

Senate Agenda

Friday, April 9, 2021

2:30 p.m.

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWek2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

1. Acknowledgement of the Traditional Territory

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

2. Approval of the Agenda

3. Adoption of the Minutes of the Senate Meeting of: March 12, 2021

4. Business Arising From the Minutes

SMA3 Update (Director of Institutional Planning and Analysis)
Update on Lockdown Browser (Dean of Teaching)
Fundraising Update (Director of External Relations)

5. Reading and Disposing of Communications

A summary of continued correspondence between the Caucus of Racialized Persons and the President's office will be included in the Senate agenda.

6. Reports From Other Bodies

- A. (1) President
- (2) Provost and Vice-President Academic and Research
- (3) Vice-President Finance and Administration
- (4) Board of Governors
- (5) Alumni Advisory Board
- (6) Council of Ontario Universities (Academic Colleague)
- (7) Joint Board/Senate Committee on Governance
- (8) NUSU
- (9) Indigenization Steering Committee

(10) Others

B. Reports from Senate members

7. **Question Period**

8. **Reports of Standing Committees and Faculty Councils**

Senate Executive Committee

Motion 1: That the Report of the Senate Executive Committee dated April 1, 2021 be received.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated March 19, 2021 be received.

By-Laws and Elections Committee

Motion 1: That the Report of the By-Laws and Elections Committee dated March 24, 2021 be received.

Senate Budget Advisory Committee

Motion 1: That the Report of the Senate Budget Advisory Committee dated March 8, 2021 be received.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated February 24, 2021 be received.

9. **Other Business**

10. **Amendment of By-Laws**

11. **Elections**

12. **New Business**

13. **Announcements**

14. **Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting
March 12, 2021
2:30 p.m.
Zoom Remote Conferencing

Members Present:

C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, C. McFarlane, S. Renshaw, S. Srigley, M. Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

H. Mackie, M. King, A. Locke, S. Pecoskie-Schweir

Absent With Regrets:

M. Saari

P. Zou

E. Loughheed

S. MacCarthy, C. Foster

Approval of the Agenda of the Senate Meeting of: March 12, 2021

Motion 1: Moved by C. Sutton, seconded N. Black that the agenda of the Senate meeting of March 12, 2021 be approved.
Carried

Adoption of the Minutes of the Senate Meetings of: February 12, 2021 & February 19, 2021

Motion 2: Moved by T. McParland, seconded by K. Wilcox that the minutes of the Senate meeting of February 12, 2021 be adopted.
Carried

Motion 3: Moved by S. Winters, seconded by D. Campbell that the minutes of the Special Senate meeting of February 19, 2021 be adopted.
Carried

The Speaker opened the meeting with a welcome to the traditional territory:

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

Business Arising From the Minutes

The Director of Institutional Planning provided a presentation in follow up to a request for further information regarding the faculty to student ratio. He advised that Maclean's does not provide information as to how their calculations are determined, and their enrolment data is not aligned with their faculty staffing data. Sector comparisons from Maclean's 2015 advising of the student to faculty ratio of primarily undergraduate and comprehensive universities in Ontario was provided. The values ranged from 18:1 to 34:1 with NU reporting the 4th lowest in the province. A rough replication of Maclean's calculation for 2019/2020 showed a ratio of 25:1.

The presentation also included computing ratios by degree type (2020 vs 2010), institutional values that look at the average class size at the department and discipline levels along with our institutional average, and the proportion of courses by class level of study (CUDO 2018).

Following the presentation, it was noted that Maclean's reviews primarily on undergraduate programs, and that a further breakdown of data including online, BComm, undergraduate, and graduate courses would make a difference and be more effective. It was also noted that nuanced graphs and stacked charts make it hard to compare and may not represent the truest forms of the data. The Provost advised that looking at the trends program by program, and not in multiple types of programs, would be a much richer source of data. The presentation is attached to the minutes.

Following a request for further information on departments on a base level, the Director of Institutional Planning advised that information can be provided at the department level.

Reading and Disposing of Communications

A summary of continued correspondence between the Caucus of Racialized Persons and the President's office will be included in the April 9, 2021 Senate agenda. The following update was provided:

1. We know there are members of our university community that are experiencing racism.
2. We have agreed to pause the RFP process until we can meet with CRP to discuss their concerns.
3. We are working together with CRP on logistics and timing now.
4. The President's office is also scheduling a meeting with NUBASE – Nipissing University Black Association for Student Expression.

Reports From Other Bodies

The Interim President highlighted a number of items from her written report, including an announcement from Prime-Minister Justin Trudeau that March 11 was the "National Day of Observance" to "honour everyone that has been lost to COVID-19, and to recognize the impact this global pandemic has had on all our lives". She reflected on all of the many ways the Nipissing community came together and expressed her appreciation for everyone at NU for their efforts. She also spoke to the partnership with the McConnell Foundation, the Town Hall meeting, the 2021/22 budget and the motion passed at the March Board of Governors meeting. The full report is attached to the minutes.

The Provost and Vice-President Academic and Research began her report by acknowledging the following awards and expressing her congratulations:

Dr. Odwa Atari, Associate Professor, Department of Geography and Geology, was awarded a Carnegie African Diaspora Fellowship.

Dr. Hilary Earl, Professor, Department of History, was awarded a Holocaust Educational Foundation of Northwestern University (HEFNU) teaching grant for 2021-2022.

Ms. Debra Iafrate, NU Registrar, received the Ontario Universities Registrars' Association Award for Excellence.

She was also pleased to congratulate Ms. Jenna White, an MES graduate student in the Faculty of Arts and Science. Ms. White was the successful candidate for the Inaugural Senior Women Academic Administrators of Canada (SWAAC) Leadership Internship position.

The Provost highlighted the following items from her written report, advising that applications for 2021-2022 were up 10% from last year, an Education Expo (virtual open house) was held with positive feedback received, international student and agent recruitment continues, the Faculty of Arts and Science submitted several LOI's for consideration, the first Professional Learning Community met and the second PLC is underway, two Teaching Hub conversations were hosted for faculty and staff, hiring is underway for a Senior Instructional Designer, and planning for the dissolution of the Collaborative Nursing program and the development of a standalone Nursing program at NU continues. The Library continues to provide support for research, teaching and learning via email and telephone, along with online library instruction sessions. Curbside service is available 3 days a week.

Upcoming events include: March Open House with a follow up event in April, spring/summer registration, and Nipissing's Research Month including the 14th Annual Undergraduate Research Conference. Events can be accessed via nipissingu.ca/researchmonth
The full report is attached to the minutes.

The Senate representative on the Board of Governors, Bobby Ray, provided a report and advised that a special Board meeting had been held to discuss the university's financial position and sustainability and a motion was passed, several recommendations from the University Governance Committee were received to update policies, and the Dean of Arts and Science provided a report titled "Faculty of Arts and Science Contributions and Community Engagement: Not Just a Foundational Core, but a Way of the Future". The full report is attached to the minutes.

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

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, provided a report from the February meeting. He advised that a conversation was held on on-line learning, the updated COU Strategic Plan was provided, and that COU would be surveying universities to collect data on their capacity to support COVID-19 vaccination efforts. Strategic Management Agreements, Mental Health, Equity, Diversity and Inclusion, micro-credentials and financial sustainability were also discussed. The next meeting will be held on March 24. The full report is attached to the minutes.

Following a request for an update regarding the SMA3 process, the President advised that the Director of Institutional Planning and Analysis will share information at the April 9 Senate meeting. The President advised that the COU has recently created an EDI reference table, of which our Provost is a member. The Provost is also an advisor on the Universities Canada EDI Advisory Group and guidelines are being developed. The Provost advised that information will be shared as soon as it becomes available. The Dean of Teaching advised that there are two COU groups working on micro-credentials, and he is a member of one of them. He advised that the COU recently held a forum, HEQO did a study and the Ministry just released how much will be funded through OSAP.

The Assistant Vice-President, Students, was recognized by the Speaker and advised that \$7M has been allocated across all colleges and universities. NU's share was \$116K.

Joint Board/Senate Committee on Governance member Stuart Kidd reported that Marianne Berube will replace Karen Barnes on the committee.

The NUSU President, Hannah Mackie, provided a report. The report is attached to the minutes. Included in the report are recommendations and background on some of the difficulties students have been facing regarding the use of the Lockdown Browser Platform. The recommendations come from student consultation and were provided in advance to be referenced during Question Period.

Question Period

Background and recommendations included in the NUSU Senate Report:

These recommendations come from student consultations, and the whereas section aims to provide background information, with the recommendations to follow.

Whereas,

- 600 people signed a petition to remove the use of Lockdown Browser within a week;
- Reported issues include continued monitoring after software is shutdown, damage to cameras and microphones after use, not compatible with affordable technology options for students;
- Issues continue with a requirement to have uninterrupted access to strong WIFI, requirement to have a quiet uninterrupted space, constant flagging of movement which adds stress and anxiety to students who may have ADHD, or an inability to stay completely still while being tested and other discriminatory experiences (facial recognition, etc.);
- There are concerns around privacy of data when government ID is being captured, and the storage of recording of examinations is not clear to students.

The Nipissing University Student Union on behalf of its members recommend:

- That instructors and faculty make an attempt to consider alternative evaluation formats to Lockdown Browser for the winter semester where possible and reasonable;
- That the Teaching and Learning Committee commit to exploring alternative evaluation methods with a formal report back to senate by September 2021;
- That Nipissing University commit to phasing out Lockdown Browser or systems that use facial recognition software, recording software, or software that otherwise unreasonably infringes on student privacy without a clear privacy statement and communication about who has access to their data;
- That communication is sent to students around accommodations or disclosures at the beginning of each semester and before the commencement of the exam period (where disclosures includes: needing to stand and stretch in an exam due to back injury, etc., that they might be fidgety during the exam), the intent is to encourage students to communicate with their faculty.

The NUSU President advised that rather than including the above recommendations in the form of a motion, the information was provided to encourage communication and feedback from Senators and recommendations from the Teaching and Learning Committee. NUSU did not initiate the petition, but as a platform they are acting on requests received from students.

Senator Raymer spoke on behalf of the Teaching and Learning Committee and advised that this topic has been discussed by the TLC and has been recorded in reports to Senate since last fall.

A Senator advised that students have expressed concerns that Lockdown Browser may be phased out and they will have to drive to a testing centre or pay additional costs to have an exam invigilated. If we phase it out we need something to replace it.

The Dean of Teaching thanked NUSU for providing their recommendations in advance of the Senate meeting so that an informed response could be provided. He advised that conversations have been held on secure testing and alternative online assessment, and that further follow up will be provided on the technical details. One third of our courses use lockdown browser with far more students exposed to it due to the pandemic. Problems have been identified in regards to facial recognition and scanning across the country and the globe. One of the biggest issues is communication. The Dean of Teaching advised that he has heard concerns, and that the software companies are aware of it and beta testing is taking place.

In response to a question as to who owns the videos of the recordings of students, it was advised that the video is only viewed by the faculty member and then it is deleted. This will be looked into further. The Dean of Teaching advised that our UTS Department is looking into the technical concerns. He expressed his appreciation to the staff that work on Lockdown Browser.

The NUSU President thanked everyone for their responses and advised that NUSU recognizes the strides that have been taken and appreciates that Lockdown Browser has done a lot for accessibility. NUSU looks forward to continuing their work by looking at the mitigating issues concerning security and increased communication with faculty members regarding students' concerns.

A concern was raised regarding an increase in academic dishonesty. Faculty members have expressed concerns that the current Academic Dishonesty Policy lacks clarity in identifying what constitutes academic dishonesty. Concerns were expressed to the Dean of Education and Professional Studies and following discussion with the faculty, the Dean of EPS requested that the Teaching and Learning Committee address issues of academic dishonesty. As this matter has implications across faculties and other departments, the Dean of Teaching, and member of the TLC, requested direction from Senate. The Senate Speaker advised that committees can address the issue if it falls under the committees' terms of reference. The Provost advised that the content needs to go through the TLC, a draft will come to the AQAPC and then be confirmed as an academic policy through Senate. It was agreed that this matter be referred to the Teaching and Learning Committee.

The following motion was put forward:

Motion 4: Moved by P. Ravi, seconded by J. Nadeau that Senate directs the Teaching and Learning Committee to assess current academic integrity policies and practice, recommend actions to increase the effectiveness of the communications of the policies to students and provide support for effective academic integrity practice implementation to all faculty members.
Carried

Following a request for an update on fundraising initiatives, the President advised that an update will be provided at the April 9, 2021 Senate meeting.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 5: Moved by C. Sutton, seconded by A. Ackerman that the Report of the Senate Executive Committee dated March 4, 2021 be received.
Carried

Academic Curriculum Committee

Motion 6: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated March 1, 2021 be received.
Carried

Faculty of Arts and Science**Biology****Non-substantive:**

The unbanking of BIOL-3236 Plant Ecology.

Computer Science**Non-substantive:**

The revision of the course description for COSC-3997 Senior Practicum as outlined in the attached document.

Non-substantive:

The revision of the course description for COSC-4406 Software Engineering as outlined in the attached document.

English

Motion 7: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve that the 3-credit course ENGL-2446: Children's Literature before 1914 be added to the English Studies Literary History I grouping for Honours Specialization, Specialization and Major.
Carried

Motion 8: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve that the 3-credit course ENGL-2447: Children's Literature after 1914 be added to the English Studies Literary History II grouping for the Honours Specialization, Specialization and Major.
Carried

Fine Arts

Motion 9: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of FAVA-2287 Art in Canada as outlined in the attached template.
Carried

Motion 10: Moved by A. Vainio-Mattila, seconded by A. Burk that Senate approve the creation of FAVA-2356 Art and Environment as outlined in the attached template.
Carried

Non-substantive:

The banking of FAVA-2277 Arts and Culture in Modern and Contemporary Canada.

Gender Equality and Social Justice

Motion 11: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the 3-credit course GEND-3356 International Rights of Indigenous Peoples be added to the calendar in the GESJ list of Group 3 courses (Human Rights and Social Justice) as outlined in the attached template.
Carried

Motion 12: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the 3-credit course GEND-3416 Material Reconciliation be added to the Calendar in

the GESJ list of Group 2 courses (Power and Inequality) as outlined in the attached template.

Carried

Motion 13: Moved by A. Vainio-Mattila, seconded by S. Srigley that Senate approve that the 3-credit course RLCT-2156/GEND-2256 Religion, Justice and Animals be added in the GESJ list of Group 2 courses (Power and Inequality) for the Honours Specialization, Specialization and Major.

Carried

Geography

Non-substantive:

The course title for GEOG-3126: Geographies of Agriculture be changed to GEOG-3126 Food and Agricultural Systems.

Non-substantive:

The course title for GEOG-3076: Regional Geography of Africa be changed to GEOG-3076: Africa: Landscapes of Change.

Non-substantive:

The course title for GEOG-4437: Hazards Geography be changed to GEOG-4437: At Risk: The Geography of Environmental Hazards.

Non-substantive:

The prerequisites for GEOG-2106 Landscapes and Surface Processes be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

Non-substantive:

The prerequisites for GEOG-2126 Physical Hydrology be changed from "GEOG-1017" to "GEOG-1017 or GEOL-1007 or GEOL-1032".

Non-substantive:

The prerequisites for GEOG-4807 Natural Resource Management be changed from "GEOG-4806" to "GEOG-2226".

Non-substantive:

The prerequisites for GEOG-4227 Themes in Social and Cultural Geography be changed from "GEOG-2136 and GEOG-2137" to "GEOG-2136 and GEOG-2146".

History

Motion 14: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the requirements for the Certificate in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Carried

Motion 15: Moved by A. Vainio-Mattila, seconded by H. Earl that Senate approve the requirements for the Minor in the Study of State Violence (War, Atrocity, and Genocide) be changed as outlined in the attached document.

Carried

Motion 16: Moved by A. Vainio-Mattila, seconded by C. Greco that Senate approve the creation of HIST-1506 "The Idea of Canada" as outlined in the attached template.

Carried

Indigenous Studies

- Motion 17: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-1006 Madjitang (In the Beginning) – An Introduction to Indigenous Studies as outlined in the attached course template.
Carried
- Motion 18: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-2006 Indigenous Places – Changing Landscapes as outlined in the attached course template.
Carried
- Motion 19: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of INDG-2007 Land-as-Home & Indigenous Well-being as outlined in the attached course template.
Carried
- Motion 20: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-2026 Indigenous Art and Creativity as outlined in the attached course template.
Carried
- Motion 21: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the creation of INDG-2106 Oral and Literary Storywork as outlined in the attached course template.
A friendly amendment that the supportive documentation be changed to read INDG-2106 be cross-listed to English not Indigenous Studies was acceptable to both the mover and the seconder.
Carried
- Motion 22: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the creation of INDG-2206 Indigenous Screen Cultures as outlined in the attached course template.
A friendly amendment that the supportive documentation be changed to read INDG-2206 be cross-listed to English not Indigenous Studies was acceptable to both the mover and the seconder.
Carried
- Motion 23: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the creation of INDG-2406 Indigenous Families – Colonial Impacts & Contemporary Responses as outlined in the attached course template.
Carried
- Motion 24: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of INDG-2906 Indigenous Philosophy – Ininimowin (Thought) as outlined in the attached course template.
Carried
- Motion 25: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-2907 Indigenous Philosophy – Bimaadsiwin (Life) as outlined in the attached course template.
Carried

Motion 26: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve the creation of INDG-3106 Indigenous Health and Wellness as outlined in the attached course template.
Carried

Motion 27: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of INDG-3416 The News and the First Peoples as outlined in the attached course template.
Carried

Non-substantive:

The revision of the course title and description for INDG-3606 Special Topics in Native Studies I to INDG-3606 Special Topics in Indigenous Studies I as outlined in the course template.

Old Description:

The theme and content of this course changes from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

New Description:

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

Non-substantive:

The revision of the course title and description for INDG-3607 Special Topics in Native Studies II to INDG-3607 Special Topics in Indigenous Studies II as outlined in the course template.

Old Description:

The theme and content of this course will change from year to year depending on the instructor's field of specialization. The course surveys a selected topic in Native Studies and covers areas not included by other courses in the program. The specific topics and course descriptions are available to students during registration in each year of offering.

New Description:

Students survey a selected topic in Indigenous Studies and cover areas not included by other courses in the program. The theme and content of this course changes from year to year depending on the instructor's field of specialization. The specific topics and course descriptions are available to students during registration in each year of offering.

Non-substantive:

Remove the antirequisites for INDG-3606 and INDG-3607.

Motion 28: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve the creation of INDG-4606 Indigenous Mobilization and Resistance as outlined in the attached course template.
Carried

Non-substantive:

The deletion of INDG-1005 Madjitang – Introduction to Indigenous Studies.

Non-substantive:

The deletion of INDG-2005 Native Kinship with Environment.

Non-substantive:

The deletion of INDG-2025 Native Creativity and the Arts.

Non-substantive:

The deletion of INDG-2905 Native Philosophy.

Motion 29: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve to approve the Indigenous Studies Major Modification Proposal as outlined in the attached document.
Carried

Religions and Cultures

Non-substantive:

The course title for RLCT-2066 Death, Dying, and Spirituality be changed to Death, Dying and Spirituality in End-of-Life Care.

Non-substantive:

The revision of the course description for RLCT-2066 Death, Dying and Spirituality in End-of-Life Care.

Social Welfare

Motion 30: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve the revisions to the program requirements for the Honours Specialization with a Social Service Worker Diploma program as outlined in the attached document.
Carried

Sociology

Motion 31: Moved by A. Vainio-Mattila, seconded by C. Anyinam that Senate approve that the 3-credit courses SOCI-2027 Sociology of Nursing, ANTH-3046 The Living and the Dead, and ANTH-3026 Medical Anthropology be added as program requirements for the Certificate in Health Studies and Gerontology as described in the attached chart.
Carried

Non-substantive:

The revision of the course title for SOCI-3166 Social Epidemiology: The Social Determinants of Health to SOCI-3166: The Social Determinants of Health.

Motion 32: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve the creation of SOCI-3956: Special Topics in Sociology as outlined in the attached template.
Carried

Faculty of Education and Professional Studies

In-Service Education

Motion 33: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve the creation of EDUC 1485 International Languages, Italian, Part 1.
Carried

School of Nursing**Non-substantive:**

The pre-requisite for NSGD 2028 Clinical Practicum – Mental Health Nursing be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 2029 Clinical Practicum – Maternal/Child Nursing be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The co-requisite for NSGD 4026 Clinical Practicum – Advanced Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 4027 Clinical Practicum be changed as outlined in the attached document.

Non-substantive:

The co-requisite for NSGD 2017 Concepts in Maternity and Pediatric Nursing be changed as outlined in the attached document.

Non-substantive:

The co-requisite for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined in the attached document.

Non-substantive:

The pre-requisite for NSGD 2117 Health Challenges II be changed as outlined in the attached document.

School of Physical and Health Education

Motion 34: Moved by A. Vainio-Mattila, seconded by A. Kociolek that Senate approve that PHED 4086 Musculoskeletal Assessment and Exercise Prescription course hours be changed from “Two hours of lecture and two hours of laboratory work per week for one term.” To “Two hours of lecture and one hour of laboratory work per week for one term.”
Carried

School of Social Work**Non-substantive:**

The revised course description for SWRK 4746 Social Work, Health, and Well-Being be changed as outlined in the attached document.

Motion 35: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the revised learning outcomes for SWRK 4746 Social Work, Health and Well-Being be changed as outlined in the attached document.
Carried

Motion 36: Moved by A. Vainio-Mattila, seconded by C. Greco that Senate approve that the learning outcomes for SWRK 3356 Individual Practice Across the Lifespan Part I be changed as outlined in the attached document.

Carried

Motion 37: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that the learning outcomes for SWRK 3357 Individual Practice Across the Lifespan Part 2 be changed as outlined in the attached document.
Carried

Motion 38: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the learning outcomes for SWRK 4716 Social Work Leadership be changed as outlined in the attached document.
Carried

Motion 39: Moved by A. Vainio-Mattila, seconded by A. Ackerman that Senate approve that SWRK 3226 Social Work Research be added as a required course for the BSW program.
Carried

Non-substantive:

That SWRK 4206 Social Work Research be banked.

Motion 40: Moved by A. Vainio-Mattila, seconded by J. Nadeau that Senate approve that SWRK 4806 Community Practice in Northern, Rural and Remote Communities be added as a required course for the BSW program.
Carried

Non-substantive:

That SWRK 3806 Community Practice in Northern, Rural, and Remote Communities be banked.

Motion 41: Moved by A. Vainio-Mattila, seconded by M. Litalien that Senate approve that the BSW Professional Years requirements change as outlined in the attached document.
Carried

Banking and Deleting Courses

For Information Only:

- The attached listing of courses (Courses Banked) were not offered in the past five calendar years and will be banked by the Registrar's Office (Senate Motion passed on May 20, 2011).

A friendly amendment was brought forward by K. Lucas that ENGL-1016, ENGL-2056, ENGL-2605, ENGL-2605 and ENGL-3177 be removed from the list of courses to be banked.

- The attached listing of deleted courses (Courses Deleted) were not offered in the past ten calendar years and will be deleted by the Registrar's Office (Senate Motion passed on May 20, 2011).

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 42: Moved by A. Vainio-Mattila, seconded by S. Winters that the Report of the Academic Quality Assurance and Planning Committee dated February 19, 2021 be received.
Carried

- Motion 43: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the attached modifications to the Consecutive Education English Language Proficiency Policy.
Carried
- Motion 44: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the attached modifications to the Graduate Studies English Language Proficiency Policy.
Carried
- Motion 45: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the attached modifications to the Undergraduate Studies English Language Proficiency Policy.
Carried

Amendment of By-Laws

- Motion 46: Moved by T. Sibbald, seconded by A. Ackerman that the Senate By-Laws, Article 8.1 General Committee/Ad Hoc Committee Procedures, be amended as outlined below:

Rationale: As no language currently exists in the Senate By-Laws in regards to approving motions over email and email voting, language was discussed at the September 30, 2020 and November 3, 2020 By-Laws and Elections Committee meetings and the following revisions were agreed upon:

8.1 General Committee/Ad Hoc Committee Procedures

- (g) Committee business, including the passing of motions to be conveyed to Senate, shall normally be done in regular meetings. In the event that a time-sensitive motion must be considered before the next scheduled meeting of the committee, a vote over email is permissible under the following conditions:
- (i) all members of the committee must be provided the motion and all supporting documentation;
 - (ii) the motion must be moved and seconded;
 - (iii) members must be given a minimum of two business days to ask questions and discuss the proposed motion before votes are cast;
 - (iv) members must be given a minimum of two further business days to respond with their vote;
 - (v) a simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee;
 - (vi) motions passed over email will be included in supplemental minutes at the next in-person meeting of the committee and clearly marked as motions passed over email.
- Carried

New Business

- Motion 47: Moved by A. Vainio-Mattila, seconded by A. Wagner that Senate move in camera.
Carried
- Motion 48: Moved by A. Vainio-Mattila, seconded by D. Hay that Senate approve the list of Honorary Degree recipients.
Carried

Motion 49: A. Vainio-Mattila, seconded by T. McParland that Senate move out of camera.
Carried

Announcements

The Deputy Speaker reminded that UNESCO has proclaimed March 14 as Pi Day.

Adjournment

Senate was adjourned at 5:10 p.m.

.....
C. Sutton (Interim Chair)

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

NIPISSING

U N I V E R S I T Y



**A Closer Look at
Faculty to Student Ratios
and Class Sizes**

First, a look at Maclean's

MACLEAN'S

Authors News Politics Economy Education Society They Were Loved MORE

Nipissing University



Students working on campus at Nipissing University. (Courtesy of Nipissing University)

Nipissing University is located in North Bay, on a wooded escarpment overlooking the shores of Lake Nipissing. The university, rooted in a century-old teachers' college, offers a welcoming atmosphere, a student-to-faculty ratio of 23 to 1, and a host of opportunities for experiential learning. Undergrads have the opportunity to participate in original research to discover their intellectual passions and find their "eureka" moments. "[Students are] receiving education with a lot of quality interaction with professors, and a strong focus on undergraduate research," says president Michael DeGagné.



Clarification re: Student to Faculty Ratio Calculation

Mary Dwyer <mary.dwyer@stjoseph.com>
To: Stephen Tedesco <stephent@nipissingu.ca>

Hi Stephen,

I'm sorry, but I don't release the background data.

The calculated ratio of 20.4 for the 2021 rankings was based on PSIS data from 2017 and UCASS data from 2018. That was the most recently available stats that I could get from Stats Can last summer.

Best,
Mary

Mary Dwyer
Senior Editor (University Rankings), Maclean's
mary.dwyer@stjoseph.com

Stephen Tedesco <stephent@nipissingu.ca>

Fri, Mar 5, 2021 at 1:44 PM

Sector Comparisons

MACLEAN'S 2015		
Primarily Undergraduate		
	Student/ Faculty Ratio	
1	Brandon	12.7
2	Moncton	13.8
3	UNBC	15
4	Lethbridge	16
5	UPEI	16.3
*6	Acadia	16.7
*6	Mount Allison	16.7
8	Cape Breton	16.9
9	Laurentian	18.2
10	Mount Saint Vincent	18.3
11	St. Francis Xavier	19.7
12	Bishop's	21.9
13	St. Thomas	23.1
14	Saint Mary's	23.5
*15	Lakehead	23.9
*15	Winnipeg	23.9
17	Nipissing	26.2
18	Trent	29.1
19	UOIT	32.6

MACLEAN'S 2015		
Comprehensive		
	Student/ Faculty Ratio	
1	Memorial	16
2	New Brunswick	17.8
3	Regina	19.7
4	Simon Fraser	20.9
5	Victoria	22.4
6	UQAM	23.5
7	Ryerson	25.9
8	Concordia	26.9
9	Waterloo	27
10	Carleton	27.7
11	Brock	28.6
12	Windsor	28.7
13	Wilfrid Laurier	29.3
14	York	33
15	Guelph	33.6



Replicating Maclean's Calculations for 2020

Generally Accepted Maclean's Formula

Numerator (Fall PSIS Enrolment): **Full Time Head Count + (Part Time Headcount / 3.5)**

Denominator (UCASS Report): **Full Time Faculty Head Count**

For the 2019/20 Academic Year

Numerator: **3742 + (1240/3.5) = 4096**

Denominator: **178**

Ratio: **23:1**

Numerator: **4444.34 (FFTE)**

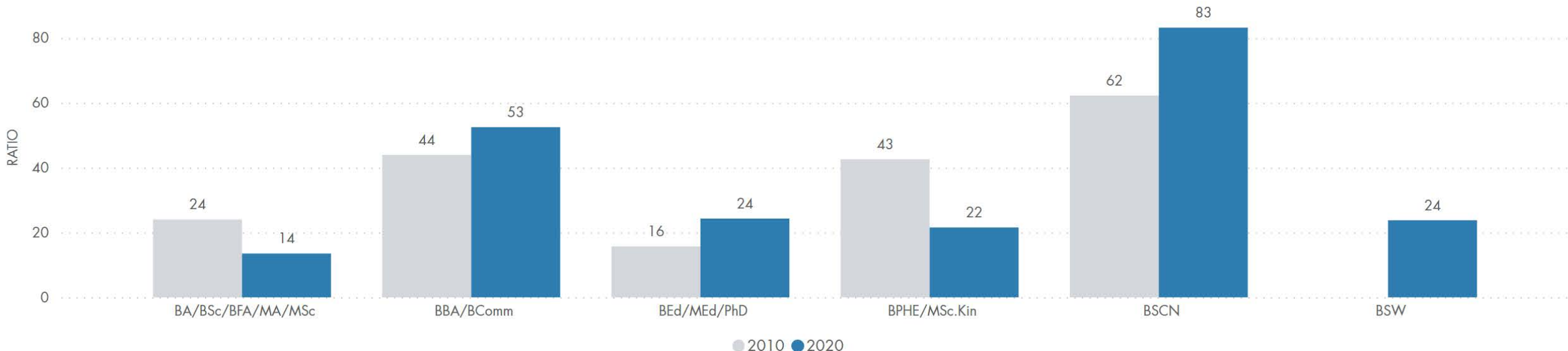
Denominator: **178**

Ratio: **25:1**

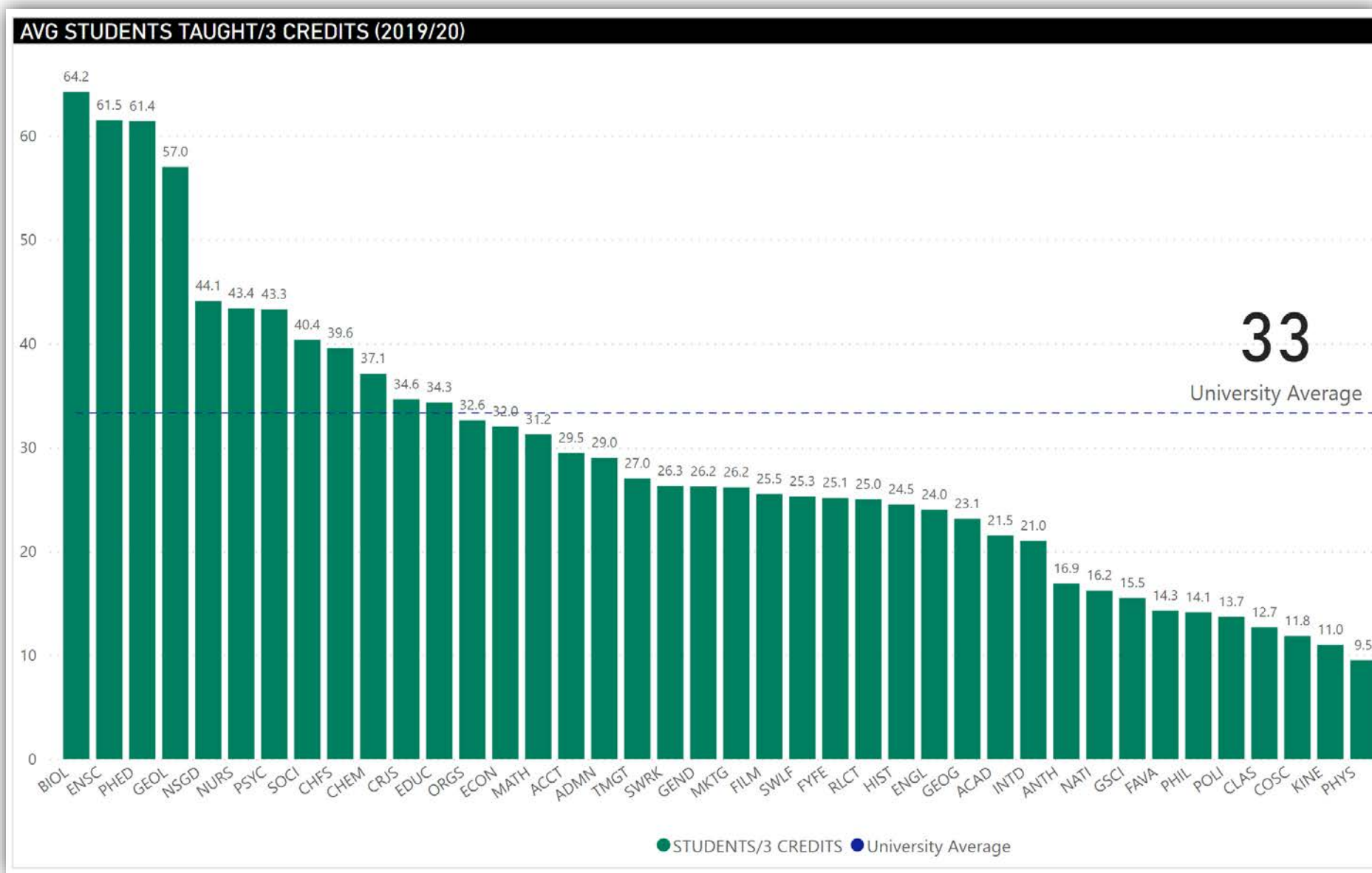


Computing Ratios by Degree Type (2020 v. 2010)

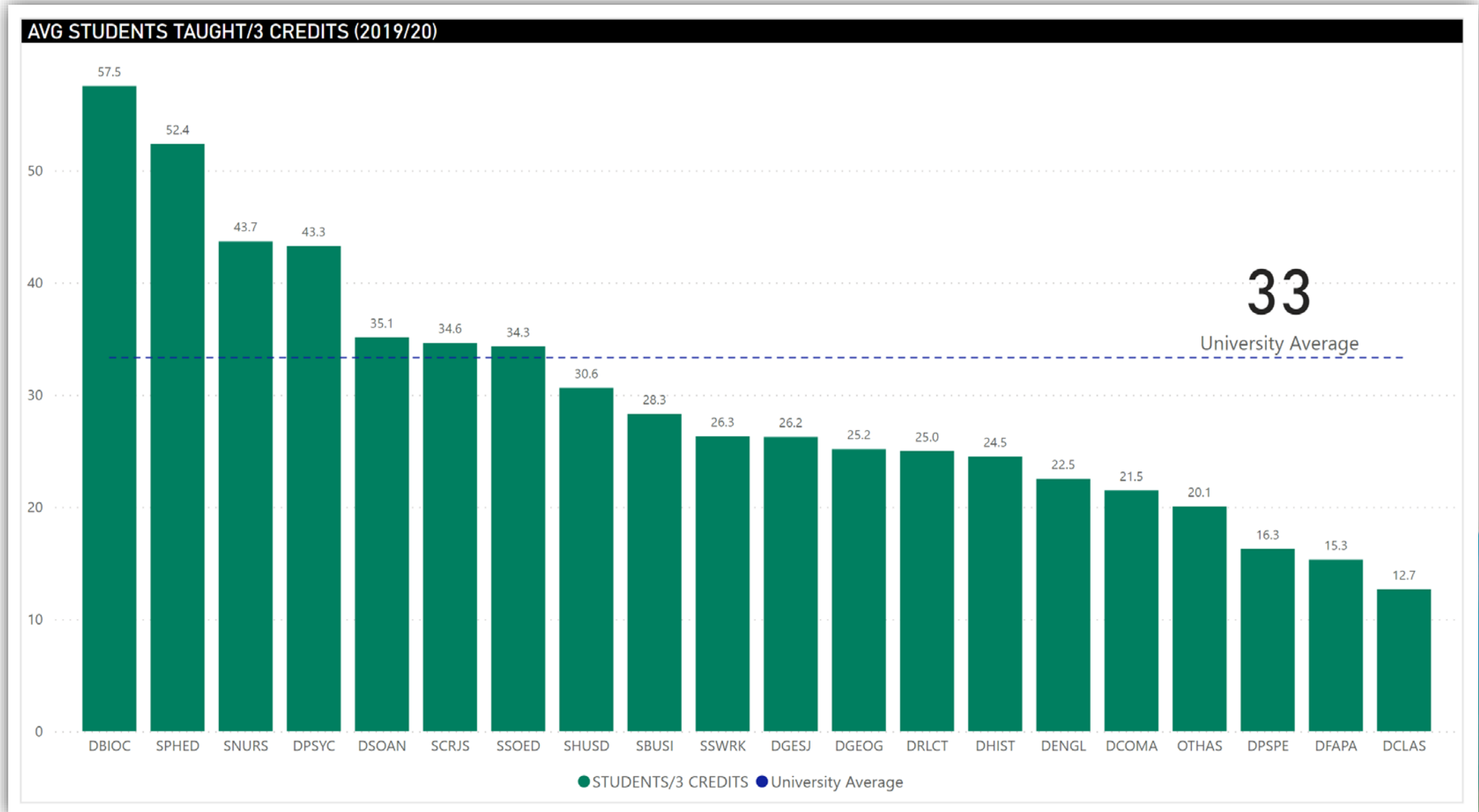
Year	2010			2020		
Degree Type	FFTE	# FT FAC	#FFTE PER FT	FFTE	# FT FAC	#FFTE PER FT
BA/BSc/BFA/MA/MSc	2307	96	24:1	1338	99	14:1
BBA/BComm	483	11	44:1	578	11	53:1
BEd/MEd/PhD	974	62	16:1	875	36	24:1
BPHE/MSc.Kin	298	7	43:1	280	13	22:1
BSCN	311	5	62:1	1082	13	83:1
BSW				119	5	24:1



Class Sizes



Class Sizes





Proportion of Courses by Class Level of Study (CUDO 2018)

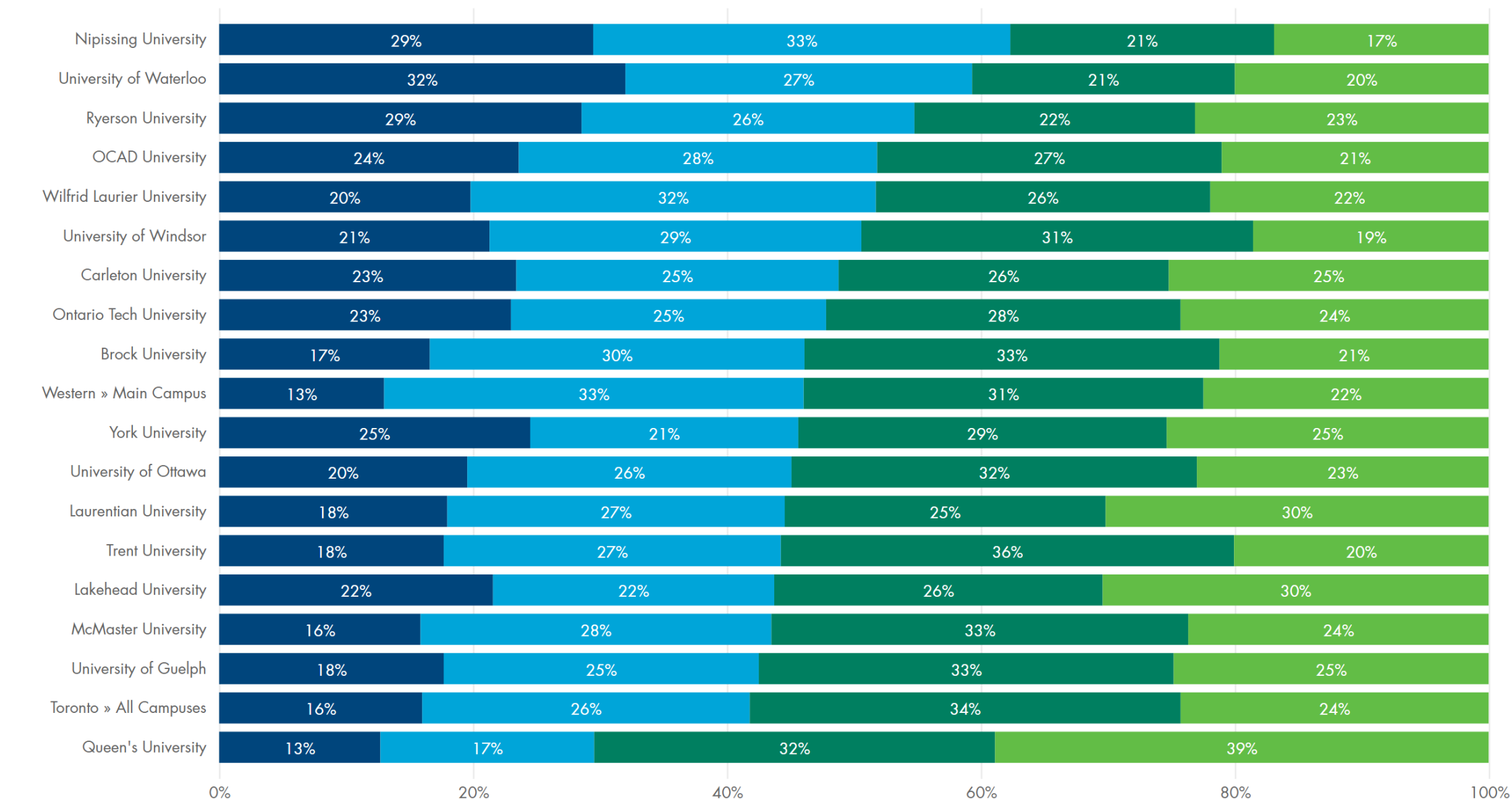
Course Level ● 1st Year ● 2nd Year ● 3rd Year ● 4th Year

Uni. Type Category

- Primarily UG
- Comprehensive
- Medical Doctoral
- Affiliate

Univ. Size Categ...

- Small (<10,000 UG FT)
- Medium (10,000 to 30,000 UG FT)
- Large (>30,000 UG FT)





Proportion of Courses by Class Size (CUDO 2018)

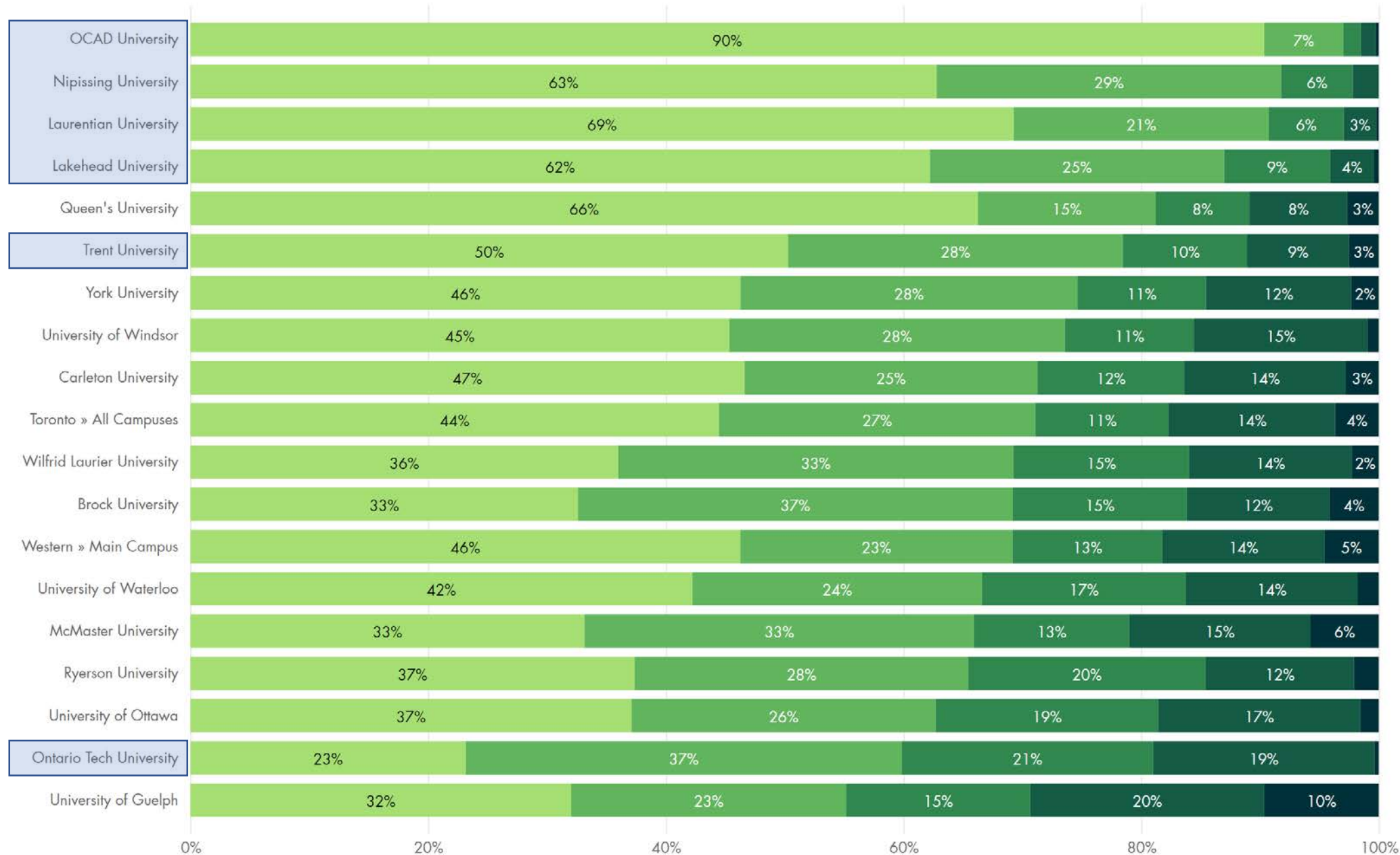
Size Category ● <30 ● 30-60 ● 61-100 ● 101-250 ● >250

Uni. Type Category

- Primarily UG
- Comprehensive
- Medical Doctoral
- Affiliate

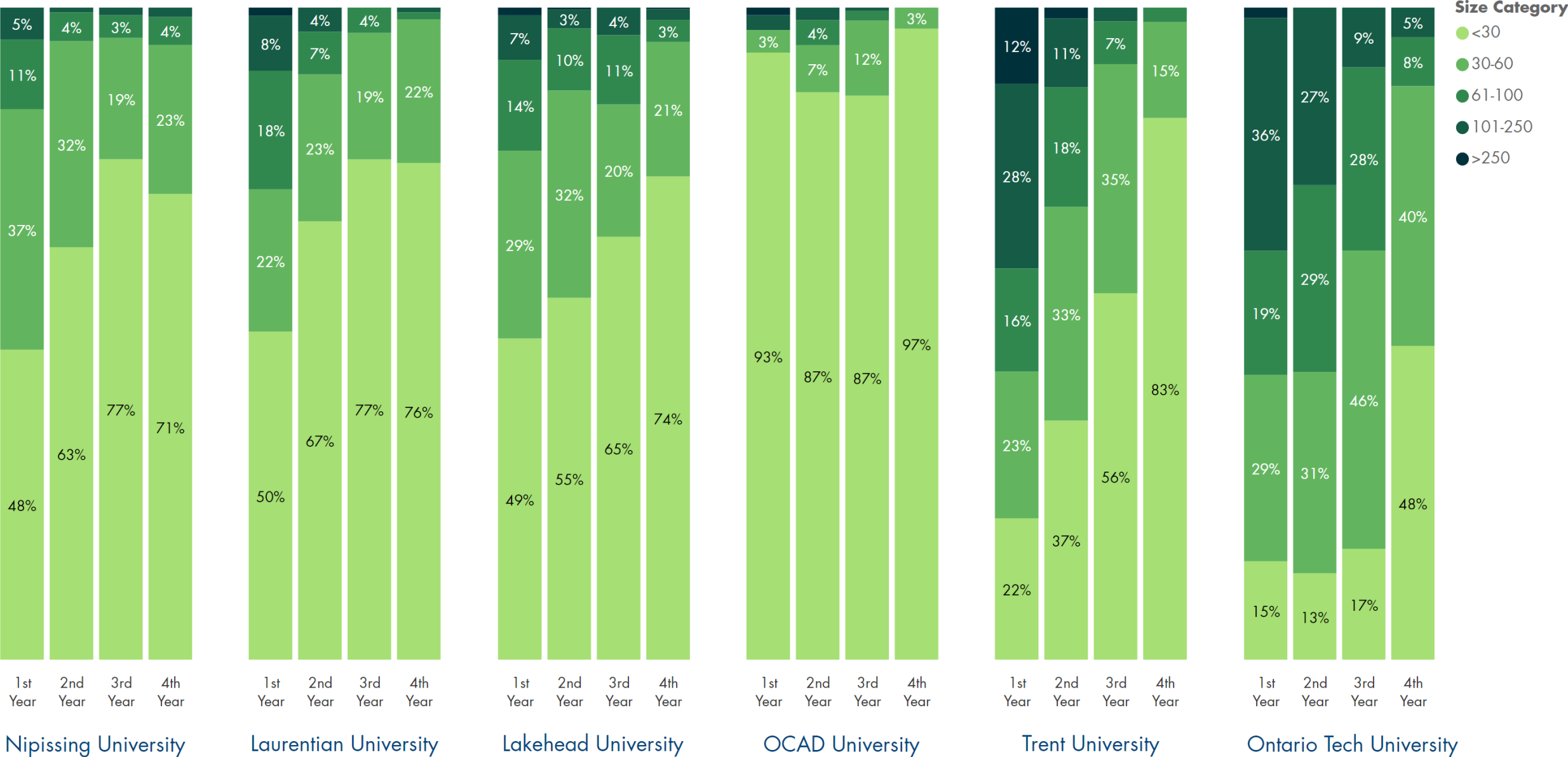
Univ. Size Category

- Small (<10,000 UG FTE)
- Medium (10,000 to 30,000 UG...)
- Large (>30,000 UG FTE)





Class Size Proportions by Course Level of Study



President's Report - March 12, 2021 Senate Meeting

5. Reading and Disposing of Communications:

A summary of continued correspondence between the Caucus of Racialized Persons and the President's office will be included in the Senate package for our next meeting. The following update was provided to Senate:

1. We know there are members of our university community that are experiencing racism.
2. We have agreed to pause the RFP process until we can meet with the CRP to discuss their concerns.
3. We are working together with CRP on logistics and timing now.
4. My office is also scheduling a meeting with NUBASE – Nipissing University Black Association for Student Expression.

6.A.1 President's Report

- Prime-Minister Justin Trudeau has announced that yesterday was a “National Day of Observance” to “honour everyone we lost to COVID-19, and to recognize the impact this global pandemic has had on all of our lives”. When I think back over this past year, I can't help but reflect on the ways in which the Nipissing community came together to overcome so many obstacles.
 - In the early days we quickly moved everyone to a “work from home” format thinking it would be for a few weeks at the most;
 - We made a significant donation of PPE to our local hospital;
 - The Student Emergency Fund was created and we've assisted more than 380 students;
 - We purchased and installed a significant amount of protective equipment on campus including barriers, hand sanitizers, social distancing guidelines and signs to ensure the safety of all of our stakeholders.
 - In an abundance of caution, we closed our residences and provided students with refunds;
 - Our faculty quickly moved all teaching and learning to an on-line format;
 - We continue to support our community and discussions are ongoing regarding the offering of space for a vaccination site and the possibility of our nursing students assisting with the vaccination effort.
- We have accomplished so much this past year, in the face of significant adversity. On behalf of the executive team, I'd like to express my appreciation for everyone at Nipissing for their efforts.
- In terms of Community engagement, on February 23, Nipissing University, in partnership with the McConnell Foundation, welcomed members of the North Bay community to a dialogue on how to 'Build Back Better' from Covid-19. There was an incredible amount of engagement from our community members and we are discussing how to continue the conversations throughout the next year as we move into strategic planning.
- Many of you will have attended a Town Hall that was held on March 4 where 275 of our staff members gathered to receive updates on the University as well as a Q&A session.
- The 2021/22 budget work continues and last evening the Board passed the following motion:

That the Board of Governors accepts the recommendation of the Executive Committee to direct the University to continue to work towards a balanced operating budget for the 2021-2022 fiscal year, while recognizing that exceptions related to the COVID-19 pandemic may be made with the approval of the Board, and that the University maintains that direction for future years.

Our work is guided by the following principles:

- We recognize we are a vital part of the regional economy as one of the top 3 employers;
- We are focused on revenue generation through traditional methods of enrolment and grants, but are also looking at opportunities in continuing education/micro-credentials, conference services, advancement and athletics;
- Continue to seek efficiencies across the university in all units including both academic and administrative.

Provost's Report to Senate – March 12, 2021

Arja Vainio-Mattila, PVPAR

Awards

Dr. Odwa Atari, Associate Professor, Department of Geography and Geology, has been awarded a Carnegie African Diaspora Fellowship. The fellowship supports research and education collaborations between Africa and US and Canada.

Dr. Hilary Earl, Professor, Department of History, has been awarded a Holocaust Educational Foundation of Northwestern University (HEFNU) teaching grant for 2021-2022.

Ms. Debra Iafrate, NU Registrar, has received the Ontario Universities Registrars' Association Award for Excellence.

Jenna White, an MES graduate student in the Faculty of Arts and Science, is the successful candidate for the Inaugural Senior Women Academic Administrators of Canada (SWAAC) Leadership Internship position, working with and supporting senior women academic administrators across Canada.

Applications for 2021-2022

Applications are up 10% from last year (main growth has been in Education, 105 (mature, prior postsecondary, etc.) and part-time). Graduate Studies is seeing growth.

Acceptances are up 17% vs. the same time last year - primarily Education because their deadline to accept is March 9th.

Nipissing held an Education Expo (virtual open house) on Feb 20th. 120 prospective education students participated in the events, and we received a lot of positive feedback.

Preparations are under way for our Open House event on March 20th for all other applicants, with a follow up event in April (during the new March break week).

Spring/Summer registration begins in two weeks.

International

International student recruitment continues through virtual fairs, most recently for Anglophone Africa, Indonesia, Brazil and the Caribbean. Also continuing with agent recruitment, including the development of agent training and the development of webinars as recruitment collateral.

Programme Development

Arts and Science has submitted the following LOIs for consideration: BA in Environmental Studies; revision and update of the Indigenous Studies program, and certificate in Societies in Transition. LOIs for BSc in Environmental Science and Health Sciences are forthcoming.

Planning for dissolution of the Collaborative Nursing programme continues, as does the development of a standalone Nursing programme at Nipissing.

Research

The CRC Search for Environment and Climate Change is ongoing with interviews of Candidates scheduled for the last 2 weeks of March. Board members are welcome to attend the Research talks. Invitations will be sent out via NU email.

Nipissing continues to engage with various stakeholders about commercialization of research. We are very much at the planning stage but acknowledge the importance of innovation and IP to the growth and sustainability of research at NU.

Teaching

Our first Professional Learning Community met on Jan. 13 to discuss the book Small Teaching Online by Flower Darby and James Lang. The second PLC is underway and will discuss Radical Hope by Kevin Gannon at the end of March.

On Jan. 27 and Feb. 9, we hosted two Teaching Hub conversations for faculty and staff on Secure Online Testing and Alternative Assessments, respectively.

Throughout January, we worked with three students on their nomination dossiers for the 3M National Student Fellowship, and these were submitted on Jan. 29.

Throughout January, we also worked with various faculty and staff on submissions to the provincial government's \$50 million Virtual Learning Strategy funding call. On Feb. 3 we successfully submitted 14 NUled projects (with more than \$1.5 million requested). In addition, NU faculty and staff were partners on 15 additional submissions (with more than \$4 million requested). Results of this funding call will be announced the week of March 15th.

We are in the midst of a hiring process for a Senior Instructional Designer (hopefully completed by midMarch, with a start date shortly thereafter).

Library

The Library continues to provide support for research, teaching and learning via email and phone along with online library instruction sessions. As well, curbside service is available three days a week. Library staff members attended the Ontario Library Association (OLA) conference with approximately 6,000 library professionals who attended the virtual conference.

Forthcoming events

March is Nipissing's Research Month. You can access events through nipissingu.ca/researchmonth.

Nipissing will host our 14th Annual Undergraduate Research Conference also in March.

Board of Governors Report | Academic Senate 2021.03.12

- The board held a special meeting on February 18th to discuss the university's financial position and university sustainability
 - A motion was proposed to direct the institution to continue to work towards a balanced budget in the 2021-2022 fiscal year.
 - After much discussion it was decided that more time was needed to reflect on the statement therefore the motion was later presented and accepted at the regular board meeting held last night.
 - The motion can be viewed in last night's Board agenda posted on the Board of Governors webpage:

That the Board of Governors accepts the recommendation of the Executive Committee to direct the University to continue to work towards a balanced operating budget for the 2021-2022 fiscal year, while recognizing that exceptions related to the COVID-19 pandemic may be made with the approval of the Board, and that the University maintains that direction for future years."

- The Board received a presentation from Dr. Pavlina Radia titled "Faculty of Arts and Science Contributions and Community Engagement: Not Just a Foundational Core, but a Way of the Future" The Board thanked Dr. Radia for a most enlightening presentation.
- The Board accepted several recommendations from the University Governance Committee to:
 - Combine and replace the Board's Harassment and Discrimination Policy with a new Respectful Workplace and Learning Environment Policy
 - Revise the Board Appointment Policy
 - Revise the Board Communication Policy

These updated policies will be available on the Board of Governors webpage within the next couple of weeks. The Respectful Workplace and Learning Environment policy will be hosted on the Human Resources webpage.



Report from Alumni for March 2021

NU Café

- Join us for our [Keynote International Women's Day event](#) on the NU Café, hosted by Ten Thousand Coffees, on **Friday, March 5th at 1:30 pm ET**. In honour of International Women's Day, we are hosting a panel of female talent leaders from Adidas, RBC, AIG, IBM, and Facebook to discuss how we can manage and overcome gender-based hurdles in our career. We aim to celebrate the achievements of women & female identifying people and create an inclusive workplace for all. So, please join us to learn more about how we can #ChooseToChallenge workplace norms and build an environment where women can thrive.
- The NU Café Book Club launched in January through the alumni e-newsletter and we have created a book club event in the hub for anyone to join. Our first book is *Ridgerunner* by Gil Adamson and we will be discussing it at our first meeting on **March 18th at 6pm**. You can find more information [here](#) about the club and what we are reading.
- Introductions are out March 9th if you would like to join and mentor a student or alumni. Just as a reminder, if you are already registered and are finding you're too busy for this month's meet up please pause your profile matches.

NUAAB

- Our annual call for membership is live on social media and we have encouraged any alumni interested in applying to submit an application at the link [here](#). If you know if anyone that might be interested, please pass along the link or have them email alumni@nipissingu.ca for more information.
- We will be hosting our annual retreat this month and will highlight some of the takeaways from that experience in the next report.

Academic Colleagues

February 16-17, 2021: Zoom Meeting

Conversation with Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of online learning

Dr. Alison Flynn joined the colleagues for a conversation on the topic of “Online Learning: Lessons Learned and the Future of Education after the Pandemic.” As a relatively new medium for education that has expanded rapidly in response to pandemic-related school closures, online learning presents several key challenges that Dr. Flynn believes should be addressed: 1) Ensuring equitable access to technology and making online spaces fair and inclusive; 2) Maintaining a sense of community both inside and outside of class; 3) Focusing on the desired goals and outcomes of online learning and tailoring the experience in a way that makes the most of the online setting, while promoting academic integrity.

Dr. Flynn listed access to technology, internet service and working space as material obstacles that students face, but family and work obligations at home can also limit students' access to online courses. She stressed the importance of building community in online courses, and of prioritizing consideration of mental health, wellness and resilience throughout the curriculum.

As universities move forward post-pandemic, they may wish to maintain an online or hybrid model of education. Dr. Henderson noted the difference between online learning, where courses are designed to be conducted online, and remote learning, where an in-person class is simply moved online or streamed. Ideally, online courses should be developed to make the most of the medium, and offer learning outcomes that cannot be obtained by simply surfing the web. Instructors can use growth and goals modules to help students measure their achievements. They should clearly communicate their expectations for academic integrity, and the disciplinary ramifications of dishonesty.

Many Colleagues agreed that online learning is here to stay in some form, probably in a blended/bimodal form, and that faculty and students would benefit from more formal training in online teaching and learning.

Colleagues discussed how student and faculty attitudes towards online learning have evolved as the pandemic has progressed. The sense of achievement many felt after completing their first full semester online has shifted to burnout as the pandemic continues without a fixed end point. Several mentioned the importance of checking in regularly with students and holding regular town halls to hear campus perspectives.

Colleagues meeting, Wednesday, February 17, 2021

1. Update on Strategic Plan (Steve Orsini)

COU President and CEO Steve Orsini presented the updated COU Strategic Plan.

2. COU Update (Cecilia Brain)

COVID-19

COU is doing a survey of universities to collect data on their capacity to support COVID-19 vaccination efforts. This includes, among other things, freezers available to store vaccines and personnel that can perform and assist with vaccinations. COU will communicate its findings to the government and convey that universities stand ready to contribute to the effort.

COU continues to advocate to expand the number of university health programs that can be exempt from the 10-person limit for in-person training. There is confusion about the criteria that was used to select programs. For example, nutrition and speech language pathology are exempt from the 10-person limit, but dentistry and optometry are not.

Strategic Management Agreements

Early in the pandemic, the ministry agreed to de-couple SMA3 performance-based evaluations from funding to respond to the instability created by COVID. The government also indicated that all other elements of the performance-based model will continue as planned. This includes data reporting, calculation of minimum performance targets, and performance evaluation.

The Year 1 evaluations for SMA3 have concluded and minimum allowable targets for Year 2 have been established. Year 1 performance results are expected to be published on the ministry's website in late-Spring 2021.

Mental Health

On February 9, the ministry announced that it will provide an additional \$7 million in one-time funding to support Ontario's students in publicly-assisted colleges and universities. Institutions will receive a fixed base amount of \$100,000 plus an enrolment share top-up. Universities will have flexibility on how to spend these funds to address mental health needs but the government notes the importance of virtually delivered mental health services and other hybrid models and its expectation that universities will work to ensure that the needs of vulnerable and diverse groups (Indigenous, racialized, LGBTQ students and students with disabilities) are met through these supports.

Equity, Diversity and Inclusion

The Ontario Human Rights commissioner wrote to universities in December inquiring about policies and approaches to EDI. COU responded with a letter detailing some of the steps and approaches taken by the sector. Executive Heads have also proposed setting up a special committee on EDI and the plan is to leverage the Senior Equity Officers Reference Group as well as representatives from other COU affiliates.

Micro-credentials

On December 17, 2020, the provincial government filed a new regulation that outlines the process by which student financial assistance for micro-credential programs will be assessed and distributed. The OCAV Micro-credential Working Group is working on developing policy recommendations and advocacy on this file, including trying to help the Ministry land on a definition of micro-credentials and encouraging the Ministry not to superimpose burdensome regulatory frameworks—either related to tuition or to quality control.

The Working Group is drafting a letter that will be sent by COU to the ministry seeking clarification and further information about the emerging micro-credential framework. It will also propose a joint sector-ministry technical working group to develop micro-credential policy and programming.

Financial Sustainability

The ministry has recently increased its interest in the financial health of universities and on transparency regarding universities' financial information. COU has reiterated that the Ontario university sector is one of the most transparent. Publically available information includes the individual financial reports of all universities, Ontario and Canada standardized financial reports (COFO and CAUBO) and financial health indicators/benchmarks developed in collaboration with MCU.

COU continues to advocate for adequate revenue for universities as well as affordability and access for students.



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Web: www.nusu.com

Nipissing University Student Union

NUSU Senate Report

CFS Lobby Week

The week after reading week Hannah Mackie attended the CFS Ontario Lobby Week virtually. This was a great opportunity to talk to different MPP's about student issues in post-secondary education. Some of the topics spoke about included; Indigenous and International access to education, the cuts to OSAP and education funding, student concerns about performance based funding and protecting students' rights to organize. This was a great chance to have discussions with students from all over Ontario, but specifically students from other northern schools. We were able to have some conversations about what access to education in the north means to students and the benefits it provides our province with these MPP's

NUSU Recommendations for Senate

These recommendations come from student consultations, and the whereas section aims to provide background information, and the recommendations follow. We are placing these in the report so that senators can see them in writing, as we will be referencing them for the question period.

Whereas,

- 600 people signed a petition to remove the use of Lockdown Browser within a week;
- Reported issues include continued monitoring after software is shutdown, damage to cameras and microphones after use, not compatible with affordable technology options for students;
- Issues continue with a requirement to have uninterrupted access to strong wifi, requirement to have a quiet uninterrupted space, constant flagging of movement which adds stress and anxiety to students who may have ADHD, or an inability to stay completely still while being tested and other discriminatory experiences (facial recognition, etc.);
- There are concerns around privacy of data when government ID is being captured, and the storage of recording of examinations is not clear to students

The Nipissing University Student Union on behalf of its members recommend:

- That instructors and faculty make an attempt to consider alternative evaluation formats to lockdown browser for the winter semester where possible and reasonable;
- That the Teaching and Learning Committee commit to exploring alternative evaluation methods with a formal report back to senate by September 2021;
- That Nipissing University commit to phasing out lockdown browser or systems that use facial recognition software, recording software, or software that otherwise unreasonably infringes on student privacy without a clear privacy statement and communication about who has access to their data;
- That communication is sent to students around accommodations or disclosures at the beginning of each semester and before the commencement of the exam period (where disclosures includes: needing to stand and stretch in an exam due to back injury, etc., that they might be fidgety during the exam), the intent is to encourage students to communicate with their faculty.

Timeline of CRP-related Communications

Overview and Table of Contents of [emails and letters](#)

[RED] = indicates communications that were aborted, postponed or did not happen

Date	Communication	Brief notes <i>*Not a substitute for full texts, attached</i>	Page #
Aug 26, 2020	NU Conversations: Inclusive Higher Education, Part 1 *90 min Zoom meeting	Convened by the VPAR, for “BPOC” faculty and staff to share experiences; VPAR asked Natalya Brown to facilitate the discussion. Attendees raised myriad concerns about the process, in itself, so formed the Caucus of Racialized Persons (CRP) to call for an independent Equity Audit & Action Plan.	1
Sept 2, 2020	NU Conversations: Inclusive Higher Education, Part 2 *Zoom mtg. ended before agenda items were addressed	Convened by the VPAR, for “everyone.” As requested, Natalya Brown offered an anonymized summary of racialized staff and faculty contributions to Part 1, focusing on concerns about the “NU Conversations” process itself, and notifying the VPAR that CRP would send a letter to follow-up.	
TBD	NU Conversations: Inclusive Higher Education, Part 3 *postponed/ cancelled	Proposed by the VPAR as “a conversation between the BPOC members of NU and the executive leadership of the University with the goal of working together towards an institution committed to anti-racism.”	
Sept 8, 2020	CRP letter to VPAR	CRP made three clear requests (see letter), emphasizing the need for transparency and accountability - especially with and to racialized persons - throughout the process of developing and implementing an independent Equity Audit & Action Plan (EAAP).	2-4
Sept 8, 2020	VPAR email to CRP	VPAR: “We would like to proceed with formalizing next steps, and would like to meet with representatives of the caucus to discuss with Cheryl, Cristin Christopher, and myself”	5
Sept 10, 2020	VPAR email to CRP	VPAR requested that CRP forward our letter to the ED of the Equity Centre.	6
Sept 15, 2020	CRP email to VPAR	CRP affirmed working with senior administrators, toward an EAAP, and requested more clarity, in advance of meetings (e.g. about proposed “next steps”, draft terms of reference). CRP invited the VPAR to share communications between CRP and NU, with stakeholders or partners.	7-8
	*No further communication received from the VPAR to date (Feb 15, 2021). VPAR did not respond to the content of CRP’s letter, or to our email follow-up.		

Oct 9, 2020	Senate communication	<ul style="list-style-type: none"> CRP's letter included in the Senate Agenda. <ul style="list-style-type: none"> VPAR "encouraged Senators to read the letter as it includes recommendations that may be discussed at future Senate meetings." President's report on BoG meeting (Sept 17, 2020), re: EDI: (1) Reported having "heard from" CRP via. letter, including our request to be involved in the process of working toward an EAAP; (2) Announced "a process through which we will be evaluating our current environment, processes and policies to ensure we attain the highest levels of EDI." External expertise to be engaged. Jenny Mackie, Casey Phillip, and Cristin Christopher, "to lead" the process. 	9-19
	<p>*No follow-up received by CRP from the President, until Feb 11, 2021</p> <p>*Led by the President's Office, a small group of senior administrators are working on "a process" related to EDI.</p> <p>CRP remains unaware of this group's activities; they were not referred to us, have not communicated with us, and have not been reporting their activities publicly (e.g. on a webpage relating to Equity on NU's website).</p>		
Jan 20, 2021	President email to "Everybody" at NU	President announces that "internal dialogues" have been held [<i>among unidentified people, and with unreported learnings or outcomes</i>], and NU posted a Request for Proposals (RFP 21-001) for an Equity and Stakeholder Audit.	20
Jan 27, 2021	Deadline for RFP21-0001 submissions	<i>*This original deadline was only one week after everybody@ email, but was extended at some point.</i>	
Feb 1, 2021	CRP letter to president	CRP requested a "prompt response" from the President about whether: CRP could expect a response from the VPAR to our requests (as laid out in our letter Sept 8, 2020); and whether NU would be more transparent regarding RFP 21-001 (e.g. how was it created, etc).	21-22
Feb 6-11, 2021	Deadline for RFP21-0001 submissions	<i>*Exact date cannot be confirmed because the portal is closed, and the NU "News" webpage announcing the RFP was not updated to reflect the extension.</i>	
Feb 11, 2021	President email to CRP (9:24 pm), w/ a letter attached, signed by the President, speaking on behalf of an unidentified "we"	NU letter indicates that the President appointed four "formal evaluators" of submissions to RFP 21-001, and they expect the Equity Audit to begin in March 2021 , decoupled from an Action Plan. Vague gestures toward policies relating to RFPs are made; but there is no explanation of NU senior administrators' consistent lack of transparency or accountability.	23-24
Feb 12, 2021	Senate meeting: Q from Senator Greco re: NU response to	<i>*President directed the Senator to a letter (she sent to CRP late the previous night, 10+ days after receiving our email), and said a copy of the letter will be presented to Senate.</i>	

	CRP's Sept. 15 email, and Sept. 8 and Feb. 1 letters		
Feb 13-15	Long weekend (Family Day)	NU's letter received late Feb 11 implied a timeline in which a public announcement could be made about the winning bid as early as Feb 16 , and not likely later than Feb 26 (enabling work to begin in March). So NU put racialized staff and faculty in a position of having to organize a response over the long weekend.	
Feb 16, 2021	CRP letter to President	Given the evident lack of transparency and accountability - with and to racialized people, in particular - the NU administration's current Equity Audit process lacks legitimacy, is decoupled from meaningful action, and risks low rates/quality of participation by racialized persons; it would be ethical and prudent to halt the RFP 21-001 procurement. Engaging CRP in working toward an independent Equity Audit & Action Plan (as per CRP's letter dated Sept 8, 2020, and the VPAR's email reply Sept 8, 2020) - along with other equity-seeking groups who want to speak on their own behalf - would be a more legitimate, way for NU's senior administration to proceed.	25-26

Caucus of Racialized People
crp.comms@gmail.com

8 September 2020

Dr. Arja Vainio-Mattila
Provost and Vice-President, Academic and Research
Nipissing University
arja@nipissingu.ca

Cc: NU President, NU Board of Governors, NU Senate, NUICE, NUFA, OPSEU
Local 608, NUSU

Re: Equity at Nipissing University

At the request of the Provost and Vice-President of Nipissing University (hereinafter referred to as “the University”), a *caucus of racialized persons* met, on the 26th day of August 2020, to discuss issues relating to “inclusivity.” The group (hereinafter referred to as “CRP”) consisted of persons racialized differently, from various cultural backgrounds, and from differing ranks within the University’s faculty and staffing structures. Based on their discussion and the desire among CRP members to work within and towards a safer, healthier, and more equitable environment, CRP is requesting the University ratify and undertake the following (beginning 30 September 2020, and to be completed with urgency, *e.g.*, within an 18-month period):

- 1) Conduct a university wide *Equity Audit & Action Plan* (hereinafter referred to as the “EAAP”) to assess and develop a plan for addressing issues relating to the experiences of and discrimination against racialized persons, as well as white supremacy.
 - a) The EAAP’s scope will be determined through a transparent process that involves the full participation and agreement of the CRP;
 - b) The EAAP shall be chaired by a person or persons external to the University, who is selected through a transparent process that involves the full participation and agreement of the CRP;
- 2) The EAAP, as well as any and all related reports, shall be made public—i.e., posted on the University’s webpage and e-mailed to all persons employed and studying at the University—within 3 working days after their submission to the University.
- 3) Formally commit to reviewing and implementing the actionable recommendations set out in the audit.

All CRP members who replied to email follow ups (*i.e.*, 80% of participants in the initial zoom call, including the signatories to this letter, as well as five additional participants who expressed support for the request in this letter, but from whom final confirmation as signatories was not received prior to submitting this letter) believe that the process outlined above is the best way to demonstrate the University's commitment to equity, encourage wide participation, and ensure transparency.

For its part, CRP will continue to reach out to the four additional participants who have yet to engage in follow-up discussions, and will extend outreach to engage racialized staff and faculty members who did not join the initial zoom meeting, but who might be interested in participating in further discussions about the scope and chairing of the EAAP, or Equity at the University, more generally.

We look forward to receiving the University's response.

Sincerely,

Natalya Brown, Associate Professor, School of Business

Gemma Victor, Manager, Student Learning & Transitions

Erin Dokis, Dokis First Nation, Nipissing First Nation

Charles Anyinam, Assistant Professor, School of Nursing

Tanya Lukin-Linklater, Director, Enji giigdoyang, Indigenous Initiatives

Lanyan Chen, Professor, Social Welfare & Social Development

Mumbi Kariuki, Associate Professor, Schulich School of Education

Odwa Atari, Associate Professor, Geography and Geology

An Nguyen, Processing Clerk, Registrar's Office

Chris Greco, Assistant Professor, School of Criminology and Criminal
Justice, Sociology M.A.

Serena Kataoka, Assistant Professor (LTA1), Social Welfare & Social
Development

Arja Vainio-Mattila <arja@nipissingu.ca>

Tue, Sep 8,
2020, 5:53 PM

to CRP, NUFA, Hall, Ontario, Board, Senate, tracyp, Cristin, me, Cheryl

Dear Colleagues,

Thank you for your letter which I received this morning. Both Cheryl and I were very happy to receive the letter and look forward to working with the Caucus of Racialized Persons at Nipissing University towards a diverse and inclusive campus.

I would like to thank all of you for your participation in the process so far, and for the ideas put forward in the letter. We would like to proceed with formalizing next steps, and would like to meet with representatives of the caucus to discuss with Cheryl, Cristin Christopher, and myself

Looking forward, Arja

Hannah Mackie <president@nusu.com>

Tue, Sep 15,
2020, 9:02 AM

to Arja, CRP, NUFA, Ontario, Board, Senate, me, Equity

Hi all,

I have copied and pasted my response in the other chain as maybe it was not the right chain to place the response in. I am hoping some sort of response to these concerns could be provided.

Kind regards,
Hannah Mackie

I am excited to see progress on this topic and that we seem to be moving forwards. I read in the letter that all results will be made available to those studying at Nipissing. While I appreciate the inclusion, I would like to ensure that there will be separate processes and consideration for students, as no students are being consulted or included in the Caucus of Racialized Persons or considered a part of the Nipissing Community in the scope of this letter.

Unless we see that inclusion added, we will continue to work and have conversations with Dr. Vainio-Mattila and the rest of the administration group on how to best close the gaps that currently exist for our racialized students. We ask that the language of 'university wide' and other encompassing language be edited to recognize that this is meant for staff and faculty. Otherwise, we would like to see inclusion of our racialized students within this Caucus and Committee.

Looking forward to hearing your thoughts,
Hannah Mackie

CRP NU <crp.comms@gmail.com>

Tue, Sep 15,
2020, 9:39 AM

to Cheryl, Cristin, Tracy, Arja, NUFA, Hall, Ontario, Board, Senate, me, Equity

Thanks for your speedy and enthusiastic reply, Arja.

We are glad to hear that NU is willing to commit to undertaking an Equity Audit & Action Plan (EAAP); and we are looking forward to receiving more details about your and Cheryl's proposal regarding "next steps" (as well as clarification about Cristin Christopher's role in that process).

Due to the ad hoc structure of CRP, its emphasis on transparency, and the sensitive nature of the topics we deal with, written communication is preferred.

CRP also supports the right of all groups to speak, if they choose to speak, on their own behalf and position. So please feel free to share CRP-NU communications, with any/all NU stakeholders or partners, on the understanding that while CRP has requested an EAAP (as per our letter), NU remains responsible for undertaking it as a university-wide initiative.

Equity assessment and planning processes related to racism have been carried out by universities in Canada under different rubrics, for decades, such that they are now common and there is ample reporting and scholarship on EAAP and similar processes; and so, combined with the fact that NU has an established Request for Proposal (RfP) process, we are confident that you and Cheryl will be able to offer a well-developed proposal.

There will likely come a time when in-person meetings will help move the EAAP approval process along, and to that end, more detailed background/preparatory information would be appreciated (preferably in the form of draft terms of reference or RfPs, which can be shared with CRP members, for discussion). Your consideration of our time, as racialized people volunteering to engage in this process, would be much appreciated.

Glad to be working with you - and possibly also racialized students - to usher in an EAAP that would offer the groundwork for fostering a safer, healthier, and more equitable university.

Update on Equity, Diversity and Inclusion at Nipissing University



Nipissing President <president@nipissingu.ca>

Wed, Jan 20,
1:50 PM

to bcc: Everybody

The events and conversations that have transpired around the globe over the past year have highlighted the many ways in which systemic barriers and inequity exists within our society, our systems and our organizations. At Nipissing, we recognize the importance of acknowledging our shortcomings in the area of equity, diversity and inclusion and more importantly, our responsibility to take concrete action in order to create a respectful, diverse and inclusive culture where our students, staff and faculty can thrive.

Over the past number of months, Nipissing has held internal dialogues to spark conversations about barriers that exist within our own institution and how we can be a more inclusive university. As a next step in our commitment to taking action on eliminating systemic barriers to inclusion, Nipissing University is seeking a consultant to conduct a university-wide equity and stakeholder audit. This audit will form the foundation for a more thorough consultation process and development of a detailed action plan.

While this audit is a step in the right direction, we acknowledge that much work lies ahead to ensure that each member of our Lakers community feels represented, welcome, valued and heard.

A copy of the Request of Proposals can be found [here](#) and closes January 27, 2021 at 3 p.m. EST. Please share this opportunity widely.



Caucus of Racialized People
crp.comms@gmail.com

February 1st, 2021

Office of the President
Nipissing University
president@nipissingu.ca

Cc: NU Provost and Vice-President Academic and Research, NU Board of
Governors, NU Senate, NUICE, NUFA, OPSEU Local 608, NUSU

Re: *Equity at Nipissing University*

Dear President,

The Caucus of Racialized People (CRP) is writing to request a prompt response from you indicating:

1. Whether CRP will be receiving a response from the Vice President and Provost to the three requests made in our initial letter (dated September 8, 2020, and attached here, as well), and reaffirmed in our follow-up email (dated September 15, 2020).
2. Whether the content of *RFP 21-001 - Equity Diversity and Inclusion Consulting Services*, and the process by which it was created, will be made public (e.g. open access on the NU website).

Regards,
Caucus of Racialized Persons

NOTE: This letter reflects a consensus among eleven (11) racialized staff & faculty who participated in NU Conversations on "Inclusion in Higher Education: Part 1" and/or follow-up conversations facilitated by CRP; no opposition was expressed by additional members connected through CRP's private communication channels. CRP members retain the right to speak for themselves, as individuals, however they see fit; and CRP welcomes racialized staff & faculty members who did not participate in the initial conversation series, but who would like to contribute to our collective request for an independent Equity Audit & Action Plan at Nipissing University.

From: **Nipissing President** <president@nipissingu.ca>
Date: Thu, Feb 11, 2021 at 9:24 PM
Subject: Re: Equity at Nipissing University
To: CRP NU <crp.comms@gmail.com>
Cc: Arja Vainio-Mattila <arja@nipissingu.ca>, NUFA Office <nufaoffice@gmail.com>, Hall <president@nusu.com>, Ontario Public Service Employees Union <opseu@nipissingu.ca>, Board Secretary <governors@nipissingu.ca>, Senate Secretary <senatesecretary@nipissingu.ca>, Tracy Paul <tracypa@nipissingu.ca>, Cristin Christopher <cristinc@nipissingu.ca>

Good afternoon.

Please find attached a letter in response to your original letter dated September 8, 2020, and most recent correspondence on February 1, 2021.

Thank you.



Good afternoon,

Thank you for your follow up regarding your original letter dated September 8, 2020 and most recent correspondence on February 1, 2021. We are committed to Nipissing as a race conscious institution, and as a University that lives up to its commitment to the Universities Canada Principles on Equity, Diversity and Inclusion. We look forward to working in partnership with the CRP, the Equity Centre, OII, NU BASE, and other stakeholders across Nipissing's community to build a University in which all underrepresented groups feel they are on a safe and healthy campus where everyone feels welcomed, supported, included, valued and empowered to succeed.

We have initiated a Call for Proposals for an external Equity Audit, which will help us by developing a process of consultation as well as a plan of action. We expect that the Equity Audit will start in March 2021. This next step is dedicated to taking action to eliminate systemic barriers to achieve inclusive excellence at Nipissing University.

The audit includes a consultation process with university stakeholder groups and will result in recommendations that will lead to an action plan. We look forward to the participation of diverse stakeholder groups across campus as part of this process. To ensure we are following the correct rules and regulations related to procurement as a public institution, an announcement will be made when the winning bid is confirmed and clarify next steps.

The Equity Audit will be led by an external consultant. The following individuals are formal evaluators of the RFP submissions as appointed by the President:

- Jenny Mackie, Director, Human Resources
- Traci Malkowski, Human Resource Generalist
- Casey Phillips, AVP Students
- Cristin Christopher, Director, External Relations

To address your inquiry in your most recent letter dated February 1, 2021 about whether the content of *RFP 21-001 - Equity Diversity and Inclusion Consulting Services*, and the process by which it was created, will be made public (e.g. open access on the NU website); Nipissing University is required to comply with the Broader Public Sector (BPS) Procurement Directive issued by the Management Board of Cabinet on April 1, 2011, under the authority of the Broader Public Sector Accountability Act, 2010, and the [Nipissing University's Procurement Policy](#).

While the actions outlined above is a step in the right direction, we acknowledge that much work lies ahead to ensure that each member of our Lakers community feels represented, welcome and heard. We are committed to transparency, open communication and action.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cheryl Sutton', written in a cursive style.

Cheryl Sutton
President (Interim)
Nipissing University



Caucus of Racialized Persons
crp.comms@gmail.com

February 16, 2021

Office of the President
Nipissing University
president@nipissingu.ca

To: Cheryl Sutton

Cc: VPAR Vainio-Mattila, NU Board of Governors, NU Senate, NUICE, NUFA, OPSEU Local 608, NUSU, OIL, NU BASE, Equity Centre

Re: *Taking steps together, toward equity*

Dear President Sutton,

The Caucus of Racialized Persons (CRP) acknowledges receipt of the undated and unaddressed letter signed by yourself, speaking on behalf of an unidentified “we,” which was attached to your email, received by CRP on Thursday February 11, 2021 at 9:24pm (in response to our letter addressed to the President, dated February 1st, and following up on our letter to VPAR Vainio-Mattila, and copied to you, dated September 8, 2020).

Delivering on your interest in taking “a step in the right direction,” based on *Equity, Diversity and Inclusion* (EDI) principles, involves NU senior administrators taking a step *with* us - your racialized colleagues. The development of *RFP 21-001 - Equity Diversity and Inclusion Consulting Services* lacks transparency and accountability (see attached timeline). And, thus, an Equity Audit that arises from that process lacks legitimacy, is decoupled from meaningful action, and risks low rates/quality of participation by racialized faculty and staff. **It would be ethical to halt the procurement process for RFP 21-001.**

A legitimate way forward, proposed by VPAR Vainio-Mattila, on behalf of you as well, would be “to proceed with formalizing next steps” in working together with CRP (email Sept 8, 2020), toward an independent university-wide *Equity Audit & Action Plan* (EAAP; as per our letter Sept 8, 2020). At this time, CRP members remain open to engaging with NU senior administration - as well as other equity-seeking groups who choose to participate (*e.g.*, in identifying the scope of an EAAP).

Regards,

Caucus of Racialized Persons

Gemma Victor, Manager, Student Learning & Transitions

Erin Dokis, Dokis First Nation, Nipissing First Nation

Charles Anyinam, Assistant Professor, School of Nursing

Natalya Brown, Associate Professor, School of Business

Serena Kataoka, Assistant Professor (LTA1), Social Welfare & Social Development,
Sociology M.A.

Chris Greco, Assistant Professor, School of Criminology and Criminal Justice,
Sociology M.A.

Lanyan Chen, Professor, Social Welfare & Social Development

Odwa Atari, Associate Professor, Geography and Geology

Mumbi Kariuki, Associate Professor, Schulich School of Education

NOTE: This letter is endorsed by a total of **eleven (11)** racialized staff & faculty members, some of whom participated in NU Conversations on "Inclusion in Higher Education: Part 1," and some of whom have since joined conversations facilitated by CRP. No opposition was expressed by additional members connected through CRP's private communication channels. CRP members retain the right to speak for themselves, as individuals, however they see fit; and CRP welcomes racialized staff & faculty members who did not participate in the initial conversation series, but who would like to contribute to our collective request for an independent Equity Audit & Action Plan at Nipissing University. CRP also supports the right of all groups to speak, if they choose to speak, on their own behalf and position.

Re: Taking Steps Together, Toward Equity

Nipissing President <president@nipissingu.ca>

Fri, Feb 26, 12:52
PM (7 days ago)

to CRP, Arja, Senate, Board, Tanya, NUFA, Hall, Ontario, Equity, Chaim

Good afternoon.

Please find attached a response to your letter dated February 16, 2021.

Thank you.

--

Office of the President
Nipissing University
North Bay, ON P1B 8L7
ph. 705.474.3450 x 4285
fax. 705.495.3677



Good afternoon,

Thank you for your most recent communication regarding the *RFP 21-001 - Equity Diversity and Inclusion Consulting Services* and sharing your concerns regarding the process and scope.

As mentioned in my letter dated February 11, the *RFP 21-001 - Equity Diversity and Inclusion Consulting Services* (Equity Audit) and the process by which it was created, was made public as required to comply with the Broader Public Sector (BPS) Procurement Directive issued by the Management Board of Cabinet on April 1, 2011, under the authority of the Broader Public Sector Accountability Act, 2010, and the [Nipissing University's Procurement Policy](#). In addition, the President's office sent out a communication internally to everyone on January 20, 2021 sharing an update on this initiative with a link to the RFP itself.

As there are many equity seeking groups across our campus community, we welcome all feedback and questions relating to the process of the Equity Audit from all groups. We currently have applied for grant funding to support the Equity Audit and subsequent recommendations and we have decided not to halt the current process at this time. Any delay or pause will directly impact our ability to formalize recommendations and next steps relating to Equity, Diversity and Inclusion at Nipissing.

As mentioned in the communication dated September 8, 2021, we would like to once again invite members of the CRP to meet with myself, Dr. Arja Vainio-Mattila, and the following members of the evaluation committee as appointed by the President:

- Jenny Mackie, Director, Human Resources
- Traci Malkowski, Human Resource Generalist
- Casey Phillips, AVP Students
- Cristin Christopher, Director, External Relations

To be clear, the role of the evaluation committee is to ensure that the required criteria is met as per BPS requirements, not direct the Equity Audit. Once the Equity Audit is awarded, the role of the successful consultant will be to direct consultations, strategy and formalized recommendations as a result of the audit.

The intention of meeting is to hear your concerns, and identify ways we may work alongside one another towards ensuring that all members of our campus community feel represented, welcome and heard.

If you are interested in this invitation, please let us know and we will work towards a date and time that works for everyone.

A handwritten signature in black ink, appearing to read 'Cheryl Sutton'.

Cheryl Sutton
President & Vice-Chancellor (Interim)

Office of the President

100 College Drive, Box 5002, North Bay, ON P1B 8L7
tel: (705) 474-3450, ext 4285 • fax: (705) 474-5878 • tty: (877)688-5507
internet: www.nipissingu.ca

CRP NU

Feb 26, 2021, 5:43
PM (7 days ago)

to me, Arja, Senate, Board, Tanya, NUFA, Hall, Ontario, Equity, Chaim

Will the President, Provost, and members of the Equity Audit evaluation committee, commit to meeting with members of the Caucus of Racialized Persons, on the record, to discuss concerns relating to the processes that informed the development of RFP 21-001, and grant funding to support the Equity Audit?

NOTE: This email is endorsed by a total of eleven (11) racialized staff & faculty members, some of whom participated in NU Conversations on "Inclusion in Higher Education: Part 1," and some of whom have since joined conversations facilitated by CRP.

CRP members retain the right to speak for themselves, as individuals, however they see fit; and CRP welcomes racialized staff & faculty members who did not participate in the initial conversation series, but who would like to contribute to our collective request for an independent Equity Audit & Action Plan at Nipissing University. CRP also supports the right of all groups to speak, if they choose to speak, on their own behalf and position.



Nipissing President <president@nipissingu.ca>

Mar 1, 2021, 2:34
PM (4 days ago)

to CRP, Arja, Senate, Board, Tanya, NUFA, Hall, Ontario, Equity, Chaim

Good afternoon.

Yes, we are available to meet and we will make it a priority.

I have cc'd Abby Blaszczyk and she will assist in facilitating a Doodle Poll.

Thank you,

Cheryl



CRP NU

Mar 3, 2021, 9:42
AM (2 days ago)

to Arja, Senate, Board, Tanya, NUFA, Hall, Ontario, Equity, Chaim, me

Excellent. The dates and times have been shared with CRP members, and we will confirm which date works for members in the coming days.

To confirm, in advance, the zoom meeting itself will be hosted by CRP and will be on the record (i.e. recorded).



Nipissing University Faculty Association

100 College Drive, Office A244, North Bay, Ontario, P1B 8L7
(705) 474-3450 ext. 4499

nufaoffice@gmail.com
www.nufa.ca

March 1, 2021

Office of the President
Nipissing University
100 College Drive
North Bay, Ontario P1B 8L7

Dear Cheryl,

I am writing to support the Caucus of Racialized Persons' (CRP) call to halt the procurement process for Request for Proposals (RFP) 21-001.

I am also writing to offer my support to assist in opening up more dialogue to ensure we move forward on this important project together. As the Faculty Association President, I believe it is a serious concern when the marginalized members for whom this process was created express doubt in its legitimacy. I do not wish to speak for the CRP, or insert myself into the process in any artificial way. Instead, I offer myself and the NUFA Executive in whatever capacity may be needed to begin the very important and much needed Equity, Diversity and Inclusion (EDI) work here at Nipissing University.

Sincerely,

A handwritten signature in black ink, appearing to read "Nathan Kozuskanich". The signature is fluid and cursive, with the first name "Nathan" and last name "Kozuskanich" clearly distinguishable.

Nathan Kozuskanich
President

cc. Dr. Arja Vainio-Mattila, Nipissing University Board of Governors, Nipissing University Senate, NUICE, OPSEU Local 608, NUSU, Equity Centre, Caucus of Racialized Persons



March 5, 2021

To The Caucus of Racialized People
crp.comms@gmail.com

Good afternoon,

We are very pleased to have received your latest email and are looking forward to hearing back regarding CRP members' availability.

As Nipissing continues to maintain our commitment to open dialogue and engagement regarding CRP's concerns, in the spirit of collegiality and privacy obligations, we are not comfortable with recording the meeting. We do however, welcome the formalization of minutes signed off by all parties. As we seek ways to support holding space for these conversations for all groups, we invite CRP to share alternative ways we may support a safe environment for open dialogue.

At this time, we have paused the RFP process until we have the opportunity to re-evaluate next steps.

We sincerely look forward to this conversation and ongoing dialogue as we work towards a more inclusive environment at Nipissing. We are hoping to resolve the question of the meeting logistics and find a date as soon as possible.

A handwritten signature in black ink, appearing to read 'Cheryl Sutton'.

Cheryl Sutton
President & Vice-Chancellor (Interim)

A handwritten signature in blue ink, appearing to read 'Arja Vainio-Mattila'.

Arja Vainio-Mattila, PhD.,
Provost & Vice-President, Academic & Research

Office of the President

100 College Drive, Box 5002, North Bay, ON P1B 8L7
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internet: www.nipissingu.ca



Caucus of Racialized Persons
crp.comms@gmail.com

March 18, 2021

Office of the President
Nipissing University
president@nipissingu.ca

To: President Cheryl Sutton and Provost Arja Vainio-Mattila

Cc: NU Board of Governors, NU Senate, NUICE, NUFA, OPSEU Local 608, NUSU, OII, NU BASE, Equity Centre

Dear President and Provost,

Caucus of Racialized Persons (CRP) was glad to hear that at the Nipissing University (NU) Town Hall on March 4, 2021 Senior Administrators emphasized your enthusiasm about meeting with CRP members - as conveyed in your letter to CRP dated March 5, 2021.

CRP's patience over the last six months demonstrates members' commitment to working *with* NU's Senior Administrators to usher in an independent *Equity Audit & Action Plan*, as described in our letter (dated Sept 8, 2020); we would also be glad to work with additional equity-seeking groups, such as racialized students, if they choose to participate.

To that end, here are three conditions for initiating conversations:

1. CRP would be glad to share key questions in writing, in advance, so that the President and Provost can prepare responses. The first line of questions aims to clarify what has been said/done vis-a-vis equity at NU (to get a better sense of our starting point).
 - a. CRP members would prefer that you respond to the substance of questions in writing, in advance, so that our synchronous time together can focus on clarification, and coming to shared understandings.
2. An initial meeting of 2 hours - with follow-up communications as needed or appropriate - would be required for NU Senior Administrators to demonstrate your stated commitment to engaging with racialized faculty and staff.
3. CRP members require that meetings be recorded, at this time, because:

- a. We are seeking engagement with NU Senior Administrators in their capacity as leaders of a *public* institution (not as private citizens), on matters related to the public interest;
- b. While we welcome a collegial tone, NU Senior Administrators have been exercising institutionalized authority behind closed doors, which runs counter to the nature of collegiality (*e.g.* sharing responsibility);
- c. CRP promotes transparency and accountability, especially with and to CRP members who will not be in attendance.

Assuming that you are amenable to these conditions, CRP will aim to have questions to you by March 26, 2021. Please let us know how much time you might need/want after receiving questions, to prepare written responses (most of which you should be able to draw from meeting minutes, copy for grant proposals, and so on); then a timeline for reviewing your responses, and initial meeting, can be confirmed by CRP members.

Calling you in with love, to co-create a more equitable, safer and healthier campus.

Caucus of Racialized Persons



March 26, 2021

Caucus of Racialized Persons

Crp.comms@gmail.com

Dear Caucus Members,

Thank you for your letter of March 18, 2021. Again, we'd like to reiterate that we appreciate your willingness to continue this very important dialogue as together we co-create a more equitable, safe and healthy campus.

After much consideration, we maintain our position with respect to video and audio recording of a meeting, however we are supportive of capturing our discussion with a written record of minutes. We understand the importance of including racialized staff, faculty and other equity-seeking groups in these critical conversations moving forward, and as such would like to suggest that we continue to work together through written correspondence.

We are hopeful that through continued communication, we will create a relationship of trust that will allow us to meet in person at some point in the future.

A handwritten signature in black ink, appearing to read 'Cheryl Sutton'.

Cheryl Sutton
President & Vice-Chancellor (Interim)

A handwritten signature in blue ink, appearing to read 'Arja Vainio-Mattila'.

Arja Vainio-Mattila
Provost & Vice-President, Academic & Research

Office of the President

100 College Drive, Box 5002, North Bay, ON P1B 8L7
tel: (705) 474-3450, ext 4285 • fax: (705) 474-5878 • tty: (877)688-5507
internet: www.nipissingu.ca

Questions for Nipissing University (NU) President and Provost

From: Caucus of Racialized Persons (CRP)

26 March 2021

The general aim of this initial line of questions is to develop some shared understandings (vs. shaming). Caucus of Racialized Persons (CRP) wants to gain a clearer sense of what has been done in pursuing an *Equity Audit & Action Plan* (EAAP), and so too, what the starting point of meaningful conversations with NU Senior Administrators might be.

Currently there is a gap between the President and Provost's descriptions of the nature of interactions with CRP (e.g. "this conversation and ongoing dialogue" [5 Mar 2021]; or "to continue this very important dialogue" [26 Mar 2021]), and the fact that we have exchanged letters/emails intermittently, and have yet to come to agreements about how to engage in real-time conversations, let alone how to work together toward an EAAP.

So the more accurate (vs. aspirational) your responses are, the more opportunities you create to build trust with CRP members. Such trust is needed in working toward collegiality and/or collaboration.

Rigorous as this line of questioning might seem, we imagine that the bulk of the responses can be drawn from meeting minutes, reports, etc. Feel free to attach those materials, and where appropriate, in lieu of fulsome responses, you could offer references to those materials (including page numbers, sections and/or lines). This initial series of questions is organized in two sections, each of which begins with a brief context statement:

- (I) EDI process and *RFP21-001*; and
- (II) Conditions for moving forward together.

(I) EDI Process and RFP21-001:

Understanding NU's current equity-related decision making processes, rationales and structures is critical for CRP members to be able to identify opportunities for collaboration (and/or to create conditions that might support collaboration), moving forward.

1. Who evaluated "the current environment, processes and policies" and determined that NU lacks "in house expertise" vis-a-vis Equity, Diversity and Inclusion (President's report to Senate, meeting minutes for November 13, 2020)?
 - Please explain that evaluation process, offering specific examples to illustrate.
2. Three senior administrators were appointed to work on an Equity, Diversity and Inclusion (EDI) "process", through NU's Office of the President, in Fall 2020 (to be referred to as "EDI Leads"). Please explain each of their responsibilities, qualifications and demonstrated expertise vis-a-vis EDI:
 - a. Jenny Mackie
 - b. Casey Phillips
 - c. Cristin Christopher

3. What was the EDI “process” that the EDI Leads were spearheading?
 - a. Did the group have terms of reference and/or specific goals they were working toward? If so, please explain.
 - b. What has this group achieved?
 - c. Is this “process” ongoing or has it been completed?
4. What role(s) has the President played in that process (or not)? Please offer specific examples to illustrate.
 - If the President would like to speak to her qualifications and demonstrated expertise vis-a-vis EDI, please do so here.
5. What role(s) has the Provost played in that process (or not)? Please offer specific examples to illustrate.
 - If the Provost wants to speak to her qualifications and demonstrated expertise vis-a-vis EDI, please do so here.
6. What “discussions” did EDI Leads, the President and/or Provost undertake that informed the creation of RFP21-001 for an EDI consultant (between July 1, 2020 through to January 20, 2021)?
 - a. When, with whom, and for what purposes?
 - b. What have you learned through those discussions?
 - c. How have those discussions “continued” beyond Jan 20, 2021, and/or are there plans for continuing those discussions (that both parties agreed upon prior to January 20, 2021)?
7. How do you define “inclusion”? How did the process of creating RFP21-001, including defining the scope and evaluation criteria (between September 1, 2020 through to January 20, 2021), reflect this definition?
 - Did the process include any people with lived experience as racialized persons and/or who have been claimed by racialized communities as allies in challenging institutional racism?
 - If not, why not?
 - If so, who? How were they engaged? (e.g. Did they have direct input into developing the evaluation criteria for the RFP? Any decision making authority?)
8. In relation to RFP21-001:
 - a. What was the scope of EDI work sought?
 - b. What evaluation criteria were used to assess proposals?

9. The timeline of the initial *RFP21-001* posting reflected a decision that EDI related work was not of sufficiently “high complexity, risk and/or dollar value” to warrant an extended response time of 30 calendar days (NU Procurement Policy 2.3.2012.U, 3.iii).
 - What was the reasoning behind that decision?
 - Why was the original deadline extended, and what was the final closing date? Was public notice of that extension given (and if so, how)?
10. NU Executive Administration reported to the BoG (in February and March 2021) that a company has been selected for the EDI consultation work (RFP21-001).
 - Has NU made any agreements (e.g. notification of award, letter of intent, signed contracts, etc) with that company to date?
 - If so, what is the scope of the agreement? What are the significant terms and conditions of that agreement?
11. Why have NU senior administrators’ only stated that the RFP process has been “paused” (rather than “halted”, as requested by CRP)?
 - On what grounds is the RFP process being “re-evaluated”?

(II) Conditions for Moving Forward

CRP members are keen to get a sense of the negotiation space NU Executive Administrators’ are willing to share with CRP - as we are committed to finding good ways of moving forward, together, to make NU a more equitable campus.

1. Are the President and Provost willing to:

- As per CRP’s requests in our initial letter dated September 8, 2020 (and summarized here, with some adjusted timelines):
 - **(a) Initiate meaningful conversations with CRP** - and additional equity seeking groups with an interest in participating, such as racialized students - in a collaborative process that will determine the scope and hiring process for an independent *Equity Audit & Action Plan*. To underline, this would go beyond consultation, to sharing decision-making authority.

Timeline: beginning immediately, and extending through to June 30, 2021

- **(b) Be more transparent and accountable in and through communications with CRP**, and the NU community more generally, regarding equity related processes, issues, and initiatives.

Timeline: beginning immediately and continuing through the foreseeable future.

- If so, please offer some specific examples of what working in a more transparent and accountable fashion might look like to you.

- (c) As per our letter dated Feb 16, 2021, **will you immediately halt the current RFP21-001 process** (such that there are no commitments to moving forward with a particular consultant or company)?
 - If not, why not?
- (d) As per our communications from February 26, 2021 onward, understand that recording meetings with NU Senior Administrators is *necessary* for CRP to be transparent with and accountable to racialized staff and faculty members who may be unable to attending meetings; and so, as leaders of a public institution, **will you propose reasonable conditions for accommodating the recording of those internal meetings?**

2. **If/When NU Executive Administrators meet with CRP members, are you willing to:**

- Respect that elders who open a conversation may carry responsibilities and/or know it to be right to contribute reflections throughout, and to close that conversation in a good way.
- Speak to what has been said/done, and what you are willing to do on certain timelines, offering examples wherever possible (rather than making general or aspirational statements, for instance);
 - Make a concerted effort to speak at volumes that register in the green (not red), on audio level meters.
- Try to listen as enthusiastically as you speak;
 - Listen for meaning, by thoughtfully considering what you can learn from everyone's contributions, as well as how those learnings might inform how we proceed together.
- Remember that CRP members are your employees and neighbours, and we have not leveraged opportunities to publicly shame you or NU, to date; and based on that evidence:
 - Trust that we would participate in the conversation with the aim of finding ways to collaborate - to negotiate ways of ushering in an independent *Equity Audit & Action Plan*.
- Do NU Executive Administrators have any additional reflections to share, or questions to pose in this initial thread (which aims to come to some shared understandings about what NU has done in working toward an *Equity Audit & Action Plan*, how it has done so, and what broad negotiation space might be available)?



April 5, 2021

To The Caucus of Racialized People
crp.comms@gmail.com

Thank you for your questions relating to the status of Equity, Diversity, and Inclusion (EDI) at Nipissing University. Nipissing, like other higher education institutions, has engaged with EDI in terms of principles, structures, and processes. The Canadian university EDI landscape is at least to some extent described in a recent national survey carried out by Universities Canada (<https://www.univcan.ca/media-room/publications/equity-diversity-and-inclusion-at-canadian-universities-report-on-the-2019-survey/>).

Nipissing, as a member of Universities Canada, is also committed to the Inclusive Excellence Principles (adopted in 2017) and the Principles on Indigenous Education (adopted in 2015). Nipissing, like many other universities, has made this commitment with limited resources or institutional expertise (i.e. positions dedicated to the leadership of this area). Our responses have been reactive and sometimes motivated by an opportunity (e.g. an external funding opportunity) without a thorough process of consultation.

In the last few years, there have been a few opportunities for an institutional conversation. On her arrival in 2017, the Provost initiated a process of academic planning and asked academic units to speak to how they live the EDI and Indigenous Education principles. The responses were varied from ignoring the question to thoughtful responses. The death of Coulten Boushie, and the subsequent acquittal of his murderer in 2018, was, we believe, the first occasion for which Nipissing made a public statement in relation to systemic racism. At this time, too, Nipissing had an active Indigenization Steering Committee creating a road map for institutional Indigenization and reporting on progress to Senate. Native Studies became Indigenous Studies, and the Nipissing University Indigenous Council on Education (NUICE) became the new name of the council advising the President on Indigenous relationships. The focus of institutional EDI was mainly on Indigenous experiences.

Other changes that took place during this time at Nipissing:

- Strengthening of EDI language in the Collective Agreements through bargaining with NUFA.
- Nipissing's participation in the Pride events that took place in North Bay.

Office of the President

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- The Provost, in collaboration with the Nipissing University Faculty Association, developed a cluster hire process for Indigenous faculty based on models from other universities, mainly OCADU.
- Tri Council created a number of opportunities to apply for funding to strengthen institutional EDI capacity:
 - In order to apply for the funding in 2018, the Provost invited faculty volunteers to contribute to the application. The application was not successful.
 - In 2019, a smaller opportunity was offered to apply for \$50,000. The Provost applied and was successful. This money has supported the role of a Human Resources Generalist to focus on EDI initiatives specifically within the faculty hiring processes by using the Canada Research Chair Program, Best Practices Guide to Recruitment, and Hiring and Retention as a template. These funds had to be committed by March 31, 2021.
 - In 2021, we again applied for funding to strengthen EDI capacity (i.e. create an EDI lead position, strengthen EDI data collection, and implement EDI training), but our application was not successful.
- Tri Council has also used the Canada Research Chair process to motivate institutional self-examination of EDI.
- The Dibaadan program, which focuses on wellness outreach, prevention and intervention from an Indigenous perspective, offered monthly workshops to staff members in Student Development and Services and the Office of Indigenous Initiatives.
- Among other initiatives, the Office of Indigenous Initiatives has undertaken research in Indigenous student success and continues to support Indigenous learners academically, personally and culturally through their university education.
- Student Development and Services Leadership Team attended a multi-day microaggressions professional development workshop offered by the North Bay & District Multicultural Centre.
- The student-led Equity Centre on campus and its affiliate groups, Students of Colour United and QT Pride, run a safer space on campus where students can hang out, learn, and help organize events and campaigns that raise awareness of equity issues which impact the diverse communities at Nipissing University.
- The Nipissing University Black Association for Student Expression (NUBASE) is a newly formed student group that strives to create initiatives to promote diversity and inclusion on and off campus and within the North Bay community.
- Elements of Equity, Diversity and Inclusion events, development and delivery of trainings, and specific learning outcomes were embedded throughout the multiple orientation programs on campus - Residence Life, International, Athletics, Accessibility, New Student Orientation, FROSH, and Lakers Orientation.
- Elements of and training sessions on Equity, Diversity and Inclusion were embedded in the development, and delivery of student staff training modules for Peer Educator and Residence Life Student Staff within Student Development and Services.
- Nipissing University Provost & VP Academic and Research, Dr. Arja Vainio-Mattila, became a member of Universities Canada's Equity, Diversity and Inclusion Advisory Group.
- The institution made a commitment to adopt practices to improve equity and joined the 50-30 Challenge led by the Government of Canada.

- The University has been presented with the Bronze Level of completion for Diversity at Work Nipissing (DAWN) Cultural Diversity Training, completed by our Human Resources Generalist.
- A Human Resources Generalist received Certification from the Canadian Association of Research Administrators (CARA) in Equity, Diversity & Inclusion.
- A Human Resources Generalist is a member of the Canadian Association for the Prevention of Discrimination and Harassment (CAPDHHE).
- A Human Resources Generalist completed the Human Resources Professional Association (HRPA) six-part series called 'Battling Systemic Racism in the Workplace' as well as training on "How To Be an Ally" and unconscious bias.
- Nipissing has followed many of the recommendations in the Equity, Diversity & Inclusion Best Practices Guide for Recruitment, Hiring & Retention generated by the Canada Research Chairs Program (CRCP), including the recommendation that all faculty search committee members participate in unconscious bias training.
- A new policy (the Respectful Workplace & Learning Environments Policy) has been created to address harassment and discrimination.

In May 2020, George Floyd was killed by police in Minneapolis. This horrific event changed the conversation for universities. Recognition of institutionalized racism in education (which in itself is arguably one of the most colonizing pursuits in the world) is fundamental to how universities engage with their past, present, and future. Nipissing was slow to respond and to make it clear that Black Lives Matter here. Many of our community participated in North Bay events.

The Provost attempted to create space in which institutional understanding of systemic racism could be created. She did this by seeking advice, internally and externally, regarding what kind of space would be most appropriate, given that we were now functioning on-line. If this attempt resulted in nothing else, it seems to have resulted in the current conversation.

When the September letter from CRP asked for an Equity Audit & Action Plan (EAAP), we had no issue with agreeing to this suggestion. Meanwhile, we had understood that in order to eventually engage the whole Nipissing community, and following practice from other universities, the process needed to be led from the Office of the President. At no point have we claimed to have any special understanding or expertise, and Nipissing does not have a staff position where that is a requirement. We do believe, however, that EDI is a matter of shared governance at Nipissing. We must be able to respond to the imperative of systemic racism whether there is such expertise in our university or not, and this response must include faculty, staff, and students.

In October, Nipissing was invited to participate in the *National Dialogues and Action for Inclusive Higher Education and Communities* led by the Scarborough campus of the University of Toronto. This process has more recently resulted in a draft charter: *Scarborough National Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities*. As this Charter is finalized, the goal is to have Universities sign it and have each institutional partner commit to the vision and goals of the collaborative effort. This will assist in guiding the vision of how to remove systemic barriers and inequities and to create concrete goals regarding anti-black racism and black inclusion.

There seems to be some confusion as to what the “process” was that related to the Request for Proposals (RFP). The only process under way was that of procurement; no scope had been identified for the EAAP itself. In other words, the only EDI process that was in place was the procurement process. The intention was to obtain outside expertise to assist Nipissing with the development and implementation of a consultation process that would have allowed us to carry out an audit to inform the basis of a plan. As Nipissing struggles to financially support projects without external funding, we considered the possibility of using the \$50,000 grant we had received to support this activity. However, in order to do so, this would have meant that at least some of this work needed to be carried out before the end of March 2021. This process is now halted. We can, together, restart the process with input from all equity seeking groups. The University has committed budget to support this initiative.

Although we make no claims of expertise in this area, you do ask about our qualifications, so we will speak to them. Arja has a lifelong engagement with EDI issues and practices rooted in the lived experience in the EDI realm. Professionally, this engagement is reflected in her research (e.g. development of globally used gender analysis and training methodologies and policies, especially as they pertain to natural resource management, acting as a gender advisor to several governments in the area of development interventions), teaching (e.g. courses on gender and development themes, including methodologies), and service (e.g. currently she serves on Universities Canada advisory committee on EDI and the recently established COU Reference Table on EDI).

Cheryl is a Certified Human Resource Leader and served as the Director and then Assistant Vice-President of Human Resources at Nipissing for six years where she was responsible for the administration of the following University policies:

- Employment Accommodation Policy
- Workplace Violence & Prevention Policy
- Harassment & Discrimination Policy
- Respectful Workplace & Harassment Prevention Policy

There is no Nipissing definition of “inclusion”, nor of “equity” or “diversity”, beyond the language in the Collective Agreements.

As important as it is to understand the past, we would like to also move forward. To this end, we are committed to collegial conversations with all equity seeking groups on campus in a space and manner that is acceptable to all participants with a goal of ultimately developing an Equity Action Plan based on an Equity Audit. Our research shows that many universities in Canada have created a President’s Advisory Committee on EDI in order to seek input. We will be seeking input from the Nipissing community to determine if this is a way forward for us. Jenny Mackie, Director of Human Resources, has been assigned as the lead in this process. Jenny will work closely with Traci Malkowski, Human Resources Generalist whose role was created in September 2020 to support EDI initiatives. Human Resources will support the President’s Office in this endeavor and will be responsible for the training and administration of our newly finalized Respectful Workplace and Learning Environments Policy.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cheryl Sutton'.

Cheryl Sutton
President & Vice-Chancellor (Interim)

A handwritten signature in blue ink, appearing to read 'Arja Vainio-Mattila'.

Arja Vainio-Mattila
Provost and Vice-President, Academic and Research

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

April 1, 2021

There was a meeting of the Senate Executive on April 1, 2020. The meeting took place by Zoom conference.

The following members participated:

A. Vainio-Mattila (Vice-Chair), N. Colborne, J. Nadeau, P. Radia, J. McAuliffe, D. Iafrate, J. Allison, M. Litalien, T. McParland, T. Sibbald, H. Mackie, S. Landriault (Recording Secretary, n-v)

Regrets: C. Sutton, P. Maher

The purpose of the meeting was to set the agenda for the April 9, 2021 Senate meeting.

Under Business Arising from the Minutes, updates will be provided on the SMA3 (Director of Institutional Planning and Analysis), Lockdown Browser (Dean of Teaching), and Fundraising (Director of External Relations).

Under Reading and Disposing of Communications, a summary of continued correspondence between the Caucus of Racialized Persons and the President's office will be included in the Senate agenda.

It was noted that the Indigenization Steering Committee has not met, and currently there is no active university committee that reports to Senate. A discussion took place on how best communication could be shared with Senate. The Dean of Arts and Science advised that the Faculty of Arts and Science has an Ad Hoc Indigenization Committee. The Committee will be invited to communicate and share practices at a future Senate meeting.

The Academic Quality Assurance and Planning Committee Report dated March 19, 2021 was provided for inclusion in the Senate Agenda.

The By-Laws and Elections Committee Report dated March 24, 2021 was provided for inclusion in the Senate Agenda.

The Senate Budget Advisory Committee Report dated March 8, 2021 was provided for inclusion in the Senate Agenda.

The Teaching and Learning Committee Report dated February 24, 2021 was provided for inclusion in the Senate Agenda.

The dates for the Senate and Senate Executive meetings for the 2021-22 academic year were set and are outlined below:

Senate Executive Committee meetings	Senate meetings
Wednesday, June 30, 2021	*Friday, July 9, 2021 (10:30 a.m. start)
Thursday, August 5, 2021	*Friday, August 13, 2021 (10:30 a.m. start)
Thursday, September 2, 2021	Friday, September 10, 2021
Thursday, September 30, 2021	Friday, October 8, 2021
Thursday, November 4, 2021	Friday, November 12, 2021
Thursday, December 2, 2021	Friday, December 10, 2021
Thursday, January 6, 2022	Friday, January 14, 2022
Thursday, February 3, 2022	Friday, February 11, 2022
Thursday, March 3, 2022	Friday, March 11, 2022
Thursday, March 31, 2022	Friday, April 8, 2022
Thursday, May 5, 2022	*Friday, May 13, 2022 (10:30 a.m. start)
Thursday, May 19, 2022	*Friday, May 27, 2022 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. (except July 9 & August 13, 2021 and May 13 & 27, 2022). All Senate Executive Committee meetings commence at 10:30 a.m. in F303.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "A. Vainio-Mattila".

A. Vainio-Mattila
Vice-Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated April 1, 2021.

Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE
Friday, March 19, 2021

The seventh meeting of the Academic Quality Assurance and Planning Committee was held on Friday, March 19, 2021 via Zoom conference.

COMMITTEE MEMBERS:

Arja Vainio-Mattila
Pat Maher
Jim McAuliffe
Pavlina Radia
Debra Iafrate
Nancy Black

Stephen Tedesco
Judy Smith
James Abbott
Rob Breton
Steven Cairns
Kristina Karvinen

Graydon Raymer
Susan Srigley
Sarah Winters
Hannah Mackie
Ashley Locke

Regrets: John Nadeau, Ron Hoffman, Graydon Raymer, Charlotte Foster

Guests: Beth Holden, Joe McIntosh

Recording Secretary: S. Landriault

The Provost provided a presentation on efficiencies related to degree background. She discussed NU's undergraduate common degree structure. This structure was adopted in 2011, and was based on an example from Western University. The presentation focused on using the degree architecture to build on existing synergies between disciplines through more effective use of minors, streamlining NU's degree architecture to create flexibility, and possibilities around stacking/laddering/embedding of credentials.

The Western degree architecture is provided for reference.

A suggestion was made that all students could be admitted in to a general degree and if they achieve the required average they would be invited in to the honours degree. This would turn around the current approach in which students are dropped from an honours program, which seems punitive.

The future development of certificates as a component of continuing education was also discussed.

Members agreed that these conversations are valuable and worth having. The Provost and the Registrar will draft proposals regarding the degree architecture that slightly simplifies what we have in place and bring it back to AQAPC. The Deans can then take it to the faculties for discussion before going to Senate.

Degree architecture at Western

Module	
Honours Specialization	60 credits
Specialization	54 credits
Major	36 credits
Minor	24 credits

Honours 20 courses (or 120 credits) of which 15 courses (or 90 credits) above 1 st year	<ul style="list-style-type: none">- Honours- Honours + Major- Honours + Minor- Major + Major
General (4 year) 20 courses (or 120 credits) of which 15 courses (or 90	<ul style="list-style-type: none">- Major + Minor- Major + Minor + Minor

credits) above 1 st year	
3 year 10 courses (or 60 credits) after 1st year	<ul style="list-style-type: none"> - Major - Major + Minor - Minor + Minor

The Registrar provided a presentation on undeclared first year students advising that many students are admitted to a more generalized degree, i.e. BA Honours or BSc Honours. They will declare their program of study, major, specialization before entering 2nd year. In Ontario approximately 50% of universities use this model, however, not for all of their programs. Western uses it except for Nursing & Engineering, Ryerson uses it for Business, Arts & Engineering only and UofT uses it for A&S only, admitted into generalized streams, Social Science, Life Science, Humanities, etc. It does not necessarily encourage a wider range of course selection and often is used as a back door to get into the program a student desires. Sometimes it may drive students to register in courses outside of their discipline, however, not happily because they're forced. This can often cause anxiety for students, recruitment, admission and progression. NU currently has this as an admission option. Our BSc programs have specific admission requirements, when and how will those be checked? Course planning will become even more challenging.

The goal is to encourage students to select courses outside of their discipline and promote program areas with low enrollment. Other options to consider include revising the breadth requirements to include a greater variety of options to choose from, ACAD or INTD as a required course, Pass/Fail or Credit/No Credit option, and rename the "undeclared" option.

The minimum averages of other Ontario universities were provided. In response to a question as to whether it would speak to our values as an access university if students enter with a lower than 70% average, it was advised that students would be monitored so they are not taking on too much and they would have supports (academic advising, etc.). Students would have a different pathway to become successful. It was noted that strong student supports have been created that can be used in this area. To create a path for students that may have struggled in high school, students could take a first year foundations course and if they maintain their average they would continue on.

Adults are the fastest growing university enrolments. The message for open access is a message that adults want to hear and may help capture the market. By dropping the admission average to 60%, it speaks to the idea that anyone with this average or higher can be successful and this is how students and high school counselors may see this. In terms of marketing and getting the message out, it should be promoted that NU has the highest average of students that find employment. The Nipissing Promise fits in well as it shows that we have complete confidence.

The Provost and Registrar will meet to discuss the input and suggestions received, and report back at a future AQAPC meeting.

New Business

The Provost advised that the revised Quality Assurance Framework had been recently received from the Council on Quality Assurance. The Framework will be sent to the AQAPC members by email following the meeting.

Respectfully submitted,



Arja Vainio-Mattila, 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 19, 2021.

Nipissing University

Report of the By-Laws and Elections Committee

March 24, 2021

There was a meeting of the By-Laws and Elections Committee on March 24, 2021 at 11:00 a.m. via Zoom conference.

Present: N. Colborne, A. Vainio-Mattila, T. Horton, M. Saari, T. Sibbald, H. Mackie

Recording Secretary: S. Landriault

Moved by T. Horton, seconded by A. Vainio-Mattila that the Agenda of the March 24, 2021 By-Laws and Elections Committee meeting be approved.

CARRIED

Moved by H. Mackie, seconded by T. Sibbald that the Report of the January 28, 2021 By-Laws and Elections Committee meeting be accepted.

CARRIED

The Senate meeting dates for the 2021-2022 Senate year were discussed and approved. Senate meeting dates for July and August were included. The dates will be forwarded to the April 1, 2021 Senate Executive meeting for inclusion in the April 9, 2021 Senate Agenda.

The most recent faculty count was provided by the Human Resources Department. The proportional representation of faculty Senators required by each Faculty was determined by the Chair, and the information has been provided to the Deans' offices.

As the term CASBU faculty no longer exists, all references to CASBU were removed from the Senate By-Laws. A discussion took place as to what category the Librarians fit in. Librarians qualify as "Faculty members" under Senate By-Law 1.1(r), but they are not included in any of the categories under By-Law 2.4 that would allow them to be elected. The Chair will work on crafting language and report back at a future meeting.

MOTION 1: That Senate receive the Report of the By-Laws and Elections Committee dated March 24, 2021.

Respectfully submitted,
Original signed by:

Dr. Nathan Colborne
Chair
By-Laws and Elections Committee

2021-2022 Senate Year

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Wednesday, June 30, 2021	Friday, July 9, 2021 <i>(10:30 a.m. start)</i>
Thursday, August 5, 2021	Friday, August 13, 2021 <i>(10:30 a.m. start)</i>
Thursday, September 2, 2021	Friday, September 10, 2021
Thursday, September 30, 2021	Friday, October 8, 2021
Thursday, November 4, 2021	Friday, November 12, 2021
Thursday, December 2, 2021	Friday, December 10, 2021
Thursday, January 6, 2022	Friday, January 14, 2022
Thursday, February 3, 2022	Friday, February 11, 2022
Thursday, March 3, 2022	Friday, March 11, 2022
Thursday, March 31, 2022	Friday, April 8, 2022
Thursday, May 5, 2022	*Friday, May 13, 2022 <i>(10:30 a.m. start)</i>
Thursday, May 19, 2022	*Friday, May 27, 2022 <i>(10:30 a.m. start)</i>

*All Senate meetings commence at 2:30 p.m. (except July 9 & August 13, 2021 and May 13 & 27, 2022).

All Senate Executive Committee meetings commence at 10:30 a.m.

**Minutes of the
SENATE BUDGET ADVISORY COMMITTEE
Academic Year 2020-2021**

March 8, 2021

The second meeting of the Senate Budget Advisory Committee was held on Monday, March 8, 2021 at 3:00 p.m. by Zoom conferencing. The following members attended:

COMMITTEE MEMBERS:

Arja Vainio-Mattila (Chair) Cheryl Sutton Renee Hacquard	Pavlina Radia Stephen Tedesco Todd Horton	Sal Renshaw Haibin Zhu Hannah Mackie
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Guest: Joseph Gagnier (NUSU)

Recording Secretary: Sandy Landriault

The meeting was called to order.

Motion 1: Moved by H. Mackie, seconded by P. Radia that the revised agenda including the removal of agenda items 5 & 6 be approved.
CARRIED

The minutes of the April 22, 2020 and September 30, 2020 Senate Budget Advisory Committee meetings were approved.

Under Business Arising from the Minutes, the terms of reference, mandate, and how best the Senate Budget Advisory Committee can communicate information were discussed further. Background information including recommendations from the Special Governance Commission Report, faculty committee members suggestions from their faculty constituents, and committee members input as to how this committee could better serve its purpose, were provided. It was agreed that the Provost and the Recording Secretary will review the terms of reference of other Senate committees and the list of mandate suggestions put forward for consideration at the April 22, 2020 meeting, to bring forward as the basis for discussion at the next meeting.

Institutional Sustainability

The Director of Institutional Planning provided a presentation that covered program contributions to the revenue and expenses of the University and course level contributions to the revenue and expenses of the University.

Information on fiscal full-time equivalents (FFTE) from 2008-2020 was provided. The FFTE's have been stable over that last 12 years, but continuing education revenues have almost disappeared. It is important to look at other ways to generate revenues. Suggestions are welcomed.

OUAC confirmations broken down by program for NU and the sector (101's & 105's) from 2017-2021 were shared. The NU sector proportion for 2020 was 0.79%. There is a great deal of opportunity for the University. It is important to determine the program interests of grade 11 & 12 students. Information is received from our recruiters, as well as from recruiters in international markets and we are working on finding out the interests of domestic students by looking at acceptance rates and which areas have had growth. OUAC data reveals sector growth and can assist to determine student interest. The importance of expanding our international, mature and Indigenous student intake, as well as opportunities to set up continuing education or micro-credential courses, was discussed.

Degree architecture, program renewal and alignment, cycling courses, program unity, development of co-op programs, targets based on the number of students enrolled in programs, financial sustainability, and how we can get back to the core of our academic programs, were some of the ideas discussed. The Provost reminded that NU has a good mix of disciplines and a good depth in our programming. Program requirements are different than they were 20-30 years ago, and we need to renew our programs to meet the needs of the 21st century. Our structures can be streamlined without losing our core values.

It was noted that NU does not have a department or office that specifically deals with institutional planning, EDI, IQAP, etc., like most other institutions have. We need to figure out how best information and ideas can be shared and how best we can correct and adjust so that our offerings are in line with the interests of students coming in so that our resources are equitable. Members agreed that data and information should be communicated at the department, program and Chair level with the results of conversations coming back to be shared with this committee.

Financial Health

The AVP, Finance & Infrastructure (Interim) provided information on financial health indicators including the net income/loss ratio, net operating revenues ratio, interest burden ratio, primary reserve ratio and viability ratio. Nipissing University's financial health was compared to that of other Ontario universities. The review, as provided by the Council of Ontario Universities (COU), shows that NU has a lower than average debt which is due in large part to the interest rate negotiated a few years ago. The University continues to work toward a balanced budget to achieve overall financial sustainability which will bring us in line with other small universities.

The meeting was adjourned at 4:20 p.m.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

February 24, 2021

The following members participated:

Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher (Dean of Teaching), Veronika Williams, Alex Karashev, Roxana Vernescu, Nancy Black, Charlotte Foster (A&S Undergraduate student representative), Sarah Pecoskie-Schweir (EPS Undergraduate student representative), Lorrie Tunney (Recording Secretary).

Regrets: John Allison, Ashley Locke (Graduate student representative),

The Teaching and Learning Committee (TLC) met and first received updates from the Dean of Teaching on matters related to teaching, particularly on ongoing staff award nominations and student award nominations (e.g. 3M National Student Fellowship).

The TLC continued discussion on the development of an institutional syllabus template. A very preliminary 'draft' template was reviewed by the Committee to determine if it contained the required elements the TLC was looking for, as well as whether some of these elements should be optional/omitted. The next work to be completed on this initiative will be the consultation with other units (e.g. Registrar, Accessibility Services, Library, etc.) to finalize important academic policy and other statements that are expected to be included. The TLC will continue work on this project at the next Committee meeting.

Finally, the TLC had an initial conversation on the matter of the late submission of final grades which was raised in the February Academic Senate Meeting. Primarily, the TLC viewed an opportunity for further discussion on both the context of the issue, and whether there are opportunities improve timely grade submission and/or to address student concerns. This discussion will continue in future meeting(s) of the TLC.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee, dated February 24, 2021.