

Nipissing University
Minutes of the Academic Senate Meeting
December 9, 2022
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), C. Richardson, B. Law, P. Radia, D. lafrate, N. Black

L. Chen, N. Colborne, S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, K. Lucas, J. Murton, G. Phillips, S. Srigley, N. Stevens, L. Thielen-Wilson, M. Tuncali, R. Vernescu, R. Wenghofer, S. Winters

J. Allison, C. Anyinam, A. Armenakyan, J. Barker, G. Brown, D. Hay (Deputy Speaker), R. Hoffman, T. Horton, T. McParland, G. Raymer, T. Sibbald (Speaker), R. Vanderlee

C. Irwin, O. Pokorny, L. Sinclair

S. Fiddler

R. McEntee, M. Taylor, H. Panchal, S. Pecoskie-Schweir, J. Gagne, C. Phillips

Absent With Regrets:

C. Sutton, C. Mady, P. Maher

C. McFarlane, S. Renshaw, M. Saari

C. Greco, J. Muterera, L. Peachey, P. Ravi

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: December 9, 2022

Motion 1: Moved by M. Tuncali, seconded by N. Black that the agenda of the Senate meeting of December 9, 2022 be approved with the amendment that, if necessary, Question Period may be suspended at 3:45 p.m. so that the business of Senate, agenda items 8-12, can be completed and Question Period may resume.
The NUSU VP Advocacy and Awareness requested that an agenda item for discussion be added under New Business.
CARRIED

Adoption of the Minutes of the Senate Meeting of: October 14, 2022

Motion 2: Moved by C. Phillips, seconded by J. Gagne that the minutes of the Senate meeting of October 14, 2022 be adopted.
CARRIED

Business Arising From the Minutes

- Data on the number of students surveyed that come to our Open House from the Ontario University Fair is included in the November 11, 2022 PVPAR Senate Report.
- A breakdown of international students by department is included in the December 11, 2022 PVPAR Senate Report.
- A summary of the September 28 & November 3 Town Hall International Student Feedback is included in the December 9, 2022 NUSU Senate Report.
- Clarification of the University Christmas holiday closure is included in the November 11, 2022 VPFA Senate Report.

Reports From Other Bodies

The President provided a report. The report is attached to the minutes.

The reports of the Provost and Vice-President Academic and Research (Interim) are attached to the minutes.

The reports of the Vice-President Finance and Administration provided are attached to the minutes.

The report of the Alumni Advisory Board is attached to the minutes.

The NUSU reports are attached to the minutes.

Question Period

A representative of the NUFA Gender, Equity, and Diversity Committee asked the following question at Senate:

Preamble:

Two years ago, the Ontario Human Rights Commission reminded university administrators and human rights advisors of your “legal and practical responsibility” to create a “respectful learning environment”. This includes the “positive duty to proactively assess and investigate the indicia of systemic discrimination and racism within the institution’s operations, especially where patterns or repeated allegations are raised, and to prevent future occurrences.” <<[OHRC Open Letter](#) December 18, 2020>>

Question:

Will the President commit to reporting to Senate on a monthly basis (starting at today’s meeting) regarding the progress NU administrators and your human rights advisors are making on:

- (1) Gathering and assessing data related to systemic discrimination and racism;
- (2) Creating and implementing an Equity Action Plan; and
- (3) Any NU-led actions related to preventing and responding to systemic discrimination and racism?

In response to the above questions, the President advised that a fundamental part of his search and hiring process included special sessions with respect to equity, diversity and inclusion, Indigenous knowledge and relationships with the indigenous community, the experiences of

BIPOC, faculty, staff and students. Meetings populated by BIPOC members and Indigenous groups, and community were also held, and he was charged by the hiring committee to assess the environment. He spent time in the first four months learning to understand our connections to the Indigenous community and the Caucus of Rationalised Persons (CRP). He has endeavoured to meet with students regularly over the last 18 months and has been meeting regularly with the CRP and the Indigenous community trying to establish trust. In the first few months he was made aware of issues of racism in the classroom and on campus, and the development of an Antiracism Taskforce was suggested first to NUBASE and then to the CRP. In January 2022 it was decided that it wasn't a good idea to implement a Taskforce on Antiracism at that time and it was recommended that an audit from a third party take place. After the audit is completed and recommendations are received then an action plan as to how the recommendations will be carried out can be developed.

Since that time terms of reference have been worked on, and the President advised that he will co-chair the task force that would prepare the campus and a third party to conduct an equity audit. We are still in the process of completing the terms of reference. The next step the campus will see is a call for nominations for a co-chair for the task force on the equity audit, and following that we will see a call for nominations for members of the task force that will work with the co-chair on the equity audit. This is a long-term process, and it is important not to rush into it. Trying to establish trust on campus is one of the most important things he can complete. The President advised that he continues to meet with members of the Indigenous community and NUBASE, and that his door is always open. His hope is that these recommendations will suggest changes to current practices and that positions that represent EDI on our campus will propose a series of helpful recommendations for us to eliminate racism in the classroom and in other parts of the campus and assist us in also dealing with the North Bay community on behalf of our faculty and staff and students.

A request was made for further information regarding recommendations 8 & 14 in the Auditor General's Report, and how comprehensive information on financial contributions to programs and presentations will be made to Senate on an annual basis. It was noted that NU is identified in the AG Report as the only one of the four audited universities that has a model in place that provides data with insight related to cost and revenue. As this would be a valuable step which would allow Senators to express their expertise in quantitative analysis, could the data that describes the methods of collecting and analyzing the data for this model be provided to Senate?

The President advised that part of the rationale for the inclusion of this recommendation was what happened at Laurentian University with respect to the CCAA process and the arbitrary elimination of programs and tenured faculty members. This inspired questions on behalf of the AG on this issue, but in spite of all of the hours educating the AG's staff on how reporting structures worked and how Senate and the Board functioned, information that was provided from staff, senior administration and Board members, the AG office did not display a clear understanding of how the processes worked. These questions were raised with all four universities and all four objected to how the recommendations were worded. We never told them that there was any particular report, we told them that we came to the departments and schools with tables of information to demonstrate what the costs of instruction were and what the value of tuition collected was, and they interpreted this to mean that NU was further ahead than the other universities because we shared this information at the faculty, department and school level. We explained how Senate works and that this Senate and no other Senate in Canada has done this kind of work in terms of providing what they call profitability with respect to academic programs. We were happy that they recognized some of the work that we presented to our colleagues with respect to the cost numbers, but no process has been

developed. The President noted that the work that the Director of Institutional Planning and Analysis has done to date on collecting information on this and other data is very impressive. We are 2-3 steps ahead of other universities, but there is no report or process to identify to Senate yet and no subcommittees have been struck. This work has just begun, but in the future, there is opportunity to determine where the statistics come from and how they are used to generate interpretations of the data.

The difference between NU and LU is that we will not engage in a process of eliminating tenured and tenure-track positions. It is the responsibility of every Provost and Senate to provide a slate of academic programs that are financially sustainable.

The Provost added that it is a process and moving forward we will continue to work with the data and determine what other data is needed and how best to present this information to Senate to engage in conversations so that decisions on program sustainability can be made.

It was noted that due to the financial position of the university that additional revenue, resources, and efficiencies are required to remain financially viable and ensure the university's fiscal health. How will these efficiencies impact programs and can we get any assurances that every effort will be made to find efficiencies and cost savings before cuts are made to programs? Will any such efforts to find savings other than cutting academic programming be made available to Senators?

The President responded advising that we have been assessed with respect to cuts to programs and finding efficiencies through the Treasury Board Report that was conducted in 2019. One item that remains on the Treasury Board Report that we have not completed is the financial assessment of academic programs. We try to keep as much budget as possible in our Student Services budget as we find an increasing necessity to support our students that need help. Other areas such as the President's, Provost, and Finance office and the files they supervise have been cut to the quick. Unless we receive money from the province to hire people, we don't have staff to cover the work mandated by the Auditor General. We need to have financially viable and healthy academic programs and we should make decisions that are good principled decisions at the best times and the worst of times.

It was reported that academic decisions are made around data, but there has been long standing challenges with the data and the data systems. There has been improvement, but there are significant gaps. Web Advisor, academic programming and award system data is at times inconsistent and not reliable. Is there a plan or framework for implementing a quality information process that the data and numbers being accessed is reliable and accurate, and is there a way to more collaboratively include the services of the strong academic people that we have across the university in quantitative areas?

The Provost advised that the data information that is produced has greatly increased our ability to find the information to determine the information we need. The accuracy of EI and the various dash boards has increased, and we are moving forward where our systems speak to each other more which has increased the accessibility of the data. We continue to work on the information that we need to move forward with decisions. It is important that we question the data, so please advise of any specific questions or concerns.

The following questions were submitted in advance of the Senate meeting for response by the Provost:

Is it the case that A&S *must* reduce the number of departments?

Yes, if in fact there were a number of smaller departments in EPS, and it was the same situation EPS would also be asked to reduce the number of programs.

Is the rationale for this to reduce the number of course releases for Chairs and how specifically will this improve our financial situation?

Yes, reducing the number of course releases for Chairs does address some of the fiscal restraints and decreasing enrolments in some programs and releases our faculty compliment from administrative service back to teaching which aligns with our focus on the student experience.

How much savings are we getting from losing these Chair course releases and how will this improve the budget for A&S and the university?

When faculty are provided a course release, we do usually have to hire faculty to teach.

Is this departmental shrinkage inevitable, regardless of the outcome of the Strategic Plan and Academic Plan consultation process?

A lot of the work began before the Strategic Planning process. To clarify, the departmental shrinkage will happen regardless of the Academic Plan.

Has anyone done a value for money audit of the real costs of course release in relation to the labour they enable? How will the work of the current chairs get done if their numbers are reduced? Before Chairs are eliminated, we need to think about how much money in material budgetary terms they cost as opposed to the value we get from them, as when we lose these individual program Chairs, we will lose a lot of academic labour. This will be a problem for the quality of student experience in the future, and it needs to be done in a conscious way in terms of what we are losing for what we are getting.

The answer would be specific to course release to Chair work, and it would depend as there is an equity issue as some departments are very small with very few students than Chairs of larger departments that oversee more courses in the course master and have more faculty to manage. It would depend on which department leadership we were looking at as some departments involve more administrative leadership than others.

Is the merger/closure of departments intended to be a precursor to or a prevention of program closures? (the President has mentioned many times now that "no programs will be cut" and also that "programs with five majors are unsustainable". How are those positions to be reconciled?)

This work is logical work. It is healthy to look at the numbers in the various programs and look at potential synchronicities. it has been many years since we have considered many of our programs and it is healthy to look at programs as they exist and opportunities for renewal and change. We are moving forward to ensure a more equitable workload among Chairs and promote opportunities for programs to work together and envision changes and new programs.

Would like to see a budgetary rational for that. That kind of creative work and collaboration is very difficult when you don't have people that have time to speak for the department which is the academic labour piece of small departments. They do a lot of the creative imagining and collaborative work which they won't be able to do if they are teaching five courses.

When will we have the financial information we need to define program sustainability? Are projected revenues based on majors or tuition/grant revenue of per-course enrollment? Are the

costs just faculty salaries?

Working on how best to determine what aspects of the financial information we have and how best to determine what is going to help us to make decisions moving forward. The presentations the Director of Institutional Planning and Analysis made were based on the cost of instruction and how many majors are in a program and how many students are in a class. It is not that simple; we have students currently in programs and before any decisions were to be made by Senate about how a program might change students have to continue through those programs. We have tenured faculty that need to keep their positions. We will need to agree on the information that we use to make decisions moving forward and this will be part of the ongoing conversation.

When will we have this information?

We have the information we need and must determine how and when it will be discussed. Potentially, conversations will start towards the end of the winter semester. Must follow up with the AG in 5 years. We recognize that this is a difficult conversation, and we need to make these complex decisions together.

We are in favour of sustainability, and we want the university to thrive, but we also have an allegiance to our programs and particularly to our students and support them as best we can. Doing planning exercises in the dark, and the sooner we have concrete information the better.

Many of the small programs currently being identified as problematic or 'unsustainable' are unknown to most high school students. As such when we calculate majors based on first year declared majors, we get a false sense of how robust some of our smaller programs are. If we are being encouraged to create new programs, which presumably will be equally unknown to incoming students, how will they not suffer the same fate as the ones we already have? Can we undertake to do a better job supporting existing smaller programs including developing innovative marketing strategies?

When we count majors and look at the dashboards, they are tallied up over 4 years. We haven't determined how we need to look at programs to determine sustainability. NU and other universities have developed a number of new programs over the years but have never made decisions to deliver these programs, so we have many programs that compete with each other. We recognize the value of the humanities, and there is no desire to wipe out programs with low enrolment. He emphasized that this is a decision that Senate must make. We will be well served by completed academic and strategic plans, which will provide marketing with exactly where we want them to focus their efforts. We need renewal and support, and need to be clear on which departments we wish to focus on.

The President also noted that strategic planning becomes more difficult as the process is so meaningful and there is so much at stake. It would be easy to say we are cutting these programs. We are going to the people that teach the programs and dealing with the provincial government that seems to be only promoting STEM. We are proud of our balanced education. We need to define how our liberal arts education can stand on its own and serve our professional faculties as it should, but also ensure that our Arts, Humanities and Social Science students are adequately prepared for graduate school. We need to figure out how to have our various disciplines work together to provide an array of courses and package them in a different way. It is so important to all of us. This is all a part of the process, and it will be well worth it.

Supports the points made and appreciates the feedback from the Provost and the President. It is not just the small programs that aren't visible to high school students coming in. We aren't doing as good of a job as we should to advise of our programs. The beauty of a university

degree is that it provides a broader education and provides greater abstract thinking. Would like to see A&S and EPS work together to determine what programs could be provided across departments.

In response for information as to a call for new innovative revenue generating ideas, who do we talk to in order to get the ball rolling? Programs should be revenue generating, where do we go with ideas to get the needed supports to do this work?

There is a process with checks and balances to develop a new degree program. It is also dependent on the initiative. If it is a new initiative and we don't have money to invest, this is something that strategic planning will support. The Deans have been representing their faculty very well. It takes time and energy. Suggest that you continue to go to the Deans as the Deans bring ideas to Provost. In some cases, we have moved forward, for example the LOI for nursing changes and the new Post Bacs.

NUSU members requested responses to the following questions:

In follow up to Senator Armenakyan's acknowledgement included in the October Senate minutes regarding the attack on Armenia, when might a statement be expected?

The President advised that a draft policy has been created by our Communications group, based on policies from other universities in Ontario and is currently under consideration.

In regard to the National Survey of Student Engagement, why do we only participate every three years when some surveys take place annually?

The Provost advised that she believes that the survey is only completed every two years. Information on this survey was provided in the October 14, 2022 Senate minutes. Please forward specific questions to the Registrar or the Director of Institutional Planning and Analysis for response.

As we have a number of international students arriving for the January semester, what is the current situation for housing?

The Provost advised that we are communicating with every student that has accepted our offer and received a visa to determine whether they have already registered for residence. Ongoing communication is taking place with the students.

In regard to the Teaching and Learning Hub, there has been confusion with its relation to students. Is it possible to have the process and the relation to students explained in Senate for future reference?

The Provost advised that information will be provided at a future Senate meeting.

It was noted that the October Senate minutes are missing from the Senate website.

The Senate Secretary advised that as the November Senate meeting was cancelled, the October Senate minutes were approved at today's meeting and will be posted to the website as soon as possible.

Following a question related to the various survey information that was sent by the Director of Institutional Planning and Analysis, and what information in past studies has been used to inform future planning and how this information is being accessed and disseminated to those making decisions, the Provost advised that she was not sure if the information was automatically disseminated and if faculty were aware of the surveys that were being completed. If Chairs and others require specific information contained in the surveys, a request can be made through their Deans. When survey information is requested, it must be clear as to what the information is being used for due to confidentiality issues.

It was noted that evidence based decision making is essential and the information that is required to make informed decisions about strategic planning is provided to the stakeholders including faculty and students. Information should be made available in a timely manner so that informed decisions can be made.

In response to a question regarding upcoming years of unprecedented retirements and what the employer's plan is for faculty renewal in light of this, the Provost advised that there are programs in both faculties, and work is taking place with the Deans.

In follow up to the question as to what would make a good case to inform the arguments to replace retirements, the Provost advised that the administration is aware of the programs that have lost faculty and recognizes that the needs outweigh the resources. We would like to be able to fill all the positions, and good cases are being brought forward by the Deans. We are at a point that we can plan and will look at renewing faculty moving forward. We can not honour every wish to replace all positions.

It was noted that faculty renewal has no easy answer, and that the Ministry has no formula. If there were metrics that would cascade down to the faculty level, what would the number be? Double or triple the number of students? What is at the program level that the Ministry has indicated that we can try to work towards?

The President advised that the Ministry has no say in replacements or hires and we have autonomy in these matters. The university puts forward mandatory retirements, and faculty can be replaced by a junior faculty member. It is a matter of understanding as to where the demand is. The bottom line is that we have a student population that requires faculty.

It was noted that the only student spaces on campus are study lounges. Will spaces be opened so that students can partake in leisure activities?

The Provost advised that repeated calls have been heard for student spaces. Space planning meetings are held at least once a month, and student space will be discussed at the next meeting.

Senator Black advised that the lounge area on the first floor of the Library is a place that students can relax and socialize.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by T. McParland that the Report of the Senate Executive Committee dated November 3, 2022 be received.
CARRIED

Motion 4: Moved by K. Wamsley, seconded by T. McParland that the Report of the Senate Executive Committee dated December 1, 2022 be received.
CARRIED

Academic Curriculum Committee

- **November 10, 2022 ACC Report**

- Motion 5: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated November 10, 2022 be received.
CARRIED

Faculty of Education and Professional Studies

School of Business

- Motion 6: Moved by C. Richardson, seconded by N. Black that Senate approve that the number of credits for ADMN-3406 Work Placement I, ADMN-4406 Work Placement II, ADMN-4407 Work Placement III courses (Co-op) be changed from 3 credits to 1 credit with the following new course codes ADMN-3403 Work Placement I, ADMN-4403 Work Placement II and ADMN-4404 Work Placement III, respectively.
CARRIED
- Motion 7: Moved by C. Richardson, seconded by N. Black that Senate approve that when a student is registered in any of ADMN-3403 Work Placement I (formerly ADMN-3406) ADMN-4403 Work Placement II (formerly ADMN-4406), ADMN-4404 Work Placement III (formerly ADMN-4407) courses (Co-op), students may register for one additional 3-credit course. A student wishing to enroll in two courses, total of 6 credits, during their Co-op term must obtain approval from the Employer and Director, School of Business.
CARRIED
- Motion 8: Moved by C. Richardson, seconded by G. Phillips that Senate approve that the following be changed in the Co-op section of the Academic Calendar from:

"Students must apply for the Coop option during their first year of the BBA program and can proceed on their first Coop work placement after successful completion of 24 credits of BBA program requirements."
To:
"Students in the BBA program can apply for the Co-op option at any time and can proceed on their first Co-op work placement after successful completion of 24 credits of BBA program requirements."
CARRIED
- Motion 9: Moved by C. Richardson, seconded by G. Phillips that Senate approve that the changes to the honours BBA program requirements be made as outlined in the attached document.
CARRIED

Faculty of Arts and Science

History

Non-substantive:

The course description for HIST-3907, Experiential Learning for Orientation to Master of Arts History II be revised as outlined in the attached document.

Motion 10: Moved by C. Richardson, seconded by G. Phillips that Senate approve that the learning outcomes for HIST-3907 Experiential Learning for OMAH Students, II be revised as outlined in the attached document.
CARRIED

Indigenous Studies

Non-substantive:

The course title for INDG-2906 be changed from Indigenous Philosophy – Ininimowin (Thought) to Indigenous Philosophy – Inaadiziwin (Thought) as outlined in the attached document.

Mathematics

Motion 11: Moved by C. Richardson, seconded by M. Tuncali that Senate approve that the program requirements for the Minor in Mathematics be changed as outlined in the attached document.
CARRIED

Motion 12: Moved by C. Richardson, seconded by A. Hatef that Senate approve the creation of PHYS-2016 Biophotonics as outlined in the attached document.
CARRIED

Motion 13: Moved by C. Richardson, seconded by A. Hatef that Senate approve the creation of PHYS-3016 Sensors: Industrial and Diagnostic Applications, as outlined in the attached document.
CARRIED

Motion 14: Moved by C. Richardson, seconded by A. Hatef that Senate approve the program requirements for the Minor in Physics to be changed as outlined in the attached document.
CARRIED

Motion 15: Moved by C. Richardson, seconded by M. Tuncali that Senate approve the creation of MATH-2326 Anishinaabek Way of Life and Mathematics with Applications course as outlined in the attached document.
CARRIED

Sociology

Motion 16: Moved by C. Richardson, seconded by M. Taylor that Senate approve the revision of the “hours” for SOCI-3166: The Social Determinants of Health as outlined in the attached document.
CARRIED

- **November 24, 2022 ACC Report**

Motion 17: Moved by C. Richardson, seconded by M. Tuncali that the Report of the Academic Curriculum Committee dated November 24, 2022 be received.
CARRIED

Pathways

Motion 18: Moved by C. Richardson, seconded by P. Radia that Senate approve the Sociology Pathways noted in the attached document.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 19: Moved by C. Richardson seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated November 25, 2022 be received.
CARRIED

By-laws and Elections Committee

Motion 20: Moved by D. Hay, seconded by T. Horton that the Report of the By-Laws and Elections Committee dated November 10, 2022 be received.
CARRIED

Teaching and Learning Committee

Motion 21: Moved by G. Raymer, seconded by S. Srigley that the Report of the Teaching and Learning Committee dated October 4, 2022 be received.
CARRIED

Elections

- Elect one (1) faculty Senate representative to serve on the Joint Committee of the Board and Senate for a three-year (3) term effective July 1, 2022 to June 30, 2025.
Nominations were received for A. Armenakyan and P. Ravi. An election poll using Microsoft Forms will be sent to Senators by email and the results will be announced.

New Business

As conciliation will be starting soon, a request was made that the following two motions, passed at the May 15, 2015 Senate meeting, be read out as a reminder to Senate:

MOTION 1: That Nipissing University Senate respect the right, outlined in the “Code of Student Rights and Responsibilities,” “that those who wish to teach and those who wish to learn can do so under proper conditions” by extending academic amnesty to all registered Nipissing University students who are made late to one or more classes, examinations, tests, assignment deadlines, laboratory exercises, or other compulsory academic events as a result of delays incurred by actions related to a labour dispute on campus between Nipissing University and a union on campus, such as the formation of a legally recognized picket line.

MOTION 2: That Nipissing University Senate respect the right, outlined in the “Code of Student Rights and Responsibilities,” “that those who wish to teach and those who wish to learn can do so under proper conditions” by extending academic amnesty to any registered Nipissing University student who conscientiously chooses not to cross a legally recognized picket line in the event of a labour dispute between Nipissing University and a union on campus. This amnesty should be extended to all registered Nipissing University students who miss one

or more classes, examinations, tests, assignment deadlines, laboratory exercises, or other compulsory academic events because of their status as a conscientious objector.

NUSU student Senators, accompanied by non-Senators made an informal presentation.

Adjournment

Senate was adjourned at 5:00 p.m.

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K. Wamsley (Chair)

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S. Landriault (Senate Secretary)

President's Senate Report December 9, 2022

On the weekend of November 5, we hosted our Fall Open House. I want to thank our terrific Recruitment staff, our office of Admissions, communications, and to all of our faculty and staff members who dedicated their Saturdays to showing off our beautiful campus on a beautiful, warm fall day. We welcomed more than 300 prospective students and their families and friends to campus. In all likelihood there were more than 1,000 people on campus listening to sessions, speaking with faculty and staff, and touring our facilities. In response to a previous question at Senate, we tracked 37 out of 227 registered students who came to the Open House because of the Toronto Fair.

On the weekend of November 18-19, we held a very successful Homecoming Weekend with an outstanding slate of events attended by alumni, our campus community, and members of the North Bay community. I want to thank our great staff in alumni relations and advancement and to all of those, including our President's office staff, and the office of OII for all of their work in organizing events, which included the Alumni Awards, the forest bonfire, our volleyball games each attended by more than 1,000 fans, our hockey games, and the great event with honorary doctorate Scott Russell.

This past week we organized and participated in Giving Tuesday with two projects supported. To date we have raised in excess of \$10,000 and we will continue this fundraising until the end of December. Many thanks to those of you who have donated and to our Alumni Board for its generous donation.

On Friday, November 18, we held a ceremonial launch for our strategic planning process. Our Strategic Planning Steering Committee has been working on defining the process, determining what consultation looks like, and generating a timetable for the completion of the plan for the Board's approval in June or perhaps earlier. We are very grateful to the Nipissing University Indigenous Council on Education (NUICE) for its generous participation and partnership in our strategic planning process. Maurice Switzer presented to the Board last Saturday and the Strategic Planning Steering Committee completed its first community consultation on December 3 with the Board of Governors. You can expect communications from the committee announcing consultations of faculty, staff, and students in the coming weeks.

On Monday, we hosted a special announcement in the NUSU Centre, celebrating a gift from the Hilary and Galen Weston Foundation and the launch of Rare Dementia Support Canada. This is an international research partnership between University College London, Bangor University, and Nipissing University. Congratulations to Mary Pat Sullivan and collaborators and to our communications team who made this a national news story for Nipissing research.

A reminder that we have two searches underway for senior positions here including the Provost position for which we have hired the Boyden search firm and for the AVP Research, Innovation, and Graduate Studies position. We will keep the community updated on the progress of these searches.

As a follow-up to the AG Report and my presentation and discussion on Monday afternoon, and thanks to those who attended in person or virtually – those PowerPoint slides are now posted on my website. I have been asked to mention specifically one of the AG's recommendations and that was the completion of sustainability for the President. To clarify, if I become suddenly ill or have an accident which prevents me from doing my job, this Board-approved policy outlines the steps towards appointing an Acting President.

Today is the deadline for the More the Merrier program organized by Sarah Tedesco for international students. If you are still interested after the deadline, please contact Maggie Horsfield and we would be pleased to add dinners to the schedule.

Although the deadline to deliver food and other items to the President's office for the Student Food Bank drive has passed today, we ask for people to continue to give generously next week and that items be dropped off directly to the Student Centre before December 19th at 4:30 p.m.

November 11, 2022 Senate Report
Provost and Vice-President, Academic and Research

Recruitment

Domestic recruitment continues and we are hosting an in-person fall open-house on November 5th. As per a question at our last Senate, the number of leads gathered from the Ontario Universities Fair will be tabulated after our upcoming Open House, which is where and when we gather this information. We will share this information with Senate at our next meeting.

As per a question asked at our last Senate meeting, International students are enrolled in programs as follows:

Program	Degree	# of Students
Undergraduate	Total	123
Undergraduate	Bachelor of Arts	11
Undergraduate	Bachelor of Business Administration	15
Undergraduate	Bachelor of Commerce	7
Undergraduate	Bachelor of Science	16
Undergraduate	Bachelor of Science in Nursing	11
Undergraduate	Non-Degree Seeking Students - UG	26
Undergraduate	Post-Baccalaureate Certificate	1
Undergraduate	Post-Baccalaureate Diploma	36
Bachelor of Education	Total	1
Bachelor of Education	Bachelor of Education	1
Graduate Studies	Total	11
Graduate Studies	Master of Arts	1
Graduate Studies	Master of Environmental Studies/Science	3
Graduate Studies	Master of Science	6
Graduate Studies	PhD	1
Total		135

Graduate Studies

The Research Committee now has a full membership. Grant submissions continue as per yearly schedule. OGSR sends out emails to faculty with upcoming funding opportunities every few weeks. Contact information for the office staff and who is currently in each position is included in the newsletter.

Arts and Science

The Faculty of A&S in collaboration with Canadore College, NUSU, and the local North Bay tech industry hosted a North Bay Tech Growth event to showcase the technology talent in the city and to network with students. This event was organized to promote opportunities for work-integrated learning. Local companies (MetricAid, FDM4, One Red Maple, and Nassituq) shared their professional experience with the students and the community at large. A big thank you to our community partners!

Education and Professional Studies

Many welcome back events were held for various groups of students in EPS, at times with the help of NUSU, thank you. The Schools in EPS are discussing means to generate revenue, and some have also been successful implementing ideas for cost savings. Schools are also thinking about potential collaborations across schools/faculties.

The faculty of EPS search for faculty members in the Schools of Nursing and Social Work continues.

Construction is progressing as planned on the Interprofessional Simulation Centre and BPHE renovations.

Sandra Goldsworthy and Karey McCullough were successful recipients of the Canadian Association of Schools of Nursing's Pat Griffin Research Grant.

Tammie McParland is facilitating a Virtu-WIL Student Program Delivery as sponsored by Colleges and Institutes Canada.

8 students defended their theses and completed degree requirements for their Master of Science in Kinesiology last term.

**December 9, 2022 Senate Report
Provost, Vice-President, Academic and Research**

Education and Professional Studies

- Nursing: Construction on the Interprofessional Simulation Centre is on time with hopes for completion at year end with training on simulators to begin in January.
- Social Work had their accreditation visit with positive comments about their programming and community ties. The final recommendation, including areas of improvement, is expected in February.

The Teaching Hub

- Since July, we have worked with many faculty members on nomination packages for the 2023 3M National Teaching Fellowship (original deadline Nov. 15th, 2022; extended to Nov. 25th, 2022). We anticipate three faculty members being ready for this application deadline. The 3M National Teaching Fellowship is Canada's most prestigious recognition of excellence in educational leadership and teaching at the post-secondary level.
- Work continues on the development of micro credentials

The Office of the Registrar

Enrolment

2022/23 FTE enrolment total is down, however, our January intake remains and will include 200 Nursing students and approximately 50 International students.

Recruitment

Domestic Recruitment:

Ontario high school visits have wrapped up for the season. We had a successful Open House on November 5th, with 227 prospective students, a 10% increase from our last Open House in 2019.

International Recruitment:

We completed a successful recruitment tour of Latin America in October, visiting Mexico, Columbia, Brazil, Peru & Ecuador.

Student Development and Support

Residence Life

Residence is currently sitting at 958 in house. Currently our Admissions Coordinator is working to place January applicants and determine the full range of vacancies that may arise at the end of the semester, in anticipation of on-going applications. We have 28 confirmed applications for January and should be able to place all of these within anticipated vacancies.

International Student Support

Programming:

This fall International Student Support has been focusing on developing and facilitating a variety of programming options for our international students, including social opportunities, academic sessions, and cultural events.

Our International Student Mentorship Program has been offering social activities to connect our students, such as hosting a Halloween Social when students were invited to join in and learn about the Halloween experience, enjoy pizza and candy and view a Halloween movie on the big screen.

On November 4th, 151 students, faculty, and staff joined in Nipissing University's first Diwali Celebration, hosted by SDS, NUSU & SOCU.

International Student Support initiated a Winter Clothing Drive in collaboration with NUSU, October 31st until November 8th.

Last week, the President's Office, VPAR, ISS, invited all international students to a pancake and maple syrup breakfast.

Housing for International Students (Winter 2023)

We are currently working on a multi-faceted plan to ensure we are prepared for the arrival of a new intake of international students for the Winter 2023 semester and are doing an organizational review of our International Student service areas, including recruitment and admissions.

Arts and Science

- Dr. Colin McCarter, the Canada Research Chair in Climate and Environmental Change at Nipissing University, received \$600,000 in CFI funding. Dr. Carter is cross-appointed between the Department of Biology and Chemistry and the Department of Geography.
- Dr. Andrew Weeks, Chair, Department of Biology, with Dr. Phil Nickerson (Department of Biology and Chemistry), in collaboration with Queen's University are developing the first of its kind Neurotech Micro credential Program. [Nipissing partnering in delivery of new micro-credential addressing knowledge gaps in growing neurotech industry | Nipissing University](#)
- The Faculty of Arts and Science is ushering two new programs through approval processes (BA Environmental Studies; BSc Environmental Science). External reviews will take place next week.
- The new Post-Baccalaureate in Environment and Sustainability is of great appeal to international students. The program will welcome new international students in January 2023.

Graduate Studies and Research

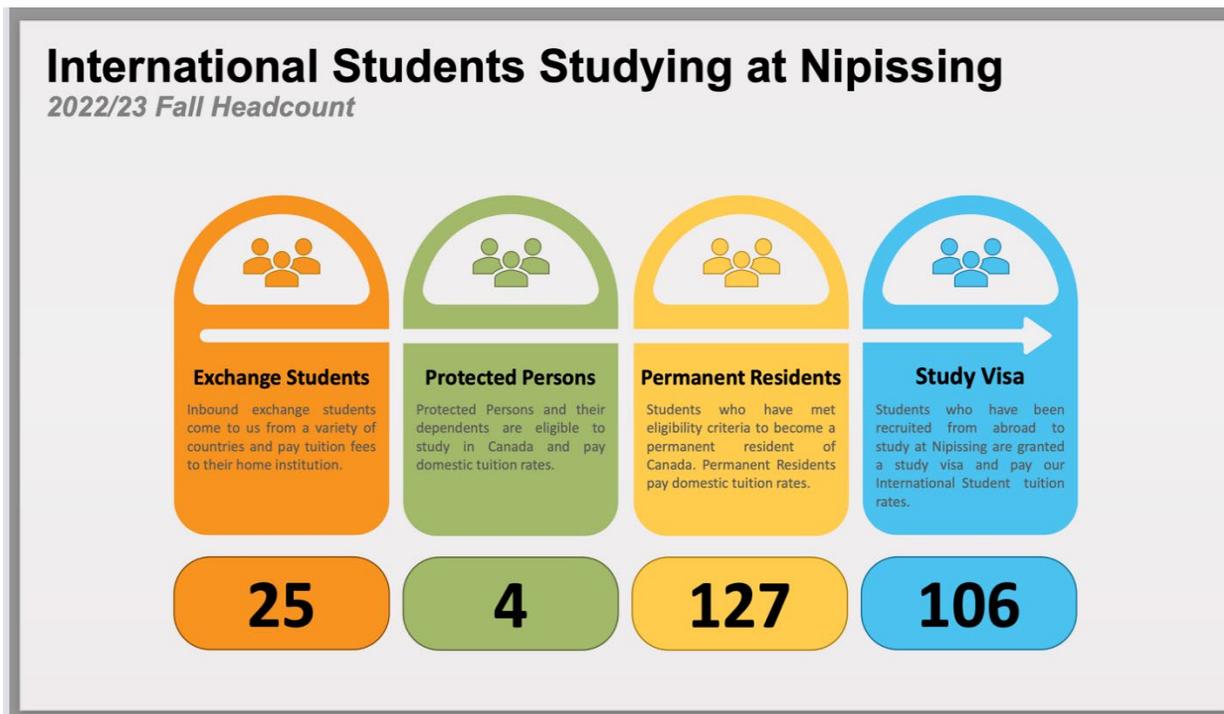
- As of November, we have approximately 195 graduate students currently enrolled at NU, with 48 new admissions for Fall 2022.

Commercialization and Innovation

- The Ontario government is asking universities to complete the Commercialization Mandate Policy Framework to improve commercialization outcomes. The ministry has updated timelines from the original announcement. As part of this process, we are required to post a commercialization statement on NU's website (completed April 2022), complete a Commercialization policy (due December 15, 2022), and complete the first Annual Commercialization Plan (due February 15, 2023). The ministry will provide a reporting template for the commercialization plan (anticipated November 2022). Starting with the second Annual Commercialization Plan, institutions must publicly post their annual plans by November 30th each year. All policies will move through university governance approval prior to being publicly posted. As such, a draft policy may be shared with the ministry to ensure we meet reporting deadlines.

Follow-up

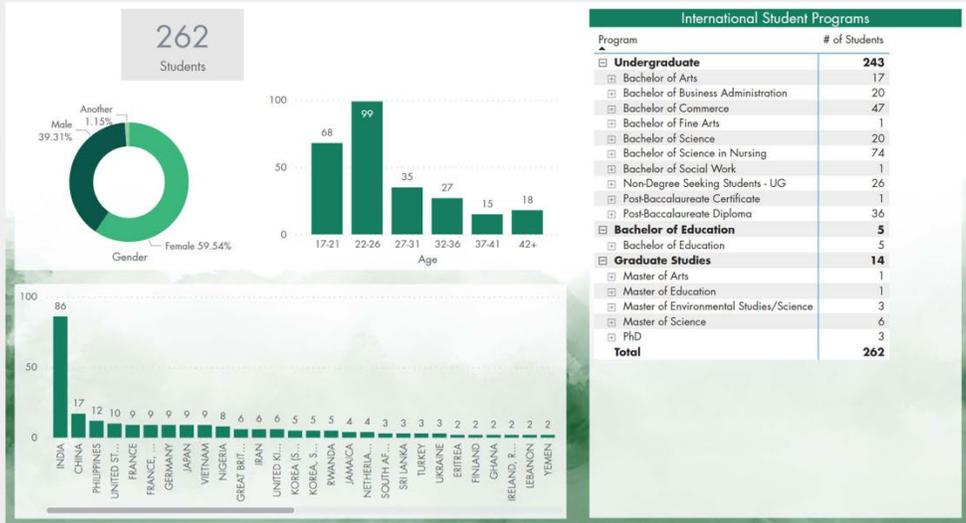
At the last Senate meeting, a request was made to provide information about which programs our International students were enrolled in. The information is as follows:





International Students Studying at Nipissing

2022/23 Fall Headcount



Senate Report
Vice-President, Finance and Administration
November 11, 2022

A request was made to clarify which working days will be made as substitute holidays for employees for the December Holiday Closure.

As Christmas Day and New Year's Day fall on Sundays this year, the University will designate the preceding Friday and/or Monday following as a substitute day off when a holiday falls on a Saturday or Sunday. Accordingly, December 27, 2022, will be designated for Christmas Day (Sunday, December 25, 2022) and December 30, 2022, will be designated for New Year's Day (Sunday, January 1, 2023). Boxing Day (Monday, December 26, 2022) will be designated as the statutory holiday it represents.

**Senate Report
Vice-President, Finance & Administration
December 9, 2022**

Office of Auditor General of Ontario Audit Report

- We have concluded our work with the OAGO staff and anticipate that the final report will be made public in early December.

Ancillary Services

- Sodexo has hired Nicolas Gignac, General Manager for the bar & restaurant at the NUSU Student Centre. The establishment is currently open for events with a priority to opening the nightclub when it is safe to do so. We are currently investigating various options for security coverage for the venue.
- During Homecoming Weekend, Sodexo opened the canteen at the Surtees Centre and sold food/beverages. This additional service was well received.
- Ancillary Services has also sold Lakers/Alumni merchandise in “pop-up shops” near the campus shot and at Memorial Gardens. Merchandise is also available at our Print Plus Location. Work continues on our online Lakers Shop with a goal to having it operational by Christmas.
- We will be hosting our first external Christmas party at the NUSU Student Centre in mid-December.

Labour Relations

- Bargaining continues with our Contract Academic Staff Bargaining Unit (CASBU). The parties will be meeting with the assistance of a Conciliator on December 12th and 23rd.



Nipissing University Alumni Advisory Board Report – November 11, 2022

Homecoming

Registration is now open for our 2022 Homecoming weekend! Join us on November 18 and 19 as we celebrate all that Nipissing University has to offer!

Event Summary:

Friday, November 18, 2022

Luminary Walk and Bonfire	4:00pm – 6:00pm
Women's Volleyball vs Lakehead	6:00pm-8:00pm
Alumni Awards	7:00pm – 10:00pm
Men's Volleyball vs RMC	8:00pm – 10:00pm

Saturday, November 19, 2022

Guided Tours	11:00am
KidZone Activities	12:00pm – 4:00pm
Open Skate	12:00pm – 1:00pm
Women's Hockey vs TMU	2:30pm – 5:00pm
Men's Hockey vs Ontario Tech	5:00pm – 7:30pm
An Evening with Dr. Scott Russell	6:00pm – 12:00am

We encourage everyone to consider joining us for An Evening with Dr. Scott Russell. Join Dr. Wamsley in discussion with legendary CBC Reporter and Nipissing University Honorary Doctorate Scott Russell. This is an opportunity to hear from one of Canada's top broadcasters about his amazing career! This event includes an incredible dinner and reception to connect with community members.

Registration is now open at www.events.nipissingu.ca/homecoming. Staff and faculty are encouraged to attend!



Nipissing University Alumni Advisory Board's Senate Report – December 2022

NU Works Student

The Alumni Office is thrilled to be working with a NU Works student this academic year. She will be focussing on research around alumni engagement and affinity partners. She will also be assisting the office staff execute events and engagement initiatives. We hope to use our research findings to inform future alumni offerings.

Homecoming

Homecoming 2022 took place on November 19-20, 2022. By all accounts it was a great success. We had a great turn out to a number of our events, and we were able to connect with alumni, students, faculty, staff and community members. A huge thank you to everyone who gave their time to make this weekend a success!

We look forward to soliciting feedback from registrants and internal teams at the University to inform the programming for Homecoming 2023.

NAAAB would like to take a moment to thank all senate members who were able to join us for Homecoming. This annual event allows us to engage with the wider community, and we are so grateful for the engagement from so many University stakeholders.

Graduation Photography

Our first round of graduation photography with Life Touch began on November 23rd. Demand for this service this year has been exceptional, and we have opened booking for a three-week period. As soon as we have information about future photography periods, we will open more spots.

End of Year Engagement

Nipissing University's Alumni will be receiving several communications from the University as we wrap up 2022. Our alumni community is being solicited as part of the annual Giving Tuesday appeal, which focusses on Indigenous Bursaries and Scholarships. More information on this can be found at nipissingu.ca/givingtuesday.

In addition to this appeal, we will also be sending out our annual advancement update to alumni. This communication will be a part of the end of year giving strategy, which is also raising funds for Indigenous Bursaries and Scholarships.

We look forward to wrapping up the season of giving by engaging with our Alumni about how they can give back to their Alma Mater.



**Academic Senate Report
November 11th, 2022**

Town Hall

NUSU is hosting a second town hall regarding international student feedback on November 3rd at 12pm in the Fedeli Room (F210). This is open to all Nipissing University students, staff, faculty and administration.

Diwali

Students of Colour United (SOCU), Nipissing University and NUSU are partnering on hosting Diwali on November 4th for all Nipissing University students to attend. This will take place in the Main Cafeteria and we are excited to celebrate along with our students.

Euchre

NUSU is hosting a faculty vs. students euchre night on November 3rd at 7pm in the NUSU Student Centre. Details can be found on our social media.

Food and Clothing Drive

NUSU will be collecting gently used winter clothes, non-perishable food items, and hygiene items from October 31st until November 8th at the Student Centre, the Nipissing President's Office, SDS and NUFA. Monetary donations can be e-transferred to finance@nusu.com.

We are currently looking at how we can make this more sustainable and are looking for the Lakers community to help us run food drives throughout the year as the usage of our food bank has increased considerably. We appreciate all of the support our students receive from our Lakers family.

Municipal Elections

The Nipissing University Political Science Society, along with NUSU and RTO, held a Meet the Candidates event on Tuesday, October 18th. This was well received by the community. We would like to congratulate everyone who participated in the municipal elections, especially the new Deputy Mayor, Maggie Horsfield.

Treaties Week

We would like to recognize that November 6th to 12th is Treaties Recognition Week. We encourage everyone to look into the Robinson Huron Treaty and to understand its complexities. We often read aloud a land acknowledgement, but it is important to take the time to understand its history and its present. Please go to robinsonhuron treaty1850.com for more information.

Academic Senate Report December 9th, 2022

Diwali

On November 4th, the Students of Colour United, NUSU and Student Development and Services hosted Diwali in the Main Cafeteria. This was well attended and was a great night. We look forward to celebrating Diwali next year! Well done to Mahek, Harikesh and Kris who organized a wonderful night.

Municipal Elections

The Nipissing University Political Science Society, along with NUSU and RTO, held a Meet the Candidates event on Tuesday, October 18th. This was well received by the community. We would like to congratulate everyone who participated in the municipal elections, especially the new Deputy Mayor, Maggie Horsfield.

Homecoming

Congratulations to our Lakers athletics teams who did a phenomenal job over homecoming weekend. We had great feedback about the luminary walk in particular so thank you to the Office of Indigenous Initiatives for hosting it. Well done to the External Relations department for organizing homecoming and we look forward to seeing all the great things that will take place next year.

Town Hall

There have been two Town Halls held in regards to International Student Feedback on September 28th and November 3rd. At the October 14th Senate a request was made to have the minutes sent out to everyone from the September 28th meeting. Due to the minutes containing verbatim conversations and names, this request has been denied. However, individuals are able to email vpadvocacy@nusu.com to request the minutes.

The two Town Halls were very beneficial for understanding the gaps in ensuring our international students receive what they need. Some of these issues included:

- Inconsistent lines of communication
- Lack of cultural sensitivity
- Lack of housing accommodations
- Lack of culture/belonging on campus
- Confidentiality concerns
- Disregard for anonymity
- No international office
- No official immigration advisor on campus



NUSU Student Centre

221 College Drive, North Bay, ON P1B 0G1

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

Web: www.nusu.com

- Lack of onboarding/training (specifically education of supports on campus) for new staff members
- Asked to leave residence over winter break in a new country (international students technically have 3 months at the start of the academic term in a new country to make a friend that can offer them to stay over winter break OR find a hotel for 3 weeks)
- Lack of partnership and communication with Canadore College considering we share a campus together. Proper communication could lead to potential solutions.
- Misinformation in the International Student Handbook such as the advised financial Budget
- Lack of ESL support on Campus. Only 1 person on campus is trained on it

The proposed solutions by NUSU are:

- Commit to allocate 50% of International Student Revenue to International Student Support (currently 40% is allocated to recruitment and 10% to student support in the internationalization plan)
- Commit to collect data regarding the supports that international students require (as stated in Senate this is not currently being done)
- Commit to do a third-party assessment of the resources we have available to international students on campus
- More town halls for more opportunities to listen to our biggest stakeholders, the students
- Commit to the ethical practice of informing new international students of local issues (ex: housing crisis)
- If a staff member is on leave, have a contingency plan for their interim replacement with strong communication and transparency (for students to know who the point person is)
- Cultural sensitivity training (one-on-one and in person instead of clicking through an online course)
- Commit and communicate priorities to the biggest stakeholders, the students
- Long-term commitment plans: New residence building
- Understanding that anonymity should be respected and it doesn't matter if 1 student or 100 students are coming forward with concerns but to treat them with equal respect
- A safe space on campus where international students can turn to - perhaps a lounge of sorts.
- A physical international office that students can go to for one centralized location to ask for support
- Implementation of Immigration Advisory Training for employees in International Student Support
- Creation of a schema/flowchart correctly outlining which positions on campus are available to students for support and which position addresses their individual needs
- Consideration of keeping residence open for the winter break

- Correcting the information in the international student handbook . Presenting correct information for a financial budget that international students should account for prior to arrival in Canada
- Hiring or training so we have more than 1 staff member trained on ESL support on Campus

We are requesting that there be a response by Nipissing University Administration for the findings from the two town halls regarding international student feedback. We understand that there is a lot of proposed solutions, however, the administration asked us to identify the gaps and present it to them and we are doing what they have asked for. There is no narrative being created by NUSU regarding international student support. These concerns are not “one off”. These are legitimate concerns that the university needs to address before increasing international student recruitment or they will be setting up hard working students to fail.

NUSU has understood that town halls are an effective way to hear feedback from the student body and we are planning to have more in the future.

Break The Ice On Mental Health

Congratulations to the Sports Marketing class and Dr. Lafrance-Horning for raising \$17,500 for mental health services in North Bay. They did a fantastic job fundraising and engaging with the community. We are extremely proud of our students!

Wellness Week

Wellness Week took place from Monday, November 21st to Sunday, November 27th. Thank you the Office of Indigenous Initiatives, Nipissing University Nursing Society, Students of Colour United, Equity Centre, Grounded Studios, The Studio, Student Counselling Services, and Deven Doodnath for partnering with us on events throughout the week.

Food Bank

Numbers for the NUSU Student Food Bank have tripled since last year. The numbers for 2021 were already double that of 2019. There are days where over 30 students are using the food bank every day.

We are looking for donations, both physical and monetary. Physical donations (non-perishable food and hygiene items) can be dropped off at the NUSU Student Centre. Monetary donations can be e-transferred to finance@nusu.com with the password being nusufoodbank. This time of year is always the hardest for everyone so we appreciate any and all donations.

Thank you to Rhiannon Don who asked her network to donate to our food bank for her birthday.

Academic Colleagues

December 13 & 14, 2022

180 Dundas Street West, Suite 1800, Toronto, ON

Hybrid Meeting

Agenda

*Material provided for item marked ***

Evening meeting, Tuesday, December 13, 2021, 6:00 – 8:30 pm

Zoom:

<https://us06web.zoom.us/j/87663597261?pwd=RnF0TVNoV3lyQ1pJQXRNb3dtWnRsUT09>

Meeting ID: 876 6359 7261 / Passcode: 238380

1. Land acknowledgment (Alyson King)
2. Welcome and introductions (6:00–6:10)
3. Conversation on Student Success ** (6:10–7:15)

Kim Clark, Professor, Department of Anthropology, and Assistant Dean (Equity, Diversity, Inclusion & Decolonization), Faculty of Social Science, Western University, will join virtually to share preliminary findings of her research on accessibility and the experiences of students with disabilities.

Professor Clark's article from The Conversation is attached as background.

4. Dinner debrief (7:15–8:30)

Colleagues meeting, Wednesday, December 14, 2021, 9:00 am – 12:00 pm

Zoom:

<https://us06web.zoom.us/j/83054667362?pwd=QkpPckcwQVpHWG9kKzB4T0lxOGNaZz09>

Meeting ID: 830 5466 7362 / Passcode: 164442

1. Welcome (9:00-9:10)
2. Information sharing (9:10–10:00)
3. COU update (Steve Orsini) (10:00–11:00)
 - a. Auditor General Reports
4. Discussion on Future Topics (11:00-11:30)

- 5. Committee Reports (11:30-11:50)
 - a. Budget and Audit Committee (Jingyu Li)
 - b. Quality Council (Chris Evans/Cindy Robinson)
- 6. Other business (11:50-12:00)
 - a. Planning for April meetings around Council
 - b. Selection of Colleague to deliver the Land acknowledgment at future meetings
 - i. Pauline Barmby - February
 - ii. TBC - April

Next meetings: February 14, 6 to 9 pm and February 15, 9 am to 12 pm.

THE CONVERSATION

Academic rigour, journalistic flair



The cost of assessment prevents some students, who self-identify as having a disability, from pursuing an assessment and diagnosis that would allow them to claim formal accommodations. THE CANADIAN PRESS/Nicole Osborne

How accessibility for disabled university students can benefit all students

Published: November 14, 2022 3.56pm EST

A. Kim Clark

Professor of Anthropology & Assistant Dean (Equity, Diversity, Inclusion & Decolonization), Faculty of Social Science, Western University



Listen To The Article



 AD AURIS

Although many university students are eager for in-person elements of the university experience they missed early in the pandemic, what might we overlook in the rush to “return to normal”?

The pandemic forced universities to re-evaluate their delivery of classes, extending remote teaching practices and building in flexibility to manage an unpredictable situation.

After over two years of innovation, if the main lesson universities take away from the on-going pandemic is that students miss being on campus, we risk squandering new skills and insights of broad value.

In the midst of the pandemic's long-term effects, including, for some, the disabling effects of Long COVID, we wondered what disabled students could tell us about what makes university classes more (or less) accessible to them. Their insights highlight practices that can benefit a wide range of students.

As the Council of Ontario Universities points out, accessible teaching means designing courses from the get-go with accessibility for a broad range of students in mind, rather than introducing accommodations as needed.

With this approach, instructors can improve student learning, deepen inclusion of students and reduce instructor workload associated with dealing with exceptions and individual accommodations.



The main lesson of the pandemic shouldn't be that students miss being on campus. (Shutterstock)

Our case study

I worked with a research team of undergraduates, Kate Mahoney, Sam Schneider and Anika Sebudde, to explore how instructors' everyday practices impact — positively and negatively — students who self-identify as disabled. Anthropologist Andrew Walsh, a colleague at Western University, helped design our research process.

Our survey received 83 responses from students with disabilities from across Western University. We sought not to secure a representative sample, but rather to gain insight into some disabled students' lived experiences, by means of open-ended questions.

For context, in Western's 2021-22 Equity Census, almost 10 per cent of student respondents indicated they have a disability. This seems low, given that across Canada, one quarter of university students graduating in 2021 reported having a disability

More disabled students than we think

Our respondents represented every level of student study and faculty on campus. About 75 per cent of our respondents have a diagnosed disability, while the remainder have both diagnosed and undiagnosed disabilities (about 20 per cent) or lack a diagnosis (about five per cent).

This helps explain the finding that about a third of our respondents are not registered with the accessible education office. As one noted, a diagnosis of their disability costs \$3,000, while another explained there is a two-and-a-half year waitlist to see a specialist about their condition. There are more disabled students than we think.

One striking survey result is that only two of 83 respondents indicated that their disability is visible, while another 17 have both visible and non-apparent (invisible) disabilities. The remaining 64 have non-apparent disabilities. There are more disabled students than we see.

As one student explained:

“Given how I present myself and manage my disabilities, it often appears as though I do not have any disabilities unless I am experiencing acute symptoms. This can result in a need to explain my disabilities.”

Another added:

“It seems like I have to qualify my struggles more often and justify a need for support to a degree that seems unwarranted.”

Access fatigue

Access fatigue is exhaustion people with disabilities face from constantly having to explain their situation and ask for help. Students reported having to negotiate their access needs repeatedly and to disclose private information (sometimes even to classmates, especially when they were assigned group projects).

How often do our students experience access fatigue? “Always” for 19 per cent of our respondents; another 20 per cent experience it at least once a week. A further 23 per cent experience it once or twice a month, bringing these responses together to over 60 per cent.

In other words, disabled students are paying a kind of “crip tax” — the hidden costs of living with a disability — but in time and energy, not just money. This is likely increased by the non-apparent nature of most disabilities.



Students were grateful when, depending on their symptoms, they could choose between in-person or recorded or streamed lectures. (Pexels/Yan Krukov)

Most accessible teaching practices

While our research participants have diverse disabilities and situations, they collectively identified clear winning accessibility practices. Many were precisely those practices whose use was expanded during the pandemic.

These teaching practices included:

1. Flexible assignment deadlines. Students with diverse disabilities reported that they experience unpredictable flare-ups of their symptoms that interfere with their ability to meet rigid deadlines and cause them to be penalized. The pandemic made clear that other students also benefit from some flexibility, including those with a range of family responsibilities due to sick children or siblings, elder care or school closures that disrupted schedules.
2. Delivering courses in a hybrid manner, where it's possible to choose whether to attend lectures in-person or virtually. Students were grateful when, depending on their symptoms, they could access content otherwise delivered in-person via either recorded or streamed lectures (achieved by acts as simple as instructors pressing record when a PowerPoint presentation started or allowing students to join on Zoom). Our participants also valued being able to review recorded sessions even if they attended in person. Access to these options can reinforce and deepen learning.
3. Lecture slides or outlines posted in advance to facilitate note-taking. This practice helps students keep track of the lecture if they are briefly distracted or when their auditory processing speed doesn't match the instructor's pace. It also helps students whose first language is not the teaching language.

4. Captioning of audiovisual materials, whether shown in class or assigned for asynchronous (independent) viewing, helps students who are D/deaf or hard of hearing and those with some learning disabilities. Again it helps non-first language students and any students viewing in conditions where the volume cannot be turned up or where there are noise distractions. Research shows “captioning a video improves comprehension of, attention to and memory for the video.”

More welcoming environments

“The pandemic’s disruption showed how much academia could learn from the disability community,” as disability advocate and philosophy of technology scholar Ashley Shew argued in the journal *Nature* in May 2020.

Like curb cuts, the ramps that slope downwards on sidewalks and improve life for a wide range of people, we hope insights from students with a range of disabilities will contribute to a more accessible and welcoming environment for all students.

Let’s use the knowledge and skills gained through the pandemic to be better, more equitable and more inclusive.



Academic Senate Report January 13th, 2023

Food Bank

Thank you to everyone who donated to our student food bank in 2022. Over the next few months, we will be asking the Lakers community to help us with food drives and raising money. With an increase of five times since 2019, we are looking for ways to sustain our food bank while meeting the needs of our students.

We will be hosting a euchre night for students and faculty on Tuesday, January 10th at 6:30pm at the NUSU Student Centre. Entrance is \$5 for faculty and all funds will go to our student food bank. Food and beverages will be available for purchase.

Executive Elections

Executive elections for the 2023-2024 positions will take place at the end of this month. The positions are President, VP Finance & Administration, VP Advocacy & Awareness and VP Student Life. These are paid positions. Students who are interested in running can go to nusu.com/elections.

Spirit Week

To celebrate all things Lakers, we are hosting a Spirit Week from January 16th to January 22nd. This will include board games night, art night, speed friending, trivia and attending the women's hockey game to support Emma Shimizu, a Nipissing University student with Stage 4 Non-Hodgkin's Lymphoma. We look forward to seeing everyone at the game to support our fellow Laker.

Events

NUSU will be hosting events throughout second semester that will cater to Nipissing University students and faculty, as well as the wider North Bay community. For all details, please go to nusu.com/events.

Executive Resignation

We would like to inform Academic Senate that Montana Taylor, VP Finance & Administration submitted her resignation to NUSU with her last day being Friday, December 30th. Montana has been with NUSU for the past 14 months and we are grateful for her contributions to the student body. We wish Montana all the best in her future endeavours. The VP Finance & Administration position will not be replaced for the second semester. Preston English, VP Student Life, will take Montana's place as a voting member of Academic Senate.

Nipissing University

Report of the By-laws and Elections Committee

December 1, 2022

There was a meeting of the By-laws and Elections Committee on December 1, 2022 at 3:30 p.m. in F307 and via Teams conference.

Present: T. Sibbald, C. Richardson, D. Hay, T. Horton, M. Saari

Guest: B. Law

Regrets: R. McIntee

Recording Secretary: S. Landriault

Moved by C. Richardson, seconded by D. Hay that the agenda of the December 1, 2022 By-laws and Elections Committee meeting be approved.

CARRIED

Moved by T. Horton, seconded by C. Richardson that the Report of the November 10, 2022 By-laws and Elections Committee meeting be accepted.

CARRIED

Business Arising From the Report:

In follow up to the November 10, 2022 By-laws and Elections Committee meeting, Dr. Law spoke to the proposal to reinstitute the Graduate Studies Committee as a Senate Standing Committee and provided the following membership and terms of reference:

9.7 Graduate Studies Committee (GSC):

(a) *Ex Officio* Members:

- (i) Dean of Graduate Studies and Research
- (ii) the Dean of each Faculty, or designate;
- (iii) the Registrar, or designate;
- (iv) the Executive Director of Library Services or designate;
- (v) Graduate Program Coordinators from each graduate program;
- (vi) one (1) graduate student Senator (NUSU);

(b) Terms of Reference:

- (i) Recommend to the Senate the new academic policies, procedures and regulations of the School of Graduate Studies;
- (ii) Advise the Senate on the necessary resources and support for graduate studies and to recommend to the Senate the introduction of new services or changes to existing services which would enhance the graduate student experience or make the University more attractive to prospective graduate students;
- (iii) Revise and update the regulations and procedures of current graduate programs for harmonization throughout the SGS;
- (iv) Review student admission policies for graduate programs;
- (v) Ensure adherence to time-to-completion requirements;
- (vi) Recommend to the Senate changes to graduate curriculum or proposals for new graduate programs;
- (vii) Assist departments in the development of new graduate programs, in compliance with IQAP requirements;
- (viii) Finalize proposals for new programs, including the Business Plan, before submission to AQAPC and the Senate;
- (ix) Make recommendations on any matter related to graduate studies to the appropriate Senate Committees (AQAPC, RC);

- (x) Ensure that all existing and new graduate scholarships, medals, bursaries and other awards are consistent with established and approved terms, conditions and criteria;
 - (xi) Review the annual report on the School of Graduate Studies' activities; and
 - (xii) Establish the criteria for membership in the Graduate Faculty.
- And at the exclusion of the graduate student Senator:
- (xiii) Following the periodic appraisal of a program, review and report to Senate any measure that could improve the program;
 - (xiv) Review and approve nominations for graduate scholarships (Tri-agency, OGS, others)

The initial proposal for committee membership included two Faculty Senators and two Faculty non-Senators, one from each faculty. It was noted that this language did not exist in the membership of the former GSC. Concerns were expressed that this is a large committee with membership including one coordinator per graduate program and that the composition of Senators and non-Senators on the GSC could already be met.

Moved by C. Richardson, seconded by T. Horton that the reinstated membership and terms of reference of the Graduate Studies Committee be amended as listed above and forwarded on to the Senate Executive for inclusion as a Notice of Motion in the January 13, 2023 Senate Agenda.

CARRIED

The Provost provided an update on the status of the Senate Policy Document advising that that the Registrar's Office has undertaken a reorganization of the document as many of the policies included are not Senate policies although some are overseen by Senate. The policies have been identified and divided up as to area of responsibility including admission and transfer credit policies and curriculum and student policies. Further discussions will be held with the Registrar's Office and will be reported on at a future meeting.

In response to a request for further information regarding the creation of a University Secretariat position, background on research provided at the April 16, 2019 By-laws and Elections Committee meeting was provided and discussed. It was noted that this matter is an important issue as the university grows and will be raised as an agenda item for the Joint Committee of the Board and Senate on Governance.

At the previous By-laws meeting, members were asked to review the membership of the Senate Standing Committees. Members discussed suggested revisions to ensure that membership is consistent. Article 9.0(a) states that "Senate standing committee members shall be elected annually by respective faculty councils with the exception of student Senators;". The By-laws will be revised to reflect that members of all Senate standing committees are elected by Faculty Council and that Senate be removed.

It was noted that membership of the Senate standing committees currently indicates two faculties. It was suggested that the language in the By-laws be revised to indicate each faculty instead of two faculties.

The Chair requested that members review the Senate By-laws and make notes for further discussion at the next By-laws and Elections Committee meeting. It was suggested that the By-laws document be saved in a Teams folder so that members can access the document and make revisions.

The Provost provided an update on the terms of reference of the AQAPC and the ACC. She advised that the AQAPC recently met, and members were amenable to revisions to the terms of reference. She has reviewed other universities terms of reference and noted that they all have Quality Assurance obligations. The AQAPC is a strategic committee that requires faculty awareness and support as well as budget oversight, and the ACC is a tactical committee. Suggested terms of reference will be provided as a starting point. Revisions to the terms of reference of the ACC will be discussed at a future meeting.

Members discussed suggested language changes to the By-laws regarding title changes of the Provost and Vice-President Academic and Research, and the new position of Associate Vice-President, Research, Innovation and Graduate Studies (former Dean of Graduate Studies and Research). The Chair will draft the revisions and report back at a future meeting.

A suggestion that Senators serve on Senate Standing Committees for less than a three-year term was put forward at the October Senate meeting. It was noted that continuity on Senate committees is important, and that tracking membership on the committees can be a challenge. It was suggested that this information could be presented as an education piece and advised on further at a future Senate meeting, possibly the March Senate meeting once Senate Standing Committee vacancies have been advised of.

Members discussed a modification to the Senate By-laws regarding circumstances as to when the Senate Executive Committee can cancel a Senate meeting. Members agreed that By-laws Article 6.0(f) be amended to include the following language listed in bold and strikeout:

- 6.0 (f) ~~At the discretion of the Senate Executive Committee, A~~ regular meeting of Senate may be cancelled if: **by the Senate Executive Committee when at least two-thirds (2/3rds) of all Committee members present vote to cancel that Senate meeting if:**
- (i) The volume of business submitted for inclusion in the agenda is insufficient to warrant holding the meeting; and
 - (ii) There is no urgent or time-sensitive business requiring disposition prior to the next regular meeting.

Moved by D. Hay, seconded by T. Horton that Article 6.0(f) of the Senate By-laws be amended as listed above and forwarded on to the Senate Executive Committee for inclusion as a Notice of Motion in the January 13, 2023 Senate Agenda.

CARRIED

Under New Business, a suggestion was made that a Teams folder and channel be created for use by the members of the By-laws and Elections Committee. The Senate Secretary will facilitate this request and advise when operational.

MOTION 1: That Senate receive the Report of the By-Laws and Elections Committee dated December 1, 2022.

Respectfully submitted,
Original signed by:

Dr. Tim Sibbald
Chair
By-Laws and Elections Committee

Senate Report

January 3rd, 2023

From: The Office of Graduate Studies and Research
Re: Senate Research Committee meetings, Fall 2022

September 2022

A meeting was scheduled for September 29th however the meeting was canceled as quorum was not met.

November 2022

The Senate Research Committee met on November 10th, 2022, and in attendance were B. Law (Chair) D. Zarifa, J. Muterera, A. Baregheh, M. Saari, N. Black, M. Taylor, C. Phillips, A. McCarthy, K. Koester. Regrets: C. Richardson, C. Thrasher-Sanderson.

Reports were given by the Office of Graduate Studies & Research. The committee was updated on the progress for UGRC (Undergraduate Research Conference) 2023 which will be held in person. A call out for UGRC organizing committee members was sent out after the meeting. Policies and strategic directions for Research, including research data management, renewal of the IP policy, and the policy on Centres and Institutes, will be re-evaluated over the coming year. J. Muterera was acclaimed as Vice Chair, as no other nominations were received. The meeting was adjourned at 12:06 p.m.

December 2022

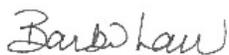
The Senate Research Committee met on December 6th, 2022 and in attendance were B. Law (Chair), D. Zarifa, A. Baregheh, M. Saari, N. Black, M. Taylor, C. Phillips, A. McCarthy, K. Koester. Regrets: C. Richardson, C. Thrasher-Sanderson. Absent: J. Muterera.

Reports from the Office of Graduate Studies and Research were distributed prior to the meeting. The IP policy discussion was deferred to the next meeting. The committee went *in camera* for the SIG (SSHRC Institutional Grants) Committee and ARSCA (Awards in Support of Research, Scholarly and/or Creative Activities) Committee recommendations for awards. The recommendations passed *in camera* and were forwarded to the PVPAR office for further approval. The Dean updated the committee on the criteria for decision making as part of the CFI-JELF management plan.

The meeting was adjourned at 11:25 a.m.

The next meeting of the Senate Research Committee will be held on January 19th, 2023.

Submitted respectfully to Senate,



Dr. Barbi Law, Dean (interim), Graduate Studies and Research

Motion 1: That Senate receive the Report of the Senate Research Committee, dated January 3rd, 2023.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

October 27, 2022

The following members participated:

Attendance: Graydon Raymer Pat Maher Nancy Black Susan Srigley
Sal Renshaw Rick Vanderlee Rob Breton Jared Gagne
Chantal Phillips Sandra Goldsworthy Lorrie Tunney Maxwell, recording
secretary

Absent: Sarah Pecoskie-Schweir

The Teaching and Learning Committee (TLC) met on October 27. Graydon Raymer and Nancy Black were acclaimed as the TLC Chair and Vice Chair for the 2022-23 academic year. The Dean of Teaching provided a brief update since the last TLC meeting, including:

- Work continues to assist a number of faculty members with their 3M National Teaching Fellowship dossiers.
- The Teaching Hub hosted a film screening for Diwali "Kabhi Khushi Kabhie Gham"; a Bollywood classic and one of the best-known films to showcase Diwali.
- The Teaching Hub has a workshop "Introduction to Intercultural Competency & Culturally Inclusive Classroom Space" coming up on November 22.
- Mike Couchie will be doing a couple of drop-in sessions to assist faculty in bringing indigenous knowledge into the classroom.
- The latest PLC (Professional Learning Community) Book Club is starting up, "How to be an Antiracist", facilitated by Charles Anyinam and two of our students.

The TLC continued discussions on a number of proposed revisions to the Academic Integrity Policy (based on concerns raised by Senate) and revisions to the Final Exam Policy (with respect to late submission of grades, as directed by Senate). Based on the discussions, a revised version of both policies will be presented at the next TLC, to hopefully be supported by a motion to direct them back to the Registrar who can follow appropriate steps and perhaps eventually bring them to Senate for approval.

Finally, the TLC raised the question of the International Student Experience, and what, if any, role could the TLC play in improving the experience. After initial discussion, the TLC determined it would like to understand better what opportunities may exist for the committee and thus it would invite representatives from the International Office to speak to the committee at a future meeting.

Respectfully submitted,



G. Raymer
Teaching and Learning Committee

MOTION 1: That Senate receives the Report of the Teaching and Learning Committee, dated October 27, 2022.

NUSU

Paragraph:	<p>We are doing a strong injustice to our students. It is not just NUSU communicating to the university about the concerns regarding international student support, it is multiple departments across campus. The university asked to see the data and we provided that at not one, but two town halls for international students. We are presenting this data today at Academic Senate as well. We have given the university what they have asked for and we have provided what we need for our international students. The solution that we've been told is the saviour of all our problems is the strategic planning process. We do not have time to solve things through the strategic plan because our students need help now. Because of all this, we have connected with a variety of equity groups on campus. Namely, Students of Colour United, Nipissing University Black Association for Student Expression, Nipissing Faculty, the Equity Centre, Caucus of Racialized Persons, 2QTPride and Caucus of Racialized Persons have come together to give the university exactly what they have asked for, to get on the same page.</p>
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SOCU

Paragraph:	<p>The administration has said, on multiple occasions, that they have a plan in order to fill the roles that have been left vacant in International Initiatives and to help support international students in the future. But that does not solve our current problem of lack of support for our current International students that attend Nipissing university, both exchange and full-time students.</p> <p>NU currently has one person that oversees the transitional, mental, emotional, and financial support of over 100 International students. Students have little to no help in understanding the Canadian Culture, on the Canadian system and on how to transition into these because of a lack of internal communication between departments and communication to the international students, and then they're redirected to the MultiCultural Center here in North bay for resources. There should be support in the school for these students. They shouldn't have to be shuffled through departments or directed to an outside resource to be able to get help.</p> <p>There needs to be something tangible to which we can hold the administration accountable for their words. Yes, they should definitely listen to the students who are facing these issues within the school and community, but listening to them is more than having conversations with them. The administration needs to show that they are taking these statements seriously with more than just their words.</p>
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NUBASE

Paragraph:	<p>Good afternoon everyone! I first want to say how grateful I am to be here and to have this phenomenal platform to use my voice to make change.</p> <p>Through student leadership at NUBASE, a new event was created that is now being spread across the province, that being Shoot for Change.</p> <p>Although I'm so appreciative of all the success the game last year and the upcoming one this year, it shouldn't have taken the leadership of myself, a student-athlete at that, to address something that should've already been here.</p> <p>Since I've started NUBASE, one thing that I've consistently being pushing for is an anti-racism policy. As I stand before you all nearly two years later from my initial push, there is not one in place. Why? Why is there not a policy on campus and in residence for when an incident occurs that involves racial discrimination? I've heard horror stories from students who have graced this campus before me, telling me how there has been n bombs dropped and even confederate flags hung in residence. If we continue to ignore these offenses and not institute an anti-racism policy, then you're telling me and every person of colour at this institution that it's okay for people who look like me to endure that vitriol without repercussions. And for those who have gone through this, there's nowhere or no one to turn to here on campus. That's the importance of needing a BIPOC student counsellor, someone that students of colour can turn to for support at any point. As a student of colour and as a man of colour, I can attest to how satisfying it is to be able to talk to someone who looks like you, understands your struggle and can offer you support. It's time.</p> <p>I hope that after today the process for these items can begin, so that together we can continue to make Nipissing University better and the place to be. Thank you.</p>
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Equity Centre/2QT Pride

Paragraph:	<p>Nipissing University's inability to acknowledge the services of The Equity Centre (TEC) and its branches (2QT Pride and SOCU) puts undue pressure on the Executive Council of TEC to complete the duties of what would be considered the jobs of full time paid staff (example: lack of access and inclusion coordinator for students, resulting in full time staff directing students to our office for support).</p> <p>Since 2017 the University has repeatedly mentioned that a new space for TEC will be provided, yet no movement has been made even after countless meetings. The expectations the institution puts on the backs of the Executive Council of TEC has outgrown the size of the office, with</p>
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	<p>Council members working on top of each other, in stairwells, and in alternative spaces on campus because of the lack of space to both support students and attend meetings with administrative staff. Students who come in in crisis have nowhere to go, and TEC often closes the office to ensure the confidentiality these students deserve.</p> <p>Since 2018 we have had at least six students drop out or transfer because of issues related to accessibility on campus, access to mental health supports, and straight up misinformation provided to them by the University regarding campus and the North Bay community. They report that seeing the Pride flags at OUF made them consider attending Nipissing University, only to be sorely disappointed with the way in which the University further marginalized them. The institution has showed that TEC, it's branches, and Pride are nothing more than a marketing tactic, and sacrifice the wellbeing of students for the sake of financial gain.</p>
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CRP

<p>Points:</p>	<ul style="list-style-type: none"> •
<p>Paragraph:</p>	<p>It has been 821 days since the Caucus of Racialized Persons requested an Equity Audit & Action Plan from NU leaders. It has been 441 days since we began meeting with Senior Admin. to have conversations about such actions.</p> <p>NU's leadership team has asked for patience from BIPOC staff and faculty members and, ultimately, from all of you.</p> <p>.</p> <p>And while we wait, NU students have taken on these issues – which as a university community, we proudly laud, and benefit from. Will NU take retaining BIPOC folks as seriously as recruiting us? When will actions like certifying staff to advise international students on immigration issues, and maintaining the necessary staff complement, become a priority? When will the NU community realize that BIPOC students, faculty and staff can only bear so much harm and distress from our experiences of racism and discrimination in the spaces we study, work and live? And will our voices and experiences be believed without demands for proof and data that, as an institution, we wilfully do not collect?</p>

	Our patience is becoming complicity, and harms are becoming moral injuries. How many more folks from resilient communities does NU need to lose before the severity of the situation is felt by all?
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Nipissing Faculty

Paragraph:	<p>Dr. Ravi and Dr. Vanderlee developed a university-to-university approach to recruiting international students in India - and providing NU students expanded study abroad options - but the proposal was declined by NU Senior Leaders.</p> <p>Instead, NU Leaders chose to work with a recruiting agency whose fee structure incentivizes the recruitment of high numbers of students (vs. well prepared students) - which was criticized by the Auditor General.</p> <p>We ask that NU leaders revisit opportunities to work with faculty members to develop more responsible and ethical approaches to increasing international student mobility and provide a timeline for NU ending its contract with the recruiting agency it is currently using in India.</p>
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