Leadership and Change in Nursing Practice be changed as outlined in the Report of the ACC dated February 12, 2025.

Motion 16: That Senate approve the removal of ACAD 1601 Academic Writing from the on-campus BScN and on-campus BScN (RPN Bridging) program requirements.

c. Prior Learning Assessment Recognition
That Senate approve that the Prior Learning Assessment Recognition (PLAR) be considered for eligible undergraduate programs, courses, and the Indigenous Foundations Pathway.

Motion 17 (Substantive)

iii. Academic Quality Assurance and Planning Committee (AQAPC)
That the Report of the Academic Quality Assurance and Planning Committee dated February 21, 2025, be received.

Motion 19

a. Environmental Science Honours Specialization
That Senate receive the updated

Motion 19

Environmental Science Honours Specialization; Specialization; Major; Minor Program Proposal for information.

    AQAPC Senate Report February 21, 2025 & SMA4.pdf

    [Environmental Science Honours Specialization; Specialization; Major; Minor Program Proposal](#)

b. Data Science   **Motion 20**
That Senate receive the updated Data Science Proposal for information.

    [Data Science Proposal](#)

iv. By-laws and Elections Committee   **Motion 21**
That the Report of the By-laws and Elections Committee dated February 19, 2025, be received.

    a. Bylaws Report February 19, 2025.pdf

v. Graduate Studies Committee   **Motion 22**
That the Report of the Graduate Studies Committee dated February 19, 2025, be received.

    a. GSC Report to Senate - January 2025.pdf

vi. Senate Budget Advisory Committee   **Motion 23**
That the Report of the Senate Budget Advisory Committee dated December 9, 2025, be received.

    a. SBAC Report - December 9, 2024.pdf

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9. Other Business   Senate Speaker

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10. Amendments of By-Laws   **Notice of Motions**
Notice of Motion 1: That Senate approve that Article 6.0(a) be amended as outlined in the document attached (changes in bold and strikethrough).

Notice of Motion 2: That Senate approve that Article 9.3 and 9.12 be amended as outlined in the document attached (changes in bold and strikethrough).

Notice of Motion 3: That Senate approve that Article 9.3 be amended as outlined in the document attached (changes in bold and strikethrough).

    i. Amendment of By-laws March 14, 2025.docx

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11. Elections

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12. New Business

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13. Announcements

14. Adjournment

Nipissing University

Minutes of the Academic Senate Meeting

February 14, 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, N. Black
	L. Chen, R. Gendron, A. Hatef, S. Kariuki, G. Phillips (Deputy Speaker), K. Srigley, T. Smith, N. Stevens, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters
	J. Allison, C. Anyinam, S. Cairns, K. Ferguson, C. Greco, T. Horton, T. McParland, P. Millar, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams
	C. Irwin, R. Kasperavicius
	F. Couchie, R. Veli
	R. Hehn
	B. Brown
Absent With Regrets:	J. Abbott, G. McCann, S. Renshaw, T. Stewart, H. Texiera, H. Zhu, A. Adler, D. Hay, O. Pokorny, H. Panchal, M. DeVuono, T. Miller, P. English, E. Bonneau, D. Cassanto

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: February 14, 2025

Motion 1: Moved by N. Stevens, seconded by R. Wenghofer that the agenda of the Senate meeting of February 14, 2025 be approved with an amendment that Motion 5 be removed and included in the next Senate agenda as the Senate Budget Advisory Committee report was inadvertently left out.
CARRIED

Adoption of the Minutes of the Senate Meeting of: January 17, 2025

Motion 2: Moved by M. Sullivan, seconded by R. Veli that the minutes of the Senate meeting of January 17, 2025 be adopted.
CARRIED

Reports From Other Bodies

The President's report, appended to the minutes, highlighted updates on operational planning processes, successful advocacy to the Province, the NOUS Report, and projections for a balanced budget and strong enrolment. The President also reported on Black History Month activities and reminded members of Indigenous Week, taking place from February 24-28. The full report is attached to the minutes.

The Provost and Vice-President Academic provided an update on 2025-26 admissions, reporting a 7.6% increase in applications and a rise in acceptances compared to last year. She also noted that applications for the Integrate Pilot program are up, with all applicants contacted for follow-up. The Provost expressed gratitude to the Registrar's Office staff and all involved in admissions. Additionally, she shared that Student Development Services is enhancing processes and student support for incoming students. She reminded members of the upcoming Open House on March 8 and encouraged participation. The Provost also congratulated three student athletes who represented Canada at the FISU World University Games in Torino, Italy, and provided an update on the launch of the "Dean for a Day" opportunity, encouraging student involvement.

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

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

Question Period

The following statement from the Program Admission Suspension Procedure included in the February 13, 2025 Board of Governors meeting agenda was read:
Program Redundancy: The permanent closure of a program occurs when a program permanently ceases to be offered by the University. A program declared redundant is removed from the list of approved program offerings after a recommendation is produced from Senate for program closure and that motion is affirmed by the Board of Governors. The procedure outlined in this guideline document is not to be confused with the program redundancy process.

In response to a question regarding whether the policy was approved and if it equates program closure with redundancy, the Provost confirmed that Senate's redundancy procedure was approved and is the procedure followed not the Program Redundancy Process outlined in Article 45 of the Collective Agreement (CA). The Program Admission Suspension Procedure will be a formally documented process followed by Senate. In September 2024, the AQAPC convened a subcommittee to draft a policy on amalgamation, consolidation and renaming.

It was noted that the Program Admission Suspension Procedure, Appendix A: Annual Program Review Process, point 4, indicates recommendations for program redundancy must follow the process outlined in Senate and Board policies, but there are no Senate and Board policies on program redundancy, the only written language is CA Article 45.

The Provost confirmed that the AQAPC subcommittee's document, once approved by AQAPC for Senate recommendation, will be followed. She emphasized that the CA has no binding authority over Senate and should not replace its responsibility as delegated by the Board. She also clarified that CA Article 45 relates to member redundancy, not program redundancy, and should focus on the terms and conditions of member redundancy.

In follow up to a request made at the December 2024 Senate meeting for an update regarding the levy students pay to support the Equity Centre, the VP Finance and Administration (VPFA)

advised that the Compulsory Ancillary Fees Committee has met twice and will meet again in approximately 2 weeks. The fee description reads similar to the former policy but does not include a group name. It reads, "This fee is reserved to support equity, diversity and inclusion for Nipissing University students through the creation of safer spaces formal training, facilitated educational discussions, events, advocacy, etc." The VPFA noted that the equity audit may help inform meaningful ways to spend these funds.

A Senator and member of the Nipissing University Indigenous Council on Education (NUICE) discussed the Accord on Indigenous Education, highlighting its guidance on Indigenous education, decolonization, and Indigeneity. Developed by Indigenous scholars in 2010, the Accord is now being updated, with a request for Canadian educators' input. Universities can sign on to implement the Accord. The Senator asked if Nipissing University plans to sign the Accord and if resources will be provided to support faculty in its implementation, noting alignment with the University's Strategic Plan and the need for professional development and resources in elementary and secondary education.

The Provost confirmed that Dean Raymer, as a decanal participant, has received the draft report. The Dean will present it within the Schulich School of Education and bring forward recommendations on whether the University will sign the Accord and the implications of implementing its recommendations.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3:   Moved by K. Wamsley, seconded by T. Smith that the Report of the Senate Executive Committee dated February 6, 2025 be received.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 4:   Moved by A. Graff, seconded by B. Brown that the Report of the Academic Quality Assurance and Planning Committee dated January 24, 2025 be received.
CARRIED

The Speaker announced that the 2025-2026 Strategic Enrolment Management Targets will be presented in camera under New Business due to their confidential nature.

Other Business

Notice of Motion: "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."

Senator Gendron, mover of the notice of motion, stated that his understanding from the President and Provost is that a competent AQAPC subcommittee is developing a program closure process for Senate's information and approval. He is willing to withdraw the notice of motion if Senate agrees, urging the subcommittee to ensure the policy is data and evidence driven, with evidence presented at each stage of the process, including at Senate.

The Speaker acknowledged Senator Gendron's recommendation, and the notice of motion was withdrawn.

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.
  ACCLAIMED: Jamie Murton (A&S)
  ACCLAIMED: Katrina Srigley (A&S)
  ACCLAIMED: Alison Schinkel-Ivy (EPS)

New Business

Motion 5:   Moved by D. Iafrate, seconded by N. Black that Senate consider receipt of the Report on Graduation Applicants dated February 5, 2025.
CARRIED

Motion 6:   Moved by D. Iafrate, seconded by K. Srigley that Senate receive the Report on Graduation Applicants dated February 5, 2025.
CARRIED

Motion 7:   Moved by D. Iafrate, seconded by R. Veli that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 5, 2025.
CARRIED

The Vice-President Research, Innovation, and Graduate Studies, along with the Deans, announced the February 2025 graduands by faculty and degree, extending congratulations to both the students and faculty for their achievements.

Motion 8:   Moved by N. Stevens, seconded by F. Couchie that Senate move in camera for a presentation of the Strategic Enrolment Management Targets 2025-2026.
CARRIED

The 2025-2026 Strategic Enrolment Management Targets presentation was shared in camera. The Provost reminded that the information is confidential due to its proprietary nature and should not be shared outside the University. Most Senators are familiar with the targets, which have circulated within the faculties.

Historically, the University has worked from an institutional target with the hope that year over year enrolment numbers would be maintained. In the Academic and Operational Plan, our objective is a 6% year-over-year enrolment growth to ensure financial sustainability. Program targets were set, with a starting target of 25 for most programs. Programs with higher enrolments, like BEd, have higher targets. Please discuss with your Dean if you have questions as to where targets were set. Graduate recruitment targets will be reviewed under Project Integrate.

We have completed the 2025-26 recruitment cycle and are now in the admission phase, while also beginning the 2026-27 enrollment and recruitment target setting phase. With the phasing in of these two sets of enrolment targets, the University has now begun to implement its recruitment cycle in alignment with its recruitment activities. We will be examining our effectiveness and ability to meet these targets by program. Each of the faculties has a Strategic Enrolment Management faculty level group and the Recruitment, Admission, and Marketing teams are working closely to respond in real time to address our recruitment strategies by program.

Motion 9:   Moved by S. Winters, seconded by K. Srigley that Senate move out of camera.
CARRIED

Announcements

The Associate Vice-President, Research, Innovation and Graduate Studies reminded that March is Research Month advising of the NU 360 Speaker Night on March 4, the Undergraduate Research Conference on March 28-29 with keynote speaker is Dr. Kirsten Greer, and the Three Minute Thesis Competition (3MT) on April 1. Further information outlining all the activities can be found on the Research website. Please encourage students to register and support their classmates.

Senator Katrina Srigley announced that the History Department is hosting the 11th Annual Anne Clendinning Memorial Lecture on March 6 featuring Charlie Angus speaking on, "Restoring Dangerous Memories to our Shared Histories."

Senator Nancy Stevens announced Indigenous Week, February 24-28, a time to honor Indigenous cultures and voices with various events, including workshops, talks, celebrations, and land-based activities led by Indigenous knowledge holders, Elders, artists, and scholars. The Aanjibimaadisiwin conference on Indigenous-Specific Responses to Sexual Violence will be held on February 27.

Senator John Allison announced that the Canadian International Council (CIC) Nipissing Branch is hosting Dr. Adam Chapnick, Deputy Director of the Canadian Forces College and professor at the Royal Military College. Dr. Chapnick will be providing a presentation, "Canada First, Not Canada Alone," on March 12.

The Provost reminded that March Open House takes place on March 8.

Adjournment

Senate adjourned at 3:48 p.m.

………………………………………..   ………………………………………….
K. Wamsley (Chair)   S. Landriault (Senate Secretary)

President's Senate Report
14 February 2025

Good afternoon Senators and Happy Valentines Day. We find ourselves almost halfway through our Winter Term with only a few months left to fiscal year end for 2024-25. On committee day, January 27, we provided updates to all of our Board subcommittees on various items as we move through our year and our operational planning processes. As always, our small but effective team is working on many projects simultaneously to keep the university on course and to make important changes as we chart a path towards a sustainable future. Our Audit and Finance report to the Board is still projecting a balanced budget, with monies being directed towards our Reserves, which is having a direct impact on our credit ratings and our reputation with the banks and the Province. A few comments about why we find ourselves in a balanced budget position again this year. We had a very good recruiting year in 2023-24 and good levels of domestic recruitment in the current year and the returning students from last year's class make up a strong enrolment class for this year. All Senators will be aware of the challenges presented to our enrolment of international students and this, as expected, has had a direct impact on our revenues and on some of our class sizes, necessarily. These revenue decreases, however, have been offset by a strong cohort of January students, primarily domestic and primarily in our Nursing program.

The major factor in our surplus has been driven by our successful advocacy to the Province. Following up from the Treasury Board Report and the Auditor-General's Report and from the principles of our strategic plan – and you will find all of these strategic directions consistent with the NOUS recommendations – we have presented a very strong case for support to the Province. And the Province responded very well in 2024-25, providing assistance in operating funds, providing a top up because we had been categorized as a high-risk institution, and a one-time significant top up to our Northern Grant. In short, this advocacy and support have enabled us to strengthen our financial position significantly and in short order. Our advocacy is complete for 2024-25 and our work for fiscal 2025-26 is on hold with the provincial election. Senate members may be aware that the provincial leaders' debate was held next door just prior to Senate. As part of this visit, the leader of the Liberal Party, Bonnie Crombie requested a meeting with me and we provided her with a tour of our facilities yesterday. She was the only party leader who made this request. Our thanks to our Nursing staff and students and Dean who provided an excellent presentation of our facilities and academic programming.

With respect to the NOUS Report, please know that the Province has not been very clear with the processes to date. Of course we were challenged by these deadlines. We look forward to seeing the full NOUS Report and responding to it and Cheryl Foy's report on university governance. We have submitted a progress report to the Province

and we are working towards a March 31 final submission. There will be few surprises in this report with the exception that they will undoubtedly recommend a significant investment in technology to help us refine our institutional processes improve our operational efficiencies – to eliminate paper, for example and to be more responsive to our students. An assessment of Cheryl Foy's report will also be forthcoming as we do not yet have the final draft or a proposed plan for implementation. More information will be forthcoming on these reports.

We are currently in our budget season and just this week, we are participating in unit budget meetings and will do so for the next couple of weeks as we move towards the creation of a draft budget. All units are preparing their submissions for 2025-26, with the understanding that revenues are limited and expenditures must be strategic and align with principles underscored in our strategic plan and academic/operational plans. We don't anticipate receiving the government support that we did this year and, because of the pending election, the communication of this information will be delayed. We continue to budget carefully, to spend carefully, to recruit both domestically and internationally in earnest, and we continue to develop new programs that we believe will be attractive to students.

We also are continuing to work on developing our ancillary services, expanding our food sales, and residence use for profit, and developing extended learning opportunities. We have recently appointed a new Director of Ancillary Revenues and Business development and he, Mike Dupelle, will be responsible for generating these revenues. We have had some success in fundraising which will be announced in the coming months.

As you know, one of our priorities this year is to support research and, in particular, to build our national reputation by supporting student research in the field and by developing our work integrated learning experiences in our city. These are some preliminary statements on my part. There will be much more to come.

Please consider attending our research month events – the NU360 evening, the undergraduate research conference, and the three minute thesis. The second annual dinner – An Evening at Nipissing - will be raising money for the Student Research Opportunities Fund and the date is Friday June 13.

Also, our Vice Presidents and their teams push forward actions related to our operational planning and academic planning. These actions of course are targeted towards sustainability and to enhancing the learning and working environments of our campus. At the same time, the equity audit has been launched, conducted by the successful bidder, the Parriaggroup. Our Task Force met with them on January 30 and they will be meeting shortly with several groups on campus and will be available for questions at our next community forum on Wednesday February 19 and we will be working to provide them with all available and appropriate data. To restate the purpose

of the audit for the Board, the firm is surveying and interviewing faculty, staff, and students to hear about their experiences studying, living, and working at Nipissing University and they are assessing and evaluating the equity in our university processes, whether it be recruitment, transition services, residence life, academic programs and services, classroom environments, work environments, hiring practices, promotion and tenure, and our responses to the Truth and Reconciliation Calls to Action. All of this to create a more inclusive environment for everyone across all of our campus services, activities, and our classroom and research experiences. I have thanked all of our Task Force members many times for their tireless work but I want to extend a special thank you to Traci Malikowski who has led our organization, provided all of the materials for meetings, arranged for the recording and note taking for all meetings and has kept us on track to get to this point.

Nipissing University has been celebrating Black History month, including the Black Excellence Dinner, where City and Town Mayors, and our MPP honored the story of Canada's first Black Mayor – Dr. Saint-Firmin Monestime who became the Mayor of Mattawa in 1963. Last weekend we hosted the 4th annual Shoot for Change basketball games which raise awareness about racism on university campuses and raise money for the Warren Lindsay bursaries. Last evening we hosted a Black History Month Film Event with commentary and Q&A with the film's director and moderated by our own Dr. Charles Anyinam entitled: What We Deserve – Restorative Justice and Reparation.

A reminder that February 24-28 is Indigenous Week and the Office of Indigenous Initiatives is organizing a number of celebratory and educational activities.

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 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 12ths
- 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.

Wl 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

Board of Governors Report to Senate – March 2025

Board of Governors Meeting
February 13, 2025

The Board of Governors met on Thursday, February 13, 2025, In the President's Boardroom (F303) and via Zoom remote conferencing.

The Board Vice-Chair noted that the meeting was the last meeting for members Kathy Wilcox and Joe Sinicrope. Mr. Sinicrope is eligible for a second term, and the Board awaits additional information on reappointment. Kathy Wilcox was thanked for her dedicated leadership on the Board Executive, as Chair of the Fundraising Committee and as Board Vice-Chair Pro Tem.

The Board of Governors appointed Judy Koziol and Ravil Veli to the President's Reappointment Committee.

Stephen Tedesco, Director of Institutional Analysis and Planning discussed the Strategic Mandate Agreement 4 (SMA4), which is structured very similarly to SMA3 and will span five years, beginning in 2025/26.

The Board accepted the recommendation of the Academic Senate and the Executive Committee to formally close the Scholar Practitioner Program (SPP) effective April 30, 2025.

The Board also accepted the recommendation of the Joint Committee of the Board and Senate on Governance to approve the Suspension of Enrolment Procedures.

The Board of Governors next meets on April 24, 2025, at 5:30 p.m.

NUSU Academic Senate Report: March 2025

NUSU Executive Director Elections

NUSU's Elections for Executives are complete. The new Executives will be ratified at NUSU's next Board meeting, in the beginning of March. The preliminary results include congratulations to Nicholas Botham for being elected for Vice-President, Finance & Administration, Jaden Martin for Vice-President, Advocacy & Awareness, and Owen Remillard, for Vice-President, Student Life.

For Administration, Staff and Faculty, keep a lookout for emails from the past Executives as we would like to set up meetings for everyone to meet the new Executives!

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.
3. Social Science Formal: the Psych Society will be hosting a formal for all Undergrad students in the Social Sciences, on February 28th, starting at 9:30PM
4. Pangea Cup: The Geography Club is hosting the annual Pangea Cup on March 11th, starting at 6:00PM in Gym A at the Athletic Centre. This is a game where the students are vs the professors!
5. NUPHES Formal: the Nipissing University Physical Health and Education Society is hosting a formal on March 7th, starting at 7:00PM.

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 & Hot Chocolate w/ Access and Inclusion (outside Campus Bookstore)
- Wednesday March 12th: Plant & Picasso and Popcorn with MENtal Strength (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

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

March 6, 2025

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

The following members participated:
K. Wamsley (Chair), B. Law, N. Colborne, D. Iafrate, T. Sibbald (Speaker), J. Allison, S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: A. Graff, G. Raymer, G. Phillips, T. Miller

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

The 2024-25 By-laws and Elections Committee Work Plan was shared with Senate Executive for inclusion in the Senate agenda.

The February 12, 2025 Academic Curriculum Committee (ACC) Report was shared with the Senate Executive for inclusion in the Senate agenda.

The February 21, 2025 Academic Quality Assurance and Planning Committee (AQAPC) Report, including the Strategic Mandate Agreement (SMA4) presentation, was shared with the Senate Executive for inclusion in the Senate agenda.

The February 19, 2025 By-laws and Elections Committee Report was shared with the Senate Executive for inclusion in the Senate agenda. Three notices of motion will be included in the Senate agenda under Amendment of By-laws. In response to an inquiry regarding the roles of voting and non-voting members on Senate Standing Committees, it was suggested that the By-laws and Elections Committee further define the rights of non-voting members.
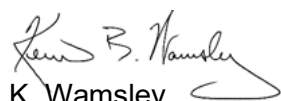
The January 10, 2025 Graduate Studies Report was shared with the Senate Executive for inclusion in the Senate agenda.

The December 9, 2024 Senate Budget Advisory Committee Report, which was inadvertently left out of the February 14 Senate agenda, was provided to the Senate Executive for inclusion in the Senate agenda.

Moved by K. Wamsley, seconded by T. Sibbald that the Senate Executive Committee approves the March 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 March 6, 2025.

Work Plan
By-laws and Elections
Committee
2024-2025

	Sept.	Oct.	February	May	as needed...
By-laws Review					
review the Senate By-laws and the governance practices of Senate and its standing committees	X	X			
consult with Senate Standing committees or individual Senators on matters of Senate policy and procedure, including possible changes to or interpretation of the Senate By-laws	X	X			
to deal with such other matters as may be assigned from time to time by the Senate Executive Committee or by Senate		X	X		X
Elections					
determine the Senator and Senate Standing committee vacancies and advise the Deans' offices of the Senators and non-Senators required			X		
determine the instructor representative and Librarian Senator vacancies			X		
determine the NUSU student Senator and Senate Standing committee vacancies				X	
Reports					
Prepare and present to Senate the Senate Standing committee annual reports				X	

Report of the
Academic Curriculum Committee (ACC)

February 12, 2025

Members Present:

Graydon Raymer (acting Chair)	Nathan Colborne	Barbi Law
Nancy Black	Debra Iafrate	Kurt Clausen
Tammie McParland	Ping Zou	Daniel Cassanto

Regrets: Ann-Barbara Graff, Gillian McCann, Brendan Brown, Emma Bonneau, Tyandra Miller

Absent: Paul Millar

Guests: Steven Cairns, Beth Holden, Alexandre Karassev, Kari Rasmussen, Mark Wachowiak

Recording Secretary: Jane Hughes

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

Respectfully submitted,

Graydon H. Raymer, Acting Chair
Dean (Interim), Faculty of Education and Professional Studies

Motion 1:   That Senate receive the Report of the ACC, dated February 12, 2025.

Faculty of Arts & Science

Data Science: Click here to access the Data Science Curriculum Map

Substantive:

Motion 2:   That Senate approve the creation of DATA-1007, Programming for Data Science, be added to the academic calendar as outlined in the template below.

Faculty of Education & Professional Studies

Nursing: Click here to access the BScN Bridging On-Campus Curriculum Map
Click here to access the BScN On-Campus Curriculum Map

Substantive:

Motion 3:   That Senate considers motions 5-12 as an omnibus motion.

Substantive:

Motion 4:   That Senate approve motions 5-12 as an omnibus motion.

Substantive:

Motion 5:   That Senate approve the that the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined in the attached document.

Substantive:

Motion 6:   That Senate approve the learning objectives for NURS 1516 Introduction to Health Concepts across the Lifespan be changed as outlined in the attached document.

Substantive:

Motion 7:   That Senate approve the learning objectives for NURS 2036 Development of Nursing Knowledge be changed as outlined in the attached document.

Substantive:

Motion 8:   That Senate approve the the learning objectives for NURS 2047 Professional Nursing 2 be changed as outlined in the attached document.

Substantive:

Motion 9:   That Senate approve the learning objectives for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Substantive:

Motion 10:   That Senate approve the learning objectives for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Substantive:

Motion 11:   That Senate approve the learning objectives for NURS 4067 Leadership and Change in Nursing Practice be changed as outlined in the attached document.

Substantive:

Motion 12:   That Senate approve the removal of ACAD 1601 Academic Writing from the on-
                campus BScN and on-campus BScN (RPN Bridging) program requirements.

6. <u>Prior Learning Assessment Recognition (PLAR)</u>

Substantive:

Motion 13:   That Senate approve the that Prior Learning Assessment Recognition (PLAR) be
                considered for eligible undergraduate programs, courses, and the Indigenous
                Foundations Pathway.

Faculty of Arts & Science

Data Science: **Click here to access the Data Science Curriculum Map**

Substantive:

Motion 2:   That Senate approve the creation of DATA-1007, Programming for Data Science, be added to the academic calendar as outlined in the template below.

Rationale:
The addition of a 1000-level Data Science programming course focusing on the programming languages utilized in data science applications is a needed addition to the current slate of course offerings in the Data Science program. Although these programming languages may change over time, the focus on the utility of specific programming languages will inform the decision as to which languages are selected for this course (Python and R).
This course recognizes the current gap in courses to support students within Data Science and other disciplines (STEM, humanities, and social sciences) that can use these languages in their fields. This course will enable incoming Data Science students the opportunity to meet an identified need. In addition, this course will be a foundational component of the upcoming Data Science program modification that is expected in the next academic year.

Course Code	DATA 1007
Course Title:	**Programming for Data Science**
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students gain knowledge and practical experience in the basics of computer programming through state-of-the-art languages that are widely used in data science and machine learning. Students acquire a practical knowledge of data structures, algorithms, and data visualization and how to combine representation tools as they complete a full software development cycle. Students focus on writing programs to solve problems encountered in data science, social science, health sciences, geography, biology, and the humanities.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	None
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	☐ Yes ☒ No
Will this course have an	☐ Yes ☒ No

Experiential Learning component as defined by the MCU? [As defined by MCU](#)	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	The proposed course will be offered annually by the Department of Computer Science and Mathematics (COMS) as part of an introductory sequence to data science in support of the Data Science program. The course does not replace a current or existing course. The Department plans on offering the course annually starting in the 2025-2026 academic 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.** *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: 36 3 hours per week Lecture: 1.5 Lab: 1.5
Is this course cross-listed? If so, with what department?	☐ Yes ☒ No
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	The proposed course will be a requirement for the restructured DATA Science program (expected start date of the restructured program is the 2026-2027 academic year). It is anticipated that the course will also be considered as one that can count towards a minor in DATA Science.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: Upon initial review, outcomes do seem to overlap with introductory programming courses; however, the context and application of the programming languages within this course focus on the Data Science discipline, and as such the student experience will differ significantly in this course compared to other courses.
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* **For detailed information on Learning Outcomes, please consult the [Quality Assurance website](#).**	Course Learning Outcomes: Students who successfully complete this course will: • Formulate and solve computational problems, • Develop programs, using an accepted programming language in data science, that performs non-trivial computations,

	- Utilize resources, databases, technical documentation, and software "ecosystems" to assist in software development, - Communicate algorithms and code to both experts and to non- specialists verbally and in writing, - Utilize techniques for developing code that is sustainable and energy efficient, - Create basic data presentations and visualizations and explain their meaning, focusing on data science.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	þYes ☐ No This course requires access to a computer lab that has Python and R available. The costs have been considered by the program and Faculty and are not a barrier or impediment to the delivery of this course.
How will this course contribute to the program level outcomes?	This course will be provided as an elective for the 2025/2026
Who amongst your current faculty has the competencies to teach this course?	Dr. M. Wachowiak has expressed interest in teaching this course. Other faculty within the COMA department would also be able to teach this course.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Course materials prepared for students will be AODA-compliant. In terms of course content, sustainable and energy efficient programming practices will be emphasized even at the introductory level of the course. It will also expose diverse groups of students to the state-of-the art tools and techniques of data science.
How will you communicate this new offering to students?	The course will become a DATA program requirement. Academic Advising can inform DATA students and students in other disciplines about the course. Beyond that, the Department will advertise the course through electronic and in-class announcements.

SYLLABUS

Nipissing University
Department of Computer Science and Mathematics

Programming For Data Science – DATA 1007 WI 2026
Course Outline

PROFESSOR:

MEETING TIMES:

OFFICE HOURS:

REQUIRED TEXTS:
Lambert, K. (2019). Fundamentals of Python: Data Structures, 2nd Edition. Cengage. ISBN-13: 9780357695678

SOFTWARE: (1) Python; (2) R. Both are available in the NU Virtual Labs, or they can be freely downloaded. Libraries needed for specific topics will be indicated, as needed.

CALENDAR COURSE DESCRIPTION
Students gain knowledge and practical experience in the basics of computer programming through state-of- the-art languages that are widely used in data science and machine learning. Students acquire a practical knowledge of data structures, algorithms, and data visualization and how to combine representation tools as they complete a full software development cycle. Students focus on writing programs to solve problems encountered in data science, social science, health sciences, geography, biology, and the humanities.

PREREQUISITES: None

COURSE DELIVERY

LEARNING OUTCOMES
Students who successfully complete this course will:

- Formulate and solve computational problems.
- Develop programs, using an accepted programming language in data science, that performs non-trivial computations.
- Utilize resources, databases, technical documentation, and software "ecosystems" to assist in programming.
- Communicate algorithms and code to both experts and to non-specialists verbally and in writing.
- Utilize techniques for developing code that is sustainable and energy efficient.
- Create basic data presentations and visualizations and explain their meaning.

COURSE EVALUATION

(A) Homework assignments (≈ 4)	45% of the final grade
(B) Take-home midterm exam	25%
(C) Final exam	30%

All components must be completed to pass the course.

TENTATIVE COVERAGE

Week   Topic
1. Basic Python Programming
2. Basic Python Programming (2)
3. An Overview of Collections
4. Searching, Sorting, and Complexity Analysis
5. Arrays and Linked Structures
6. Interfaces, Implementations, and Polymorphism
7. Data Structures in Python
8. Software Ecosystems
9. Lists and Dictionaries
10. Plotting and Visualization
11. Applications
12. Applications (2)

ACADEMIC DISHONESTY AND PLAGIARISM
Academic dishonesty and plagiarism in any form will not be tolerated. Penalties may include: mark of zero on the plagiarized assignment, even for only one offence; mark of zero in the course; referral to Nipissing University administration.
Carefully read the Academic Integrity Policy in the Nipissing University Academic Calendar: https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?catalogid=12&chapterid=817&pageid=viewcatalog&topicgroupid=4023
IMPORTANT NOTE: In this course, a student who uses artificial intelligence (AI) technology to complete coursework for evaluation will have committed academic misconduct as defined under the Academic Integrity Policy, defined above. In other words, generative AI technology and other AI tools are not to be used for any work in this course.
This policy will be strictly adhered to.

NIPISSING UNIVERSITY FACULTY ASSOCIATION STATEMENT ON INTELLECTUAL PROPERTY
 Please read the following policy carefully. You must adhere to this policy.
All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Selling any audio, video, or textual materials from the course to others, including course-specific study resource sites such as Course Hero or StuDocu is prohibited. Posting, providing, or sharing any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University. The only exception to the above is formally authorized accommodation arrangements made through Student Development Services.

7. Faculty of Education & Professional Studies

Nursing: Click here to access the [BScN Bridging On-Campus Curriculum Map](#)

Click here to access the [BScN On-Campus Curriculum Map](#)

Substantive:

Motion 3:   That Senate considers motions 5-12 as an omnibus motion.

Motion 4:   That Senate approve motions 5-12 as an omnibus motion.

Motion 5:   That Senate approve the that the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined below:

From:

Students who successfully complete this course will:
- express personal values and beliefs and explain how they influence our perceptions and understandings;
- discuss the relationship between self and other, including the influence of personal experience and knowledge of one's perceptions and understandings;
- develop critical reflection identifying critical incidents, analyzing observations, identifying learning, and proposing strategies for future interactions;
- describe the role of the nurse within the context of the interprofessional health care team;
- identify the professional regulations that guide nursing practice;
- identify the principles of therapeutic communication;
- appraise different approaches to building therapeutic and professional relationships.

To:

Students who successfully complete this course will:
- Identify and apply the conventions of academic writing, including structure, tone, and academic citation style (APA);
- construct clear, coherent and well-developed arguments to express personal values and beliefs and explain how they influence our perceptions and understandings of nursing and the nursing profession;
- discuss the relationship between self and other, including the influence of personal experience and knowledge of one's perceptions and understandings;
- develop critical reflection identifying critical incidents, analyzing observations, identifying learning, and proposing strategies for future interactions.
- describe the role of the nurse within the context of the interprofessional health care team;
- identify the professional regulations that guide nursing practice;
- identify the principles of therapeutic communication;
- appraise different approaches to building therapeutic and professional relationships.

Substantive:

Motion 6:   That Senate approve the learning objectives for NURS 1516 Introduction to Health Concepts across the Lifespan be changed as outlined below:

From:

Students who successfully complete this course will:
- identify and describe basic theories of human development;
- discuss concepts of health promotion and principles and approaches to common health issues across the lifespan;
- identify principles of palliative and end-of-life-care.
- discuss teaching and learning considerations in working with individuals across the lifespan;
- appraise diverse perspectives and practices related to aging;
- compare advocacy across the lifespan related to ensuring that health and health care needs are met;
- explain transition and independence in the context of aging.

To:

Students who successfully complete this course will:
- identify and describe basic theories of human development;
- present concepts of health promotion and principles, and approaches to common health issues across the lifespan in a concise and clear academic style;
- identify principles of palliative and end-of-life-care.
- discuss teaching and learning considerations in working with individuals across the lifespan;
- appraise diverse perspectives and practices related to aging by demonstrating critical engagement with scholarly resources;
- compare advocacy across the lifespan related to ensuring that health and health care needs are met;
- explain transition and independence in the context of aging.
- apply the conventions of academic writing, including structure, tone, and academic citation style (APA);

Substantive:

Motion 7:   That Senate approve the learning objectives for NURS 2036 Development of Nursing Knowledge be changed as outlined below:

From:

Students who successfully complete this course will:
- describe ontological and epistemological underpinnings to nursing science;
- discuss different paradigms to creating knowledge, including Indigenous ways of knowing;
- differentiate between nursing theories and explain their role in evidence-informed practice;

- define terminology involved in nursing theory and knowledge development;
- critically appraise nursing concepts, models, clinical practice guidelines and theories;
- discuss the contributions of other disciplines to nursing knowledge;
- explain the concept of the nurse as knowledge broker in health care.

To:

Students who successfully complete this course will:
- describe ontological and epistemological underpinnings to nursing science;
- discuss different paradigms to creating knowledge, including Indigenous ways of knowing;
- differentiate between nursing theories and explain their role in evidence-informed practice;
- define terminology involved in nursing theory and knowledge development;
- critically appraise scholarly resources in relation to nursing concepts, models, clinical practice guidelines and theories;
- discuss the contributions of other disciplines to nursing knowledge;
- explain the concept of the nurse as knowledge broker in health care.
- apply the conventions of academic writing, including structure, tone, and academic citation style (APA);

Substantive:

Motion 8:   That Senate approve the the learning objectives for NURS 2047 Professional Nursing 2 be changed as outlined below:

From:

Students who successfully complete this course will:
- describe the ethical underpinnings of nursing practice;
- discuss the concepts of ethical decision-making within the context of evidence informed nursing practice;
- explain the relationship between nursing practice and confidentiality, privacy and information systems, human rights, laws and torts, and informed consent;
- interpret the mandate and responsibilities of the College of Nurses of Ontario (CNO), as well as the function of other provincial and national regulatory bodies in nursing;
- examine of CNO Practice Standards and Guidelines and the scope of professional nursing organizations at the provincial, national and international level;
- differentiate the roles and responsibilities of interprofessional collaboration and its impact on the health care delivery system;
- appraise the ethical and legal issues that include but are not limited to palliative and end-of-life care.

To:

Students who successfully complete this course will:
- describe the ethical underpinnings of nursing practice;
- construct clear, coherent and well-supported arguments to discuss the concepts of ethical decision-making within the context of evidence informed nursing practice;
- explain the relationship between nursing practice and confidentiality, privacy and information systems, human rights, laws and torts, and informed consent;
- interpret the mandate and responsibilities of the College of Nurses of Ontario (CNO), as well as the function of other provincial and national regulatory bodies in nursing;
- examine of CNO Practice Standards and Guidelines and the scope of professional nursing organizations at the provincial, national and international level;
- differentiate the roles and responsibilities of interprofessional collaboration and its impact on the health care delivery system;
- appraise the ethical and legal issues that include but are not limited to palliative and end-of-life care.
- apply the conventions of academic writing, including structure, tone, and academic citation style (APA);

Substantive:

Motion 9:   That Senate approve the learning objectives for NURS 3116 Qualitative Health Research be changed as outlined below:

From:

Students who successfully complete this course will:
- discuss the interpretivist paradigm and relationship between theory, nursing research and evidence informed practice;
- describe the research process with a focus on qualitative research methods;
- identify the steps in practising evidence-informed health care;
- differentiate between qualitative research methods and key concepts of research methodologies;
- discuss and apply ethical principles in research;
- develop relevant clinical research questions;
- critically appraise research evidence and clinical guidelines, and apply these within a clinical context.

To:

Students who successfully complete this course will:
- discuss the interpretivist paradigm and relationship between theory, nursing research and evidence informed practice;
- describe the research process with a focus on qualitative research methods;
- identify the steps in practising evidence-informed health care;
- differentiate between qualitative research methods and key concepts of research methodologies;
- discuss and apply ethical principles in research;
- develop relevant clinical research questions;

- critically appraise research evidence and clinical guidelines, and apply these within a clinical context.
- apply the conventions of academic writing, including structure, tone, and academic citation style (APA);

Substantive:

Motion 10:   That Senate approve the learning objectives for NURS 3117 Quantitative Health Research be changed as outlined below:

From:

Students who successfully complete this course will:
- discuss the components of the research process within a positivist paradigm;
- apply ethical principles in research.
- describe research dissemination and knowledge translation in nursing practice;
- practise evidence-informed health care;
- differentiate between experimental and quasi-experimental designs;
- develop relevant clinical research questions and hypotheses;
- critically appraise research evidence, including clinical guidelines, within a clinical context.

To:

- discuss the components of the research process within a positivist paradigm;
- apply ethical principles in research.
- describe research dissemination and knowledge translation in nursing practice;
- practise evidence-informed health care;
- differentiate between experimental and quasi-experimental designs;
- develop relevant clinical research questions and hypotheses;
- critically appraise research evidence, including clinical guidelines, within a clinical context.
- apply the conventions of academic writing, including structure, tone, and academic citation style (APA);

Substantive:

Motion 11:   That Senate approve the learning objectives for NURS 4067 Leadership and Change in Nursing Practice be changed as outlined as below:

From:

Students who successfully complete this course will:
- analyze the various contexts which have contributed to current and emerging issues and trends that underpin and influence the Canadian health care systems;
- differentiate between the concepts of leadership and management;
- integrate relevant theory and research knowledge related to leadership and change in analyzing current issues and tends in nursing;

- critically appraise the role of nursing leadership in supporting a healthy workplace environment and promoting interprofessional collaboration;
- develop quality improvement strategies to improve the quality of nursing practice at the point of care, and beyond;
- relate appropriate leadership and advocacy skills in the coordination of the health care team including the delegation of care;
- identify and implement strategies for professional leadership self-development.

To:

Students who successfully complete this course will:
- analyze the various contexts which have contributed to current and emerging issues and trends that underpin and influence the Canadian health care systems;
- differentiate between the concepts of leadership and management;
- integrate relevant theory and research knowledge related to leadership and change in analyzing current issues and trends in nursing;
- critically appraise the role of nursing leadership in supporting a healthy workplace environment and promoting interprofessional collaboration;
- develop quality improvement strategies to improve the quality of nursing practice at the point of care, and beyond;
- relate appropriate leadership and advocacy skills in the coordination of the health care team including the delegation of care;
- identify and implement strategies for professional leadership self-development.
- apply the conventions of academic writing, including structure, tone, and academic citation style (APA)

Substantive:

Motion 12:   That Senate approve the removal of ACAD 1601 Academic Writing from the on-campus BScN and on-campus BScN (RPN Bridging) program requirements as outlined below:

Rationale:
We cover all aspects of academic writing within a health sciences discipline within our compulsory NURS courses. We have made the learning outcomes in relation to these more explicit in seven existing NURS courses across all 4 years. We therefore recommend the removal of ACAD 1601 to allow students more flexibility with regard to electives and other NURS courses.

8. Prior Learning Assessment Recognition (PLAR)

The following motion was approved at Senate on April 14th, 2023:

Senate approve Prior Learning Assessment Recognition (PLAR) be considered as a pilot for the Indigenous Foundations Program and BA, Indigenous Studies for Spring/Summer and Fall/Winter 2024 intake*.*

We would like to expand PLAR to all eligible undergraduate programs and courses. . One student successfully received credit for prior learning and several programs have expressed interest in granting credit for prior learning, including Social Work and Child & Family Studies. This motion went to ACC on August 20th, 2024 and we were asked to provide information on the process (included).

Substantive:

Motion 13:   That Senate approve the that Prior Learning Assessment Recognition (PLAR) be considered for eligible undergraduate programs, courses, and the Indigenous Foundations Pathway.

Purpose
This purpose of this policy is to establish guidelines for the Nipissing University PLAR process and procedures related to the assessment and recognition of credit, based on informal and non-formal learning experiences.

Policy
PLAR is available to students interested in pursuing university credit based on learning that has been acquired through work, volunteer and other life experiences.

Eligibility	Candidate must have accepted an offer of admission into a PLAR eligible undergraduate program at Nipissing University prior to submitting a request for PLAR.
Availability	Requests for PLAR can be made for select courses for students that have been admitted to a PLAR eligible undergraduate program at Nipissing University. PLAR is not available to students in the Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Science in Nursing, Bachelor of Physical and Health Education, or Bachelor of Education. The following types of courses will not be available for PLAR consideration as they are practical in nature; Language courses, Fine Arts courses, courses equivalent to high school credits (for example, MATH 1912 Elementary Calculus). Students cannot request PLAR for a course they have previously audited.
Assessment Timelines	Course-based recognition of prior learning will be assessed at the start of the program. Requests must be submitted as soon as possible once students have accepted their offer of admission to a PLAR approved program at Nipissing University. Review will be completed within 12 weeks of receipt of application (*8 weeks for*

	student to complete submission and 4 weeks for assessor to complete assessment).
Assessment Types	Portfolio, Challenge Exam and/or Structured Interview.
Maximum Credit	PLAR credit will not exceed Nipissing's residency requirement;
[Navigator Suite - Catalog - View Catalog]()	
Fees	TBD
Finances	TBD
Withdrawal	A student may withdraw the PLAR review request at any time.
Appeal	Refer to the Nipissing University Academic Policy for details about [Student Appeals and Petitions]().
Transcript	A notation will be entered for each successful PLAR. on the transcript. If a PLAR attempt is unsuccessful, nothing will appear on the transcript and the course will have to be completed via regular delivery.

Process

The university recognizes that knowledge, skills and abilities can be acquired through a wide variety of learning opportunities and is committed to a fair and consistent evaluation process.

- The candidate should contact the Pathway Development Coordinator at transfercredits@nipissingu.ca, in the Office of the Registrar, after accepting their offer of admission from Nipissing University. The candidate will identify and discuss the course(s) they wish to PLAR.

- The candidate will be provided the learning outcomes or a recent course outline for each course eligible for PLAR.

- Before engaging in the PLAR process, the candidate will review the learning outcomes or course outline to determine if they will proceed.

- If the candidate is interested in proceeding with the application, the Pathway Development Coordinator will determine if an assessor is available.

- If an assessor is available and the candidate chooses to proceed with the application:

  o Completed forms will be submitted to the Pathway Development Coordinator
  o The Pathway Coordinator will connect the candidate to the Navigator and/or Assessor.
  o The candidate, along with the support of the navigator, completes the portfolio and/or other required work. The candidate will have 8 weeks to complete their submission. Once complete, the package is submitted to the assessor for initial review.
  o The assessor contacts the candidate to set a time to meet and go over the submitted documents.
  o If needed, further evidence may be requested from the assessor (structured written or oral interview, challenge exam). The assessor will have 4 weeks to complete the assessment.
  o Once the process is complete, the assessor will determine if credit is being awarded.

    -If successful, the candidate will be notified. The Office of the Registrar will also be notified and the transcript will be updated.
    -If unsuccessful, the candidate will be notified. The navigator and Office of the Registrar will also be notified.

- If an <u>assessor is not available</u> and/or the candidate chooses not to proceed with the application:

    o Assessor unavailable: The candidate will be notified that a qualified academic expert is not available to complete the assessment.
    o Candidate not proceeding: The course will have to be completed via regular delivery.

Definitions

WORD/TERM	DEFINITION
PLAR	Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. The context of the learning is not key to the process as the focus is on the learning. PLAR processes can be undertaken for several purposes, including self-knowledge, credit or advanced standing at an academic institution, for employment, licensure, career planning or recruitment. (Source: www.capla.ca)
Candidate	Nipissing University student seeking PLAR credit.
Advisor	Member of Registrar's Office that assists the candidate with the initial PLAR consultation and completion of any required forms. The advisor will act as a liaison between the candidate and the navigator and assessor.
Navigator	The navigator is a departmental representative assigned to facilitate and assist with portfolio development. They will provide support when needed as well as to guide the candidate with an action plan that will provide evidence of prior learning.
Assessor	Subject matter expert that will review, assess and determine approval status of submitted PLAR documentation.
Learning Outcomes	Learning outcomes are direct statements that describe the essential disciplinary knowledge and abilities that students should possess, and the depth of learning that is expected upon completion of a program or course (Anderson et al., 2001; Harden, 2002, as cited in Kenny & Desmarais, 2002). Course learning outcomes are geared toward what student will be able to do as a result of completing a course, or the components therein. (Source: https://www.nipissingu.ca/sites/default/files/2022-04/NU%20CLO%20Guide.pdf)
Informal Learning	Learning that occurs through daily experiences such as work, volunteering, travelling, etc.
Non-Formal Learning	Learning that occurs through training that is not evaluated such as seminars or non-credit courses.
Challenge Exam	An exam developed by the assessor, designed to assess the candidate's prior knowledge.
Portfolio	A Portfolio is an organized collection of materials which records and verifies the candidate's learning achievements and relates them to the requirements of an education or training program, a work standard, or a professional qualification. (Source: http://capla.ca/what-is-rpl/)

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Report of the

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Academic Year 2024-2025

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<div align="right">

February 21, 2025

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The sixth meeting of the Academic Quality Assurance and Planning Committee of 2024-2025 was held on Friday, February 21, 2025 in person and via Teams conference.

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)	Stephen Tedesco	Alireza Khorakian
Nathan Colborne	Nancy Black	Prasad Ravi
Graydon Raymer	Judy Smith	Brendan Brown
Barbi Law	Charles Anyinam	
Debra Iafrate	Veronika Williams	

Regrets: Nathan Kozuskanich, Tyandra Miller, Emma Bonneau

Guests: Beth Holden, Robin Gibson & Kari Rasmussen

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

SMA4 Presentation

The Director of Institutional Planning and Analysis presented on the Strategic Mandate Agreement (SMA4), explaining that SMAs are multi-year agreements developed through negotiations with the Ministry of Colleges and Universities (MCU). These agreements allow institutions to communicate their priorities, highlight strengths, and set measurable goals. The presentation has been shared with the Board of Governors and across the institution. SMAs are the outcome of discussions between the Ministry and institutions, focusing on priorities such as domestic and STEM enrollment, retention, and institutional strengths like education. In May, the focus will shift to health and well-being. SMAs also enable institutions to establish performance goals, with specific elements subject to measurement as the Ministry holds institutions accountable for funding. The SMA4, which will span five years starting in 2025-26, will replace the current SMA3, concluding at the end of this academic year. The SMA4 will be finalized in March and applies to both colleges and universities.

Canadian Association of Schools of Nursing (CASN) Accreditation Program Report for the School of Nursing On-Campus BScN and RPN to BScN Programs

The Accreditation Program Report for the School of Nursing On-Campus BScN and RPN to BScN Programs was submitted to the Canadian Association of Schools of Nursing (CASN) through the CASN portal and shared with the AQAPC for information. Due to the confidential nature of the document, links were provided for access, but members encountered difficulties opening the document. The recording secretary will collaborate with the UTS Department to resolve the issue and ensure secure links for document sharing moving forward.

Motion 1:   Moved by V. Williams, seconded by D. Iafrate that the AQAPC receives the Canadian Association of Schools of Nursing (CASN) Accreditation Program Report for the School of Nursing On-Campus BScN and RPN to BScN Programs for information only.

Motion 2:   Moved by G. Raymer, seconded by S. Tedesco that the Canadian Association of Schools of Nursing (CASN) Accreditation Program Report for the School of Nursing On-Campus BScN and RPN to BScN Programs be deferred.
CARRIED

The Canadian Association of Schools of Nursing (CASN) School of Nursing Educational Unit Self-Study Report

The School of Nursing Educational Unit Self-Study Report was submitted to the Canadian Association of Schools of Nursing (CASN) through the CASN portal and shared with the AQAPC for information. Due to the confidential nature of the document, links were provided for access, but members encountered difficulties opening the document. The recording secretary will collaborate with the UTS Department to resolve the issue and ensure secure links for document sharing moving forward.

Motion 3:   Moved by V. Williams, seconded by N. Colborne that the AQAPC receives the Canadian Association of Schools of Nursing (CASN) School of Nursing Educational Unit Self-Study Report for information only.

Motion 4:   Moved by G. Raymer, seconded by N. Black that the Canadian Association of Schools of Nursing (CASN) School of Nursing Educational Unit Self-Study Report be deferred. CARRIED

Updated Environmental Science Honours Specialization; Specialization; Major; Minor Program Proposal

The Environmental Science program was approved by Senate, the Ministry, and the Quality Council in 2023 but was inadvertently omitted from approval by the Board of Governors. We are currently working through the approval process to present it to the Board with a business case. The program has been updated to meet the new Ministry requirements and will be submitted through the Ministry portal. The Ministry now requires a business case, workforce trends, and a detailed explanation of the experiential learning component, all of which needed to be addressed differently from the original submission. This revised proposal is stronger and will be presented to Senate for information, as it has already been Senate-approved, before going to the Board. We are targeting Fall 2026 for student intake.

Motion 5:   Moved by N. Colborne, seconded by D. Iafrate that the AQAPC approves the updated Environmental Science Honours Specialization; Specialization; Major; Minor Program Proposal as attached and recommends that it be received by Senate for information. CARRIED

Updated Data Science Proposal

The Data Science program was approved in 2019 but did not go to the Board at that time and has been operating without Board approval. Given the financial implications, Board authorization is required for spending. Since the program's original design, we have requested that the proponents separate Data Science from Computer Science, as they are distinct disciplines.

Motion 6:   Moved by V. Williams, seconded by N. Colborne that the AQAPC approves the updated Data Science Proposal as attached and recommends that it be received by Senate for information. CARRIED

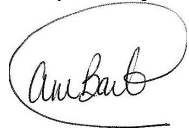**Quality Assurance Audit – Update**

The Manager of Quality Assurance and Program Innovation provided an update on the status of the Quality Assurance audit. She reminded members that auditors will be on campus from March 26-28 and will meet with AQAPC members. The audit agenda and a Desk Audit, containing additional information, have been sent to the Quality Council. It was noted that the quality of some self-studies and external reviews has improved, and significant progress is being made in implementing Quality Assurance processes.

Program Admission Suspension Procedure Update - Approved at the February 13, 2025 Board of Governor's meeting

The Provost confirmed that the Program Admission Suspension Procedure was approved by the Board of Governors, allowing us to continue suspending enrollment in programs as outlined in the procedure. It was reiterated that the responsibility for suspending enrollment lies with the Provost, as confirmed by the Board. The Amalgamation and Renaming subcommittee of AQAPC, established in September, will review

complementary Senate policies and procedures to align with the suspension process. A meeting is scheduled for February 26, and the Provost hopes to have a document ready in the coming weeks to expedite the policy submission to Senate.

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 February 21, 2025.

Motion 2:   That Senate receive the updated Environmental Science Honours Specialization; Specialization; Major; Minor Program Proposal for information.

Motion 3:   That Senate receive the updated Data Science Proposal for information.
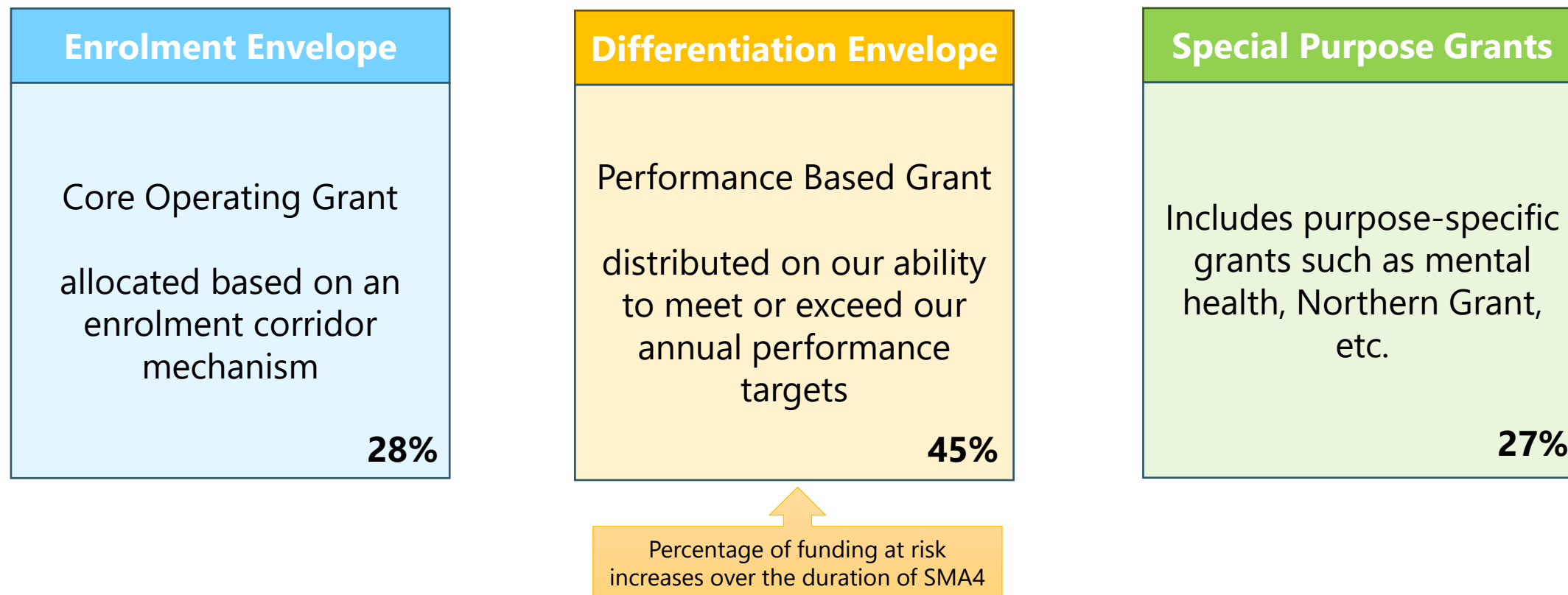
STRATEGIC MANDATE AGREEMENT (SMA4)

- Strategic Mandate Agreements (SMAs) are documents established through negotiations with the Ministry of Colleges and Universities (MCU) that provide universities and colleges an opportunity to:

  - ***Communicate priorities***
  - ***Identify areas of institutional strength/focus***
  - ***Set measurable performance goals***

- SMAs are a key component of the Ontario government's accountability framework

- SMA4 will span five years, beginning in 2025/26

SMA4 AND GRANT FUNDING

- Our Operating Grants are divided up into three envelopes: **Enrolment Envelope**; **Differentiation Envelope and Special Purpose Grants**

Enrolment Envelope	Differentiation Envelope	Special Purpose Grants
Core Operating Grant allocated based on an enrolment corridor mechanism **28%**	Performance Based Grant distributed on our ability to meet or exceed our annual performance targets **45%**	Includes purpose-specific grants such as mental health, Northern Grant, etc. **27%**

Percentage of funding at risk increases over the duration of SMA4

SMA4 PERFORMANCE METRICS

- There are a slate of performative metrics that will be evaluated annually by MCU and impact the overall funding achieved in our **Differentiation Envelope**.

- Our ability to continually meet or exceed our annual performance target for each metric will determine the amount of funding we retain.

- The amount of "at risk" funding is slated increase by 5% per year (25% in Year 1 growing to maximum of 40%).

- **Key Changes from SMA3 to SMA4**
  - Reduced number of metrics from ten **(10)** to eight **(8)**
  - Built in "stop-loss" mechanism
  - Exclusion of International Students from most metric definitions

COMPONENTS OF PERFORMANCE METRICS

Title: Year 1 to Year 2 Retention Rate

Definition: Percentage of first-time, full-time undergraduate students who commenced their study in a given Fall term and have continued to study in the next Fall term

Data Table:

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Incoming Cohort	561	602	503	536	484	552	430	460	379
Student Registered in Y2 Fall	474	498	422	453	415	473	340	375	311
Continuation Rate	84.5%	82.7%	83.9%	84.5%	85.7%	85.7%	79.1%	81.5%	82.1%

Chart:
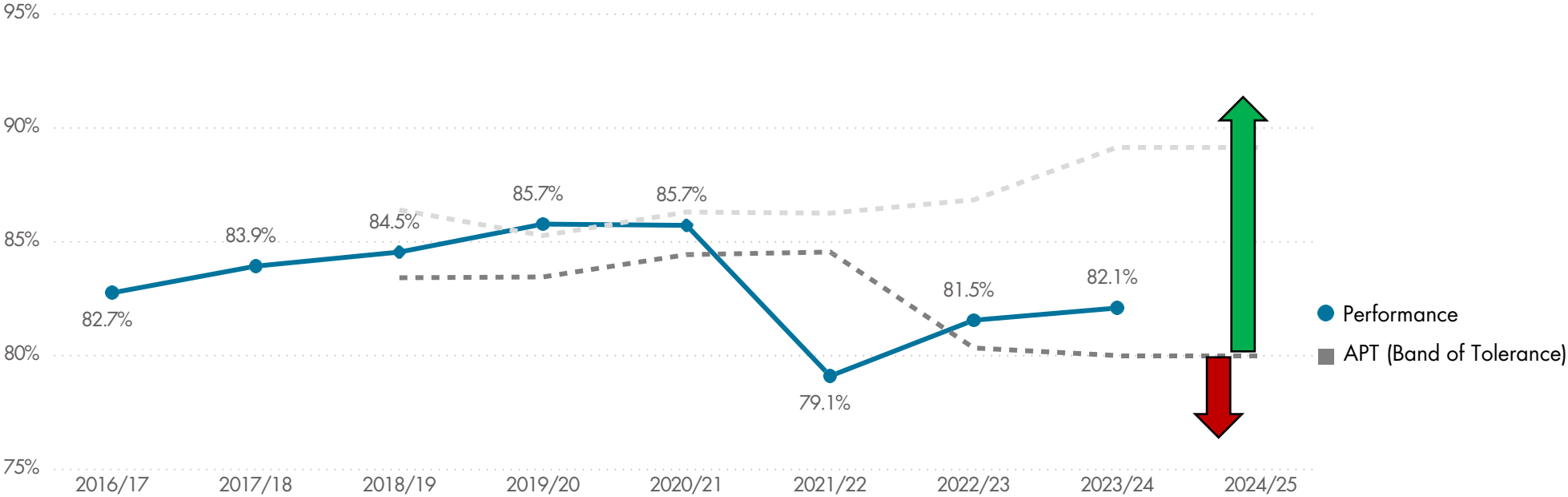
SMA4 PERFORMANCE METRICS

METRIC	Existing / New	Weight
1. Graduate Employment Rate in Related Field	E*	5%
2. Graduation Rate	E	25%
3. Graduate Employment Earnings	E*	25%
4. Experiential Learning	E*	25%
5. Community / Local Impact	E*	5%
6. Institutional Strength: **Health & Well Being & Social Determinants of Health**	N*	5%
7. Investment & Innovation: **Total Sponsored Research Revenue**	E	5%
8. Institution Specific: **Year 1 – Year 2 Retention Rate**	N	5%

* Excludes International Students from calculation

Nipissing University

Report of the By-laws and Elections Committee

February 19, 2025

A meeting of the By-laws and Elections Committee was held on February 19, 2025 at 2:00 p.m. in F307 and via Teams conference.

Present: T. Sibbald (Chair), A. Graff, G. Phillips, T. Horton, H. Panchal

Recording Secretary: S. Landriault

The meeting was called to order. The Chair offered a Traditional Territory acknowledgement.

Motion 1:   Moved by T. Horton, seconded by G. Phillips that the agenda of the February 19, 2025 By-laws and Elections Committee meeting be approved.
CARRIED

Motion 2:   Moved by G. Phillips, seconded by A. Graff that the Report of the April 18, 2024 By-laws and Elections Committee meeting be accepted.
CARRIED

Business Arising from the Report

Senate's 10-meeting schedule from September to June, approved for the 2024-25 academic year, was discussed. Members agreed it was effective and recommended continuing this schedule. It was suggested that Senate move to a 9-meeting schedule by removing the January meeting to better align with the work of Senate, as committee meetings don't occur over the December holidays.

Motion 3:   Moved by T. Horton, seconded by A. Graff that the amendment of Senate By-laws Article 6.0(a) as listed below in bold and strikethrough, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the March 14, 2025 Senate agenda.
CARRIED

6.0 Regular Senate Meetings
   (a) Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held ~~once a month~~ **on a 10-meeting schedule from September to June**.

The nomination and election of faculty for search committees, as outlined in the Board of Governors Search/Appointment/Reappointment of Senior Academic Administrative Officers policy, was discussed. The policy states that tenured faculty should be elected by Senate to serve on Search Committees. As elections also include non-Senators, it was suggested that Faculties conduct nominations and elections, with a slate presented to Senate for approval. The importance of gender equity and diversity in staffing search committees was highlighted. Members directed the Provost to develop a motion for further discussion at the next meeting.

The committee discussed the need for a policy for electronic elections and voting in Senate meetings that should align with a Board policy when it is developed. It was noted that the BoardEffect platform is also used by the Board of Governors and supports secure, in the moment, anonymous voting, so provides the functionality that is sought. However, Senators would be required to use their laptops at Senate meetings, which is not the current expectation. Members requested the Senate Secretary collaborate with the University Secretary to develop timelines and procedures, and report back at the next meeting.

Amendment of Senate By-laws

Faculty Council Curriculum Procedures
The amendment of Senate By-law 10.1.1, Faculty Council Curriculum Procedures, regarding the banking and unbanking of courses, was discussed. The Provost noted that past practice was to include banked and unbanked courses as non-substantive information in the Senate agenda. As curriculum maps must now be maintained, this practice creates problems, especially for cross-listed courses. It was recommended that banking and unbanking be considered a substantive motion, with clear communication that banking and unbanking of courses will move from ACC to the Senate agenda for a vote. Members agreed to the change and directed the Provost to report back to By-laws with a motion.

Amendment of Senate By-laws 9.3, 9.4 and 9.12
The amendment of Senate By-laws 9.3, 9.4 and 9.12 to include the Director of Teaching and Learning in the ex-officio non-voting membership of the Academic Curriculum Committee (ACC), the Academic Quality Assurance and Planning Committee (AQAPC) and the Teaching and Learning Committee (TLC) was discussed. The Provost noted that the Director of Teaching and Learning has attended ACC, AQAPC and TLC meetings as a guest all year and that she shares vital information on long term planning and cyclical program reviews. She noted that the committees have requested that the Director to be added to the membership.

Concerns were raised about adding administrators to the membership of the AQAPC, who could then outnumber and outweigh the voices of faculty members. Committee members discussed the importance of a faculty majority in academic decision-making as a principle, and the challenges of engaged participation. It was noted that Senate By-laws Article 8.1(a) states: "In general, where appropriate and feasible, the procedures of Senate standing or ad hoc committees shall parallel those of Senate." While consideration needs to be given to the practical reality of the workflow of Senate committees and the need for informed committee members, Senate has the final vote on any committee motion.

Members agreed that the Director of Teaching and Learning be added as an ex-officio, non-voting member of the Academic Curriculum Committee and the Teaching and Learning Committee, but further discussion will be required regarding the membership structure of the Academic Quality Assurance and Planning Committee. This matter will be discussed further at the next By-laws and Elections Committee meeting.

Motion 4:   Moved by A. Graff, seconded by G. Phillips that the amendment of Senate By-laws Article 9.3 Academic Curriculum Committee, and Article 9.12 Teaching and Learning Committee, to include the Director of Teaching and Learning as an ex-officio, non-voting member, as listed below in bold, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the March 14, 2025 Senate agenda.
CARRIED

9.3   Academic Curriculum Committee
   Ex Officio and Student Members:
      (i)   the PVPA, or designate (Chair);
      (ii)   the AVPRIGS, or designate;
      (iii)   Faculty Deans, or designates;
      (iv)   the Registrar, or designate;
      (v)   the Executive Director, Library Services;
      (vi)   the Director of Teaching and Learning (non-voting);
      (vii)   a Student Senator from the NUSU Executive;
      (viii)   two (2) undergraduate student representatives; one elected from each Faculty by NUSU;
      (ix)   one (1) graduate student representative.

9.12   Teaching and Learning Committee
   Ex Officio and Student Members:
      (i)   the Dean of Education and Professional Studies;
      (ii)   the Director of Teaching and Learning (non-voting);
      (iii)   the Executive Director of Library Services, or designate;
      (iv)   two (2) undergraduate student representatives; one elected from each Faculty;
      (v)   one (1) graduate student representative.

Amendment of Senate By-laws 9.3 and 9.4
The amendment of Senate By-laws 9.3 and 9.4 to include the Manager of Quality Assurance and Program Innovation in the ex officio membership of the Academic Curriculum Committee (ACC) and the Academic Quality Assurance and Planning Committee (AQAPC) as a non-voting member was discussed. The Provost noted that the Manager of Quality Assurance and Program Innovation is ultimately responsible for our Quality Assurance, Cyclical Program Reviews, and Final Assessment Reports, which are approved through AQAPC, and reiterated that it would be very difficult for the Manager of Quality Assurance not to be a member of the AQAPC. The Manager oversees curricular changes under Quality Assurance and assists faculty redesign their programs to meet ACC standards, ensuring that what comes to ACC reflects, accurate, error-free information.

Members agreed that the Manager of Quality Assurance and Program Innovation be added to the ex-officio membership of the Academic Curriculum Committee as a non-voting member, but further discussion will be

required regarding the membership structure of the Academic Quality Assurance and Planning Committee. This matter will be discussed further at the next By-laws and Elections Committee meeting.

Motion 5:   Moved by T. Horton, seconded by G. Phillips that the amendment of Senate By-laws Article 9.3 Academic Curriculum Committee to include the Manager of Quality Assurance and Program Innovation as an ex-officio, non-voting member, as listed below in bold, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the March 14, 2025 Senate agenda.
CARRIED

9.3 Academic Curriculum Committee
Ex Officio and Student Members:
   (i)   the PVPA, or designate (Chair);
   (ii)   the AVPRIGS, or designate;
   (iii) Faculty Deans, or designates;
   (iv)   the Registrar, or designate;
   (v)   the Executive Director, Library Services;
   (vi) the Manager of Quality Assurance and Program Innovation (non-voting);
   (vii) a Student Senator from the NUSU Executive;
   (viii) two (2) undergraduate student representatives; one elected from each Faculty by NUSU;
   (ix)   one (1) graduate student representative.

Amendment of Senate By-laws 9.10
The amendment of Senate By-law 9.10, to include the Provost and VP Finance and Administration (VPFA) as non-voting ex officio members of the Senate Budget Advisory Committee (SBAC) was discussed. It was noted that the Provost and VPFA were originally part of the SBAC's membership. Changes to the terms of reference, including the removal of the Provost and VPFA and the addition of an Academic Dean and a fourth Faculty Senator, were submitted by the Ad Hoc Senate Committee for Redrafting the Terms of Reference of the SBAC and approved at the January 12, 2024 Senate meeting. Benefits of including the Provost and VPFA on the SBAC included providing current, accurate information. Members noted that this By-law change should be communicated by the SBAC. Further discussion, including feedback from the SBAC, is planned for the next By-laws and Elections Committee meeting.

Adoption of the By-laws and Elections Committee Work Plan

Motion 5:   Moved by A. Graff, seconded by T. Horton that the By-laws and Elections Committee Work Plan be adopted as circulated.
CARRIED

Respectfully submitted,
Original signed by:

Dr. Tim Sibbald
Chair
By-Laws and Elections Committee

Motion 1:   That Senate receive the Report of the By-Laws and Elections Committee dated February 19, 2025.

Nipissing University
Graduate Studies Committee Report
January 10, 2025

The Graduate Studies Committee met on January 10, 2025.

Members in attendance: B. Law (Chair), S. Hansen (Vice-Chair), J. Barker (Designate), K. Clausen, L. Hoehn, D. Iafrate, B. Kelly, J. Murton, D. Walters. Regrets: N. Black, N. Colborne, G. Raymer. Guests: H. Brown, C. Marshall.
Recording Secretary: L. Snoddon

New Business included:

- Admission Targets for 2025-2026
- Graduate Studies Funding Model and the target dates for sending offers and funding letters. As of 2025, offers will be sent to graduate students in late February with funding letters to follow in late March.

The Graduate Studies Council voted to approve the Graduate Studies Funding Model principles for 2025-2026.

Moved by L. Hoehn, seconded by D. Iafrate

Respectfully submitted,

B. Law
Chair, Graduate Studies Committee

MOTION 1:   That Senate receives the report of the Graduate Studies Committee, dated January 10, 2025.

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Report of the

SENATE BUDGET ADVISORY COMMITTEE

Academic Year 2024-2025

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December 9, 2024

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A meeting of the Senate Budget Advisory Committee was held on Monday, December 9, 2024, at 1:00 p.m. in F307. The following members attended:

Committee Members:

Richard Wenghofer (Chair) Graydon Raymer Nathan Colborne Chris Greco	Robin Gendron Sarah Winters Matt DeVuono - Regrets

Guests: Ann-Barbara Graff, Renée Hacquard

Recording Secretary: C. Zimba

The Chair offered a Traditional Territory acknowledgment, and the meeting was called to order.

Motion 1:   Moved by R. Gendron, seconded by C. Greco that the Senate Budget Advisory Committee (SBAC) adopt the December 9, 2024, Agenda as circulated.
CARRIED

Motion 2:   Moved by S. Winters, seconded by R. Gendron that the SBAC adopt the October 28, 2024, Minutes as circulated.
CARRIED

Business Arising from the Minutes

Receive updates from the PVPA and VPFA on budget process, financial position, and financial issues affecting academic programming

The VPFA provided an update from the recent Audit & Finance Committee.

Renée Hacquard reported that as per the recommendation from the Auditor General, the budget process has now been reviewed and approved by the Board of Governors.

Reporting on the spring/summer close report, it was noted that domestic student enrolment is on track while international student enrolment is 100 students below the budgeted target.

The tuition shortfall will be mitigated by additional top-up ministry funding for this fiscal year. Year-end projections are tracking to be on budget.

In response to a question regarding how Nipissing's international enrolment compares to other universities shortfalls, Hacquard noted that we compare percentage wise.

The VPFA noted that we are working on updating our 3-year budget projections which will be shared.

In response to a question regarding our intention to invest in equipment, the provost reported that they are working with the Deans on the resources plans to determine the requirements for each department. This will assist in our request for funding.

It was also noted that the Strategic Plan and Academic & Operational Plan will identify the priorities of the university going forward.

The meeting adjourned at 1:44 p.m.

Respectfully submitted,

Dr. Richard Wenghofer, Chair
Senate Budget Advisory Committee

Motion 1:   That Senate receive the Report of the Senate Budget Advisory Committee dated
             December 9, 2024.

10.   Amendment of By-laws

- **Notice of Motion 1 that Senate approve that Article 6.0(a) be amended as outlined below (changes in bold and strikethrough):**

Rationale: Senate's 10-meeting schedule from September to June, was approved for the 2024-25 academic year. Members agreed it was effective and recommended continuing this schedule. It was suggested that Senate move to a 9-meeting schedule by removing the January meeting to better align with the work of Senate, as committee meetings don't occur over the December holidays.

6.0 Regular Senate Meetings
- (a) Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held ~~once a month~~ **on a 10-meeting schedule from September to June**.

- **Notice of Motion 2 that Senate approve that Article 9.3 and 9.12 be amended as outlined below (changes in bold and strikethrough):**

Rationale: The Director of Teaching and Learning has attended ACC, AQAPC and TLC meetings as a guest all year and she shares vital information on long term planning and cyclical program reviews. The committees have requested that the Director be added to the membership. Members agreed to add the Director of Teaching and Learning as an ex-officio, non-voting member of both the Academic Curriculum Committee and the Teaching and Learning Committee, but further discussion will be required regarding the membership structure of the Academic Quality Assurance and Planning Committee.

9.3 Academic Curriculum Committee
Ex Officio and Student Members:
- (i)   the PVPA, or designate (Chair);
- (ii)   the AVPRIGS, or designate;
- (iii) Faculty Deans, or designates;
- (iv)   the Registrar, or designate;
- (v)   the Executive Director, Library Services;
- **(vi) the Director of Teaching and Learning (non-voting);**
- (vii) a Student Senator from the NUSU Executive;
- (viii) two (2) undergraduate student representatives; one elected from each Faculty by NUSU;
- (ix)   one (1) graduate student representative.

9.12   Teaching and Learning Committee
Ex Officio and Student Members:
- (i)   the Dean of Education and Professional Studies;
- **(ii) the Director of Teaching and Learning (non-voting);**
- (iii) the Executive Director of Library Services, or designate;
- (iv) two (2) undergraduate student representatives; one elected from each Faculty;
- (v)   one (1) graduate student representative.

- **Notice of Motion 3 that Senate approve that Article 9.3 be amended as outlined below (changes in bold and strikethrough):**

Rationale: The Manager of Quality Assurance and Program Innovation has attended ACC and AQAPC and meetings as a guest all year and is ultimately responsible for our Quality Assurance, Cyclical Program Reviews, and Final Assessment Reports, which are approved through AQAPC. The Manager oversees curricular changes under Quality Assurance and assists faculty redesign their programs to meet ACC standards, ensuring that what comes to ACC reflects, accurate, error-free information. Members agreed that the Manager of Quality Assurance and Program Innovation be added as an ex-officio, non-voting member of the Academic Curriculum Committee but further discussion will be required regarding the membership structure of the Academic Quality Assurance and Planning Committee.

9.3 Academic Curriculum Committee
Ex Officio and Student Members:
(i) the PVPA, or designate (Chair);
(ii) the AVPRIGS, or designate;
(iii) Faculty Deans, or designates;
(iv) the Registrar, or designate;
(v) the Executive Director, Library Services;
(vi) the Manager of Quality Assurance and Program Innovation (non-voting);
(vii) a Student Senator from the NUSU Executive;
(viii) two (2) undergraduate student representatives; one elected from each Faculty by NUSU;
(ix) one (1) graduate student representative.