

Senate Agenda

Friday, May 28, 2021

10:30 a.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: May 14, 2021

4. Business Arising From the Minutes

- Board of Governors response to questions (members of the university community that were unable to attend the Board meeting via Zoom as opposed to via livestream, and concerns regarding the attendance of a Board member and what the Board will do to ensure representation)
- A request that Senate be provided with the Price Waterhouse Coopers (PWC) Report (*reminder that the report is to be used for internal purposes and not shared externally*)
- Update on outdoor teaching space (Dean of Teaching)
- COVID-19 Update

5. Reading and Disposing of Communications

CRP-NU communication

6. Reports From Other Bodies

- A. (1) President
(2) Provost and Vice-President Academic and Research (report attached)

- (3) Vice-President Finance and Administration
 - Presentation of the 2020-2021 Operating Budget
- (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 May 20, 2021 be received.

Motion 2: That the Annual Report of the Senate Executive Committee dated May 20, 2021 be received.

Academic Awards, Appeals and Petitions Committee

Motion 1: That the Annual Report of the Academic Awards, Appeals and Petitions Committee dated April 27, 2021 be received.

Academic Curriculum Committee

Motion 1: That the Annual Report of the Academic Curriculum Committee dated May 11, 2021 be received.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Annual Report of the Academic Quality Assurance and Planning Committee dated May 20, 2021 be received.

By-Laws and Elections Committee

Motion 1: That the Annual Report of the By-Laws and Elections Committee dated May 20, 2021 be received.

Honorary Degrees Committee

Motion 1: That the Annual Report of the Honorary Degrees Committee dated April 30, 2021 be received.

Joint Committee of the Board and Senate on Governance

Motion 1: That the Annual Report of the Joint Committee of the Board and Senate on Governance Committee dated May 20, 2021 be received.

Research Committee

Motion 1: That the Annual Report of the Research Committee dated May 3, 2021 be received.

Senate Budget Advisory Committee

Motion 1: That the Annual Report of the Senate Budget Advisory Committee dated May 20, 2021 be received.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated April 22, 2021 be received.

Motion 2: That the Annual Report of the Teaching and Learning Committee dated May 6, 2021 be received.

9. **Other Business**10. **Amendment of By-Laws**11. **Elections**

- Elect one (1) EPS faculty Senate representative to serve on the Board of Governors for a three-year term effective July 1, 2021 to June 30, 2024.

12. **New Business**

Motion 1: That Senate consider receipt of the Report on Graduation Applicants dated May 27, 2021.

Motion 2: That Senate receive the Report on Graduation Applicants dated May 27, 2021.

Motion 3: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated May 27, 2021.

13. **Announcements**14. **Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting

May 14, 2021

10:30 a.m.

Zoom Remote Conferencing

Members Present:

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

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), K. Lucas, C. McFarlane, S. Renshaw, S. Srigley, R. Vernescu, S. Winters

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, P. Zou

O. Pokorny

K. Wilcox, B. Ray

J. McIntosh, J. Gagnier, S. Pecoskie-Schweir, E. Wilson, M. Murray

Absent With Regrets:

C. Sutton (Interim Chair)

S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, M. Saari, M. Tuncali, H. Zhu

C. Irwin

A. Wagner

E. Lougheed

M. (Fichaud) Parsons

Approval of the Agenda of the Senate Meeting of: May 14, 2021

Motion 1: Moved by N. Black, seconded by S. Srigley that the agenda of the Senate meeting of May 14, 2021 be approved.
Carried

Adoption of the Minutes of the Senate Meeting of: April 9, 2021

Motion 2: Moved by T. McParland, seconded by C. McFarland that the minutes of the Senate meeting of April 9, 2021 be adopted with a revision.
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.

Reports From Other Bodies

The report of the Interim President was deferred to the May 28, 2021 Senate meeting.

The Provost and Vice-President Academic and Research provided a report. The report is attached to the minutes.

The Senate representative on the Board of Governors, Bobby Ray, reported that the Board of Governors last met on May 6, 2021. The Board received and thanked Dr. Jim McAuliffe for a presentation he provided on his work as the Dean of Graduate Studies and Research. Board officers were elected and the results will see Marianne Berube return as Chair, while Stuart Kidd was made Vice-Chair and David Smith Vice-Chair, Pro Tem.

In response to a question as to why members of the university community were unable to attend the open session of the Board of Governors meeting via Zoom, as opposed to via livestream, Senator Ray advised that this question will be reviewed with the Board and discussed further at the next Senate meeting.

In response to a concern expressed regarding the attendance of a Board member and what the Board will do to ensure representation, Senator Ray advised that this question will be reviewed with the Board and discussed further at the next Senate meeting.

Following a request for an update on the Presidential Search, Senator Ray advised that he was not authorized to speak on this subject as the discussion was held during the closed meeting of the Board.

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

The report of the Council of Ontario Universities Academic Colleague was deferred to the May 28, 2021 Senate meeting.

NUSU VP, Advocacy and Awareness, Sarah Pecoskie-Schweir, provided a report. The report is attached to the minutes.

In follow up to a notice of presentation provided by the Dean of Arts and Science at the April 9, 2021 Senate meeting, the A&S Ad Hoc Committee on Indigenization and Decolonization provided a presentation complementing the work of the Indigenization Steering Committee. The presentation is attached to the minutes.

Following discussion, the motion, which supports the work of the A&S Ad Hoc Committee on Indigenization and Decolonization, was presented:

Motion 3: Moved by P. Radia, seconded by D. Campbell that the following commitments be supported and upheld by the Nipissing University Senate:

- Commitment to tracking and implementing TRC recommendations and decolonizing methodologies in the Faculty of Arts & Science programs and curricula;
- Commitment to adequate funding and supports for the Indigenization and decolonizing process;
- Commitment to proper training on the culture and ethics of relationship-building.

Carried

Question Period

In answer to a question regarding fall planning and how in person space will be offered to students, the Registrar advised that student registration will open in June and that courses could be offered to 4th, 3rd, 2nd, and then 1st year students, and registration may be restricted to on-site delivery. First year courses could be restricted and then opened up to other students.

In response to a question regarding over subscription of first year courses to 2nd, 3rd, and 4th year students, the Registrar advised that this situation will be monitored to ensure that, if possible, more courses can be opened up.

Following a request to be advised of the total monetary value of NU's liabilities, the Assistant Vice-President, Finance and Infrastructure reported that the audit and financial statements are available on the website. The total liability as of April 30, 2020 was \$101 million, this information is found on our audited financial statements which are on our website. The total liability for this fiscal year, as of April 30, 2021, will be available after the audit has been completed and is approved in September.

Following a request that Senate be provided with the Price Waterhouse Coopers (PWC) report. The Provost advised that this request will be forwarded to the Finance Department, and a response will be discussed under Business Arising from the Minutes at the May 28 Senate meeting.

In response to a request for an update on outdoor teaching space, the Provost advised that a list of courses appropriate for this type of delivery is being developed. An update will be provided at the May 28 Senate meeting.

Following a request for an update on the status of how the university is preparing to re-open, the Provost advised that the Health Unit guidelines are being followed, and that COU, on behalf of the sector, has written several letters to the Minister. Michelle Banks, HR Generalist, Health, Safety & Wellness, provided updates on cleaning protocols, classroom space, air circulation and ventilation. She advised that she sits on a university-wide committee that puts forth recommendations that will be provided to the COU for the Ministry. If further information is required, please email Ms. Banks.

In response to a request that further COVID-19 updates be shared at the May 28 Senate meeting, Ms. Banks advised that information could be shared if it is developed and available.

In answer to a request to provide further information on improving the ventilation of classrooms, David Drenth, Director of Facility Services, advised that he has taken part in a number of seminars on new technology and that best practices are being monitored. Air purifiers will be available in the larger classrooms.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 4: Moved by A. Vainio-Mattila, seconded by C. McFarland that the Report of the Senate Executive Committee dated May 6, 2021 be received.
Carried

Academic Curriculum Committee

Motion 5: Moved by A. Vainio-Mattila, seconded by S. Winters that the Report of the Academic Curriculum Committee dated May 3, 2021 be received.
Carried

Faculty of Arts and Science

Indigenous Studies and Political Science

Non-substantive:

Bank the Certificate in Indigenous Leadership.

Liberal Arts and Liberal Science Admission

Motion 6: Moved by A. Vainio-Mattila, seconded by D. Campbell that Senate approve to decrease the admission average to 60% for Liberal Arts and Liberal Science degrees, effective FW22 term.
Carried

Faculty of Education and Professional Studies

School of Business

Non-substantive:

The name of ADMN 4206 be changed from International Management to International Business.

School of Nursing

Non-substantive:

The course title for NURS 1006 Professional Self-Awareness be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 1006 Professional Self-Awareness be changed as outlined in the attached document and in line with the major modification proposal.

Motion 7: Moved by A. Vainio-Mattila, seconded by C. McFarlane that Senate consider motions 8-39 as an omnibus motion.
Carried

Motion 8: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve motions 8-39 as an omnibus motion.
Carried

Motion 9: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 1016 Nursing and Health be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 1016 Nursing and Health be changed as outlined in the attached document and in line with the major modification proposal.

Motion 10: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning objectives NURS 1016 Introduction to Holistic Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The pre-/co- requisites for NURS 1037 Health Assessment be changed as outlined in the attached document and in line with the major modification proposal.

Motion 11: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning objectives NURS 1037 Health Assessment be changed as outlined in the attached document and in line with the major modification proposal.

Motion 12: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 1516 Introduction to Health Concepts across the Lifespan be added to the academic calendar as outlined in the attached template in line with the major modification proposal.

Motion 13: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 1707 Nursing Practice Experience 1 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 14: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 1526 Introduction to Patho-pharmacology be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Year 2 Motions

Non-substantive:

The course title for NURS 2016 Health Challenges be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The course description for NURS 2016 Health Challenges be changed as outlined in the attached document.

Motion 15: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 2016 Care of Individuals and Families Experiencing Health Challenges be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 2047 Professional Foundations in Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 2047 Professional Foundations in Nursing be changed as outlined in the attached document.

Motion 16: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 2047 Professional Nursing 2 be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 2036 Development of Nursing Knowledge be changed as outlined in the attached document and in line with the major modification proposal.

Motion 17: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 2036 development of Nursing Knowledge be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 2037 Pharmacology be changed as outlined in the attached document and in line with the major modification proposal.

Motion 18: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 2037 Advanced Patho-pharmacology be changed as outlined in the attached document.

Motion 19: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 2706 Nursing Practice Experience 2 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 20: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 2517 Therapeutic Relationships be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 21: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 2707 Nursing Practice Experience 3 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Year 3 Motions:**Non-substantive:**

The course title for NURS 3017 Maternal Child Care be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined in the attached document.

Motion 22: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the academic course outcomes for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3116 Research I be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Motion 23: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the academic course outcomes for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3117 Nursing Research II be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Motion 24: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the academic course outcomes for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3036 Transcultural Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3036 Transcultural Nursing be changed as outlined in the attached document.

Motion 25: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the academic course outcomes for NURS 3036 Culture, Diversity and Nursing Practice be changed as outlined in the attached document.

Motion 26: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the academic course outcomes for NURS 3007 Community Health Nursing be changed as outlined in the attached document.

Motion 27: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the NURS 3706 Nursing Practice Experience 4 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 28: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 3707 Nursing Practice Experience 5 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

- Motion 29: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 3516 Population Health be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 30: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 3536 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 31: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 3207 Concepts in Mental Health Nursing be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 32: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 3517 Concepts in Maternal and Child Health be added to the academic calendar as outlined in the attached template.

Year 4 Motions:

Non-substantive:

The course title for NURS 4036 Complex Health Challenges be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4036 Complex Health Challenges be changed as outlined in the attached document.

- Motion 33: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 4036 Advanced Care of Individuals with Multi-system Health Challenges be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4436 Concepts of Gerontological Nursing be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4436 Concepts of Gerontological Nursing be changed as outlined in the attached document.

- Motion 34: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 4436 Nursing Across the Lifespan 2 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4067 Principles of Management, Leadership and Change be changed as outlined in the attached document and in line with the major modification proposal.

- Motion 35: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 4067 Leadership and Change in Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4126 Transition to Professional Practice be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4126 Transitions to Professional Practice be changed as outlined in the attached document.

Motion 36: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that the learning outcomes for the course NURS 4126 Transitions to Professional Practice be changed as outlined in the attached document.

Motion 37: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 4706 Nursing Practice Experience 6 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 38: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that NURS 4704 Integrated Practicum be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 39: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve the approval of the BScN Major Modification Proposal as outlined in the attached document.
Motions 8-39, as omnibus, Carried

Canadore OTA/PTA Articulation Agreement

Motion 40: Moved by A. Vainio-Mattila, seconded by G. Raymer that Senate approve that the transfer pathway to the Bachelor of Physical and Health Education for two-year Occupational Therapist Assistant and Physiotherapist Assistant graduates from Canadore College be approved.
Carried

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 41: Moved by A. Vainio-Mattila, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated April 23, 2021 be received.
Carried

Motion 42: Moved by A. Vainio-Mattila, seconded by C. McFarland that Senate approve that for Laurentian University students to be considered for a Nipissing University undergraduate degree, they must successfully complete at least 30 Nipissing University credits.

- In addition, students must successfully complete at least 25% of the required courses for each declared area of study; major (double or honours), specialization and minor with Nipissing University, with the following exceptions:
1. A student who applies for a Bachelor of Commerce degree must successfully complete 30 Nipissing Business credits.
 2. A student who applies for a Bachelor of Arts in Criminal Justice must successfully complete 30 Nipissing Criminal Justice credits.
 3. Students completing an Honours Double Major must successfully complete a minimum of 18 Nipissing credits in each Major.

If approved this policy will take effect immediately and will be temporary to assist Laurentian University students complete their degree. This policy will be valid until September 2024 at which point the need for it will be reviewed.
Carried

Teaching and Learning Committee

Motion 43: Moved by G. Raymer, seconded by J. Allison that the Report of the Teaching and Learning Committee dated March 24, 2021 be received.
Carried

Elections

The Speaker advised of a notice of election for one (1) EPS faculty Senate representative to serve on the Board of Governors for a three-year term effective July 1, 2021 to June 30, 2024. The election will be included in the May 28, 2021 Senate agenda.

New Business

Motion 44: Moved by D. Iafrate, seconded by C. McFarlane that Senate consider receipt of the Graduation Applicants dated May 13, 2021.
Carried

Motion 45: Moved by D. Iafrate, seconded by D. Campbell that Senate receive the Report of Graduation Applicants dated May 13, 2021.
Carried

Motion 46: Moved by D. Iafrate, seconded by A. Vainio-Mattila that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated May 13, 2021.
Carried

Adjournment

Senate was adjourned at 12:30 p.m.

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

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

Senate 14th May 2021
Arja Vainio-Mattila, PVPAR

This week is Nursing Week!

Decanal Appointments

- Appointments have been confirmed by the Board. Working through the employment agreement process.

Enrolment

- Excellent results so far: a 22% increase in 105's entering 1st year and 38% in 105's entering upper year.
- We've hit our education cap (expecting an intake of 550 students into 1st year) for the first time in many years, graduate studies have reached capacity and our nursing applications numbers have increased by over 30%.
- Our mature and transfer student applications have increased significantly this year vs. last year, in fact we're at the top provincially.
 - Specifically, transfer students applying into first year are up 22%, the provincial average is 9%, we're second to UofT.
 - transfer students applying with advanced standing have increased 38%, we have the highest increase in the province.
- We've reached our Education cap this year at 930 FTE's.
- Top four programs are Education, Nursing, Biology & Psychology

3MT

A very successful 3MT was held on 6th May with 13 students presenting their theses, and over 90 people joining in audience. The presentations were judged by Chad Evans (ONR), Erin Richmond (City of NB), and Dr. Mark Tremblay (CHEO)

Canada Research Chairs

- Environment and Climate Change - committee has made a recommendation, and next steps are being finalized with the candidate.
- Health - CRC Advisory Committee met and will communicate the outcome and institutional strategy with different stakeholders shortly. We will then proceed with a university wide communication.

Other news

- The Senate recently approved the Business Co-op programme. The first 2 co-op students have begun their placements this month. One is with the Ontario Public Service and another is with the Township of Strong.
- The Faculty of Arts and Science is piloting "Community Engagement" courses this summer in preparation for development of microcredential delivery. The objectives of this mode of delivery are:
 - to explore how this model could contribute to A&S community and student outreach, but also to revenue generation, and
 - to test a hybrid model of engagement where students and community members participate in the same course (students taking the course for credits; community members taking the course for non-credit/participation only).

The following courses are scheduled to run in the Spring/Summer:

- HIST 1306*: Animating the Land (this is a summer institute that has run for several years; taught by Erin Dokis; part of Dr. Katrina Srigley's SSHRC research mobilization).
- HIST 3147: Canada's Forgotten War (Dr. Catherine Stoehr-Murton)
- POLI 2706: Conflict Resolution (Dr. Evan Hoffman)
- The Ontario Government has now launched the competition for funding microcredential development. The Teaching Hub will be holding an information session on Monday May 17th at 2pm. Please email teachinghub@nipissingu.ca to register.
- Fall Planning: progressing within current public health guidelines, some optimism that these will change when vaccinations reach 70%. Unlikely that Universities will be able to mandate vaccinations, awaiting legal opinion.
- I am attaching a summary of a presentation by Jeffrey Selingo on the hybrid campus for discussion. If Anyone is interested in the full presentation (given to OCAV on May 12th), I am happy to forward it.

Jeffrey Selingo, The Hybrid Campus Key Findings

- Hybrid approach adopted in response to COVID is here to stay. Expanding it across campus to student services and the workforce will become a permanent feature after the pandemic and will also make it a more student-centered university.
- "Hybrid campus" is defined as taking the blended education concept and applying it to the whole institution ("...a technology-enabled student experience. This is not only hybrid instruction, but rather a blended, immersive, and digital residential experience that fuses the online and physical worlds across campus").
 - This can encourage pedagogical innovation; improve access, brand loyalty, and better outcomes; help institutional leaders manage costs and pedagogical demands, and personalize the campus experience; and foster institutional resilience.
- Colleges and universities have traditionally ceded online learning to for-profit providers – now is a once-in-a-generation opportunity to reimagine and innovate, even aspects of the institution that have long been seen as intractable.
 - Need to be strategic about what's done in person and what's offered virtually.

Three Shifts to the Hybrid Campus

1) *Rethinking of the academic portfolio*

- Universities should think about what was learned about online education. Students want in-person experiences but these do not have to be in the classroom (experiential learning, etc.)
- Accelerate hybrid education by identifying academic programs and individual courses that can be delivered in a hybrid format.
- Rethink the academic calendar to cycle students through campus beyond the traditional semester schedule, opening up possibilities to increase capacity or use the campus in new ways.
- Employ real-time data on the changing needs of the workforce, and develop flexible academic programs that bend to the needs of learners and the evolving economy (e.g., bundling liberal arts and professional education; microcredentials; "credigrees" where students graduate with both a traditional degree and an industry-recognized skill or credential).
- Share courses in low enrolment but critical areas with other institutions.
- Connect with employers to offer remote internships.
- Improve students' understanding of how and what they learn in different contexts through a virtual curriculum.

- Create professional development programs that employ external training opportunities for faculty members to redesign their courses.
- Adopt a campus-wide approach to the LMS so it can be used as the “backbone” of the hybrid campus, and consider a next-gen student information system that manages students as lifetime learners.
- Embrace new governance processes and structures to provide speed and agility to institutional decision-making.

2) *Redefining the student experience for lifetime learning and success*

- Universities have traditionally been focused on retention and graduation of students as a measure of success, but the post-pandemic economy will require constant upskilling and reskilling. This will require most institutions to provide new student experiences.
- Enhance academic advising with e-advising so that face-to-face sessions can focus on relationships and be less transactional.
- Build a virtual community that complements, not competes with, the in-person campus.
- Extend well-being services to the virtual world.
- Build a hybrid career services model to give students a chance to meet more often with employers and alumni mentors.
- Create call centers and chatbots to offer improved customer service in admissions, financial aid, and advising.
- Build deeper ties with alumni to give students agency over their learning and credentials.
- Create “microcampuses” in both local communities and alumni hubs.
- Provide continuing education for alumni to access on a subscription basis.
- Assess and then double-down on those in-person activities that truly deliver value for learners.
- Identify common definitions for student data across campus and metrics to ensure student success, especially in academic advising.
- Establish accountability within new or existing roles to monitor, respond, and improve on key moments along the student journey.
- Design “third-place” spaces away from classroom and residences where students can access synchronous social learning experiences.

3) *A reshaping of campus work, workforce and workplace*

- The pandemic has challenged the orthodoxy that all staff must be on campus to effectively support the needs of the campus community, and many institutions are now looking beyond the old status quo.
- Re-architect existing workflows and push outside the bounds of a department or college view to better understand where and how work should be performed across campus.
- Develop a robust technology infrastructure to support hybrid and virtual interactions.
- Build data infrastructure and analytics tools to support a culture of facts and data to understand what is working and what isn't.
- Provide greater access to Wi-Fi for students, faculty and staff on campus and by supporting connectivity at home.
- Develop and deliver training for faculty and staff to use new tools effectively.
- Provide additional emotional support to faculty and staff, including safe spaces to share ideas and concerns.
- Re-examine what is “core vs. context” on your campus and focus human resources to areas that are critical to the mission of the institution.
- Support the workforce with the transition.
- Identify areas where talent is scarce and develop a plan to close the gap over time.

- Roll out additional capabilities and tools to improve the speed and quality of services.
- Adapt the workplace to extend beyond physical campus boundaries and place silos.
- Support the workforce with smart campus and AI capabilities.

Success Factors for Building the Hybrid University of the Future

- Ensure strong visionary leadership from the president and vice-presidents and set a vision for the hybrid campus in their own context, then align resources and establish a road map to identify what the university can do itself and where partnerships are needed.
- Inculcate an institutional culture that puts the student at the centre to help facilitate decision-making around investment in hybrid capabilities.
- Employ a data and technology strategy to gain a clear idea of the student journey, and what should be done face-to-face and what can be moved online.
- Explore new financial models and incentives to support hybridization.
- Communicate the vision of the hybrid campus clearly and frequently.

Alumni Report for Senate – May 14, 2021

Alumni Communications

- The monthly alumni e-newsletter went out at the end of April and featured our solidarity statement in support of Laurentian, the Homecoming survey and a couple donor features.

NU Café

- Several workshops and events will be available on the hub in May including an info session for new grads on May 25th and a webinar hosted by 10KC on career development on May 20th.
- Our third book club selection will be ***Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*** by Robin Wall Kimmerer. Fill out the [Google form](#) to join the discussion as you read along.

Affinity

- **Graduation Photography** – We have accepted a bid from LifeTouch and are working with them and finance on the contract. We hope to have that agreement in place very soon.
- **TD Insurance** – our Life and Health email campaign will deploy May 7th with a follow-up email May 10th. We are also co-hosting a financial literacy workshop for first time home buyers scheduled for June 1st over Zoom. Alumni will receive an email invitation to this event in the next week.
- **Perkopolis** - As a reminder Perkopolis is now available for staff and faculty with a university email address. Yay!

Homecoming

- Our survey went out to all alumni in the April e-newsletter and was promoted on social media. We are now analyzing those results and will move forward with a plan in the next few weeks.

Convocation

- Filming for the alumni address for convocation will begin the week of May 10th with 2 of the 4 speakers booked for May 13th.
- The NUAAB have agreed to provide funding for the purchase of t-shirts, alumni pins and jar openers for the 2020 grad mailer and the class of 2021 grad boxes.
- There will be an info session for new grads May 25th at 6pm through the NU Café as noted above. This session will address ways to get involved after graduation, alumni benefit and offers as well as the importance of updating your contact information.
- As always, we will send out a post-convocation welcome letter to all our 2021 graduates to help celebrate their achievements and welcome them to the alumni association.



Academic Senate Report
May 14th, 2021

Executive Team

As of May 1st NUSU has a new executive team. My name is Sarah Pecoskie-Schweir, and I am the VP Advocacy & Awareness. I am also the Chief Student Senator. Joe McIntosh, our President, and Joseph Gagnier, our VP Finance & Administration are our two other voting members from NUSU. Emily Wilson, our VP Student Life, is also present at today's meeting.

We also have two new student Senators. Our Arts & Science Student Senator, Madalyn Murray and our Education and Professional Studies Student Senator, Mercedes Parsons who unfortunately was unable to attend today's senate. We will be holding a by-election in September to fill the Graduate Student Senator position.

Collaborative Nursing Program

NUSU and NUNS (the Nipissing University Nursing Society) have been advocating for students within the Collaborative Nursing Program. On Monday, May 3rd, Canadore College instructors gave a mark of either unsatisfactory or in progress in their clinical courses to nearly 200 students from 1st to 3rd year. Our assumption is that this was due to students' inability to attend clinical hours at the hospital because of necessary pandemic restrictions, and the further assumption that Canadore College's stance is that virtual simulation and alternative deliveries were insufficient.

We have had to make these assumptions as there was no communication to students, no rationale, or consideration for the stress this would cause our students, which to NUSU is seen as unprofessional and unethical.

It was announced on Wednesday, May 5th that both institutions decided to overturn the grades of the identified nursing classes. We are pleased to see that Nipissing University and Canadore College have acted in the spirit of the Collaborative Program, and that both institutions have made this decision in the spirit of collegiality; however, NUSU and the Nursing Society are continuing our advocacy for our students regarding the other calls to action from our statement on Tuesday, May 4th. To see NUSU's full statement and contact information for further questions, please see NUSU's website and/or social media channels.

With today being the last day of National Nursing Week, we would like to recognize and say thank you to all of our nursing students for persevering through this difficult year, and their service for those working in frontline positions. We would also like to thank Ally Harrison, the Nursing Society's President, for her tireless work, and fierce advocacy for nursing students.

Student Centre

Like all groups right now, NUSU is awaiting updates from the provincial government regarding lockdown measures. We are thankful to David Drenth, Michelle Banks and their team who have been working with us to ensure safety protocols are put in place at our new Student Centre before we return. While the space seems ready to go, the facility is not open as yet. We ask that people refrain from going onto the property and back into the courtyard, as the space is not being maintained or fully monitored at this point. However, we are looking forward to welcoming people into the space and getting the most use for our Nipissing Community as soon as possible. We will ensure updates continue.

Ending

We are thankful to have student positions and a voice in Academic Senate. We look forward to working with you all for the upcoming academic year.

INDIGENIZATION & DECOLONIZATION SUBCOMMITTEE: A RESPONSE TO RECOMMENDATIONS

Dr. Cindy Peltier, Chair

Current Membership:

**Dr. Katrina Srigley, Dr. Carly Dokis, Dr. Gillian Phillips, Dr. Tyson
Stewart, Dr. Nancy Stevens**

Dr. Leslie Thielen-Wilson, Dr. Wayne Borody

INDIGENIZATION STEERING COMMITTEE 2016-2019

- A committee of the Office of the President
- Met monthly as a forum for discussion of issues related to the Indigenization of Nipissing University
- Aimed to respond to the TRC calls, with a particular focus on a local understanding of Indigenization at Nipissing University
- Reports provided to the President, VPAR, Senate, and NUICE
- Comprised of 15 members: faculty, administration, Elder, student and community representation

INDIGENIZATION STEERING COMMITTEE

Five overall goals of Indigenization will be integrated in the committee's work through subcommittees:

- 1) Governance, Vision Statements and Strategic Plans
- 2) Teaching and Learning
- 3) Student Success for Indigenous Learners
- 4) Community Engagement
- 5) Human Resources

INDIGENIZATION STEERING COMMITTEE WORKING GROUPS

**Governance,
Strategic
Planning,
Policy**

**Human
Resources**

**Teaching
and
Learning**

**Indigenous
Student
Success**

**Community
Engagement**

PROCESS



- Consider how the Indigenization Strategy can be a tool for change at Nipissing University

- Students
- Faculty
- Staff
- Community

- Recommendations to be provided from each of the 5 working groups on Indigenization

- **Larger Indigenization Steering Committee to meet quarterly**
- **Smaller Indigenization Working Groups to set their own break-out meeting schedules**
- **Informal Chairs for each Working Group**

FACULTY OF ARTS & SCIENCE
SUBCOMMITTEE ON INDIGENIZATION &
DECOLONIZATION

REAFFIRMING 3 COMMITMENTS

- 1) Commitment to tracking and implementing TRC recommendations and decolonizing methodologies in the Faculty of Arts & Science programs and curricula**
- 2) Commitment to adequate funding and supports for the Indigenization and decolonizing process**
- 3) Commitment to proper training on the culture and ethics of relationship-building**

TRC RECOMMENDATIONS & DECOLONIZING METHODOLOGIES

I) Commitment to tracking and implementing TRC recommendations and decolonizing methodologies in the Faculty of Arts & Science programs and curricula

- Accountability
- What we are already doing well
- Where we can develop
- What we can learn from one another

COURSES WITH INDIGENOUS CONTENT

- FAVA 1207 Art History II
- FAVA 226 Visualizing Canada pre-1900
- FAVA 2277 Arts and Culture in Modern and Contemporary Canada
- FAVA 3046 Critical Theories of Art History and Visual Studies
- GEND 1006 and 1007 Gender, Power, and Social-Justice
- GEND 2066 Race, Colonization, and Indigeneity
- GEND 3066 Invasion and Resistance
- GEND 3056: Missing/Murdered: Gendered Violence (Offered twice.)
- GEND 3057: Indian Residential Schools: What's Next? (Offered once.)
- GEND 3057: Material Reconciliation: Repatriation, Revenue Sharing, & Repair
- GEND 2036 Environmental Justice
- GEND 2516 Violence, Race, and Law
- GEND 3227 Justice After Atrocity
- HIST 1006 Summer Institute – Gaa Bi Kidwaad Maa Nbisiing
- *HIST 1006 – History of Women in 20th Century Canada
- HIST 1206 – History of Genocide
- HIST 2005 Canadian Social History
- HIST 2377 History of Nursing
- HIST 2016 – Colonialism and Resettlement in the Canadian West
- HIST 2166 Survival: Canada in Global Environmental History
- *HIS 3146 – Gaa Bi Kidwaad Maa Nbisiing
- *HIS 3346 – First Nations in Historical Perspectives
- HIS 3146: Early Ontario (proposed but not yet taught)
- *HIS 3147 – Indigenous Treaties in Canadian
- HIS 3147 – Pontiac's War: Crucible of Early Indigenous Resistance (proposed but not yet taught)
- *HIS 4385 – Gender in Canadian History
- *HIS 5106 – Indigenous and non-Indigenous Relations in Canadian History
- HIS 5006 – Historical Methodologies

COURSES WITH INDIGENOUS CONTENT

- RLCT 2016 Practicing Religion: Rituals Ceremonies and Celebrations
- RLCT 2116 Health, Healing and Religion
- RLCT 3026 Women and World Religions
- RLCT 3507 Religion and the Environment
- ANTR-1006-FA001 Introduction to Anthropology
- ANTR-2006-WI001 Cultural Anthropology
- ANTR-2017-WI001 Contemporary Sociological Theory
- ANTR-2026 Introduction to Archaeology
- ANTR-2027 Archaeology Field Course
- ANTR-3087 Cataloguing and Report Writing
- ANTR-3407-FA001 Anthropological Theory
- ANTR 3027: Anthropology, Aboriginal Peoples and the Law
- ANTR 3006: Anthropology of Development in the Canadian North
- ANTR 3026: Medical Anthropology

- SOCI 4016 Advanced Sociological Theory.
- SOCI/ANTR 4227 Science, Technology and Environment
- SOCI 3057 Demography: Introduction to Population Studies
- ANTR 2056: The Anthropocene
- ANTR 4106: Multispecies Ethnography

- All INDG courses
- Indigenous Studies curricula updated to reflect faculty expertise and to engage with topics that have profound relevance for Indigenous communities.
- There are now several cross-listed courses with IS and a new certificate in *Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories* that will foster more interdisciplinary collaborations and create opportunities for engagement with community.
- Going forward we would like to see more Indigenous language course options, especially advanced Ojibwe and Cree courses. Efforts are also underway to revive the *Indigenous Leadership Certificate* which is currently not being offered.

COURSES WITH INDIGENOUS CONTENT

- EDUC 1446 – Ojibwe Team Teaching
- EDUC 4726 – Diversity and Inclusion
- EDUC 4727 – Emerging and Early Literacy for P/J Divisions
- EDUC 4762 – Proactive Classroom Management
- EDUC 4767 – Science and Technology for P/J Divisions
- EDUC 4776 – Special Needs of Students
- EDUC 4777 – Social Studies in the P/J Divisions
- EDUC 4787 – Visual Arts for the P/J Divisions
- EDUC 4799 – Religious Education (Senior)
- EDUC 4839 – Senior Visual Arts Teachable
- EDUC 4847 – Science and Technology for the J/I Divisions
- EDUC 4867 – Visual Arts for the J/I Divisions
- EDUC 4946 - History, Policy, & Aboriginal Education
- EDUC 4947 – Understanding Indigenous Pedagogies
- EDUC 5462 – Proactive Classroom Management

- EDUC 5536 - Issues in First Nations Education - Grad course
- EDUC 5437 - Indigenous Research - Grad course
- All ITEP courses
- All TILSL program courses
- SWRK 3406 - Indigenous Perspectives and Social Work Practice
- SWRK 4306 - Indigenous Wellness
- SWRK 4316 - Indigenous Child Welfare
- NURS 3036 – Transcultural Nursing
- NURS 4017 – Issues and Trends in Nursing
- NURS 3016 - Family
- NSGD 2016 – Health Challenges
- NSGD 4017 – Current Issues in Nursing
- NSGD 3007 – Community Health Nursing
- NURS 4017 – Issues and Trends
- NSGD 4006 - Informatics
- NSGD 2047 – Professional Foundations

FUNDING & SUPPORTS FOR INDIGENIZATION & DECOLONIZATION

2) **Commitment to adequate funding and supports for the Indigenization and decolonizing process**

- Investment to ensure that things are done *in a good way*
- By this we mean investment in terms of funds, time, and expertise that allow for greater reciprocity between Nipissing researchers and communities members, First Nations, and other Indigenous peoples
- Collaborations should reflect an Anishinaabek perspective of honouring long-term benefits and protocols around knowledge production
- **RECIPROCITY = RESPONSIVENESS TO COMMUNITY NEEDS** (extends beyond the exchange of money and should include all facets such as the sharing of knowledge, resources and time)

TRAINING ON CULTURE OF ETHICS AND RELATIONSHIP-BUILDING

3) Commitment to proper training on the culture and ethics of relationship-building

- Professional development
- Speaking events and opportunities to share information about our work
- Continue engaging in relationship-building with community partners (e.g., Friendship Feast)
- Working with community partners in teaching and research

MOTION TO SUPPORT AND UPHOLD COMMITMENTS

I move that the following commitments be supported and upheld by the Nipissing University Senate:

- 1) Commitment to tracking and implementing TRC recommendations and decolonizing methodologies in the Faculty of Arts & Science programs and curricula;**
- 2) Commitment to adequate funding and supports for the Indigenization and decolonizing process;**
- 3) Commitment to proper training on the culture and ethics of relationship-building**



Caucus of Racialized Persons
crp.comms@gmail.com

April 12, 2021

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,

We, the members of Caucus of Racialized Persons (CRP), were optimistic that written communications might work for negotiating the terms and conditions for engaging in conversations with you, our senior administrators. But your letter dated April 5, 2021 offers an often vague outline of Equity, Diversity and Inclusion (EDI) activities at NU (many of which have been overstated, undertaken by others, and/or are more rightly understood as Indigenous initiatives). Furthermore, by not responding directly to the questions posed by CRP (March 26, 2021), your letter fails to address many of them (*e.g.* in relation to *RFP21-001*: 6, 8b, 9, 10, and 11).

It is heartening that you have committed funds (of an undisclosed amount) to a renewed “process” related to EDI. Yet again, however, that “process” is vaguely defined, thus raising concerns about whether it would inform the eventual work of a consultant - selected by NU senior leadership, through an illegitimate process (related to *RFP21-001*) that actively excluded racialized staff, faculty members, and students. Furthermore, by appointing the Director, Human Resources (HR) as the lead (with the support of a HR Generalist) you appear to be doubling down on a problematic process and structure - dominated by a small group of white women wielding institutional authority to privilege ‘your’ people, while extracting “input” from Others. To date, that status quo appears to have delivered a ***low return on the investment of \$50,000 EDI funds, in the wages and limited training of a single Human Resources Generalist, whose role appears to have been designed without discernible benefits to racialized NU community members, or other equity seeking groups, in mind.***

If your research has found that “many universities in Canada have created a President’s Advisory Committee on EDI to seek input,” then it should also have found that such committees are most often chaired by a senior administrator (*e.g.* AVP) with responsibility for and expertise in equity (especially anti-racism), and/or co-chaired by a racialized faculty member. Furthermore, virtually all of those universities already have an *Equity Action Plan*, **reflecting the fact that equity is increasingly core to university operations, given the mounting financial and legal exposure of systemic discrimination.**

We recognize that, like most universities, “Nipissing struggles to financially support *projects* without external funding” [*emphasis added*]. **But in the same timeframe that NU was chasing project funds for EDI, the Provost led the creation of a “Strategic Dean” in an area that NU has long-standing and significant in-house expertise: Teaching.** Since then, NU’s cornerstone - *The Schulich School of Education* - has become leaderless; and having missed an opportunity to create a senior leadership position in equity, NU has rapidly fallen behind other universities in addressing systemic racism, in particular, as well as in providing more equitable, safer and healthier environments, more generally.

You rightly note that “[w]e must be able to respond to the imperative of systemic racism,” but doing so “whether there is such expertise in our university or not” reflects *action bias*. Taking action before doing the necessary learning, relationship or institution building, can be self-defeating. For example, missed opportunities for CRP-NU collaboration through the Fall aside, given that NU lacks institutional EDI expertise and leadership, the new *Respectful Workplace & Learning Environments Policy* **puts racialized staff, faculty members and students who are experiencing race-based discrimination, in a lose-lose-lose situation:** continue to suffer in silence; prepare to suffer additional harms through the NU complaints process; and/or pursue litigation. All of these strategies negatively affect one’s campus life, and in turn, the institution as a whole.

Looking forward, by looking back and around, CRP sees NU’s approach to Indigenous initiatives as both cause for optimism (insofar as resources have been dedicated to *Enji Giigdoyang*, for instance), and as a cautionary tale. Treating “Indigenous experiences” as a “focus of institutional EDI,” reflects that NU has learned notably little about Indigenous rights and relations - even after years of institution building and sustained conversations. While not inserting ourselves into the rightfully direct relations Indigenous communities have with NU, in tangible terms, CRP believes that NU has a responsibility to implement the *Indigenization plan*, **and** to pursue and implement an *Equity Action Plan*.

CRP members have patiently engaged in these very protracted negotiations with you because we want to contribute to improving campus life; so we strongly echo your desire “to also move forward.” But NU senior administrators **have neglected to engage with our proposed “conditions for moving forward”** (also appended to this letter). Instead, you make vague gestures toward “collegial conversations... in a space and manner that is acceptable to *all* participants” [*emphasis added*].

Therefore, we the members of CRP withdraw **our willingness to negotiate terms for having conversations with NU senior administrators, until such a time that you are willing to engage directly with CRP’s specific conditions for moving forward.** If statements are released including claims that NU has hosted conversations, discussions, or dialogues related to equity (from Aug 27, 2020 onward), that imply the involvement of racialized faculty and staff (*e.g.* conversations involving a vaguely defined “community” that could/would include us), then CRP will make public statements clarifying the nature of our communications with NU.

~Caucus of Racialized Persons

ATTACHED: From CRP Questions for NU President and Provost (March 26, 2021)

(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?**



April 21, 2021

Caucus of Racialized Persons

Crp.comms@gmail.com

Dear Caucus Members:

Thank you for your letter of April 12, 2021. In response to your conditions for moving forward, I offer the following:

- a) **Initiate meaningful conversations with Caucus of Rationalized Persons:** Responsibility for Equity, Diversity and Inclusion is with the President's Office. I am proposing that I, Cheryl Sutton, President & Vice-Chancellor (Interim) and Jenny Mackie, Director of Human Resources meet with members of CRP as soon as possible. Please see (d) below for proposed reasonable conditions for accommodating the recording of those meetings.
- b) **Be more transparent and accountable in and through communication with CRP:** If you are amenable to our proposal to meet as outlined in a) above, I would suggest that this topic be included as an agenda item for discussion at that meeting.
- c) **Immediately halt the current RFP21-001 process:** This process has been halted. All respondents have been notified that Nipissing University is not moving forward with this engagement.
- d) **Propose reasonable conditions for accommodating the recording of those internal meetings:** As indicated above, I am proposing that Jenny Mackie and I will meet with members of the Caucus of Racialized Persons under the following conditions:
 - a. All attendees will sign a release acknowledging that the meeting will be video/audio recorded and distributed to a pre-approved list of internal Nipissing University employees;
 - b. Any of the individuals on the pre-approved list identified in a. above and any members of the CRP who are unable to attend the meeting but who would like to view the recording will be provided with an opportunity to view the recording within seven (7) days of the meeting;
 - c. The meeting will be held through Nipissing University systems and the recording will be facilitated by an administrative staff member of the President's Office;

Office of the President

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

- d. All members who are in attendance as well as those who are provided with an opportunity to view the recording will sign strict confidentiality agreements; and
- e. The structure of any subsequent meetings will be mutually agreed upon.

I look forward to your response.

Sincerely,

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

Cheryl Sutton
President & Vice-Chancellor (Interim)

Re: Initial Questions re: EDI process

External

CRP



CRP NU

Wed, May 12, 11:38
AM (8 days ago)

to me, Arja, Senate, Board, Tanya, NUFA, Hall, Ontario, Equity, Cheryl, NU

Thank you for clarifying that the *RFP21-001* process has been fully halted, in your letter dated April 21, 2021. Caucus of Racialized Persons continues to hold the position expressed in our letter dated April 12, 2021.

~CRP

On Wed, Apr 21, 2021 at 4:20 PM Nipissing President <president@nipissingu.ca> wrote:

Good afternoon.

Please find attached a response to your letter dated April 12, 2021.

Thank you.

On Mon, Apr 12, 2021 at 4:08 PM CRP NU <crp.comms@gmail.com> wrote:
Please find attached CRP's response to the President and Provost's letter received on April 5, 2021.

On Mon, Apr 5, 2021 at 7:31 PM Nipissing President <president@nipissingu.ca> wrote:
Good evening.

Please find attached a response to the communication from Saturday, March 27, 2021.

Thank you.

On Sat, Mar 27, 2021 at 1:21 AM CRP NU <crp.comms@gmail.com> wrote:
Please find attached an initial set of questions from the Caucus of Racialized Persons, for the President and Provost (as per our letter dated March 18). Looking forward to receiving your responses in a timely fashion,
CRP

--

Office of the President
Nipissing University
North Bay, ON P1B 8L7
ph. 705.474.3450 x 428

Awards

- Virtual Learning Strategy awards are no longer embargoed! Congratulations to all successful applicants:
 - Nipissing University is the lead on:
 - Creating an Online Certificate Program in Digital Humanities (Dr. Mark Wachowiak) \$149,729
 - Digital Health Narratives (Dr. Veronika Williams and Dr. Charles Anyinam) | \$39,900
 - Understanding Workplace Innovation (Dr. Anahita Baregheh) | \$34,966
 - Targeted Digital Capacity Supports for NU (Dr. Pat Maher and Dr. Sarah Driessens) | \$213,926
 - Total: \$438,521**
 - We're also a partner on:
 - Uncovering the hidden curriculum: Creating a suite of skills-based resources to support learners and promote equitable education | \$470,520 (led at Western University) [link is Joe Boivin in Biology]
 - Learning to be Human Together | \$200,000 (led at OCAD University) [link is Sarah Driessen, Heather Carroll and Pat Maher]
 - Embedding Virtual Simulation, VR & AR in Education: An Educator's Toolkit | \$194,600 (led at Centennial College) [link is Sandra Goldsworthy]
 - Ontario Extend for Students: Creating Liberated Learners | \$199,500 (led at Trent University) [link is Sarah Driessen, Heather Carroll and Pat Maher]
 - Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate | \$86,263 (led at Carleton University) [link is Hilary Earl]
 - Universal Design for Learning (UDL): An Online Post-Secondary Educator Micro-credential for Inclusion, Diversity, Equity and Accessibility (IDEA) | \$199,946 (led at University of Windsor) [link is link is Kyle Charron, Mary Toye, Sarah Driessen, Heather Carroll and Pat Maher]
 - Designing & Developing High-Quality Student- Centred Online/Hybrid Learning Experiences | \$199,100 (led at Seneca College) [link is Chris Hachkowski]
 - International Educated Nurse-Centered Virtual Serious Game | \$77,396 (led at York University) [link is Charles Anyinam]
 - CanadARhistories | \$88,500 (led at Queen's University) [We cannot figure out from the announcement who the link is at Nipissing! If you are, let Pat or me know, so that we can congratulate you!]
 - OER for Use of Virtual Gaming Simulation in Nursing Curriculum | \$40,000 (led at Centennial College) [link is Sandra Goldsworthy]
 - Humanizing Online Teaching and Learning: Instructor Guide, Student- Focused Resource Packs, and Exemplar Teaching Activities | \$61,276 (led at University of Toronto) [link is Pat Maher]
 - Creating quality technology-enhanced learner experiences; Open Course development & Pilot | \$171,000 (led at Lakehead University) [link is link is Sarah Driessen, Heather Carroll and Pat Maher]

Further information is available at: <https://vls.ecampusontario.ca>

- Congratulation to Dr. Jeff Dech. He is a part of an approved forestry futures trust proposal. This grant will bring two years of a stipend for a MEd student (\$25,000 per year) plus another \$23,000 to support field work.

Position announcements

I am pleased to announce that

- Dr. Jim McAuliffe has been reappointed to the position of Dean of Graduate Studies and Research for a one-year term, effective July 1, 2021.
- Dr. John Nadeau has been appointed as Dean of Education and Professional Studies, for a five-year term, effective July 1, 2021.
- Dr. Dan Jarvis has been elected as Director, Concurrent & Consecutive Education Programs for three-year term, effective July 1, 2021.
- Ms Dorothy Larkman has been appointed as Interim Director of School of Social Work effective August 23, 2021 to June 30, 2022.

Other

- A "Guide to Continued Pandemic Pedagogy" was sent to all instructors by e-mail on May 21. It is attached for the record.

Vaccinations

Vaccinations are now available for anyone 12 and over in our region. Please book through:

<https://covid-19.ontario.ca/book-vaccine/>



A guide to continued Pandemic Pedagogy in advance of Fall 2021

Since March of 2020, Nipissing University has sought to encourage teaching practices and learning supports that are equitable, flexible, and compassionate. We recognize the shift to a pandemic pedagogy, “on the fly”, has not been easy for anyone, and we are committed to getting better each semester.

We have received a number of questions, as well as a request for “guidelines for blended learning”, and this document is in response to these.

Modes of Delivery

First and foremost; blended or hyflex or even high-quality online teaching and learning are longstanding modes of delivery. Undertaken with great intentionality. We, and most other institutions in Ontario are still operating in a pandemic context at the moment. As a result, we are making shifts as public health guidelines allow, doing the best to meet the needs of both learners and instructors; and hoping to be “Digital by Design” when we transition out the otherside.

For Sept. 2021, the following notes still hold true:

- We will continue to be at the mercy of the COVID-19 pandemic, vaccine roll out timing, the restrictions made by public health officials, etc.
- Having an asynchronous “back bone” to your courses – some presence on BlackboardLearn is required.
- A class (section) will only have 1 syllabus – with a single set of learning outcomes; there may be differing assessment tools used for different modalities, and/or accommodations outlined in the event modalities change, but it is still a single “contract” that must be communicated to students.

If you taught online courses, or in a fully online/blended program, pre-pandemic you are probably “good to go”.

If you, as an instructor, teach a class where there are multiple other sections on offer, hopefully your department has discussed having some of those sections fully online (and thus a student already has flexibility and choice as to which section meets their needs).

If you are teaching a class with only one section, you should have had discussions with your department regarding what type of delivery will serve your program best. If the choice is face-to-face, you should know that we are actively preparing for Sept. 2021 in this modality, but are

still in uncertain times and classroom capacity is still, at this point, limited by public health guidelines. Thus, there needs to be a fall back, a secondary modality (online) that will allow for pivots as necessary – pivots for both instructors and students.

Over four semesters of pandemic teaching; under emergency and remote circumstances, we initially had an asynchronous-only set up, but have developed capacity that now allows us to encourage synchronous activities (where possible/appropriate), and from there have drafted a preliminary schedule to allow this to happen more conflict free. This is still in draft format.

Available Supports

We set up 20 rooms with digital capture and we were committed to using those in January 2021 until a stay-at-home order nixed that possibility. These rooms will be available in the Fall 2021 to encourage face-to-face teaching with high quality video recording. We've also been asked to provide better support for video production, post-production editing, and closed captioning, and with financial supports provided by the Government of Ontario's Virtual Learning Strategy we are able to roll out some new programs in this area over the summer. Stay tuned for further details.

Logistically your Blackboard Learn shells will become available very soon (likely after Spring/Summer Reading Week; mid-June). Creating shells for the upcoming semester is not an instantaneous task; it first requires that the fall/winter course master list is absolutely finalized – which will happen soon.

In terms of enrollment, students will need to pick courses and sections that best meet their needs, but we do still need to be flexible, i.e. if a student (or instructor) must move from a face-to-face modality to an online or blended modality due to COVID constraints - that accommodation must be acceptable. Students will not be able to move between course sections on a whim, but rather can switch up to the add/drop date – as is always the case.

Final Exams

Exam policies will stand as they always have in the pandemic – with alternative assessments still being encouraged, but also extensive training for secure online testing available and strong processes in place.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 20, 2021

There was a meeting of the Senate Executive Committee on May 20, 2021. The meeting took place by Zoom conference.

The following members participated:

C. Sutton (Chair), A. Vainio-Mattila, P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Colborne, J. Allison, T. McParland, T. Sibbald, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

Regrets: M. Litalien

The purpose of the meeting was to set the agenda for the May 28, 2021 Senate meeting.

In follow up to questions asked at the May 6, 2021 Senate meeting, the Board of Governors Senate representative will respond under business arising from the minutes.

In response to a request from the May 6, 2021 Senate meeting that a copy of the Price Waterhouse Coopers (PWC) report be provided, the report will be included in the Senate agenda with a request that the report be used for internal purposes and not shared externally.

In response to a request for information on the outdoor teaching space, the Dean of Teaching will provide an update.

In follow up to a request that further COVID-19 updates be provided at the May 28 Senate meeting, it was suggested that a COVID-19 status report be included in the Senate agenda under reports from other bodies.

The Report of the Teaching and Learning Committee dated April 22, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

Annual Reports were received for the following Senate Committees: Academic Awards, Appeals and Petitions Committee, Academic Curriculum Committee, Academic Quality Assurance and Planning Committee, By-Laws and Elections Committee, Honorary Degrees Committee, Joint Committee of the Board and Senate on Governance, Research Committee, Senate Budget Advisory Committee, Senate Executive Committee and Teaching and Learning Committee.

The Report on Graduation Applicants will be presented under New Business.

Respectfully submitted,



C. Sutton
Interim Chair
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated May 20, 2021.

NIPISSING UNIVERSITY

ANNUAL REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 20, 2021

The Senate Executive met a total of 11 times since July 1, 2020.

| Members | Attendance/Participation |
|--|---------------------------------|
| Cheryl Sutton, Interim Chair | 9 |
| Arja Vainio-Mattila, Vice-Chair | 11 |
| Pat Maher | 8 |
| Jim McAuliffe | 7 |
| John Nadeau | 10 |
| Pavlina Radia | 10 |
| Carole Richardson | 1 |
| Debra Iafrate | 10 |
| Nathan Colborne, Speaker | 11 |
| Tim Sibbald, Deputy Speaker | 11 |
| Manuel Litalien (A&S) | 6 |
| Tammie McParland (EPS) | 11 |
| John Allison (EPS) | 10 |
| Hannah Mackie (NUSU) ¹ | 8 |
| ¹ Sarah Pecoskie-Schweir replaced Hannah Mackie as of May 1, 2021 | 2 |

By-Laws Article 6.0 was revised to incorporate the scheduling of regular Senate meetings over 12 months of the year. At the April 1, 2021 meeting, the Senate Executive established the Senate meeting dates for 2021-2022. The schedule is as follows:

Friday, July 9, 2021
Friday, August 13, 2021
Friday, September 10, 2021
Friday, October 8, 2021
Friday, November 12, 2021
Friday, December 10, 2021
Friday, January 14, 2022
Friday, February 11, 2022
Friday, March 11, 2022
Friday, April 8, 2022
Friday, May 13, 2022
Friday, May 27, 2022

Annual Reports were received from the following Senate committees:

Academic Awards, Appeals and Petitions Committee
Academic Curriculum Committee
Academic Quality Assurance and Planning Committee
By-Laws and Elections Committee
Honorary Degrees Committee
Joint Committee of the Board and Senate on Governance
Research Committee
Senate Budget Advisory Committee
Senate Executive Committee
Teaching and Learning Committee

Respectfully submitted,
Original signed by:

Cheryl Sutton, Interim Chair
Senate Executive Committee

MOTION 1: That Senate receive the Annual Report of the Senate Executive Committee dated May 20, 2021.



**ANNUAL REPORT OF THE
ACADEMIC AWARDS, APPEALS AND PETITIONS COMMITTEE**

April 27, 2021

The Senate Committee on Academic Awards, Appeals and Petitions (AAAPC) met a total of seven times between July 1, 2020 and April 27, 2021. The membership and attendance at the meetings were as follows:

| COMMITTEE MEMBERS | ATTENDANCE |
|--------------------------|-------------------|
| Debra Iafrate | 7 |
| Alison Schinkel-Ivy | 6 |
| Andrew Ackerman | 7 |
| Dan Walters | 4 |
| Denyse Lafrance Horning | 6 |
| Gerald Laronde | 6 |
| Logan Hoehn | 5 |
| Sean O'Hagan | 7 |
| Ashley Locke | 3 |
| Charlotte Foster | 4 |
| Mykayla King | 5 |
| Sarah Pecoskie-Schweir | 7 |

The Academic Awards, Appeals and Petitions Committee heard a total of 123 petitions. These included consideration of late registrations, honourable withdrawal from courses and variations in degree requirements. In addition, there was one Student Appeal heard. The Committee also met to select the Tembec Citizenship and the Dave Marshall Leadership Award recipients.

Respectfully submitted,

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

Debra Iafrate, Chair
Academic Awards, Appeals and Petitions Committee

Motion 1: That the Annual Report of the Academic Awards, Appeals and Petitions Committee dated April 27, 2021, be received by Senate.

Annual Report of the Academic Curriculum Committee

May 11, 2021

The Academic Curriculum Committee (ACC) met six times between July 1, 2020 and May 3, 2021. The ACC membership and attendance at the meetings were as follows:

| <u>Membership</u> | <u>Attendance</u> |
|----------------------------|-------------------|
| Arja Vaino-Mattila (Chair) | 6 |
| John Nadeau | 6 |
| Pavlina Radia | 6 |
| Nancy Black | 4 |
| Debra Iafrate | 6 |
| Alexandre Karassev | 6 |
| Andrew Ackerman | 6 |
| Charles Anyinam | 6 |
| Chris Grego | 4 |
| Darren Campbell | 5 |
| Douglas Gosse | 6 |
| James Murton | 4 |
| Julie Corkett | 6 |
| Ashley Locke | 4 |
| Charlotte Foster | 4 |
| Mykayla King | 3 |
| Sarah Pecoskie-Schweir | 3 |

The Academic Curriculum Committee approved a total of 110 motions.

The following new degree, certificate and program requirements, including amendments and revisions were approved:

Faculty of Education & Professional Studies:

- School of Business
- School of Nursing (Major Modification)
- School of Social Work

Faculty of Arts and Science:

- English Studies
- Gender Equality and Social Justice
- History
- Indigenous Studies (Major Modification)
- Certificate in Indigenous Leadership
- Liberal Arts
- Liberal Science
- Mathematics
- Political Science
- Social Welfare
- Sociology

New courses, course revisions, banking or deletions were approved in the following degrees/disciplines:

Faculty of Education & Professional Studies:

- InService Education
- School of Business
- School of Nursing
- School of Physical and Health Education
- School of Social Work

Faculty of Arts and Science:

- Biology
- Computer Science
- English
- Environmental Studies
- Fine Arts
- Gender Equality and Social Justice
- Geography
- History
- Indigenous Studies
- Mathematics
- Political Science
- Religions and Cultures
- Sociology

Other:

- Occupational Therapist Assistant and Physiotherapist Assistant Pathway Articulation Agreement (Canadore College)

Respectfully submitted,



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

MOTION 1: That Senate receive the Annual Report of the Academic Curriculum Committee, dated May 11, 2021.

Nipissing University
Annual Report of the Academic Quality Assurance and Planning Committee

May 20, 2021

During the academic year 2020-2021, ten AQAPC meetings were scheduled; however, AQAPC met on eight occasions on the following days: August 14, September 18, October 23, November 20, January 22, February 19, March 19 and April 23. The December 18 and May 21 meetings were cancelled.

AQAPC membership and attendance at the eight meetings were as follows:

| <u>Membership</u> | <u>Attendance</u> |
|--|-------------------|
| Arja Vainio-Mattila, Chair | 7 |
| Pat Maher | 7 |
| Jim McAuliffe | 6 |
| Pavlina Radia | 6 |
| John Nadeau | 6 |
| Debra Iafrate | 7 |
| Stephen Tedesco | 7 |
| Nancy Black | 6 |
| Judy Smith | 7 |
| Sarah Winters | 6 |
| Susan Srigley, Vice-Chair | 7 |
| Rob Breton | 8 |
| James Abbott | 7 |
| Ron Hoffman | 5 |
| Graydon Raymer | 7 |
| Steven Cairns | 6 |
| Kristina Karvinen | 6 |
| Hannah Mackie | 5 |
| Charlotte Foster | 4 |
| Ashley Locke | 2 |
| Dan Walters (attended on behalf of P. Radia) | 1 |

The AQAPC discussed the following matters during the year:

IQAP Reviews

The following IQAP Reviews took place virtually:

- Gender Equality and Social Justice
- History - Bachelor of Arts Honours Specialization, Bachelor of Arts Specialization and Master of Arts
- Religions and Cultures

The following IQAP Final Assessment Reports and Implementation Plans were accepted, approved and forwarded on to Senate in 2020-2021:

- Master of Sociology - Applied Social Research Program, 18 Month Post IQAP Follow-up Report
- English IQAP Final Assessment Report and Implementation Plan
- MSc Kinesiology 4-Year Post IQAP Follow-up Report
- Classical Studies 6-Year Post IQAP Follow-up Report

Other:

- The Annual Report on Major Modifications undertaken from July 1, 2019 to June 30, 2020 was provided to the Quality Council;
- The Council of Ontario Universities Appraisal Committee advised that the BSc Specialization and BSc Honours program in Data Science was approved to commence;
- The Quality Council accepted the recommendation of the Audit Committee to approve Nipissing University's Focused Audit Report. All concerns were cleared, and the university reverted back to the normal audit process of every seven years. The Focused Audit Report was posted on the NU website under Quality Assurance;
- The Ancillary Fees Policy Pertaining to Digital Learning Resources and Field Trips was received by Senate in the September 11, 2021 Senate agenda;
- An ad hoc Committee for Post Pandemic Academic Planning was established to provide guidance on post-pandemic academic planning to inform the academic planning process;
- The Council of Ontario Universities Appraisal Committee advised that the Sociology – Applied Social Research (MA) program be approved to continue without condition;
- The School of Graduate Studies Supervisory Committee Policy was approved by AQAPC and Senate;
- The AQAPC discussed and recommended to Senate that the revised NU-IQAP Manual for Major Modifications be approved;
- The AQAPC discussed and recommended to Senate that modifications to the Consecutive Education English Language Proficiency Policy be approved;
- The AQAPC discussed and recommended to Senate that modifications to the Graduate Studies English Language Proficiency Policy be approved;
- The AQAPC discussed and recommended to Senate that modifications to the Undergraduate Studies English Language Proficiency Policy be approved;
- Work continues with the AQAPC, Registrar's office and the By-Laws and Elections Committee to reorganize the Senate Policies. It is anticipated that this work will be ongoing in the 2021-2022 academic year;
- The revised Quality Assurance Framework was received from the Council on Quality Assurance;
- The AQAPC discussed and recommended to Senate that a policy be approved to assist Laurentian University students who have been impacted by program cancellations complete their degree;
- The AQAPC continues its work on undeclared student terminology, admission average, approaches to 1st year breadth requirements, degree architecture and guidelines for teaching blended courses in fall 2021.

The Chair acknowledges and thanks the AQAPC members for their diligence and commitment.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Provost and Vice-President, Academic & Research
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the 2020-2021 Annual Report of the Academic Quality Assurance and Planning Committee, dated May 20, 2021.

Nipissing University
Annual Report of the By-Laws and Elections Committee

May 21, 2021

During the 2020-21 academic year, the By-Laws and Elections Committee met on September 2 & 30, 2020, November 3, 2020, January 28, 2021, March 24, 2021 and May 20, 2021. Membership and attendance at the meetings was as follows:

| <u>Membership</u> | <u>Attendance</u> |
|--|-------------------|
| Nathan Colborne, Chair | 6 |
| Arja Vainio-Mattila | 6 |
| Todd Horton | 5 |
| Matti Saari | 6 |
| Tim Sibbald | 6 |
| Hannah Mackie (NUSU Student Senator May 1, 2020 to April 30, 2021) | 3 |
| Joe McIntosh (NUSU Student Senator May 1, 2021 to April 30, 2022) | 1 |
| Sandy Landriault (recording secretary) (non-voting) | 6 |

The committee recommended the following substantive motions to Senate over the 2020-21 academic year:

- Revisions to By-Law Article 6.0, Regular Senate Meetings, to incorporate the scheduling of regular Senate meetings over 12 months of the year;
- New language to approve motions by email and email voting was added to By-Law Article 8.1, General Committee/Ad/Hoc Committee Procedures;
- As no language existed in regards to audio recording of Senate and Senate Committees, Article 7.7 Audio Recording of Senate and Senate Committees was added;
- The terms of reference of By-Law Article 9.9, Senate Executive Committee, were revised as the language no longer applies due to changes allowing for year-round Senate meetings;
- In response to a request from the Nipissing University Indigenous Council on Education (NUICE), Senate By-Law, 2.3 Other Non-Faculty Senators (a)(iii) was adjusted to reflect that the NUICE Senator may be chosen by and from or designated by the NUICE;

A number of changes to the By-Laws were housekeeping items:

- In response to a request that Senate and Senate committee correspondence be as accessible as possible, it was recommended that an Arial font be used, the use of all capital letters in headings be avoided where possible, and a statement be added that informs recipients that an alternate format can be requested;
- The proportional representation of faculty Senators required by each faculty was determined and provided to the Deans' offices;
- Senate meeting dates for the 2021-2022 were discussed and approved.

The committee also worked closely with the Registrar's Office as it has undertaken a reorganization of Senate policies. The committee anticipates that this work will be ongoing in the 2021-2022 academic year.

Respectfully submitted,

Nathan Colborne
Chair, By-Laws and Elections Committee

MOTION 1: That Senate receive the Annual Report of the By-Laws and Elections Committee dated May 21, 2021.

NIPISSING UNIVERSITY
ANNUAL REPORT OF THE HONORARY DEGREES COMMITTEE

April 30, 2021

| Members | Attendance |
|-------------------|-------------------|
| C. Sutton | 3 |
| A. Vainio-Mattila | 2 |
| C. Greco | 3 |
| H. Mackie | 3 |
| P. Radia | 1 |
| O. Atari | 2 |
| M. Berube | 3 |

As per past practice, an e-mail was sent out to the University community in August to solicit names of potential candidates to add to the master list.

At the meeting on November 25, 2020, additional names were received from the solicitation. Due to the virtual environment, alternate methods for sharing confidential information were discussed and an additional meeting was scheduled to allow for documentation review.

A second meeting was held on March 9, 2021, and the committee agreed to forward three (3) individuals to Senate for approval. The list of names were approved at the March 12, 2021 Senate meeting.

The Committee Chair reached out to the individuals as approved by the Honorary Degrees Committee and Senate and one individual accepted.

The list of approved names from which the committee has to work currently stands at 28. This includes the name designated for June 2021.

Respectfully submitted,



Cheryl Sutton, Chair
Honorary Degrees Committee

Motion 1: That the Annual Report of the Honorary Degrees Committee dated April 30, 2021, be received by Senate.

NIPISSING UNIVERSITY
ANNUAL REPORT OF JOINT COMMITTEE OF THE BOARD AND SENATE ON GOVERNANCE

May 20, 2021

| Members | Attendance |
|----------------|-------------------|
| K. Barnes | 1 |
| M. Berube | 1 |
| D. Campbell | 2 |
| S. Kidd | 2 |
| H. Mackie | 2 |
| J. Smith | 2 |
| S. Srigley | 2 |
| C. Sutton | 2 |
| S. Winters | 2 |

The Joint Committee of the Board and Senate on Governance met on November 30, 2021. The Committee reviewed the eight (8) recommendations of the Special Governance Commission report and a discussion took place on how to move forward as a committee. Members were in agreement about the importance of fostering communication between the Board and Senate, as well as the importance of collegial governance.

A second meeting was held on March 29, 2021, and the Committee enjoyed a presentation from Dr. Susan Srigley on board governance across the sector. The Committee will meet again in the fall.

Respectfully submitted,

Abby Blaszczyk
Recording Secretary
Joint Committee

Motion 1: That the Annual Report of the Joint Committee of the Board and Senate on Governance dated May 20, 2021, be received by Senate.

Annual Senate Report of Research Committee 2020-2021

Meeting Dates:

June 3, 2020
November 16, 2020
December 8, 2020
March 10, 2021

| Member | | Attendance |
|--|-------------------|------------|
| J. McAuliffe, Dean of Graduate Studies and Research, Chair | <i>Ex Officio</i> | 3 |
| A. Vainio-Mattila, PVPAR | <i>Ex Officio</i> | 1 |
| N. Black, Executive Director of Library Services | <i>Ex Officio</i> | 4 |
| B. Bruner, EPS, non-Senator | Elected by Senate | 4 |
| J. Muterera, EPS, non-Senator | Elected by Senate | |
| K. Strigley, A&S, non-Senator, Vice-Chair | Elected by Senate | 4 |
| H. Zhu, A&S, Senator | Elected by Senate | 3 |
| NUSU Executive Representative | <i>Ex Officio</i> | 1 |
| Graduate Student Representative | <i>Ex Officio</i> | 3 |

Summary of 2020-2021 outcomes:

1. The IRG, SIG, and NSERC USRA Review Committees were populated for the current year.
2. Virtual Research Month for March 2021
3. Development of Research Recovery process during a pandemic. Strategic plan to allow researchers access to their research spaces following a staged approach.
4. Presentations from the new Research Accountant – outlining several policies and procedures such as Hiring of Research Assistants, use of Purchasing Cards, new standard Post Doc rate, Graduate Stipend form, RSF allocations, etc.
5. HR now responsible for Post Doc hires
6. Presentation on procurement and sole source procurement processes.
7. New Support of Research, Scholarly and/or Creative Activities award to replace Research Achievement Award. Subcommittee of the Research Committee met to populate the award (December meeting)

Priorities for the 2021-2022 academic year:

1. Develop Undergraduate Research Conference Chair selection process
2. CRC management policy review in progress
3. Centres Policy review in progress
4. Overhead policy review in progress
5. Fill the newly announced Tier II Chair position in Climate and Environmental Change – NSERC, in the Faculty Arts and Science.
6. Continue to renew, revise, and develop Research policies.

Respectfully submitted

Dr. Jim McAuliffe
Chair, Research Committee
Dean of Graduate Studies and Research

Motion 1: That Senate receive the Annual Report of the Research Council 2020-2021, dated May 3rd, 2021.

Nipissing University
Annual Report of the Senate Budget Advisory Committee

May 18, 2021

During the 2020-21 academic year, the Senate Budget Advisory Committee met on September 30, 2020 and March 8, 2021. Membership and attendance at the meetings were as follows:

| <u>Membership</u> | <u>Attendance</u> |
|---|-------------------|
| Arja Vainio-Mattila, Chair | 2 |
| Cheryl Sutton | 1 |
| Pavlina Radia | 2 |
| Sal Renshaw | 2 |
| Haibin Zhu | 2 |
| Todd Horton | 2 |
| Hannah Mackie | 1 |
| Renee Hacquard (support) (non-voting) | 2 |
| Stephen Tedesco (support) (non-voting) | 1 |
| Sandy Landriault (recording secretary) (non-voting) | 2 |

Highlights of Meeting Discussions Included:

- Becoming a 12-month institution and starting students in January and May to be more sustainable and improve stability;
- The importance of expanding our international, mature and Indigenous student intake, as well as opportunities to set up continuing education or micro-credential courses;
- Fund raising and philanthropy;
- 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;
- Program renewal to meet the needs of the 21st century;
- Communication of data and information at the department, program and Chair level with the results of conversations coming back to be shared with this committee;
- Financial health indicators, including the net income/loss ratio, net operating revenues ratio, interest burden ratio, primary reserve ratio and viability ratio;
- Work continues on review of the terms of reference, mandate and recommendations from the Special Governance Commission Report to determine how best the Senate Budget Advisory Committee can communicate information and serve its purpose.

Respectfully submitted,



Arja Vainio-Mattila
Chair, Senate Budget Advisory Committee

MOTION 1: That Senate receive the Annual Report of the Senate Budget Advisory Committee dated May 18, 2021.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

April 22, 2021

The following members participated:

Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher (Dean of Teaching), Veronika Williams, Alex Karassev, John Allison, Ashley Locke (Graduate student representative), Charlotte Foster (A&S Undergraduate student representative), Sarah Pecoskie-Schweir (EPS Undergraduate student representative), Lorrie Tunney Maxwell (Recording Secretary).

Regrets: Nancy Black

The Teaching and Learning Committee (TLC) heard updates from the Dean of Teaching on professional development opportunities for instructors (through the Teaching Hub) to be held in the coming months. Updates were also heard on successful applications to the Virtual Learning Strategy fund (to be publicly announced soon). As well, Pat welcomed Heather Carroll as the new Instructional Designer at Nipissing and suggested the planned "TA Workshop" in August for graduate students, which the TLC has discussed, would be a good opportunity for Heather to assist.

Updates were heard on matters related to the development of an institutional syllabus template, as well as academic dishonesty, from the last meeting of the TLC. Various other stakeholders (e.g. Registrar's Office, Library) are preparing material to submit to the TLC on these matters, and the TLC will continue work over the summer months to prepare recommendations for Senate.

A substantial portion of the meeting was devoted to the matter of late submission of final grades, with discussion focused on identifying key questions and/or information the TLC needs to gather from other units in order to make meaningful recommendations. The Registrar's office will be providing a report back to the TLC for its May meeting.

Finally, the TLC discussed its committee composition for 2021-2022 in regards to which members may be returning. As all current TLC committee members (with the exception of the student representatives) started at the same time in 2019, the TLC wanted to ensure some continuity of membership and avoid a completely new slate of members starting in 2022. As well, the TLC briefly discussed potential topics/matters for the committee to take action on in 2022. For example, it was expected some of these matters may include recommendations to come from the Joint Committee on the Assessment of Teaching and Learning.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated April 22, 2021.



Annual Report of the Teaching and Learning Committee of Senate

May 6, 2021

During the 2020-2021 Academic Year, the Teaching and Learning Committee met on eight occasions, on the following dates: June 8, July 16, October 29, December 9, January 19, February 24, March 24, and April 22.

| <u>Members</u> | <u>Attendance</u> |
|--|-------------------|
| G. Raymer (Chair; EPS Senator) | 8 |
| A. Burk (Vice-Chair; A&S Senator) | 7 |
| P. Maher (Dean of Teaching) | 8 |
| J. Allison (EPS Senator) | 7 |
| N. Black (Executive Director, Library Services) | 4 |
| C. Foster (A&S Student Senator) | 7 |
| A. Karassev (A&S non-Senator) | 8 |
| R. Verencescu (A&S Senator) | 7 |
| V. Williams (EPS non-Senator) | 3 |
| S. Pecoskie-Schweir (EPS Student Representative) | 6 |
| A. Locke (Graduate Student Representative) | 4 |
| Lorrie Tunney Maxwell (Recording Secretary) | 8 |

Some of the substantive items completed or discussed by the TLC in the 2020-2021 Academic year included the following:

- Development and recommendation to Senate for approval of an interim online Student Opinion Survey for the 2020-2021 Academic Year;
- Discussion on the use of Lockdown Browser/Respondus Monitor as used for secure online testing;
- Development of an institutional syllabus template (expected completion summer 2021);
- Discussion on the late submission of final grades, including consultation with the Registrar's Office, with work on this matter expected to continue into early fall 2021;
- Discussion on matters and issues related to academic dishonesty, including consultation with students, faculty, and the Registrar's Office, with work on this matter expected to complete in the summer 2021.
- Ongoing discussions and updates on resources/programming offered by the Teaching Hub

Respectfully submitted

A handwritten signature in black ink, appearing to read 'G. Raymer'.

G. Raymer
Chair, Teaching and Learning Committee

MOTION 1: That Senate Executive receive the Annual Report of the Teaching and Learning Committee dated May 6, 2021.