

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

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.

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

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.



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C. Sutton (Interim Chair)



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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**