



Meeting Book - April 11, 2025 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 April 11, 2025, Senate meeting be approved.

Motion 1

Senate
Speaker

3. Adoption of Minutes

That the minutes of the Senate meeting of March 14, 2025, be adopted.

Motion 2

Senate
Speaker

- i. March 14, 2025 Draft Senate Minutes and Reports.pdf

4. Business Arising from the Minutes

The Provost will provide an update on the process for submitting course proposals and program changes.

5. Reading and Disposing of Communications

6. Reports from Other Bodies

- i. President

Oral Report

- ii. Provost & Vice-President Academic

Oral Report

- iii. Vice-President Finance and Administration

No report

- iv. Board of Governors

No report - next Board meeting April 24, 2025

- 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 - April 2025.pdf

- ix. Other

7. Question Period

8. Reports of Standing Committees and Faculty Councils

i. Senate Executive Committee

That the report of the Senate Executive Committee dated April 3, 2025, be received.

Motion 3

- a. Senate Exec Report April 3, 2025.pdf

ii. Academic Curriculum Committee

That the Report of the Academic Curriculum Committee dated March 18, 2025, be received.

Motion 4

- a. ACC REPORT - March 18, 2025.pdf

b. Faculty of Education & Professional Studies

Motion 5: That Senate approve that the course EDUC 1615 Special Education Part I: French as a Second Language Focus be added to the list of In-Service offerings as outlined in the attached document.

**Motions 5-7
(Substantive)**

Motion 6: That Senate approve that the course EDUC 2285 Reading, Part II - French as a Second Language Focus be added to the list of In-Service offerings as outlined in the attached document.

Motion 7: That Senate approve that the course EDUC 3285 Reading, Specialist - French as a Second Language Focus be added to the list of In-Service offerings as outlined in the attached document.

- c. ACC Report to Senate - March 18, 2025 - Supporting Documentation.pdf

d. Academic Calendar

That Senate approve the publication of the 2025/26 academic calendar, effective May 1, 2025.

**Motion 8
(Substantive)**

iii. Academic Quality Assurance and Planning Committee (AQAPC)

That the Report of the Academic Quality Assurance and Planning Committee dated March 21, 2025, be received.

Motion 9

- a. AQAPC Senate Report March 21, 2025.pdf

iv. IQAP New Program Proposal

That Senate adopt the NU-IQAP New Program Proposal, Minor Revisions to the Approval Steps (page 26-34) as circulated.

Motion 10

v. Senate Budget Advisory Committee

That the Report of the Senate Budget Advisory Committee dated February 21, 2025, be received.

Motion 11

- a. SBAC Minutes - February 21 2025 final.pdf

9. Other Business

Senate
Speaker

10. Amendments of By-Laws

Motion 12: That Senate approve that Article 6.0 (a) be amended as outlined in the document attached.

Motions 12-14

Motion 13: That Senate approve that Articles 9.3 and 9.12 be amended as outlined in the document attached.

Motion 14: That Senate approve that Article 9.3 be amended as outlined in the document attached.

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

11. Elections

12. New Business

That Senate approve the list of Senate meeting dates for the 2025-26

Motion 15

academic year.

i. SENATE DATES 2025-2026 21APR25REV.pdf

13. Announcements

14. Adjournment

Nipissing University
Minutes of the Academic Senate Meeting
March 14, 2025
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), G. Raymer, D. Iafrate, N. Black
L. Chen, R. Gendron, G. McCann, G. Phillips (Deputy Speaker), S. Renshaw, K. Srigley, T. Smith, N. Stevens, T. Stewart, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu
A. Adler, J. Allison, C. Anyinam, S. Cairns, K. Ferguson, C. Greco, D. Hay, T. Horton, P. Millar, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams
C. Irwin, O. Pokorny, R. Kasperavicius
F. Couchie, R. Veli
R. Hehn
H. Panchal, T. Miller, D. Cassanto

Absent With Regrets:

A. Graff, R. Hacquard, B. Law, N. Colborne,
J. Abbott, A. Hatef, S. Kariuki, H. Texiera, T. McParland, P. English, E. Bonneau, B. Brown

The Senate Speaker offered a Traditional Territory acknowledgement.

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

Motion 1: Moved by N. Black, seconded by R. Veli that the agenda of the Senate meeting of March 14, 2025 be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: February 14, 2024

Motion 2: Moved by K. Srigley, seconded by T. Stewart that the minutes of the Senate meeting of February 14, 2025 be adopted.
CARRIED

Reading and Disposing of Communications

The Speaker announced that Dr. Natalya Brown was elected to fill the vacancy on the Search Committee for the Dean of Education and Professional Studies.

Reports From Other Bodies

The President's report, appended to the minutes, highlighted updates on the ParriagGroup equity audit, the NOUS report, and the positive position of the 2024-25 budget. He thanked and congratulated the faculty, students and staff that participated in the successful March Break Open House, the Dave Marshall Leadership Awards Ceremony, and the NU360 event. The full report is attached to the minutes.

The Board of Governors 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

In response to a request to include further detail in the Board of Governors Report to Senate, specifically regarding the vote, the University Secretary clarified that this information will be included in the Board's formal minutes. These minutes will be made available once they have been approved by the Board in April.

It was noted that the March 8 Open House received significant positive feedback from students and their supporters, with several comments stating that our Open House was the best. Appreciation was extended to all those involved. Additionally, a request was made for the Registrar to provide an update on applications and acceptances, to assist in clarifying progress in relation to the Strategic Enrollment Plan.

The Registrar reported that updates are available on the Dashboard, and that Chairs and Departments should have access to this information. Overall, applications are up by just over 5% compared to last year, reflecting an increase of 311 applications. In terms of offers, there has been a 15% increase in offers sent out compared to the same time last year, with 491 more offers extended. Acceptances have risen by 31%, with 246 more acceptances than last year. As of today, 1,021 applicants have accepted offers. For a breakdown by program, please contact the Registrar's Office.

It was noted that applications to the Faculty of Arts and Science are significantly lower compared to the Faculty of Education and Professional Studies. The Registrar acknowledged that applications have decreased in many Arts and Science programs, though this is consistent with trends observed in recent years and across the province. Education and Nursing programs, being high-demand areas, continue to see strong application numbers. Additionally, Project Integrate was successfully piloted this year, increasing touchpoints to engage with students in meaningful ways at key stages. The project was also piloted with STEM and BComm programs, yielding positive results with more students accepting offers. Plans are in place to expand the initiative to additional programs.

The Registrar provided an update on the March 19 Lunch & Learn, encouraging all to attend for insights into the Registrar's Office functions, including recruitment, admissions, registration, scheduling, and advising. The session will include opportunities for questions, idea-sharing, and collaboration. The Registrar's Office team is eager to support enrollment growth and services to students and invites meetings to discuss tailored data for your program. Together, Project Integrate, Nipissing's plan to increase enrollment and provide a student-centered service model, can be implemented. The Registrar's Office works one to two years in advance and is currently preparing for the Fall 2026 intake, so please keep this in mind as you prepare curriculum and/or policy changes.

The Associate Registrar, Recruitment, also advised that undergraduate applications are up 1.4%, and there has been an increase in acceptance rates for our Masters and BEd programs. The Faculty Call Campaign will be starting soon, please reach out if you are interested in participating.

A request was made for an update on the process for submitting course proposals and program changes, specifically regarding whether these should be submitted through the Centre for Teaching and Learning. It was noted that the Social Work program is awaiting feedback on proposed course modifications to be reviewed by ARC. The Registrar advised that the Registrar's Office is working with stakeholders, including the Provost and the Centre for Teaching and Learning, to process proposals.

In response to the Academic Curriculum Committee Report, Professor Laurie Kruk was recognized by the Speaker and spoke to her concerns regarding the University's commitment to breadth requirements for all programs and students, and the University's commitment to Academic Writing (as a breadth requirement), in the world of "AI". These questions will be communicated to the Provost for response at the next Senate meeting.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by N. Black that the Report of the Senate Executive Committee dated March 6, 2025 be received.
CARRIED

Motion 4: Moved by K. Wamsley, seconded by R. Veli that the 2024-25 By-laws and Elections Committee Work Plan be adopted as circulated.
CARRIED

Academic Curriculum Committee

Motion 5: Moved by K. Wamsley, seconded by N. Black that the Report of the Academic Curriculum Committee dated February 12, 2025 be received.
CARRIED

Faculty of Arts & Science

Data Science: [Click here to access the Data Science Curriculum Map](#)

Substantive:

Motion 6: Moved by K. Wamsley, seconded by R. Veli that Senate approve the creation of DATA-1007, Programming for Data Science, be added to the academic calendar as outlined in the attached document.
CARRIED

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 7: Moved by K. Wamsley, seconded by N. Black that Senate considers motions 9-16 as an omnibus motion.
CARRIED

Substantive:

Motion 8: Moved by K. Wamsley, seconded by R. Veli that Senate approve motions 9-16 as an omnibus motion.
CARRIED

In response to a request for clarification on how the Academic Writing component will be replaced and whether it will be embedded in the Nursing program, it was explained that the Academic Writing course has not been effectively meeting the needs of the Nursing program. After three years of data collection and evaluation, it was determined that the course did not add value, and assessments showed no improvement in students' writing skills. While academic writing has always been taught within the program, the intention is to make this more explicit by incorporating clear learning outcomes. This curriculum change will facilitate greater engagement and alignment across the program, enhancing the overall educational experience. The removal of the Academic Writing course will also free up credits and space for other required courses, in response to accreditation standards. The Nursing program fully supports this decision, as it aligns with the program's needs and best interests.

Substantive:

Motion 9: That Senate approve the that the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined in the attached document.

Substantive:

Motion 10: 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 11: That Senate approve the learning objectives for NURS 2036 Development of Nursing Knowledge be changed as outlined in the attached document.

Substantive:

Motion 12: That Senate approve the learning objectives for NURS 2047 Professional Nursing 2 be changed as outlined in the attached document.

Substantive:

Motion 13: That Senate approve the learning objectives for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Substantive:

Motion 14: That Senate approve the learning objectives for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Substantive:

Motion 15: 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 16: That Senate approve the removal of ACAD 1601 Academic Writing from the on-campus BScN and on-campus BScN (RPN Bridging) program requirements.
Motions 9-16, as omnibus, CARRIED

Prior Learning Assessment Recognition (PLAR)**Substantive:**

Motion 17: Moved by K. Wamsley, seconded by T. Horton that Senate approve the that Prior Learning Assessment Recognition (PLAR) be considered for eligible undergraduate programs, courses, and the Indigenous Foundations Pathway.
CARRIED

A request was made for clarification on what qualifies as appropriate prior learning and who is responsible for making this determination. The Registrar advised that the decision rests with faculty, who are responsible for recognizing students' prior experiences, including volunteer work. Students must demonstrate that they have met the relevant learning outcomes, and the assessment will be conducted by faculty. Each instance of PLAR will be handled in collaboration with faculty.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 18: Moved by K. Wamsley, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated February 21, 2025 be received.
CARRIED

A request was made to note in the Senate minutes that although the AQAPC report references that the Board of Governors approved the Program Admission Suspension Procedure, Senate has not accepted or endorsed this decision.

Motion 19: Moved by K. Wamsley, seconded by R. Veli that Senate receive the updated [Environmental Science Honours Specialization; Specialization; Major; Minor Program Proposal](#) for information.
CARRIED

Motion 20: Moved by K. Wamsley, seconded by V. Williams that Senate receive the updated [Data Science Proposal](#) for information.
CARRIED

By-laws and Elections Committee

Motion 21: Moved by K. Wamsley, seconded by M. Sullivan that the Report of the By-laws and Elections Committee dated February 19, 2025 be received.
CARRIED

Graduate Studies Committee

Motion 22: Moved by K. Wamsley, seconded by R. Veli that the Report of the Graduate Studies Committee dated January 10, 2025 be received.
CARRIED

Senate Budget Advisory Committee

Motion 23: Moved by K. Wamsley, seconded by T. Stewart that the Report of the Senate Budget Advisory Committee dated December 9, 2024 be received.
CARRIED

Amendment of By-laws

- **Notice of Motion 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 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 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.

Announcements

The NUSU VP Advocacy & Awareness announced the following incoming NUSU Executives, whose terms will commence on May 1, 2025:

- NUSU President-Elect: Matthew Suszter
- NUSU VP Finance & Administration-Elect: Nicky Botham
- NUSU VP Advocacy & Awareness-Elect: Jaden Martin
- NUSU VP Student Life-Elect: Owen Remillard

Senator Stevens expressed gratitude to all those who supported the Aanjibimaadsiwin Symposium on February 27. The event saw strong attendance and provided a valuable opportunity for students, many of whom had never participated in such an event before. A special thank you was extended to everyone involved in making the symposium a success.

The Speaker reminded of the Lunch & Learn with the Registrar's Office on March 19 at noon in F213. He also reminded that today was Pi Day, the International Day of Mathematics.

Adjournment

Senate was adjourned at 3:25 p.m.

.....
K. Wamsley (Chair)

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

President's Senate Report

14 March 2025

Good afternoon Senators. As you have heard from our community meetings and from the email communications sent out, the ParriagGroup is here and is looking meet with people and to survey people on their experiences at Nipissing University. Information is available from these emails or on the Task Force website. The Task Force is encouraging as many people as possible to participate in the audit, so that data can be collected before the summer begins. Parriag is hosting its next community meeting on Tuesday at 3:00 pm in the theatre. A very clear schedule is available on Facebook.

Since our last Senate meeting, a Conservative government was returned in the Provincial election but the cabinet has not been finalized. We have started our advocacy for support for 2025-26 but have nothing to report at this point. We continue to move towards year end with positive budget news for 2024-25 and we are currently working on the 2025-26 budget.

The latest update on the NOUS report and the governance report is that we will receive a draft copy from NOUS today - what is required by the Provincial government is that the Board of Governors needs to see the document before it is submitted on March 31. Next week, the Board Executive and the full Board will see the document and will have the opportunity to make comments to NOUS. However, the work on assessing the recommendations and charting a course of action for the NOUS report and the governance report will happen after March 31. There will be a period of engagement of both the Board and Senate on the recommendations to determine what we will proceed with and what we will not and how and when these actions will be carried out. More information will be forthcoming – we aim to have Senate and Board approval for recommendations by the end of June.

Our thanks go to our staff for organizing an outstanding March Break Open House last Saturday. Thank you to our faculty and staff and volunteer students who greeted our guests and provided information to our potential students. More than 400 attended our Fair this year.

Congratulations to Barbi Law and staff for an outstanding NU360 evening with our researchers and to our five researchers who presented their work to a full venue. Please join us for the opening keynote address to kick off the undergraduate conference weekend to be followed by the 3-minute thesis event.

Congratulations to our staff for organizing the Dave Marshall Awards yesterday to a packed house celebrating the amazing accomplishments of 25 Nipissing students.

I will be meeting with Dave Drenth and our architects next week to review documents related to the tender process for our outdoor classroom. The RFP will be posted shortly.

Some renovations on our main entrance will take place at the end of March.

You are all invited to a special announcement on Monday at 11:00 am in the Alumni Lounge.



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)



NUSU Student Centre

221 College Drive, North Bay, ON P1B 0G1

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

Web: www.nusu.com

- 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



NUSU Academic Senate Report: April 2025

NUSU Executives Start May 1st

The Outgoing NUSU Executives want to thank staff, administration, and faculty for the past year. We, as student leaders, have learnt a lot and are excited for what's to come in our futures.

NUSU Food Pantry

We have updated our Emergency Food Bank to now be called the NUSU Food Pantry. This is to decrease stigmatization and the stereotypes that come with a Food Bank or using the Food bank. The Food Pantry includes different kinds of food for students, including dietary and food restrictions.

Equity Audit with ParriagGroup

The NUSU Executives have had two meetings with Amanda from ParriagGroup discussing the Equity Audit and equity on campus. These have been great discussions, and we are excited for the recommendations that will come from this audit!

Good Luck on Exams

We want to wish all students good luck on their upcoming final exams! We are here to support in any way we can.

NIPISSING UNIVERSITY
REPORT OF THE SENATE EXECUTIVE COMMITTEE

April 3, 2025

A meeting of the Senate Executive Committee took place in person and by Zoom conference on April 3, 2025.

The following members participated:

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

Regrets: G. Phillips, T. Miller

The purpose of the meeting was to set the agenda for the April 11, 2025, Senate meeting.

In response to concerns regarding the University's commitment to breadth requirements and Academic Writing raised at the previous Senate meeting, it was noted that productive points of view were shared, and Senators supported the motion, so no further discussion was deemed necessary.

The number of Senate meetings held per year and scheduling of meetings to align more effectively with the work of Senate was discussed. During the February 19, 2025, meeting of the By-laws and Elections Committee, members discussed reducing the Senate meeting schedule to nine meetings annually by removing the January meeting, as committee meetings do not occur over the December holidays.

The proposed dates for Senate and Senate Executive Committee meetings for the 2025-2026 academic year are outlined below: (*revisions in bold and strikethrough*)

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, September 4, 2025	Friday, September 12, 2025
Thursday, October 16, 2025	Friday, October 24, 2025
Thursday, November 13, 2025	Friday, November 21, 2025
Thursday, December 4, 2025	Friday, December 12, 2025
Thursday, January 22, 2026	Friday, January 30, 2026
Thursday, February 19, 2026	Friday, February 27, 2026
Thursday, March 19, 2026	Friday, March 27, 2026
Thursday, April 16, 2026	Friday, April 24, 2026
Thursday, May 14, 2026	*Friday, May 22, 2026
Thursday, June 4, 2026	*Friday, June 12, 2026

The Report of the Academic Curriculum Committee, dated March 18, 2025, which includes a motion that Senate approve publication of the 2025-2026 Academic Calendar, effective May 1, 2025, was submitted to the Senate Executive for inclusion in the Senate agenda. Senate will be asked to approve the process, with confirmation that the Registrar has reviewed and approved all relevant details.

The Report of the Academic Quality Assurance and Planning Committee, dated March 21, 2025, which includes a motion that Senate adopt minor revisions to the NU-IQAP New Program Proposal, was submitted to the Senate Executive for inclusion in the Senate agenda. The NU-IQAP New Program Proposal is provided as a link in the Senate agenda.

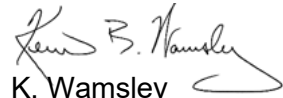
The Report of the Senate Budget Advisory Committee dated February 21, 2025, was submitted to the Senate Executive for inclusion in the Senate agenda.

Due to several faculty Senator vacancies, the election for Senate Speaker will be included in the May 9, 2025, Senate agenda.

Moved by K. Wamsley, seconded by A. Graff that the Senate Executive Committee approves the April 11, 2025, Senate agenda.

CARRIED

Respectfully submitted,

A handwritten signature in black ink, appearing to read "K. Wamsley", with a stylized flourish at the end.

K. Wamsley
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated April 11, 2025.

**Report of the
Academic Curriculum Committee (ACC)**

March 18, 2025

Members Present:

Ann-Barbara Graff
Graydon Raymer
Kurt Clausen
Ping Zou

Nathan Colborne
Nancy Black
Gillian McCann
Daniel Cassanto

Barbi Law
Debra lafrate
Paul Millar

Regrets: Tammie McParland, Brendan Brown, Emma Bonneau,
Tyandra Miller

Guests: Beth Holden, Callie Mady

Recording Secretary: Jane Hughes

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

Respectfully submitted,



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

Motion 1: That Senate receive the Report of the ACC, dated March 18, 2025.

Faculty of Education & Professional Studies

Substantive:

Motion 2: That Senate approve that the course EDUC 1615 Special Education Part I - French as a Second Language Focus be added to the list of In-Service offerings as outlined in the attached document.

Substantive:

Motion 3: That Senate approve that the course EDUC 2285 Reading, Part II - French as a Second Language Focus be added to the list of In-Service offerings as outlined in the attached document.

Substantive:

Motion 4: That Senate approve that the course EDUC 3285 Reading, Specialist - French as a Second Language Focus be added to the list of In-Service offerings as outlined in the attached document.

Academic Calendar**Substantive:**

Motion 5: That Senate approve the publication of the 2025/26 academic calendar, effective May 1st, 2025.

Supporting Documentation

Faculty of Education & Professional Studies

Substantive:

Motion 2: That Senate approve that the course EDUC 1615 Special Education Part I - French as a Second Language Focus be added to the list of In-Service offerings as outlined below.

- [Link to Additional Qualification Course Guideline Special Education, Part I](#)
- [Link to EDUC 1615 Summary](#)

Rationale:

To continue to provide French as a second language (FSL) teachers the opportunity to enhance their professional practice, pedagogies, knowledge, and skills as it pertains to supporting students with special education needs. Given that past policies allowed for the exemption of students with special education needs from FSL and present policies require inclusion, FSL teachers would benefit from context-specific support to meet the needs of students with special education needs in FSL contexts. This is the first part of a three-part series of qualifications. Nipissing University will become the first provider in the province to offer this course with an FSL Focus. This additional qualification course also supports FSL teachers' language proficiency as it is offered in French. This dual focus on language and pedagogy addresses identified gaps in FSL teacher knowledge that has been linked to FSL teacher attrition with 25% of FSL teachers resigning in their first five years of practice. The costs for course development and instructors for the first offering is covered by a grant from the Ministry of Colleges and Universities.

Course Code	EDUC 1615
Course Title:	Special Education, Part 1- French as a Second Language Focus
Cours	3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other This credit allotment aligns with the credits assigned to all approved additional qualification courses.
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Educators enhance their knowledge, skills and professional practices related to teaching and learning in special education, with a French as second language focus. They examine their ethical responsibilities and legal obligations in supporting learners with special education needs. Educators further their professional practice to foster learner inclusion and belonging in collaboration with parents, families, guardians, caregivers and community partners within French as a second language settings, in particular.
Course Prerequisite:	Certificate of Qualification and Registration
Course Corequisite:	
Course Antirequisite:	

<p>List any restrictions: For example, "This course is restricted to BPHE students".</p>	
<p>Is this a Topic Course?</p> <p><i>Topic courses are courses that students can take more than once for credit.</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>No</p>
<p>Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU</p>	<p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Students of additional qualification courses are educators, usually teaching at the time of the course offering. Course activities and discussion are structured for practising teachers.</p>
<p>Outline the department's plan for offering this course.</p> <p>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</p>	<p>If accredited in time by the Ontario College of Teachers, the course will be offered for the first time in the winter of 2026. Costs for this offering will be covered by the grant funding. The In-Service department will then determine future offerings.</p>
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</p>	<p>Total Hours: <u>125 (all additional qualification courses are required to be 125 hours as per the Ontario College of Teachers)</u></p> <p><u>Breakdown of hours per week</u></p> <p>Clinical:</p> <p>Independent Study: <u>2.1</u></p> <p>Lecture: <u>8.3</u></p> <p>Lab:</p> <p>Practical:</p> <p>Seminar :</p> <p>Tutorial:</p> <p>Service Learning:</p> <p>*10.4/hours/week for 12 weeks online, asynchronous</p>
<p>Is this course cross-listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>No</p>

	If yes, please written support from all departments/disciplines whose programs are affected by this proposal.
<u>Program Implications:</u> <u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u>	This course is not required for any program, it is an optional additional qualification course for interested educators.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: Enter Learning Outcomes: *note: outcomes are determined by the Ontario College of Teachers' Guidelines <ul style="list-style-type: none"> • Use strategies to address barriers that impact accessibility of special education programs and services • Critically examine an overview of special education in general and in a French as a second language settings in particular through legislation, regulations, Ontario curriculum and related Ministry policies and resources, frameworks and strategies • Select early and ongoing intervention approaches for the elementary and secondary panels • Apply adaptive strategies, assistive supports and technologies to facilitate learning and foster inclusion to planning • Develop program planning that provides equitable opportunities for each learner Select strategies that respond to the strengths, identities, needs and interests of each learner (for example, differentiated instruction, universal learning design, experiential learning, co-teaching and co-intervention)
Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No enter additional resources: At present the course development and offering of this course in winter 2026 are covered by the grant. In the future, a part-time instructor would be hired when the course is offered.
How will this course contribute to the program level outcomes?	N/A
Who amongst your current faculty has the competencies to teach this course?	In the vast majority of cases, the additional qualification courses are offered to part-time instructors. They do not form part of Faculty workload, but Faculty could ask to teach them and receive the associated payment. These

	course offerings are outside of FASBU and CASBU agreements.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	In order to get accredited, the Ontario College of Teachers requires courses to: have an anti-oppression foundation, include First Nations, Métis, and Inuit histories, perspectives and knowledge systems, model culturally responsive and relevant practices that reflect understanding of learners' diverse identities, integrate environmentally sustainable policies, pedagogies and practices (for example, Land- and Place-based methods within reading), and support learning and accessibility for all through exploration of legislation and regulation (e.g., Ontario Human Rights Code, Anti-Racism Act, 2017, Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act S.O., 2005)
How will you communicate this new offering to students?	The grant provides funding to support advertising of this course through summer, 2026. We plan to advertise to second language teachers' organizations. The Centre for Teaching and Learning also advertises additional qualification course offerings to a broader teacher audience.

Substantive:

Motion 3: That Senate approve that the course EDUC 2285 Reading, Part II - French as a Second Language Focus be added to the list of In-Service offerings as outlined below.

- [Link to Additional Qualification Course Guideline Reading, Part II](#)
- [Link to EDUC 2285 Summary](#)

Rationale:

To continue to provide French as a second language (FSL) teachers the opportunity to enhance their professional practice, pedagogies, knowledge, and skills as it pertains to supporting students' reading development in a second language. This is the second part of a three-part series of qualifications; Nipissing University already offers Reading Part I- FSL Focus and is the only provider in the province to do so. Nipissing will then become the only provider for Reading Part II-FSL Focus. This additional qualification course also supports FSL teachers' language proficiency as it is offered in French. This dual focus on language and pedagogy supports identified gaps in FSL teacher knowledge that has been linked to FSL teacher attrition with 25% of FSL teachers resigning in their first five years of practice. The costs for course development and instructors for the first offering is covered by a grant from the Ministry of Colleges and Universities.

Course Code	EDUC 2285
Course Title:	Reading, Part II- French as a Second Language Focus
Course Credits	3 credits <input checked="" type="checkbox"/> 6 credits Other

	This credit allotment aligns with the credits assigned to all approved additional qualification courses, including Reading Part I- FSL Focus.
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	The purpose of this additional qualification course is to enhance pedagogical practice related to reading from a foundation of equity and inclusion. This includes enabling candidates to enhance their understanding of evidence-based approaches to reading development and assessment to promote learners' lifelong literacy skills while fostering the joy of reading in French as a second language settings, in particular.
Course Prerequisite:	Certificate of Qualification and Registration, EDUC 1825 or EDUC 1275
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWfPbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQljoiv2luMzIiLCJBTil6lk1haWwiLCJXVCi6Mn0=[3000] &sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOq=&reserved=0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Students of additional qualification courses are educators, usually teaching at the time of the course offering. Course activities and discussion are structured for experienced teachers.
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	If accredited in time by the Ontario College of Teachers, the course will be offered for the first time in the fall of 2025. Costs for this offering will be covered by the grant funding. The In-Service department will then determine future offerings.

<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: <u>125 (all additional qualification courses are required to be 125 hours as per the Ontario College of Teachers)</u></p> <p><u>Breakdown of hours per week</u></p> <p>Clinical:</p> <p>Independent Study: <u>2.1</u></p> <p>Lecture: <u>8.3</u></p> <p>Lab:</p> <p>Practical:</p> <p>Seminar :</p> <p>Tutorial:</p> <p>Service Learning:</p> <p>*10.4/hours/week for 12 weeks online, asynchronous</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>
<p><u>Program Implications:</u></p> <p><u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u></p>	<p><i>This course is not required for any program, it is an optional additional qualification course for interested educators.</i></p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, include rationale:</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <p>Enter Learning Outcomes: *note: outcomes are determined by the Ontario College of Teachers' Guidelines</p> <p>Apply practices and frameworks that foster anti-oppressive and culturally responsive approaches to selecting and evaluating educator resources and learner texts for a French as a second language setting(for example, exploration of diverse genres and learner perspectives and reflection on internal biases)</p> <p>Demonstrate use of data-informed practices to support the implementation and monitoring of reading programs from an anti-oppressive lens</p> <p>Critically examine Ontario curriculum, policies, frameworks, strategies and resources related to reading</p> <p>Plan for use of adaptive strategies, assistive supports and technologies to facilitate learning and foster inclusion</p> <p>Choose strategies to foster metacognition to support biliteracy development</p> <p>Use early and ongoing intervention approaches for the elementary and secondary panel (for example, reading assessments).</p>

Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No enter additional resources: At present the course development and offerings fall 2025-summer 2026 are covered by the grant. In the future, a part-time instructor would be hired when the course is offered.
How will this course contribute to the program level outcomes?	N/A
Who amongst your current faculty has the competencies to teach this course?	In the vast majority of cases, the additional qualification courses are offered to part-time instructors. They do not form part of Faculty workload but Faculty could ask to teach them and receive the associated payment. These course offerings are outside of FASBU and CASBU agreements.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	In order to get accredited, the Ontario College of Teachers requires courses to: have an anti-oppression foundation, include First Nations, Métis, and Inuit histories, perspectives and knowledge systems, model culturally responsive and relevant practices that reflect understanding of learners' diverse identities, integrate environmentally sustainable policies, pedagogies and practices (for example, Land- and Place-based methods within reading), and support learning and accessibility for all through exploration of legislation and regulation (e.g., Ontario Human Rights Code, Anti-Racism Act, 2017, Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act S.O., 2005)
How will you communicate this new offering to students?	The grant provides funding to support advertising of this course through summer, 2026. We plan to advertise to second language teachers' organizations. The Centre for Teaching and Learning also advertises additional qualification course offerings to a broader audience.

Substantive:

Motion 4: That Senate approve that the course EDUC 3285 Reading, Specialist - French as a Second Language Focus be added to the list of In-Service offerings as outlined below.

[Link to Additional Qualification Course Guideline Reading, Specialist](#)

[Link to EDUC 3285 Summary](#)

Rationale:

To continue to provide French as a second language (FSL) teachers the opportunity to enhance their professional practice, pedagogies, knowledge, and skills as it pertains to supporting students' reading development in a second language and their colleagues to do the same. This is the third part of a three-part series of qualifications; Nipissing University already offers Reading Part I- FSL Focus and is the only provider in the province to do so. Nipissing will then

become the only provider for Reading Part II-FSL Focus (proposed today) and Reading, Specialist-FSL Focus. This additional qualification course also supports FSL teachers' language proficiency as it is offered in French. This dual focus on language and pedagogy addresses identified gaps in FSL teacher knowledge that has been linked to FSL teacher attrition with 25% of FSL teachers resigning in their first five years of practice. The costs for course development and instructors for the first offering is covered by a grant from the Ministry of Colleges and Universities.

Course Code	EDUC 3285
Course Title:	Reading, Specialist- French as a Second Language Focus
Course Credits	<input type="radio"/> 3 credits <input checked="" type="radio"/> 6 credits <input type="radio"/> Other This credit allotment aligns with the credits assigned to all approved additional qualification courses, including Reading Part I- FSL Focus.
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Educators develop and enhance their pedagogical leadership skills related to Reading in a French as a second language setting. They advance their professional practice and that of others through focused learning on: leadership skills, reading development in a second language, supportive pedagogical strategies, and the French as a second language learning environment.
Course Prerequisite:	Certificate of Qualification and Registration, EDUC 2285 or EDUC 2275
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU	<input type="radio"/> Yes <input checked="" type="radio"/> No Students of additional qualification courses are educators, usually teaching at the time of the course offering. Course activities and discussion are structured for practising teachers.

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<p>Outline the department's plan for offering this course.</p> <p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>If accredited in time by the Ontario College of Teachers, the course will be offered for the first time in the winter of 2026. Costs for this offering will be covered by the grant funding. The In-Service department will then determine future offerings.</p>
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: <u>125</u> (<u>all additional qualification courses are required to be 125 hours as per the Ontario College of Teachers</u>)</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical:</p> <p>Independent Study: <u>2.1</u></p> <p>Lecture: <u>8.3</u></p> <p>Lab:</p> <p>Practical:</p> <p>Seminar :</p> <p>Tutorial:</p> <p>Service Learning:</p> <p>*10.4/hours/week for 12 weeks online, asynchronous</p>
<p>Is this course cross-listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>No</p> <p><i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Program Implications:</p> <p>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</p>	<p>This course is not required for any program, it is an optional additional qualification course for interested educators.</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, include rationale:</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <p>Enter Learning Outcomes: *note: outcomes are determined by the Ontario College of Teachers' Guidelines</p> <ul style="list-style-type: none"> • Apply the reading-specific professional practice, knowledge and skills in a leadership role in a French as a second language setting • Analyze pertinent legislation and policies and measure impact at school and system level

	<ul style="list-style-type: none"> • Prepare to lead change related to curriculum and policy implementation • Apply leadership strategies and subject content research to lead instructional practice • Develop learning goals to bring their knowledge to others <p>Use and plan to support others to use strategies that address the dimensions of teaching reading (for example, phonemic awareness, phonics and word-reading proficiency)</p>
<p>Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>enter additional resources: At present the course development and offering of this course in winter 2026 are covered by the grant. In the future, a part-time instructor would be hired when the course is offered.</p>
How will this course contribute to the program level outcomes?	N/A
Who amongst your current faculty has the competencies to teach this course?	In the vast majority of cases, the additional qualification courses are offered to part-time instructors. They do not form part of Faculty workload but Faculty could ask to teach them and receive the associated payment. These course offerings are outside of FASBU and CASBU agreements.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	In order to get accredited, the Ontario College of Teachers requires courses to: have an anti-oppression foundation, include First Nations, Métis, and Inuit histories, perspectives and knowledge systems, model culturally responsive and relevant practices that reflect understanding of learners' diverse identities, integrate environmentally sustainable policies, pedagogies and practices (for example, Land- and Place-based methods within reading), and support learning and accessibility for all through exploration of legislation and regulation (e.g., Ontario Human Rights Code, Anti-Racism Act, 2017, Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act S.O., 2005)
How will you communicate this new offering to students?	The grant provides funding to support advertising of this course through summer, 2026. We plan to advertise to second language teachers' organizations. The Centre for Teaching and Learning also advertises additional qualification course offerings to a broader teacher audience.

Academic Calendar

Substantive:

Motion 5: That Senate approve the publication of the 2025/26 academic calendar, effective May 1st, 2025.

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

March 21, 2025

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

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)	Debra Iafrate	Andrew Ackerman
Nathan Colborne	Stephen Tedesco	Veronica Williams
Graydon Raymer	Nancy Black	Charles Anyinam
Dan Walters	Nathan Kozuskanich (Vice-Chair)	Alireza Khorakian

Regrets: Barbie Law, Judy Smith, Prasad Ravi, Tyandra Miller, Emma Bonneau, Brendan Brown

Guest: Beth Holden

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

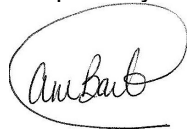
NU-IQAP New Program Proposal, Minor Revisions to the Approval Steps

The link to the NU-IQAP New Program Proposal, minor revisions to the Approval Steps (pages 26-34) was included in the agenda and the following suggested minor revisions were discussed:

- reference to the University Librarian should be revised to Executive Director, Library Services throughout the document for consistency
- reference to the Teaching Hub should be revised to Centre for Teaching and Learning throughout the document for consistency
- Step 2: New Course Development and Course Syllabuses (page 26) was revised to read New Course Development Framework at a High-Level Structure, and a new bullet was added to read, Current Syllabuses Collection. In the development phase, current course syllabuses should be attached to demonstrate the expertise within the program and serve as examples of the course content and structure. However, syllabuses should not be included for courses that are still in the conceptual or contemplation stage. The goal is to provide a clear picture of what the end result will be.

Motion 3: Moved by N. Kozuskanich, seconded by G. Raymer that the AQAPC adopt the Minor Revisions to the Approval Steps in the NU-IQAP New Program Proposal, as circulated.
CARRIED

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 March 21, 2025.

Motion 2: That Senate adopt the NU-IQAP New Program Proposal, Minor Revisions to the Approval Steps (pages 26-34) as circulated.
[Final NU-IQAP March 2025](#)

**Minutes of the
SENATE BUDGET ADVISORY COMMITTEE
Academic Year 2024-2025**

February 21, 2025

A meeting of the Senate Budget Advisory Committee was held on Friday, February 21, 2025, at 3:00 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
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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 S. Winters, seconded by R. Gendron that the Senate Budget Advisory Committee (SBAC) adopt the February 21, 2025, Agenda as circulated.
CARRIED

Motion 2: Moved by R. Gendron, seconded by S. Winters that the SBAC adopt the December 9, 2024, minutes as circulated.
CARRIED

Business Arising from the Minutes

None

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 meeting. She presented the fall semester close financial results as of December 31, 2024. The Operating fund surplus of approx. \$14M is in line with expectations for this time of year. She noted projected year-end revenues are approximately \$5M better than budget. The international tuition shortfall is covered by better than budget domestic tuition, as well as additional Ministry grants.

Faculty and non-faculty salary projections are better than budgeted due to vacancies and timing of replacements.

The Ancillary fund is currently at \$3.8M which is on track for this time of year.

All other indicators such as cash levels, receivable, payables, and long-term debt are tracking to be on budget. Overall, our projected consolidated result is approximately \$5.7M.

The VPFA also reported that we have begun budget planning for 2025-2026 and are striving to achieve a balanced budget.

Questions

In response to a question about the conditions surrounding STEM funding, the VPFA mentioned that funding was received for the 2023-2024 fiscal year and was applied for expenses of that year.

It was noted that considering other universities decisions to close programs, we are actively working to recruit affected students. We also recognize that the recent policy changes in the United States may lead members of the LGBTQ2S+ community to prefer Canada over the US and we are focusing our recruitment efforts there as well.

In response to an inquiry regarding the Alcan property, the committee was informed that this property and all properties owned by Nipissing will be evaluated during the EAF review process.

Responding to a question regarding the need to provide receipts for per diem expenses, the VPFA explained that this requirement is part of an ongoing analysis of travel expenses, noting that rates for kilometres and meal allowances have recently been increased.

An update on the state of Athletics was provided. This area has shown a deficit in the past. We will be allocating more donations as well as investing in a sponsorship strategy to identify opportunities in this area. This should result in less reliance on the operating budget.

In response to a question regarding the On The Rocks nightclub profitability, the VPFA noted that it is currently not recording a profit as it is still in the startup phase. Cost of security as well as change in behaviours post COVID are presenting challenges. The VPFA confirmed that while Nipissing owns the facility, it is run by Sodexo.

The Provost advised the committee that Extended Learning is currently providing support for athletic camps, as well as AQ and ABQ courses. They are also looking at Micro Credentials with E-Campus Ontario, and prepackaged courses.

New Business

The Provost conveyed a question from the Chair of Senate regarding the proposal to make the Provost and VPFA ex-officio non-voting members of the Senate Budget Advisory Committee. After a discussion, it was decided to defer this item to the next meeting for further consideration.

The meeting adjourned at 3:50 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 February 21, 2025.

March 14, 2025 Senate Agenda

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.

2025-2026 Senate Year (*DRAFT*)

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, September 4, 2025	Friday, September 12, 2025
Thursday, October 16, 2025	Friday, October 24, 2025
Thursday, November 13, 2025	Friday, November 21, 2025
Thursday, December 4, 2025	Friday, December 12, 2025
Thursday, January 22, 2026	Friday, January 30, 2026
Thursday, February 19, 2026	Friday, February 27, 2026
Thursday, March 19, 2026	Friday, March 27, 2026
Thursday, April 16, 2026	Friday, April 24, 2026
Thursday, May 14, 2026	*Friday, May 22, 2026 (10:30 a.m. start)
Thursday, June 4, 2026	*Friday, June 12, 2026 (10:30 a.m. start)

*All Senate meetings are scheduled to begin at 2:30 p.m. and will be held in F210, except for the meetings on May 22 and June 12, 2026.

All Senate Executive Committee meetings are scheduled to begin at 3:00 p.m. and will be held in F303.