

Nipissing University

Minutes of the Academic Senate Meeting

May 25, 2018

10:30 a.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), Arja Vainio-Mattila, J. McAuliffe, R. Vanderlee, D. Iafrate, N. Black

L. Chen, L. Manankil-Rankin, P. Millar, M. Sullivan

R. Breton, A. Burk, N. Colborne, R. Gendron, B. Kelly, L. Kruk, G. McCann, P. Nosko, K. Srigley, D. Tabachnick, T. Vassilev

C. Hachkowski, B. Hatt, T. Horton, M. Parr, C. Peltier, C. Ricci, W. Richardson, G. Sharpe

C. Cho

G. Durnan

D. Goulard, A. Higgins, A. Wood, T. Somerville

ABSENT WITH REGRETS:

M. Tuncali, N. Black

A. Armenakyan

S. Connor, A. Hatef, A. Karashev, E. Mattson, T. Parkes, S. Renshaw, H. Teixeira, A. Weeks

J. Allison, G. Rickwood, T. Sibbald

O. Pokorny, L. Rossi

N. Allaire

T. Curry, J. Zimbalatti

S. McArthur

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: May 25, 2018

MOTION 1: Moved by G. McCann, seconded by K. Srigley that the agenda of the Senate meeting of May 25, 2018 be adopted.

CARRIED

Senator Gendron raised a concern that the operating budget is being presented under reports; however, it appeared to be a separate agenda item in the past. Why do we not have one today?

According to past agendas, the operating budget was not a separate agenda item and was presented under Reports and Disposing of Communications (May 2017).

#### BUSINESS ARISING FROM THE MINUTES

MOTION 1: That Senate approve article 9.1 Senate Executive Committee be amended as outlined below:

##### 9.1 Senate Executive Committee (EXEC)

- (a) Ex Officio Members:
  - (i) the President, (Chair);
  - (ii) the PVPAR, or designate, (Vice-Chair);
  - (iii) the Deans, or their designates;
  - (iv) the Speaker; and
  - (v) the Deputy Speaker.
- (b) Members Elected by Faculty Council:
  - (i) one (1) tenured or tenure-track faculty Senator\*, from each faculty; and
  - (ii) one (1) student Senator from the NUSU Executive.

\*tenured faculty preferred
- (c) Terms of Reference:
  - (i) to call Senate meetings and prepare the agendas of Senate;
  - (ii) to approve Senate minutes for circulation prior to adoption;
  - (iii) to manage the workflow of Senate and its committee/subcommittees in order that business is carried out in an expeditious and timely fashion;
  - (iv) to ensure that Senate By-Laws are followed and that Senate decisions are properly recorded, transmitted and implemented;
  - (v) to consider, for approval and conveyance to Senate, reports and recommendations of the By-Laws & Elections Subcommittee and Honorary Degree Subcommittee;
  - (vi) when required, to exercise Senate's authority and act on Senate's behalf during the Senate summer recess period, with the understanding that all such actions shall be reported at the September meeting of Senate;
  - (vii) the Senate Executive may act on behalf of Senate when quorum of Senate cannot be established, or when the regularly scheduled Senate meeting is delayed, to deal with any urgent matter that is within the responsibility of Senate, with the understanding that all such actions will be reported at the next meeting of Senate;
  - (viii) to approve degree audits for all undergraduate students who have applied to graduate, and to recommend all candidates to Senate for the conferring of undergraduate degrees, diplomas and certificates;
  - (ix) meetings at which candidates for honorary degrees are discussed shall be conducted in camera and considered strictly confidential; and
  - (x) to deal with such other matters as may be assigned from time to time by Senate.

The Speaker provided a rationale as to why Motion 1 was back on the agenda. Due to an error in ruling, it was declared to be carried by a 13 to 12 vote, in favour. According to By-Laws the vote requires a 2/3<sup>rd</sup> majority.

Senator Burk brought forward the following motion:

Moved by A. Burk, seconded by T. Vassilev that the proposed amendment to the Senate Executive Committee, Terms of Reference (c) (vii), be referred back to By-Laws to specifically examine quorum and to consider whether modifying (c) (vii) to include faculty representation as a requirement for quorum might mitigate the concerns about the overreach of Senate Executive.

There was a lengthy discussion that ensued regarding the validity of the motion being brought back. The Speaker advised that the vote was conducted properly but the decision of the vote was improperly represented.

The Chair noted that the Senate Executive Committee realized that something was done incorrectly. He also advised that once the minutes are approved, they stand as record. Therefore by bringing back the motion, there is a chance to revisit it before the minutes are approved. Procedurally it is the right thing to do.

Senator Burk withdrew her motion.

Senator Tabachnick withdrew his motion.

Senator Burk advised she would like to reinstate the following motion:

MOTION 1: Moved by A. Burk, seconded by P. Miller that the proposed amendment to the Senate Executive Committee, Terms of Reference (c) (vii), be referred back to By-Laws to specifically examine

quorum and to consider whether modifying (c) (vii) to include faculty representation as a requirement for quorum might mitigate the concerns about the overreach of the Senate Executive. CARRIED

#### ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: May 11, 2018

MOTION 1: Moved by K. Srigley, seconded by L. Kruk that the minutes of the Senate meeting of May 11, 2018, be adopted with the amendments as noted in Business Arising.  
CARRIED

#### REPORTS FROM OTHER BODIES

A. 1. The President provided a report – see attached.

2. The Provost reported on the following:

- Attended all faculty council meetings to discuss academic planning. By the end of next week all templates will be on PVPAR website.
- Quality Assurance (QA): we have cyclical reviews going on now and will provide a follow-up. We are working on the actual NU institutional IQAP protocol including input from QA-COU. Once completed, it will go to Academic Quality Assurance and Planning Committee (AQAPC) and then to Senate in the fall.
- The Provost warmly invited all faculty to attend convocation noting it is extremely important.
- Teaching Chairs: Received 8 applications and selection committee selected: Denyse LaFrance Horning as the Teaching Chair for Experiential Education and Sal Renshaw as the Teaching Chair for Interdisciplinary Pedagogy.
- The selection committee met and awarded the Chancellor's Award for Excellence in Research to Steven Arnocky. The selection committee for the Chancellor's Award for Excellence in Teaching and the CASBU Teaching Award is scheduled after this Senate meeting.
- The Provost personally thanked Rick Vanderlee for being a very important part of her team and looks forward to working with him in a different capacity in the future.

3. The Vice-President, Finance and Administration provided a presentation on the 2018-19 Operating Budget (attached)

- Senator Nosko raised the following question: How do we invest in those programs directly?

- The Provost advised that in the absence of the academic plan there is nothing to make those choices on. With the academic plan we will be able to prioritize. The vision is that Nipissing will grow to the capacity that we can.
4. Board of Governors: Board Chair, Gord Durnan provided a presentation.
    - Advised he's had a fabulous year
    - learned NU is a family
    - asked members of the board to 'listen to each other'
    - added 5 new members some of whom are sitting on the sidelines for the next 3-5 years advised that it is an important service to the university.
    - Special initiatives: Joint Governance Committee – thanked the committee for the great progress, defining it;
    - Budget Committee will become more robust discussion based on the academic plan and will pay off in the future.
    - While our focus is on students, NU News reports on the amount of publications from faculty, collaborations among faculty and other institutions, research grants have increased.
    - All support staff need to be recognized.
  5. Council of Ontario Universities (Academic Colleague): Senator McCann
    - Attended a meeting in Toronto with Bonnie Patterson, and as a group decided to wait for the results of the provincial election.
  6. Joint Board/Senate Committee on Governance: Senator Tabachnick
    - presented the year-end report (attached)
  7. NUSU: Daniel Goulard, President provided a report (attached)
  8. Indigenization Steering Committee: Cindy Peltier
    - acknowledged territory lands
    - presented the year-end report (attached)
  9. Other Reports
    - Graduate Studies: Jim McAuliffe
      - provided a report (attached)
  10. Alumni Advisory Board - no report provided

#### QUESTION PERIOD

Senator Kruk moved that a Motion of expression of sympathy and support for our ailing Senate Secretary, Sandy Landriault, be made. She has worked very hard for Senate this past academic year.

#### REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

##### SENATE EXECUTIVE COMMITTEE

MOTION 1: Moved by M. DeGagné, seconded by G. McCann that the Report of the Senate Executive dated May 3, 2018 be received.  
CARRIED

MOTION 2: Moved by M. DeGagné, seconded by D. Tabachnick that the Annual Report of the Senate Executive Committee dated May 17, 2018 be received.  
CARRIED

## **BY-LAWS AND ELECTIONS SUBCOMMITTEE MEETING**

MOTION 1: Moved by N. Colborne, seconded by T. Horton that the Senate approve the reordering of the Senate agenda to place “Reports from Other Bodies” ahead of “Question Period”.

Concern was raised by Senator Burk regarding the motion put forward. A vote was taken with a 15 for and 6 against therefore the motion is carried.

The Annual Report of the By-Laws and Election Subcommittee will be deferred until the September 2018 Senate Meeting.

## **HONORARY DEGREES SUBCOMMITTEE**

MOTION 1: Moved by M. DeGagné, seconded by K. Srigley that the Annual Report of the Honorary Degree Subcommittee, dated May 11, 2018, be received.  
CARRIED

## **UNDERGRADUATE STUDIES COMMITTEE**

MOTION 1: Moved by A. Vainio-Mattila, seconded by A. Burk that the Report of the Undergraduate Studies Committee dated, May 10, 2018, be received.  
CARRIED

MOTION 2: Moved by A. Vainio-Mattila, seconded by A. Burk that Senate approve the name of the Teacher of Anishnaabemwin as a Second Language (TASL) be changed to Teacher of Indigenous Language as a Second Language.  
CARRIED

***Moved by A. Vainio-Mattila, seconded by D. Tabachnick that Senate approve Motions 3 to 8 as omnibus motions. CARRIED***

MOTION 3: That Senate approve the course title and description for:  
EDUC 1436 Anishnaabemwin Curriculum I  
Teacher candidates examine and develop strategies to implement the Ontario curriculum guidelines and policy documents for Native Languages, with an emphasis on Anishnaabemwin in the primary, junior, intermediate and senior divisions.

Be changed to:

EDUC 1436 Indigenous Languages Curriculum I  
Teacher candidates examine and develop strategies to implement the Ontario curriculum guidelines and policy documents for Native Languages, with an emphasis on the primary, junior, intermediate and senior divisions.

MOTION 4: That Senate approve that the course title and description for:  
EDUC 1446 Ojibwe Team Teaching I  
Faculty-supervised teaching of Ojibwe, in a team setting, to a small group of students in a local day care or summer camp.

Be changed to:

EDUC 1446 Indigenous Languages Team Teaching I  
Faculty-supervised teaching of Indigenous Languages, in a team setting, to a small group of students in a local day care or summer camp.

MOTION 5: That Senate approve that the course title and description for:  
EDUC 1546 Anishnaabemwin Language Methodologies I

Teacher candidates develop the skills, knowledge and dispositions required to teach Anishnaabemwin as a second language. As an introductory course, students develop an understanding of language acquisition theory and its role in language development. They develop an understanding of second language learning methodology and develop an awareness of teaching and learning strategies for effective classroom instruction in grades Junior Kindergarten to grade 12.

Be changed to:

EDUC 1546 Indigenous Languages Methodologies I

Teacher candidates develop the skills, knowledge and dispositions required to teach Indigenous Languages as second languages. As an introductory course, students develop an understanding of language acquisition theory and its role in language development. They develop an understanding of second language learning methodology and develop an awareness of teaching and learning strategies for effective classroom instruction in grades Junior Kindergarten to grade 12.

- MOTION 6: That Senate approve that the course title and description for:  
EDUC 2546 Anishnaabemwin Language Methodologies II  
Teacher candidates examine second language learning pedagogy as it relates to learning in an Anishnaabemwin context and explore ways to incorporate and meet curriculum expectations and guidelines established by the Ministry of Education. Specifically, teacher candidates examine planning of second language education programs, curriculum development, student assessment and program evaluation, multilingualism and cultural diversity, media and materials and innovative instructional SLE techniques and practices relevant to second language learning environment.

Be changed to:

EDUC 2546 Indigenous Languages Methodologies II

Teacher candidates examine second language learning pedagogy as it relates to learning in an Indigenous Language context and explore ways to incorporate and meet curriculum expectations and guidelines established by the Ministry of Education. Specifically, teacher candidates examine planning of second language education programs, curriculum development, student assessment and program evaluation, multilingualism and cultural diversity, media and materials and innovative instructional Second Language Education techniques and practices relevant to second language learning environment.

- MOTION 7: That Senate approve that the course title and description for:  
EDUC 2436 Anishnaabemwin Curriculum II  
Teacher candidates examine and develop strategies to implement the Ontario curriculum guidelines and policy documents for Native Languages, with an emphasis on Anishnaabemwin in the primary, junior, intermediate and senior divisions.

Be changed to:

EDUC 2436 Indigenous Languages Curriculum II

Teacher candidates examine and develop strategies to implement the Ontario curriculum guidelines and policy documents for Native Languages, with an emphasis on the primary, junior, intermediate and senior divisions.

- MOTION 8: That Senate approve that the course title and description for:  
EDUC 2446 Ojibwe Team Teaching II  
Faculty-supervised teaching of Ojibwe, in a team teaching setting, to a small group of students in a local day care or summer camp.

Be changed to:

EDUC 2446 Indigenous Languages Team Teaching II

Faculty-supervised teaching of Indigenous Languages, in a team teaching setting, to a small group of students in a local day care or summer camp.

***Moved by A. Vainio-Mattila, seconded by C. Hachkowski that Motions 9 through 16 be considered as omnibus motions. CARRIED***

MOTION 9: That Senate approve the addition of EDUC 1556 Cree Language 1 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 10: That Senate approve the addition of EDUC 2556 Cree Language 2 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 11: That Senate approve the addition of EDUC 1576 Lunaape Language 1 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 12: That Senate approve the addition of EDUC 2576 Lunaape Language 2 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 13: That Senate approve the addition of EDUC 1586 Mohawk Language 1 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 14: That Senate approve the addition of EDUC 2586 Mohawk Language 2 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 15: That Senate approve the addition of EDUC 1596 Cayuga Language 1 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 16: That Senate approve the addition of EDUC 2596 Cayuga Language 2 to the Teacher of Indigenous Language as a Second Language Program.

MOTION 17: Moved by A. Vainio-Mattila, seconded by W. Richardson that Senate approve the program requirements for the Teacher of Indigenous Language as a Second Language be changed to include:

Six credits from:

EDUC 1456 Anishnaabemwin Language I and EDUC 2456 Anishnaabemwin Language II, or

EDUC 1556 Cree Language I and EDUC 2556 Cree Language II, or

EDUC 1576 Lunaape Language I and EDUC 2576 Cree Language II, or

EDUC 1586 Mohawk Language I and EDUC 2586 Mohawk Language II, or

EDUC 1596 Cayuga Language I and EDUC 2596 Cayuga Language II

CARRIED

***Moved by A. Vainio-Mattila, seconded by C. Hachkowski that motion 18 and 19 be considered as omnibus motions. CARRIED***

MOTION 18: That Senate approve that the course title and description for:

EDUC 4738 French as a Second Language (Intermediate)

Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended and immersion) at the intermediate division. Candidates use the French language for all aspects of this course (example: submitting assignments).

Be changed to:

EDUC 4738 French as a Second Language (Elementary)

Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended and immersion) at the elementary level (K-8). The course focuses on the development of listening, speaking, reading, and writing skills of French as a second language learners. Candidates use the French language for all aspects of this course.

MOTION 19: That Senate approve that the course title and description for:

EDUC 4739 French as a Second Language (Senior)

Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended, and immersion) at the senior level. Candidates use the French language for all aspects of this course (example: submitting assignments).

Be changed to:

EDUC 4739 French as a Second Language (Secondary)

Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended, and immersion) at the secondary level (7-12). The course focuses on the development of listening, speaking, reading, and writing skills of French as a second language learners. Candidates use the French language for all aspects of this course.

Motion 20: Moved by A. Vainio-Mattila, seconded by K. Srigley that the Annual Report of the Undergraduate Studies Committee, dated May 17, 2018, be received.  
CARRIED

#### **UNDERGRADUATE SERVICES & AWARDS SUBCOMMITTEE**

MOTION 1: Moved by C. Richardson, seconded by T. Horton that the Report of the Undergraduate Services & Awards Subcommittee, dated January 17, 2018, be received.  
CARRIED

MOTION 2: Moved by C. Richardson, seconded by M. Parr that the Annual Report of the Undergraduate Services & Awards Subcommittee dated April 10, 2018, be received.  
CARRIED

#### **UNDERGRADUATE STANDING & PETITIONS SUBCOMMITTEE**

MOTION 1: Moved by D. Iafrate, seconded by K. Srigley that the Annual Report of the Undergraduate Standing and Petitions Subcommittee dated May 1, 2018 be received.  
CARRIED

#### **STUDENT APPEALS COMMITTEE**

MOTION 1: Moved by D. Iafrate, seconded by M. Sullivan that the Annual Report of the Student Appeals Committee dated May 1, 2018, be received.  
CARRIED

#### **LIBRARY ADVISORY SENATE SUBCOMMITTEE**

MOTION 1: Moved by M. DeGagné, seconded by T. Horton that the Annual Report of the Library Advisory Subcommittee, dated April 20, 2018, be received.  
CARRIED

#### **TECHNOLOGY AND INFRASTRUCTURE COMMITTEE**

MOTION 1: Moved by R. Breton, seconded by W. Richardson that the Annual Report of the Technology and Infrastructure Committee, dated April 23, 2018, be received.  
CARRIED

#### **GRADUATE STUDIES COMMITTEE**

MOTION 1: Moved by J. McAuliffe, seconded by M. Parr that the Report of the Graduate Studies Committee, dated May 14, 2018 be received.  
CARRIED

MOTION 2: Moved by J. McAuliffe, seconded by W. Richardson that the Major Research Paper supervisory committee structure for the MA in Sociology be changed from:



“The MRP committee will consist of the MRP supervisor approved by Nipissing University Graduate Studies Council and one consulting committee member drawn from the Regional Advisory Committee (RAC) membership.”

to

“The MRP committee will consist of the MRP supervisor and one committee member who is either a member of the graduate faculty or is a member of the Regional Advisory Committee (RAC).”

CARRIED

- MOTION 3: Moved by J. McAuliffe, seconded by T. Horton that the Thesis Research Project supervisory committee structure for the MA in Sociology be changed from:

“The TRP committee will consist of a TRP supervisor and two committee members approved by Nipissing University Graduate Studies Council, and one consulting member drawn from the Regional Advisory Committee (RAC) membership.”

to

The TRP committee will consist of the TRP supervisor and two committee members who are members of the graduate faculty, or the TRP supervisor, one committee member who is a member of the graduate faculty, and one committee member drawn from the Regional Advisory Committee (RAC) membership.

CARRIED

- MOTION 4: Moved by J. McAuliffe, seconded by W. Richardson that the MEd admission requirements include a four-year undergraduate degree with a 70% average on the last 10 full courses.

CARRIED

- MOTION 5: Moved by J. McAuliffe, seconded by T. Horton that MEd program no longer issue offers of admission with probation.

CARRIED

- MOTION 6: Moved by J. McAuliffe, seconded by R. Gendron that the MES/MESc program expectations be received and approved (appendix A).

CARRIED

- MOTION 7: Moved by J. McAuliffe, seconded by M. Parr that the MES/MESc course expectations and outcomes be received and approved as listed (Appendix B).

CARRIED

### **ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

The Annual Report of the Academic Quality Assurance and Planning Committee was deferred until the September 2018 Senate Meeting.

### **TEACHING AND LEARNING COMMITTEE**

No Annual Report received.

The Speaker spoke on behalf of the committee and advised that there has not been a report received in the past two years and has referred this matter to the PVPAR for the upcoming academic year.

### **OTHER BUSINESS**

- MOTION 1: Moved by D. Iafrate, seconded by K. Srigley that Senate consider receipt of the Report on Graduation Applicants dated May 25, 2018.

CARRIED

- MOTION 2: Moved by D. Iafrate, seconded by A. Burk that Senate receive the Report on Graduation Applicants dated May 25, 2018.

CARRIED

MOTION 3: Moved by D. Iafrate, seconded by A. Burk that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated May 25, 2018.  
CARRIED

### **NEW BUSINESS**

MOTION 1: Moved by M. DeGagné, seconded by P. Millar that Senate approve and adopt the Nipissing Celebration Anthem dated May 3, 2018.  
CARRIED

The Chair acknowledged Janet Zimbalatti's work on the anthem and advised that it would be great if she could come in September and walk us through the gist of the anthem and how it came to be.

### **ADJOURNMENT**

Senate was adjourned at 12:55 p.m.

*original signed by:*



.....  
M. DeGagné (Chair)



.....  
M. Storms (Acting Senate Secretary)

## **President's Update**

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### **Sampling of Activities and Events – May 11 – 25, 2018**

#### **Campus**

- Unleashing the Potential of Conflict at Home & Abroad – Dr. Evan Hoffman, Speaker
- Centre for Understanding Semi-Peripheries (CUSP) Launch Event – Dr. Kirsten Greer
  - o Bytown Museum, Ottawa

#### **Meetings**

- Meeting with David Fulford, Vice-President, Research & Policy, Colleges Ontario
- COU Budget and Audit Committee Meeting
- Meeting with FNIGC – First Nations Information Governance Centre
- Meeting with Teresa Edwards, Legacy of Hope

#### **Collaboration**

- Meeting with St. Paul's University (André Beaudry, Chantal Beauvais, Manal Guirguis-Younger)

#### **Advancement**

- Meeting with RBC Office – Ottawa
- Meeting with TD Office – Ottawa

#### **Community**

- Dinner with the Author: Giles Blunt
  - o Rotary Club of Nipissing
- Carter – TV Premiere Event at the Capital Centre

#### **Research / Other**

- Indigenizing the Academy Discussions
  - o Kelly Benning
  - o Asma-na-hi Antoine
  - o Rebecca Bornermann (Universities Canada)
- Lecture for Dr. Tim McTiernan – School of Policy Studies, Queen's University

- 1) NU Conversations 3 on Indigenous Education were held April 12<sup>th</sup>. The notes are attached.

Altogether some 150-170 people stopped by over the three sets of conversations (including many who came to two or all three!). The notes provide one set of perspectives/suggestions on the issues discussed. I would appreciate hearing from the community as to the likelihood they would attend this type of events in the future, as well as on what type of topics would, in your opinion, lend themselves well to such free flowing, face to face conversation.

- 2) I participated in the CBIE (Canadian Bureau of International Education) visit organized for Canadian Universities to Norway, where we met with representatives of all Norwegian Universities.

The higher education landscape is very different in Norway. Norway is a wealthy country where all education is free, including for international students. Internationalization is mandated, and funded, including incoming and outgoing students, faculty exchanges, and research collaborations. The Norwegian institutions generally have an orientation to issues related to the arctic (both in social and biological sciences), all institutions offer terms taught in English in a variety of disciplines, and they also have a strong interest in anything related to the out of doors (leisure, recreation, sports, tourism etc). In the North there is significant focus on comparative indigenous cultures.

Generally all are interested in student and faculty mobility, and research collaborations. If any of the following institutions are of interest, I would be happy to make virtual introductions.

Norwegian University (students)	Interested in collaborating on
Norwegian University of Life Sciences (5200) <a href="http://www.nmbu.no/en">www.nmbu.no/en</a>	<ul style="list-style-type: none"><li>- Focus on problem solving: oceans, climate, enabling technologies, energy</li><li>- Water research: they offer International Summer School on Water Management in Cold Climates, "Water harmony" network for research</li><li>- Possibly pathway to their Masters in Big Data</li><li>- Land and Resource Management</li></ul>
Norwegian School of Sport Sciences (1600) <a href="http://www.nih.no/en/">http://www.nih.no/en/</a>	<ul style="list-style-type: none"><li>- Physical Activity and Health</li><li>- Sport Management</li><li>- Physical Education (teacher education)</li></ul>
Norwegian University of Science and Technology (23 000 undergrads + 17 000 grad) <a href="http://www.ntnu.edu">www.ntnu.edu</a>	<ul style="list-style-type: none"><li>- Information security</li><li>- Renewable energy</li><li>- Sustainability</li></ul>
Oslo Metropolitan University (17 000+3 300)	<ul style="list-style-type: none"><li>- Nursing exchanges</li><li>- International Public health – semester1</li><li>- Social Work</li><li>- Art</li><li>- Business</li></ul>

University College of Southeast Norway (15 000+3 000) <a href="http://www.usn.no/english">www.usn.no/english</a>	<ul style="list-style-type: none"> <li>- Sports and Educational Science</li> <li>- School of Business</li> <li>- Teacher training</li> </ul>
University of Agder (7000+3000) <a href="http://www.uia.no">www.uia.no</a>	<ul style="list-style-type: none"> <li>- Regional development</li> </ul>
The Arctic University of Norway (16500)	<ul style="list-style-type: none"> <li>- Comparative Indigenous Studies</li> <li>- Arctic Council, Arctic Economic Council, Council o Indigenous Peoples have secretariats in Tromso</li> <li>- Annual conference “Arctic Frontiers”</li> <li>- Sami Culture and language</li> <li>- Masters in Governance and Entrepreneurship in Northern and Indigenous Areas</li> <li>- Strong nursing programme preparing nurses for the North</li> </ul>
Nord University (800 students from 65 countries)	<ul style="list-style-type: none"> <li>- Global challenges</li> <li>- Teacher training and nursing since 1920</li> </ul>
Sami Allaskula (Sami University of Applied Sciences) (250 students)	<ul style="list-style-type: none"> <li>- Sami Pedagogy (indigenous ways of knowing)</li> <li>- Journalism</li> <li>- Social sciences</li> <li>- Reindeer husbandry</li> <li>- Sami taught, also the language of administration</li> <li>- Simultaneous translation in every classroom, teaching in multiple languages</li> </ul>
University of Bergen (9090+7465) <a href="http://www.uib.no/en">http://www.uib.no/en</a>	<ul style="list-style-type: none"> <li>- Fine Art</li> <li>- Art education music)</li> </ul>
Norwegian School of Economics (1700+1700) <a href="http://www.nhh.no">www.nhh.no</a>	<ul style="list-style-type: none"> <li>- A leading business school in Europe</li> <li>- Member of PIM (Partnership in International Management)</li> <li>- Natural resources</li> </ul>
University of Stavanger (8500+2900) <a href="http://www.uis.no">www.uis.no</a>	<ul style="list-style-type: none"> <li>- Nipissing has an agreement for Nursing</li> </ul>
Western Norway University of Applied Sciences (14000+2000) <a href="https://www.hvl.no/en">https://www.hvl.no/en</a>	<ul style="list-style-type: none"> <li>- Sports education and science</li> <li>- Teacher education</li> </ul>

- 3) “Indigenizing the Academy” in Membertou, NS, organized by ANSUT: main take home message is that the collective agreements will have a key role in how universities will live the indigenization principles they have committed to.
- 4) Convocations are in early June (5<sup>th</sup> in Brantford, 7<sup>th</sup> & 8<sup>th</sup> in North Bay). I would encourage all faculty to participate. It is very special for students to be able to introduce their profs to their family and friends. Please, note these dates in your calendar!

## Notes from: NU Conversations 3 (April 12<sup>th</sup>)

The statements in questions 2-14 are the Principles on Indigenous Education adopted by Universities Canada

1. What is Indigenization?
  - Please upgrade language > ~~aboriginal~~, use indigenous
    - o Why?
  - It means listening and asking questions, not being afraid to seek knowledge from fear of offending; it's better to ask and feel embarrassed than to stay in our corner, "safe" yet still ignorant
  - The 1<sup>st</sup> step is starting with "self", as you need to locate yourself as a non-Indigenous/settler before engaging in this process
  - Valuing Indigenous knowledges, voices, experiences. This challenges Euro-centric, colonial systems, including university as a site.
  - "BisKaabyang" A returning to ourselves
  - What kind of preparation do we need to position everyone to be ready to learn – perhaps esp. settlers
  - Understand privilege
  - Setting aside pre-conceptions, misperceptions, and deeply held assumptions, willingness to be vulnerable
2. What does/could this mean for Nipissing: Ensure institutional commitment at every level to develop opportunities for Indigenous students.
  - In/out of the classroom – more than a "schooling" approach
  - Allow everyone assignments beyond traditional essays
  - Creativity w/ assignment submission: (i.e. Catherine Muran-Stoehl's history course on storytelling – all oral, no notes)
  - Allow students to demonstrate understanding of material by orally sharing w/ another students
    - o I'd say creative assignments are applicable to all students. Oral story-telling is fine, but there should be some records of the assignment (video?)
  - [whol]istic – treating the whole person at all levels of the institution/taking this out of the institution – "on the land"
  - Engaging in transdisciplinary dialogue
  - Indigenization is not only about being responsive to Indigenous learners. It also means preparing non-indigenous peoples to work with Indigenous people & communities.
  - We've all been structurally denied the opportunity to learn about FNMI histories, peoples, cultures. \*This is all of our history.
  - Recognize milestones, individual + collective advancements/achievements
  - Create a planning framework that identifies who is responsible for what throughout NU from top to bottom: like staff orientation, all NU community should have time dedicated to intercultural learning + indigenization
3. What does/could this mean for Nipissing: Be student centred: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
  - How can we change our admission + advising practices to better support + recognize student abilities + success

- Quite focused – do we need to do this differently?
  - Strengths-based approach
  - Flexibility in accommodating cultural difference (e.g. funerals, length of trips home etc)
  - Ask the student
  - Ensuring appropriate supports in place when discussing certain topics in courses
  - Many students from coastal communities are fluent in 2 or more languages, allow them to share in language
  - Re-envisioning what we mean by “course”
  - Let’s not think about Indigenous students with deficits. There are structural inequities between students that impact their ‘readiness’ to be here.
  - Students are experts, work with them
  - Let’s not homogenize our understanding of Indigenous students – their knowledges & experience
  - Need appropriate academic resources to enable this success
  - Can we re-define or examine what “success” is
4. What does/could this mean for Nipissing: Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies
- Support orientations for students – and staff
  - Can we look at defining what indigenization means on this territory and in particular with our Indigenous partners who share the territory
  - Indigenous-settler content across curricula
  - Decolonizing pedagogies & methodologies
  - Self-reflexive analysis – locationally – identity politics
  - Acknowledge power asymmetries
  - University as a colonial institutions > decolonizing the institutional structures
  - We would need to think about what this looks like in different disciplines/programs. Will vary.
  - You don’t need to be the expert > bring the experts to your course
  - Engage deeply w/ Indigenous scholars, thinking, knowledge production in your respective fields
  - More than just a theme or set of individual outcomes
5. What does/could this mean for Nipissing: Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
- Be leaders and continue to share the work we are currently doing with other institutions (25 + years of work)
  - Aboriginal leadership program
  - Acknowledge/foster mentorship of Indigenous staff/faculty to achieve goals (pursuing further education to acquire positions)
  - Indigenous staff & faculty
  - Provide professional development > BrockU is a good model
  - Students too!
  - Not just the responsibility of Indigenous people’s – can’t forget this!
  - Perhaps this means Indigenous faculty + making measurable goals + providing mentorship/support for those faculty to achieve tenure + promotion etc. and/or pre-docs+post-docs to support the number of Indigenous faculty

- But we also must provide support so that Indigenous Faculty are not taking on in addition to their regular responsibilities as faculty – we need to commit to an institutional/administration position that can move this forward institutionally
6. What does/could this mean for Nipissing: Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students
    - Other departments assist in events (powwow, round dance etc.) demonstrate support of services, not just requesting services > use tobacco to ask questions & understand why
    - Professional development or info about culture should be reciprocal
    - Workshops/resources/support for faculty who want to be allies but are afraid of getting it wrong/offending
    - Introduce language as a vehicle for learning about ways of knowing/being
    - Training for staff e.g. facilities – so smudging is easier inside & outside classrooms
    - Be authentic, work/teach/learn with heart not just the head
    - Integration + consistency in places/spaces beyond office of indigenous initiatives + student spaces
    - Develop classroom spaces that support Indigenous pedagogies – smudging (hvac), circles etc
    - Convocation that is inclusive
  7. What does/could this mean for Nipissing: Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students
    - Outdoor learning spaces
    - inclusion of indigenous voice, histories, knowledge created by Indigenous pp;
    - Ermine's "ethical space" as a "place" to discuss
    - What creates dialogue? How?
    - Visibly welcoming spaces – multi lingual etc
    - Address cultural safety/awareness > children's literature
    - Encourage respectful conversation, asking questions. Share where certain resources are found, can be accessed
    - Create classroom advisory group to respond to faculty experimenting with indigenization
  8. What does/could this mean for Nipissing: Continue to develop accessible learning environments off-campus
    - Include same kind of visit, or r students, virtual meet up if not possible (students can use a space on campus or in community)
    - Understand what an accessible learning environments looks like for multiple learning styles
    - Bring Nipissing into the community and communities to Nipissing
    - Include working with local communities
    - Nipissing mobile
    - Authentic and reciprocal partnerships with Indigenous communities
  9. What does/could this mean for Nipissing: Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
    - Understand what we mean by partnership and how we enact this across the board
    - How do we remove/address trust related to barriers in the short term recognizing this takes a long time?



- Co-development of academic programs w/ Indigenous communities
  - Have a summer academy for gr 11/12 students from remote areas to come o campus > two way flow of information about life @ NU and life in rural N. Ont
    - o See OII, NUACE/OII – 55+ in-community partnerships
  - Invite visiting speakers from Nipissing First Nation to visit classes and speak with students in relevance to the class...of course protocols should be leaned and followed in the process
  - Learn about relationship building and what this means for community connection. Wiidaaktaodering, “We are helping one another”
  - I wonder if we might be a leader her. Teach other universities how to do it!
  - Work in partnerships to offer classes/field courses/retreats in community for students & community members
  - Gain better understanding of reciprocity
  - Continue to seek best practices elsewhere + remember to adapt to our realities
  - Being explicit that this is international even within Canadian orders. A new perspective needed, not “our” indigenous peoples.
  - This may mea: partnerships w/ Indigenous Institutes; ensuring the strength of the NUACE; meeting w/ Education Directors from First nations > but recognizing Indigenous students as Diverse – from across ON + QC and are urban as well. Are their experiences voiced as well?
10. What does/could this mean for Nipissing: Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous peoples of Canada.
- More than coursework > a university wide approach
  - Do Native Studies courses meet depth/breadth of BA/BSc requirements? Can depth/breadth be more prescriptive?
  - Would this knowledge & exposure best come from ‘one’ course that all take or integrated across all or most?
  - Focus on decolonization, not Indigenization
    - o We need to specify these
  - If there is exposure, providing adequate support to students in class (i.e. RN sent email re let students know in advance about topic of class – residential school)
  - This means faculty research Indigenous scholars in their respective fields
  - Inclusion of resources from Indigenous perspective
  - This means engaging more with Indigenous people, communities, scholars etc in an appropriate way.
11. What does/could this mean for Nipissing: Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.
- UBC indigenous foundations website is a great resource
    - o Some studies and books describe their cutting edge work
  - Share all of the great work already happening on campus through Indigenous recruitment and marketing lie. AP, events on campus, partnerships in community, Debwediza, Aasgaabwitaadwin, Wiidooktaadwin, Treaty mentorship, education program, read-ahead credit, summer institute etc)
  - This may mean partnerships with Indigenous Institutes recognizing we bring different strengths.
  - Upcoming conference in Ottawa

- Important also to engage exchange on the comparison of the different missions among Indigenous + non-Indigenous organizations + institutions
12. What does/could this mean for Nipissing: Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
- Social media campaign/ a more fulsome MARKETING campaign to James bay, ON, QC – both remote + urban Indigenous peoples
  - Further to my suggestion a few panels back, a summer academy for prospective Gr 11 students
    - o See OII Supports, Activities, programmes
  - Reach out to communities outside or areas we already reach (ON/QC)
  - Assist OII + faculty in sharing what is already taking place on campus. Share what you learn
  - Blog? Co-written and shared with students, families, teaches, schools – highlight promising and cutting edge practice, relationships in reader-friendly language
  - Further networks like IMNP to develop capacity – invest in this capacity strengthening/Networks/Communication!
13. What does/could this mean for Nipissing: Recognize the role of institutions in creating an enabling and supportive environment for successful and high quality K-12 experience for Aboriginal youth
- Please see work b OII for past 10-15 years
  - We have a framework for this – Aboriginal Framework
  - Make these (K-12)-(College/University) shake hands; ongoing conversations with Elementary/Secondary Panels -transitions should be facilitated (all working on similar goals across life course)
  - Utilize the resources of our Faculty of Ed
  - Recognizing that Indigenous students may not have had the same educational experience/curriculum as non-Indigenous students who are in uni class, and for instructors to consider this in the facilitation/grading of their courses.
  - Instructors at Nipissing striving to include Indigenous ways of knowing and sharing into their courses to align with the ways Indigenous students may have learned in elementary/high school
  - Provide framework/ability for students
  - Please use indigenous, not aboriginal
  - Provide K-12 schools presentations led by NU staff
  - Promote/participate in treaty education in K-12
  - Explore dual-credit options for Indigenous high school students in key areas
  - Support by learning of existing initiatives, sharing knowledge of initiatives
  - Nipissing to recognize the work that has been done within and continues to grow
  - Classroom toolkit online + bucket of classroom resources + contacts for school based experience
    - o This notion is not new
  - Work with community projects – school boards, community agencies, Learning Partnership to understand and embrace all voices
  - OII has been doing some of this work since 2006 with BCSL + WIMI
14. What does/could this mean for Nipissing: Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty, and staff
- How do we facilitate engagement & socialization with present “gathering places” (centers, cafeterias etc) and spaces that can be isolating in themselves?

- Promoting Indigenous-run events even more to non-Indigenous students than they are already being advertised ex powwows, speakers etc
- Use “events” as the introduction to this process
  - o Transition to more than events, but who we are
  - o Yu have to start somewhere
- This is really important but we need to make it clear to indigenous students it’s not their job to educate non-indigenous students
- Joint projects, assignments
- Intercultural leadership certificate course
- Encourage students in class, during open houses, etc. ie visit our office and participate in existing events. > share that all events everyone is welcome to attend (ie. Snowshoeing, indigenous week, volunteering for Indigenous youth education gatherings etc)

#### 15. Critiques/hesitations?

- Is “education” too colonizing to be indigenized?
  - o No, as long as its epistemological structures are identified and can be shifted, unsettled, mobilized in complex relationships
- What is the power of symbolic gestures?
  - o The can create space for students supportive of identity & belonging BUT are not as powerful if not understood by the speaker

NIPISSING UNIVERSITY

# Operating Budget

Draft

2018-2019

Presented to:

Audit & Finance

Committee May 14, 2018

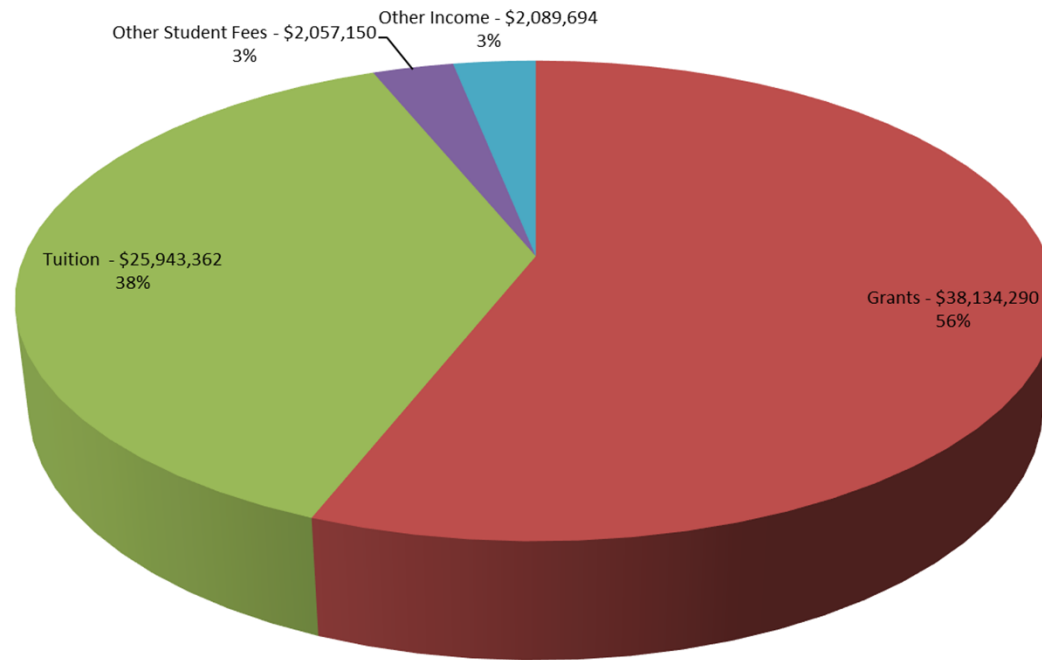
**NIPISSING UNIVERSITY**  
**2018-2019 Draft Budget**

	2018-2019 Budget	2017-2018 Budget	Variance	% Variance
<b>REVENUE:</b>				
Government Grants	\$ 38,134,290	\$ 38,949,799	\$ (815,509)	-2%
Student Fees - Tuition	\$ 25,943,362	\$ 25,427,859	\$ 515,503	2%
Student Fees - Other	\$ 2,057,150	\$ 2,036,500	\$ 20,650	1%
Other	\$ 2,089,694	\$ 1,932,740	\$ 156,954	8%
<b>TOTAL REVENUE</b>	<b>\$ 68,224,496</b>	<b>\$ 68,346,898</b>	<b>\$ (122,402)</b>	<b>0%</b>
<b>EXPENSES:</b>				
Salaries and Benefits	\$ 54,123,459	\$ 52,764,599	\$ (1,358,860)	-3%
Operating	\$ 10,097,161	\$ 11,554,282	\$ 1,457,121	13%
Scholarships and Bursaries	\$ 3,934,482	\$ 4,173,360	\$ 238,878	6%
Occupancy Costs	\$ 4,540,050	\$ 4,597,250	\$ 57,200	1%
Principal and Interest on Long-Term Debt	\$ 1,135,739	\$ 1,314,251	\$ 178,512	14%
Anticipated Operating Savings	\$ (400,000)	\$ (400,000)	\$ -	0%
<b>TOTAL EXPENSES</b>	<b>\$ 73,430,891</b>	<b>\$ 74,003,742</b>	<b>\$ 572,851</b>	<b>1%</b>
<b>SURPLUS (DEFICIT) BEFORE THE UNDERNOTED</b>	<b>\$ (5,206,395)</b>	<b>\$ (5,656,844)</b>	<b>\$ (450,449)</b>	<b>8%</b>
Transfer to/from Other Funds	\$ 1,346,888	\$ 1,782,235	\$ 435,347	24%
<b>NET CHANGE IN UNRESTRICTED OPERATING FUND SURPLUS (DEFICIT)</b>	<b>\$ (3,859,507)</b>	<b>\$ (3,874,609)</b>	<b>\$ (15,102)</b>	<b>0%</b>

**NIPISSING UNIVERSITY**  
**2018-19 Budget - 2017/18 Projected Year End**

	<b>2018-2019 Budget</b>	<b>2017-2018 Projected Year End</b>	<b>Variance</b>	<b>% Variance</b>
<b>REVENUE:</b>				
Government Grants	\$ 38,134,290	\$ 39,488,129	\$ (1,353,839)	-3%
Student Fees - Tuition	\$ 25,943,362	\$ 26,328,254	\$ (384,892)	-1%
Student Fees - Other	\$ 2,057,150	\$ 2,133,625	\$ (76,475)	-4%
Other	\$ 2,089,694	\$ 1,781,264	\$ 308,430	17%
<b>TOTAL REVENUE</b>	<b>\$ 68,224,496</b>	<b>\$ 69,731,273</b>	<b>\$ (1,506,777)</b>	<b>-2%</b>
<b>EXPENSES:</b>				
Salaries and Benefits	\$ 54,123,459	\$ 52,698,511	\$ (1,424,948)	-3%
Operating	\$ 10,097,161	\$ 9,750,000	\$ (347,161)	-4%
Scholarships and Bursaries	\$ 3,934,482	\$ 4,020,600	\$ 86,118	2%
Occupancy Costs	\$ 4,540,050	\$ 5,000,000	\$ 459,950	9%
Principal and Interest on Long-Term Debt	\$ 1,135,739	\$ 1,590,926	\$ 455,187	29%
Anticipated Operating Savings	\$ (400,000)	\$ -	\$ 400,000	100%
<b>TOTAL EXPENSES</b>	<b>\$ 73,430,891</b>	<b>\$ 73,060,037</b>	<b>\$ (370,854)</b>	<b>-1%</b>
<b>SURPLUS (DEFICIT) BEFORE THE UNDERNOTED</b>	<b>\$ (5,206,395)</b>	<b>\$ (3,328,764)</b>	<b>\$ (1,877,631)</b>	<b>56%</b>
Transfer to/from Other Funds	\$ 1,346,888	\$ 883,159	\$ 463,729	53%
<b>NET CHANGE IN UNRESTRICTED OPERATING FUND SURPLUS (DEFICIT)</b>	<b>\$ (3,859,507)</b>	<b>\$ (2,445,605)</b>	<b>\$ (1,413,902)</b>	<b>58%</b>

## Revenue Sources



OPERATING AND OTHER GOVERNMENT GRANTS				
PROVINCIAL GRANTS	2017-2018 Budget	2018-2019 Budget	Variance	NOTE
<b><u>Basic Operating Grants</u></b>				
Basic Operating Grant	\$ 16,196,216	\$ 22,860,367	\$ 6,664,151	1
Less International Student Recovery	\$ (23,133)	\$ (24,565)	\$ (1,432)	
Education Enrolment Based Grant	\$ 5,276,139	\$ -	\$ (5,276,139)	2
Education Phase-In Grant	\$ 253,400	\$ -	\$ (253,400)	
Teacher Education Stabilization Grant		\$ 2,269,182	\$ 2,269,182	2
<b>Sub Total</b>	<b>\$ 21,702,622</b>	<b>\$ 25,104,984</b>	<b>\$ 3,402,362</b>	
<b><u>Mission-Related Institutional Specific Grants</u></b>				
Differentiation Grant	\$ 535,300	\$ 1,871,140	\$ (535,300)	3
Northern Ontario Grant	\$ 1,871,140	\$ -	\$ -	
<b>Sub Total</b>	<b>\$ 2,406,440</b>	<b>\$ 1,871,140</b>	<b>\$ (535,300)</b>	
<b><u>Enrolment Based Grants</u></b>				
Enrolment Accessibility Graduate	\$ 679,512	\$ -	\$ (679,512)	
Second Entry Nursing Grant	\$ 5,529,892	\$ -	\$ (5,529,892)	1
Second Entry Nursing Grant - to Canadore	\$ (125,475)	\$ (125,475)	\$ -	
Collaborative Grant - 50% from Canadore	\$ 1,666,061	\$ 1,433,071	\$ (232,990)	
Clinical Grant - 50% from Canadore	\$ 47,600	\$ 47,570	\$ (30)	
<b>Sub Total</b>	<b>\$ 7,797,590</b>	<b>\$ 1,355,166</b>	<b>\$ (6,442,424)</b>	
<b><u>Performance Based Grants</u></b>				
Performance Funding for KPI	\$ 330,800		\$ (330,800)	3
General Quality Tied to Multi - Year Accountability	\$ 1,334,110		\$ (1,334,110)	3
Performance Student Success		\$ 4,462,170	\$ 4,462,170	3
<b>Sub Total</b>	<b>\$ 1,664,910</b>	<b>\$ 4,462,170</b>	<b>\$ 2,797,260</b>	
<b><u>Student Bursaries and Other Flow Through Funding</u></b>				
Disabled Bursary	\$ 300,000	\$ 200,000	\$ (100,000)	
Ontario Graduate Scholarships	\$ 140,000	\$ 140,000	\$ -	
First Generation Bursary	\$ 30,279	\$ 27,300	\$ (2,979)	
<b>Sub-Total</b>	<b>\$ 470,279</b>	<b>\$ 367,300</b>	<b>\$ (102,979)</b>	



OPERATING AND OTHER GOVERNMENT GRANTS				
PROVINCIAL GRANTS	2017-2018 Budget	2018-2019 Budget	Variance	NOTE
<b><u>Specifice Purpose and Other Grants</u></b>			-	
Student Success Fund - Postsecondary Education Fund for Aboriginal	\$ 675,886	\$ 675,886	\$	
Grants for Municipal Taxation	\$ 242,700	\$ 235,350	\$ (7,350)	
Accessibility for Students with Disabilities	\$ 292,945	\$ 280,000	\$ (12,945)	
Interpreter Fund	\$ 34,000	\$ 20,000	\$ (14,000)	
Graduate Capital Grant	\$ 109,440	\$ 90,240	\$ (19,200)	
Aboriginal Initiatives/Aboriginal PSET Bursary Projects	\$ 40,300	\$ 40,300	\$ -	
Women's Campus Safety	\$ 54,812	\$ 54,812	\$ -	
Research Overheads Infrastructure Envelope	\$ 13,738	\$ 18,000	\$ 4,262	
Facilities Renewal Grant	\$ 458,300	\$ 611,000	\$ 152,700	
Mental Health Stretegy		\$ 100,000	\$ 100,000	
Mental Health Work		\$ 110,104	\$ 110,104	
Credit Transfer Grant		\$ 277,933	\$ 277,933	
First Year Foundations		\$ 250,000	\$ 250,000	
Indigenous Summer Institute		\$ 420,000	\$ 420,000	
Career Ready Stream 1		\$ 147,405	\$ 147,405	
Career Ready Stream 2		\$ 395,000	\$ 395,000	
Access & Inclusion		\$ 250,000	\$ 250,000	
MAESD Grant - One Time	\$ 2,500,000	\$ 500,000	\$ (2,000,000)	
<b>Sub Total</b>	<b>\$ 4,422,121</b>	<b>\$ 4,476,030</b>	<b>\$ 53,909</b>	
<b>TOTAL PROVINCIAL GRANTS</b>	<b>\$ 38,463,962</b>	<b>\$ 37,636,790</b>	<b>\$ (827,172)</b>	
<b>FEDERAL GRANTS</b>				
Indirect Costs Grant SSHRC - Grad	\$ 413,337	\$ 425,000	\$ 11,663	
Funding NSERC - Scholarship	\$ 55,000	\$ 55,000	\$ -	
	\$ 17,500	\$ 17,500	\$ -	
<b>TOTAL FEDERAL GRANTS</b>	<b>\$ 485,837</b>	<b>\$ 497,500</b>	<b>\$ 11,663</b>	
<b>TOTAL GOVERNMENT GRANTS</b>	<b>\$ 38,949,799</b>	<b>\$ 38,134,290</b>	<b>\$ (815,509)</b>	

Notes

#1 - rolled into Basic Operating Grant

#2 - rolled into Basic Operating Grant and Teacher Education

Stabilization Grant

#3- rolled into Performance Student Success

TUITION				
Department	2018-2019 Budget	2017-2018 Budget	Variance	% Variance
Arts and Science : Administration	\$ 9,343,781	\$ 9,334,129	\$ 9,652	0%
Collaborative Nursing : Nursing Collaborative Program	\$ 2,301,268	\$ 2,280,720	\$ 20,548	1%
Bridging/SPP : Administration	\$ 5,011,964	\$ 3,512,057	\$ 1,499,907	43%
Business : Administration	\$ 1,777,558	\$ 2,651,763	\$ (874,205)	-33%
College Partnership : Administration	\$ 1,243,759	\$ 1,214,570	\$ 29,189	2%
BComm Distance : Administration	\$ 890,708	\$ 642,870	\$ 247,838	39%
BEd Consecutive : Administration	\$ 3,066,629	\$ 2,527,547	\$ 539,082	21%
NB ConEd : Administration	\$ 49,325	\$ 357,120	\$ (307,795)	-86%
Aboriginal Classroom Assistant Program	\$ 86,000	\$ 53,766	\$ 32,234	60%
Brantford : Administration	\$ -	\$ 536,000	\$ (536,000)	-100%
ATCP : Aboriginal Teacher Cert	\$ 191,272	\$ 142,848	\$ 48,424	34%
Teacher Anish. 2nd L : Aboriginal Teacher Cert	\$ 29,426	\$ 28,570	\$ 856	3%
BPHE : Administration	\$ 1,908,484	\$ 1,993,643	\$ (85,159)	-4%
AQ / ABQ/ PQP : Fac of ED - ABQ - HS	\$ 470,000	\$ 503,161	\$ (33,161)	-7%
Masters Programs : Administration	\$ 928,899	\$ 987,008	\$ (58,109)	-6%
PhD : Administration	\$ 269,847	\$ 209,509	\$ 60,338	29%
<b>Sub Total</b>	<b>\$ 27,568,920</b>	<b>\$ 26,975,281</b>	<b>\$ 593,639</b>	<b>2%</b>
Less:				
Canadore Share of Collaborative Nursing	\$ 1,279,134	\$ 1,215,422	\$ 63,712	5%
Tuition Exemption	\$ 346,424	\$ 332,000	\$ 14,424	4%
<b>Total Tuition</b>	<b>\$ 25,943,362</b>	<b>\$ 25,427,859</b>	<b>\$ 515,503</b>	<b>2%</b>

TOTAL EXPENDITURES				
Department	2018-2019 Budget	2017-2018 Budget	Variance	% Variance
Faculty of Arts & Science	\$ 15,540,305	\$ 15,082,848	\$ (457,457)	-3%
Faculty of Applied & Professional Schools	\$ 13,343,439	\$ 13,538,707	\$ 195,268	1%
Schulich School of Education	\$ 9,867,568	\$ 10,584,957	\$ 717,389	7%
Office of Indigenous Initiatives	\$ 1,177,481	\$ 790,884	\$ (386,597)	-49%
Academic Support & Library	\$ 7,729,743	\$ 6,378,184	\$ (1,351,559)	-21%
Administration	\$ 17,035,543	\$ 18,779,832	\$ 1,744,289	9%
Student Services	\$ 6,985,235	\$ 7,208,380	\$ 223,145	3%
Athletics	\$ 2,697,977	\$ 2,537,343	\$ (160,634)	-6%
<b>Total Expenditures</b>	<b>\$ 74,377,291</b>	<b>\$ 74,901,134</b>	<b>\$ 523,843</b>	<b>1%</b>
Less Anticipated Savings	\$ (400,000)	\$ (400,000)	\$ -	0%
Transfer from Other Funds	\$ (1,893,288)	\$ (2,279,627)	\$ (386,339)	17%
<b>Total</b>	<b>\$ 72,084,003</b>	<b>\$ 72,221,507</b>	<b>\$ 137,504</b>	<b>0%</b>

Transfer to Internally Restricted (PER/PD/Research Allowance) included in above departments

NIPISSING UNIVERSITY

# Ancillary Budget

Draft

2018-2019

Presented to:

Audit & Finance

Committee May 14, 2018

**NIPISSING UNIVERSITY**  
**DRAFT ANCILLARY BUDGET**

	<b>2018-2019 Budget</b>	<b>2017-2018 Budget</b>	<b>Variance</b>
<b>REVENUE</b>			
Accommodation Fees, Conference Services and other revenue	\$ 6,184,806	\$ 6,296,203	\$ (111,397)
<b>TOTAL REVENUE</b>	<b>\$ 6,184,806</b>	<b>\$ 6,296,203</b>	<b>\$ (111,397)</b>
<b>EXPENSES</b>			
Salaries and Benefits	\$ 2,125,719	\$ 1,957,838	\$ (167,881)
Operating	\$ 1,859,034	\$ 1,748,994	\$ (110,040)
Principal & Interest on LTD	\$ 1,135,740	\$ 1,515,258	\$ 379,518
<b>TOTAL EXPENSES</b>	<b>\$ 5,120,493</b>	<b>\$ 5,222,090</b>	<b>\$ 101,597</b>
EXCESS OF REVENUES OVER EXPENSES (EXPENSES OVER REVENUE) BEFORE THE UNDERNOTED	\$ 1,064,313	\$ 1,074,113	\$ (9,800)
Transfer from (to) operating fund	\$ 1,064,313	\$ 1,074,113	\$ (9,800)
<b>EXCESS OF REVENUES OVER EXPENSES (EXPENSES OVER REVENUE) FOR THE YEAR</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>

## NORTH BAY

	# of Beds	# of Beds Budgeted	2017/18 Bed Rate	Proposed 2018/19 Bed Rate
Chancellors House	406	350	6,475	6,525
Founders House	205	185	6,475	6,525
Townhouses	138	132	5,767	5,817
Governors House	226	218	6,475	6,525
<b>TOTAL</b>	<b>997</b>	<b>885</b>		

**Included Fees:**

Telephone

\$220.00

Programming Fee

\$75.00

Application Fee (Non-Refundable)

\$25.00

Technology Fee (Cable / Wireless)

\$195.00

Total

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\$515.00

**Standing Joint Committee of the Board and Senate on Governance**  
Annual Report

Attendance:

David Tabachnick	4
John Nadeau	4
Gyllian Phillips	3
Gary Jodouin	3
Karen Barnes	3
Tom Curry	0
Sydney Lamorea*	3
Daniel Goulard**	1

\* served until her term finished on April 30, 2018

\*\* replaced Sydney Lamorea on May 1, 2018

Recording Secretary: Maggie Daniel (Administrative Assistant, Office of the President)

The Standing Joint Committee of the Board and Senate on Governance met on four occasions during the 2016-17 Academic Year: October 6, 2017, December 14, 2017, March 9, 2018 and May 24, 2018.

The Committee established a rotating chair at the meetings that would alternate between a Board representative, Senate representative and the Nipissing University Student Union representative. The work of the Committee began with establishing the Terms of Reference, a statement on the importance of collegial governance at Nipissing and the role that the Committee would play in issues surrounding governance and collegiality.

The Committee developed a work plan based on the Recommendations from the Report of the Special Governance Commission (SGC). The work was divided equally between the committee members.

Some of the work completed by the Committee included the development of a 'Statement on the Importance of Collegiality Governance at Nipissing University' and Terms of Reference for the Committee. Both the Statement and the Terms of Reference were presented to the Board of Governors and Senate. The Senate Budget Advisory Committee was struck and has met with the Vice-President, Finance & Administration during the 2016-17 Academic Year. The Committee discussed, at length, Recommendations 3.3, 3.4 and 3.8 of the SGC Report. Recommendations 3.3 and 3.4 will carry on in the discussions at the first meeting of the 2017-18 Academic Year. Recommendation 3.8, which recommends the establishment of a joint

orientation for new members of the Senate and Board as a means of promoting the effective governance of the university, will continue to be developed over the next few months with anticipation of hosting the event in September.



## **Academic Senate - May 25th NUSU Report for Senate**

### **National Nursing Week**

National Nursing Week took place this month. We would like to recognize our nursing students and alumni, as well as our Nursing faculty and staff, who work incredibly hard and make a positive impact within numerous communities around Canada and the world. We would like to congratulate Chante Ellis, a nursing student in Nipissing's Scholar Practitioner Program, who has earned a prestigious 2018 Sopman Humanitarian Award from the University Health Network.

### **Mayor Al McDonald**

After meeting with Mayor Al McDonald last week, the NUSU team will be working with the City of North Bay and the Labour Market Group in an effort to help students find jobs, and remain in North Bay after they graduate. We look forward to working with these groups, and highlighting the economic and professional contributions our students make to this community.

### **Shinerama Conference**

This month is Cystic Fibrosis Awareness Month. Every year our student union raises money and awareness of this cause around our Shine Day which takes place the Saturday of Frosh Week.

Our VP Communications Xander Winter and VP Services Nicolai MacKenzie, as well as student leaders from across Canada, attended the Shinerama National Conference in Hamilton at McMaster University over the Victoria long weekend. These students met to discuss ways they can raise money and awareness for Cystic Fibrosis research and patients. We will continue to work alongside the CF North Bay Chapter to highlight this cause within our community and the surrounding areas.

### **TP North Bay**

TP North Bay is an initiative to collect toilet paper for North Bay Food banks and other organizations. This year the NUSU Student Food Bank has been chosen as one of the recipients of this program.

We would like to thank the TP North Bay Committee consisting of:

Ellen Barriage-Faulkner

Michel Lebouef

Peter Gregory

Angela Trudel-Johnston

Dorothy Byerly

Sheldon Forgette

Michael Phillips and

Melissa Byerly for their hard work and dedication in helping our community and our students.

### **Sexual Violence**

The month of May is also the Sexual Assault Awareness and Prevention month. We would like to recognize Amy Raymond, Nipissing's Sexual Violence Prevention and Education Coordinator as well as Dakota Heon and Kate Smith who train our student leaders in consent culture throughout the summer. We are incredibly proud of the work that is done on our campus, and we will continue to support Amy and her team throughout the year.

### **Big Bike**

President Daniel Goulard and VP Services, Nicolai MacKenzie, along with members of Nipissing University, took part in the Big Bike event at the Waterfront to raise money for the Canadian Heart & Stroke Foundation. Collectively we raised \$1470. We would like to thank Paul Courville for organizing our team and inviting NUSU to join.

### **Graduates**

We would also like to take this moment to congratulate all the students graduating from Nipissing University in June. We are extremely proud of every one of our students in showing their Laker Pride throughout the years, and continuing to do so as alumni. We wish everyone well in their future endeavours.

### **Meetings**

We would like to thank all the departments, faculty and administration that we have met with so far, both in our transition period and since the beginning of our term. We value the passion and care the staff, faculty and administration have for our students and making them the focus of all that we do here at Nipissing University. We look forward to meeting with different groups and individuals over the summer. Our door is always open and we look forward to the exciting things happening around our campus. We wish everyone a productive and wonderful summer.

The Dean of Graduate Studies and Research presented an update on a number of items in the Office of Graduate Studies and Research (GSR).

- The Office of GSR has been restructured to include the Dean (Jim McAuliffe), Assistant Dean (search in progress), Manager of Graduate Studies and Research (Dan St. Georges), Research Coordinator (Carly Byers), Graduate Studies Coordinator (Amber McCarthy), and Secretary to the Office of Graduate Studies and Research (April Gardiner). The office will send out a one-page summary of duties and responsibilities of each of the office staff.
- A draft of the Strategic Research Plan (SRP) has been completed. The SRP sub-committee is in the process of editing the document. The document will then be distributed to the Research Council for input and approval. The goal is to have a completed document ready for the first Senate meeting of 2018/19.
- The Dean presented an overview of external research funding. A case was made for the importance of tri-agency funding and the impact on the Research Support Fund (RSF) and Canada Graduate Scholarships (CGS-M).

# Office of Graduate Studies and Research

May 2018

# Office Organization

## The Office of Graduate Studies and Research

### Dean of Graduate Studies and Research

- Establish strategic directions, policies, and priorities for the Office of Graduate Studies and Research
- Provide direction and support for the University research agenda
- Co-ordinate the budget submission process for Graduate Studies and Research
- Oversee the recruitment, development and work of the Office of Graduate Studies and Research staff
- Explore fundraising opportunities to support Graduate Studies and Research
- Assist with institutional planning

### Assistant Dean of Graduate Studies and Research

- Development and implementation of a faculty research mentorship program
- Assist with faculty research program and grant development
- Promotion and communication of research excellence within and outside the University
- Facilitate the implementation of the Strategic Research Plan
- Foster the integration of research among the School of Graduate Studies and Post Doctoral Fellows

### Manager of Graduate Studies and Research Services

- Research accounting (internal and external), financial management and reporting
- Development and maintenance of research metrics
- Development and maintenance of Research website
- Graduate stipends maintenance and reconciliation
- Manage day-to-day activities of the Office of Graduate Studies & Research
- Master Liaison for all external research funding agencies, including Scholarships and Awards

- Explore opportunities for commercialization of research and knowledge mobilization

### Graduate Studies Coordinator

- Implement and monitor graduate policies and procedures
- Maintain graduate student tracking database, student records, and graduate studies website
- Assist with funding applications and scholarship processes
- Facilitate admission process
- Liaise with students and all internal departments for duration of program of study
- Coordinate Graduate Student Orientation and assist with Recruitment Events

### Research Coordinator

- Implement Research Ethics and Animal Care policies and procedures
- Organize training for ethics and animal care
- Manage and maintain the research website
- Assist with the grant submission process
- Maintain research metrics database
- Review Research expenses and purchases for accuracy and compliance.

### Secretary, Office of Graduate Studies and Research

- Support the Office of GSR
- Schedule meetings and events in the Office of GSR
- Support to the Dean of GSR
- Communicate funding opportunities to faculty
- Support special projects related to the Office of Graduate Studies and Research

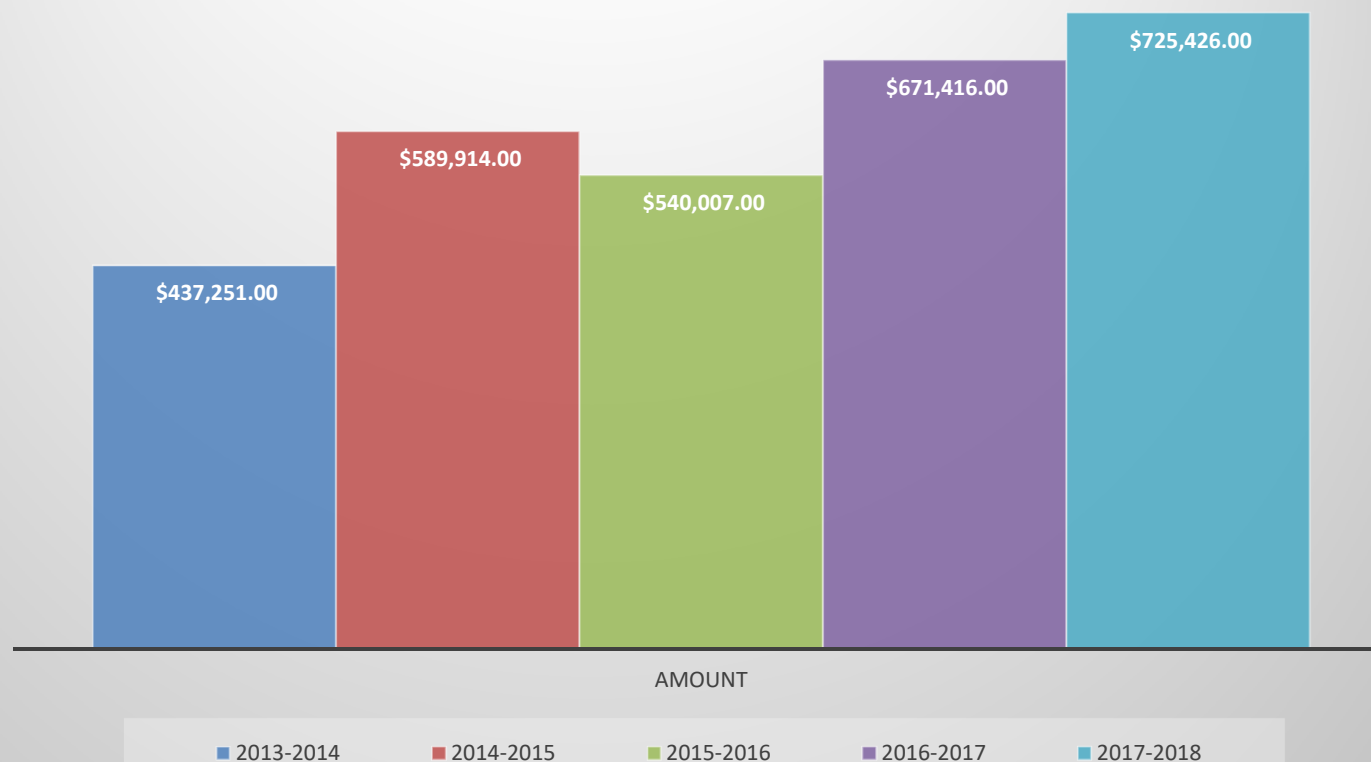
# Strategic Research Plan

- Draft Completed May 2018
  - SRP Committee Edit
  - Research Council
  - Senate

## Total External Funding Growth 2013-2018

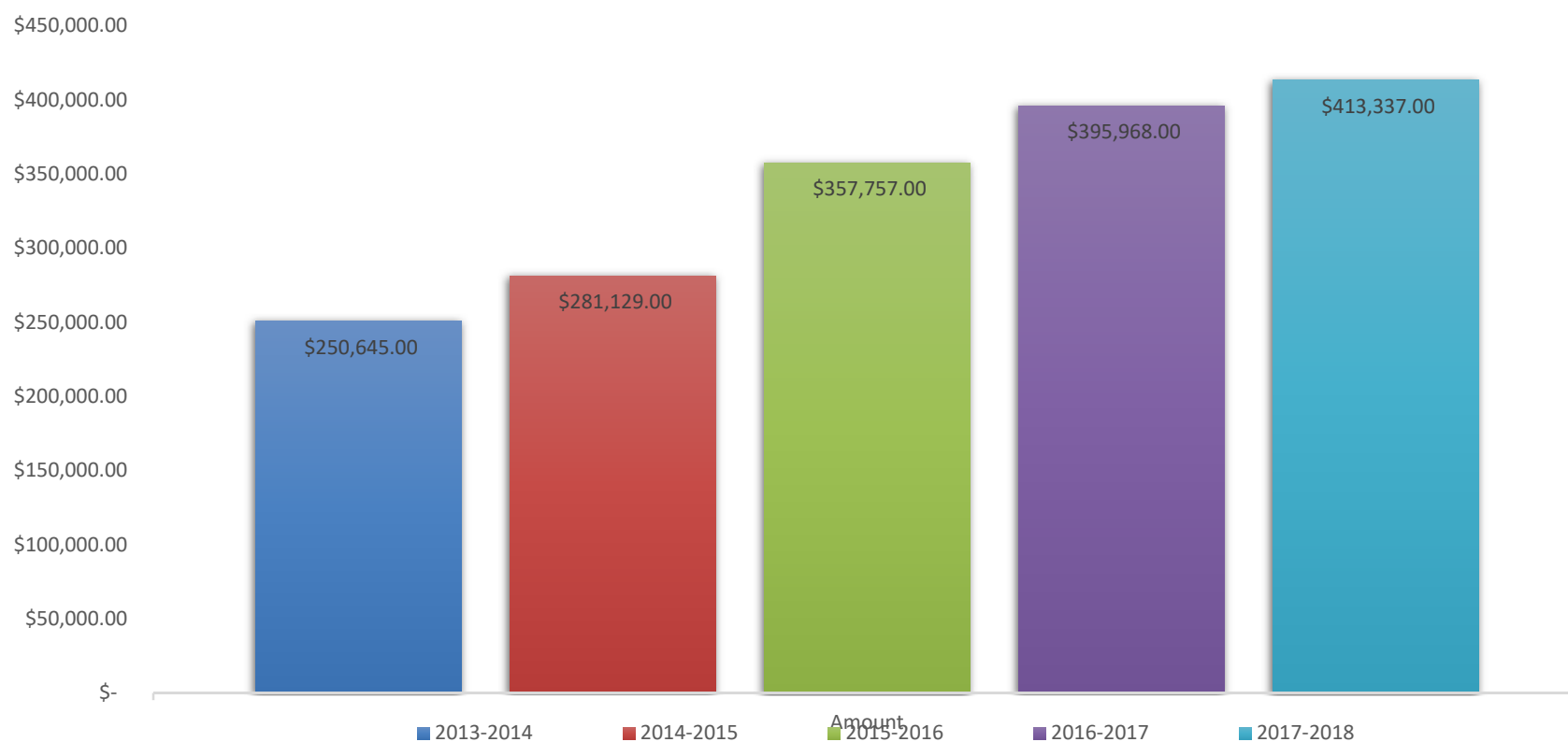


## Total Tri-Agency Funding Growth 2013-2018





### Research Support fund (RSF) Growth 2013-2018



- December 2017 Competition
  - 2 SSHRC
  - 1 NSERC
- December 2018 Competition
  - 3 SSHRC
  - 1 NSERC
  - 1 CIHR