

Senate Agenda

Friday, May 10, 2024

10:30 a.m. – Room F210

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0IreXJHWEk2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

1. **Acknowledgement of the Traditional Territory**

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

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** April 12, 2024

4. **Business Arising From the Minutes**

- Permanent Budget Line for the Undergraduate Research Conference
- Response to Gender Parity Concerns in Faculty Positions

5. **Reading and Disposing of Communications**

6. **Reports From Other Bodies**

- A.
- (1) President – oral report
 - (2) Provost and Vice-President Academic – oral report
 - (3) Vice-President Finance and Administration – 2024-25 Budget Presentation
 - (4) Board of Governors – report attached
 - (5) Alumni Advisory Board – no report
 - (6) Council of Ontario Universities (Academic Colleague) – no report
 - (7) Joint Board/Senate Committee on Governance – no report
 - (8) NUSU – report attached
 - (9) Others
- B. Reports from Senate members

7. Question Period**8. Reports of Standing Committees and Faculty Councils****Senate Executive Committee**

Motion 1: That the Report of the Senate Executive Committee dated May 2, 2024 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated April 16, 2024 be received.

Motion 2: That Senate approve the modified admission requirements for the RPN to BScN Bridging Program (On Campus).

Current Admission Requirements

Successful completion of a two-year Registered Practical Nurse (RPN) diploma with a minimum overall GPA of 3.0 from either one of the following colleges: Cambrian College, Canadore College, College Boreal, Confederation College, Northern College, Niagara College and Sault College, as well as successful completion of the Canadian Practical Nurses Registration Examination (CPNRE) or proof of eligibility to write and subsequently pass the CPNRE is required for admission consideration.

Proposed Modification Admission Requirements

Successful completion of a two-year Practical Nurse (PN) diploma with a minimum overall GPA of 70% from an Ontario college.

Rationale

- Not all colleges use the same GPA scale. Changing to a percentage allows all applicants to better understand what minimum standards we are looking for.
- All students upon completion of a PN program are eligible to write and subsequently pass the CPNRE (now called REx-PN). This section of the original policy was redundant and caused confusion with some prospective students.
- With the changing landscape of Nursing education within Ontario there is no longer the same need to prioritize admission to specific groups within an applicant pool. By removing the list of priority colleges, we are opening our program to any Practical Nursing graduate from across the province.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated April 19, 2024 be received.

Motion 2: That Senate receive the attached English IQAP Two-Year Post Cyclical Program Review Follow-up Report for information.

Motion 3: That Senate receive the attached Social Welfare and Social Development IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

Motion 4: That Senate receive the attached Philosophy IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

By-laws and Elections Committee

Motion 1: That the Report of the By-laws and Elections Committee dated April 18, 2024 be received.

Graduate Studies Committee (GSC)

Motion 1: That the Report of the Graduate Studies Committee dated April 23, 2024 be received.

Senate Research Committee

Motion 1: That the Report of the Senate Research Committee dated March 25, 2024 be received.

Motion 2: That the Report of the Senate Research Committee dated April 17, 2024 be received.

Senate Budget Advisory Committee

Motion 1: That the Report of the Senate Budget Advisory Committee dated April 15, 2024 be received.

9. Other Business

10. Amendment of By-laws

Rationale: The By-laws were revised to allow full-time Instructor Representative Senators and Librarian Senators to serve on the Academic Appeals and Petitions Committee, the Academic Curriculum Committee, and the Teaching and Learning Committee. As Librarians don't belong to a faculty, there is no allocation and election procedure for these committees.

- 9.0 Annual Standing Committee Election Process (excepting the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- (a) Senate standing committee members shall be elected annually, preferably in April, by respective faculty councils with the exception of student Senators;
 - (b) The normal term of office for Senate representatives on Senate standing committees shall be three (3) years with the exception of student Senators;
 - (c) **Solely for purposes of election to standing committees and appointment to hiring committees, Librarians will each be assigned by the Provost to a Faculty effective July 1 each year;**
 - (d) The committee election process shall be co-ordinated by the faculty councils, and/or by NUSU.

11. Elections

- Elect one (1) faculty Senator to serve on the Board of Governors for a three-year term effective July 1, 2024 to June 30, 2027.

12. New Business

Motion 1: That Senate grant approval to graduate the students who have completed their degree requirements prior to the next scheduled Senate meeting.

13. Announcements**14. Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting
April 12, 2024
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), A Graff, G. Raymer, D. Walters, D. lafrate, N. Black

L. Chen, R. Davis, H. Earl, J. Murton, G. Phillips (Deputy Speaker), S. Renshaw, S. Srigley, N. Stevens, D. Tabachnick, L. Thielen-Wilson, R. Vernescu, R. Wenghofer, S. Winters, H. Zhu

S. Cairns, D. Hay, T. Horton, T. McParland, J. Muterera, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams

C. Irwin, O. Pokorny, L. Sinclair

F. Couchie, S. Fiddler

R. Hehn

R. McEntee, H. Panchal, S. Greco, B. Brown

Absent With Regrets:

C. Sutton, B. Law, R. Gendron, A. Hatef, G. McCann, S. O'Hagan, T. Smith, A. Weeks, A. Adler, K. Ferguson, C. Greco, P. Millar, E. Cooke, P. English

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: April 12, 2024

Motion 1: Moved by S. Srigley, seconded by N. Black that the agenda of the Senate meeting of April 12, 2024 be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: March 8, 2024

Motion 2: Moved by T. McParland, seconded by R. Wenghofer that the minutes of the Senate meeting of March 8, 2024 be adopted.
CARRIED

Business Arising From the Minutes

Motion 3: Moved by S. Winters, seconded by R. Hehn that the Teaching and Learning Committee obtain and analyze data from the Registrar's Office on cases of academic misconduct reported by the Faculty of Arts and Science, the Faculty of Education and Professional Studies, and the Graduate Studies and Research Office and work on preparing a report annually for Senate. The report will summarize institutional data on the types of misconduct, penalties, and appeals and offer recommendations to support the effectiveness of the University's Academic Integrity Policy.
CARRIED

Reading and Disposing of Communications

The Provost presented the attached 2023-24 Annual Tenure and Promotion Report and congratulated the applicants.

At the request of Senator Tabachnick, the attached Comparative Data: Meal Reimbursement Amounts Across Ontario (Universities) chart that he created was discussed. The Assistant Vice-President, Finance and Infrastructure advised that the meal reimbursement policy will be reviewed over the summer months as part of the regular review of administrative policies.

Reports From Other Bodies

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

The Provost provided an oral report. She congratulated the students, faculty, and staff who participated in the successful Undergraduate Research Conference, noting that the support and enthusiasm of colleagues helped make it an overwhelming success. She commended the Research Office staff, as well as the faculty members who helped facilitate, for engaging in and celebrating undergraduate research.

She thanked the staff in the Registrar's and Institutional Planning Offices for posting the course master in early April so that students could register for spring/summer and fall/winter courses before they leave campus. The goal remains to post the course master in February/March.

The Provost provided an enrolment update reporting that as of April 10 NU had 5,414 discrete registrations, compared to 4,428 last year at this time. This increase provides us with greater opportunities for secure decision-making as we move into spring/summer and next year. She thanked the Registrar's Office staff, and the Chairs for their work with the Deans, for their significant effort.

The Provost advised that the Immigration, Refugees and Citizenship Canada (IRCC) international cap is embargoed. At this time the university remains hopeful that we will meet our international targets. She informed that our year-over-year domestic recruitment is stable but flat. This presents concerns moving forward with increased uncertainty regarding international recruitment. The Registrar is working on a new recruitment plan which focuses on international and domestic recruitment. The goal of the institution is to harmonize all our recruitment strategies so that our year-over-year performance improves.

The Provost reported on her recent travel to Paris and Brussels as a member of an OCUR-COU delegation to establish research and exchange partnerships with French universities. Horizons Europe is a research granting opportunity sponsored by the French Consulate in participation with the Ontario Government. France wishes to increase its proportion of research funding and as Canada is now a signatory to Horizons EU, France considers Canada, and Ontario in particular, as an opportunity to build up its international collaborative partnerships. She has been working with the Deans to match thematic areas and interests, and further information will be shared.

NUSU President, Riley McEntee, provided a report. The report is attached to the minutes. As this was their last Senate meeting, he thanked NUSU VP Finance and Administration, Em Cooke, for filling the role of VPFA so well. He noted that Academic Senate had been one of his favourite roles as a NUSU Executive, and thanked Senators for always allowing NUSU's voice to be heard and for treating them with respect.

Question Period

Further to the Provost's comments regarding the success of the Undergraduate Research Conference, Senator Phillips acknowledged the work of Dr. Hilary Earl. Senator Earl spoke about the importance of the Conference noting that it showcases our students and creates goodwill and community. She thanked the Research Office for all their hard work and advised that next year's Conference will be held March 28 & 29, 2025. A Conference Chair will be required, and she suggested that a smaller committee of 3-4 people, should start planning in September.

In response to a question regarding the amount of money the University has in our reserves, the Assistant VP, Finance and Infrastructure, advised that we have approximately \$5 million at the end of fiscal 2023. The province's sustainability metrics assist in evaluating the level of reserves required to be sustainable. We estimate this amount to be over \$22 million. The plan moving forward is to continue to balance our budget and replenish our reserves.

A request was made that the Provost inform Senate of the tenure-track and 10 & 12-month LTA positions, and the academic areas that they are being appointed to, that are being brought forward for consideration at the next Board of Governors meeting. The Provost advised that conversations have taken place with the Deans and that positions have been defined and Board of Governors approval for budget is required.

To summarize, 11 LTA positions in 2024-25 and 11 tenure-track positions in 2025-26, not necessarily in the same area, are being brought forward in this budget. To be able to recruit in the normal hiring period from September through December, she is requesting that the Board allocate funds so that budget lines can be established before 2025 for positions that begin in July 2025.

In response to a request for an update on the status of the Director of Teaching and Learning position, the Provost advised that the committee is in the interview phase of the process.

Following a request for clarification of the \$1.2M in provincial STEM funding, the President advised that the provincial government provided funding in recognition of STEM costs incurred in 2023-24 and this results in \$1.2M going to build our reserve funds.

A request was made for an update regarding the motion that Senate create a clear policy pertaining to the suspension of admissions and enrollments approved at the January 12, 2024,

Senate meeting. This motion was referred to the Joint Committee of the Board and Senate on Governance. The President noted that the Joint Committee is a consensus body, and it has been difficult to schedule meetings for both Board and Senate members. A 90-minute meeting was held on March 27. Jurisdiction was discussed and the committee is now at the stage of considering solutions and alternatives. He indicated that a compromise is on the table and he is optimistic that an agreement can be reached.

Continuation of a conversation from the January 2024 Senate meeting on equity, and in particular gender equity, took place. Senator Renshaw shared some of her observations on gender parity and the proportionate representation of men and women in faculty positions in the Faculty of Arts and Science. She noted that NU is well under the benchmarks described in a recent report of the Higher Education Quality Council of Ontario. This may explain the difficulties in achieving gender parity on Senate and Senate committees.

Senator McEntee shared the following questions:

When will LTAs at Nipissing be treated fairly, and what will it take for that to happen?

The Provost expressed her appreciation to the students who have written in support of the LTAs in current term contracts that are naturally ending. She advised that she has responded to the students' correspondence and has committed time to meet with students to explain the nature of end-of-contract realities and the needs of the university to fill contract positions in other areas. She acknowledged the possibility that the individuals in LTA contracts may continue at NU in various other capacities in the future. The Provost noted that she is also available to discuss this matter further.

Nipissing has been and continues to go through significant and widespread changes academically and structurally. In several ways, these changes have already started to be felt by students across years and programs. Are there any intentions to communicate to students what these changes are and why they are happening in a succinct and digestible manner? If so, when should this communication be anticipated? If not, why?

The Provost advised that she favours and encourages formal and written communications and the Academic Plan will provide opportunities to communicate changes and priorities. We are also committed to participating in Town Hall meetings and the Communication Plan includes these types of opportunities as part of its formal structure.

Given Nipissing's commitment to decolonization, most clearly seen in the Strategic Plan, how does Nipissing intend to academically honour these commitments? Furthermore, will Nipissing waive tuition fees for Indigenous students from Nipissing, Dokis, and Temagami First Nations?

President Wamsley spoke to the aspirations of the Strategic Plan, noting that as a community we chose not to go with pillars, but instead went with promises. The action plan lists initiatives, who is responsible for them, and when they will be carried out. He noted that waiving tuition fees for Indigenous students would require significant donations and would present a challenge to the University in our current budget structure. The university is working to achieve greater financial stability in order to support a wide variety of initiatives.

The Provost also noted the following planned upcoming initiatives: Academic Planning and Operational Planning (APOP) session on Decolonization; leading an Academic Indigenous Circle with members of the community; and convening an advisory group that focuses on the academic consideration of issues identified by the Academic Plan and consultation. She also

informed that she has been a part of discussions regarding the need for space more responsive to ceremony and has plans to go out into the community to hear what the community is asking of the institution. She also advised that hiring would reflect our commitments to the TRC and the Scarborough Charter.

There have been concerns from students that courses they were interested in appeared in the course list when it was viewable-only, but once they were able to register those courses disappeared. What is the reason for this, and what will happen to those courses that have since disappeared? Spring/summer Political Science was an example.

Senator Walters advised that students may have viewed the courses online but were not registered, and then the courses were moved to the fall. Senator Iafrate reminded that students who register for courses receive an email advising them of a course change. She suggested that Senator McEntee send her the specific course information so that she can investigate this further and respond.

It is evident, as was noted in earlier reports, that the UGRC was both highly successful and highly impactful for the Nipissing community, but most especially the students who participated and aided in the conference. Keeping all this in mind, are there plans for Nipissing to create a permanent budget line for the UGRC in the coming years?

The Provost reported that the Associate VP, Research, Innovation and Graduate Studies was not in attendance but would provide a response at the next Senate meeting. In brief, there is a dedicated budget line for the UGRC.

A discussion took place regarding course enrolment limits. In response to questions regarding the process, criteria, and timelines for receiving approval from the Dean for course caps based on pedagogy, Senator Walters advised that we need to look at the policy and consider the best way to identify the caps from a scheduling, financial and pedagogical point of view. He suggested that this discussion be continued at the next Faculty Executive level meeting.

In response to a question as to when the Recruitment Plan would be available, and whether the University will be represented at upcoming pow-wows over the summer, Senator Iafrate advised that we have a recruiter that attends pow-wows and that this will be included in the Recruitment Plan.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 4: Moved by K. Wamsley, seconded by A. Graff that the Report of the Senate Executive Committee dated April 4, 2024 be received.
CARRIED

Motion 5: Moved by K. Wamsley, seconded by N. Black that Senate approve the list of Senate meeting dates for the 2024-2025 academic year.
DEFEATED

Motion 6: Moved by S. Renshaw, seconded by A. Graf that Senate accept the ten Senate meeting dates that run from September 13, 2024, through to June 6, 2025, excluding the July 12, 2024, and August 9, 2024 meeting dates.
CARRIED

Teaching and Learning Committee

Motion 7: Moved by G. Raymer, seconded by S. Srigley that the Report of the Teaching and Learning Committee dated February 29, 2024 be received.
CARRIED

Announcements

Senator Panchal expressed gratitude to outgoing NUSU President, Riley McEntee and outgoing NUSU VP Finance and Administration, Em Cooke, for their phenomenal work. Nipissing University was truly impacted by all that they accomplished and it was an honour to have served with them. On behalf of NUSU, he wished them the best of luck in their future endeavours.

Adjournment

Senate was adjourned at 4:10 p.m.

.....
K. Wamsley (Chair)

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

Provost's Annual Tenure and Promotion Report

2023-24

March 28, 2024

In accordance with the Tenure and Promotion Procedures of Nipissing University, I am forwarding this report to the next meeting of Senate and the next meeting of our Board of Governors for information.

Article 26.32 (a) of the Collective Agreement states that, "Every year by May 20, the Provost of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 26.32 (b) defines the dimensions of the report as follows:

TENURE				
Applications	Granted	Denied	Deferred	Withdrawn
1	1	0	0	0
Applicants Awarded Tenure (Tenure & Promotion Process):				
Dr. Nancy Stevens, Arts and Science				

PROMOTION TO ASSOCIATE PROFESSOR				
Applications	Granted	Denied	Withdrawn	URAC
1	1	0	0	0
Applicants Awarded Promotion to Associate Professor:				
Dr. Nancy Stevens, Arts and Science				

PROMOTION TO PROFESSOR			
Applications	Granted	Denied	Withdrawn
2	2	0	0
Applicants Awarded Promotion to Professor (T&P Process):			
Dr. Ali Hatef, Arts and Science			
Dr. Andrew Weeks, Arts and Science			

No. of Applications heard by the University Review Appeals Committee	0
No. of Grievances heard by the University Review Appeals Board	0

No. of Job Candidates awarded Tenure upon appointment	0
No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment	0

Communication to Senate from Senator D. Tabachnick:

Comparative Data: Meal Reimbursement Amounts Across Ontario

As the data below shows, Nipissing's meal reimbursements sit at 63% of the Ontario average.

Furthermore, over the last 10 years, prices in Canada have increased 31%. In turn, \$50 in 2014 is now worth approximately \$38.

University	Breakfast	Lunch	Dinner	Total
Nipissing	10	15	25	50
Algoma	25	25	50	100
Brock	25	25	62	112
Carleton	25	25	62	112
Guelph	12	18	40	80
Lakehead	20	20	50	90
Laurentian	17	17	17	51
Metropolitan	15	25	45	85
McMaster	22	22	54	98
NOSM	17	17	31	65
OCAD	14	16	36	66
Ontario Tech	17	25	43	85
Ottawa	24	24	59	107
Queen's	16	16	43	75
Toronto	15	20	45	80
Trent	10	13	23	46
Waterloo	20	20	40	80
Windsor	17	22	43	82
WLU	10	15	30	55
York	12	17	36	65
Average				\$79.2

Conclusion: To meet the Ontario average, Nipissing must increase total meal reimbursements per day by approximately \$29.

President's Senate Report April 12, 2024

Good afternoon fellow Senators, another teaching cycle in another academic year is within sight. I wanted to celebrate a few items in my report. The first item is to congratulate Renee Hacquard who will assume the role of Vice President, Finance and Administration as of July 1, 2024 – congratulations Renee and thank you to the members of the appointment committee. On Tuesday of this week, I was very proud to be a member of the Nipissing University community as we celebrated the official opening of the George and Helen Vari Simulation Centre. Thank you to our staff, faculty, and students for putting on a tremendous welcome for our donors and special guests. This was a first-rate event, with staff and students providing clinical demonstrations in our new facilities. Our guests from the city and our donors were very, very impressed. We will be holding an internal launch in the not to distant future so that the rest of the campus will have the opportunity to see the new space and the new technology.

I met with the Deputy Minister on this past weekend – he remains aware of our financial asks and was inquisitive about our international number and how it would affect our sustainability plan. He did not share information about the government's operating support, high risk support, or the Northern Grant or when these announcements would be coming. We did, however, receive word that we are receiving \$1.2m in STEM funding for the fiscal year 2023-24. With a balanced budget forecasted for year end at the end of April, we will be depositing these funds directly into our reserve funds – it is imperative that we continue to shore up our reserve funds at every opportunity as they play a significant role in determining our credit ratings, our capacity to negotiate rates on our long term loans, and on our accountability to the Treasury Board, the Auditor General, and the Ministry.

With respect to the international student caps, in 2023-24, there is an embargo on information – we have our numbers and will work to convert them at a similar rate to last year. Universities in Ontario are not permitted to increase their numbers from last year so we must work towards securing those applications and work to convert as many of those as we can for September and January. It is accurate to say that these conversion rates are tight and, given that Canada's approach to international students has had a direct impact on applications, we will have a difficult time predicting our enrollment – so in our budget we will be conservative. And you should take comfort knowing that because of our classes of the past three terms, we will have strong returning numbers to help our budget.

With respect to the request from Senate to refer the issue of enrollment suspension, we have met and will continue to work together on this issue until it is resolved.

Our Equity Audit Task Force continues to meet – this is another large committee with scheduling challenges – we are very close to the final RFP document – this committee

operates on a full consensus basis at every stage without leading directions from its co-chairs who only serve as facilitators. It is a solid committee with very good representation across groups among our faculty/staff/student contingent. It is a very thoughtful, critical thinking group that takes great care in its decision and how things are written and I want to thank all of them for their work to date. We will direct you to the website when it is live.

In the coming months, Nipissing will be rolling out a new communications plan, which for our purposes will provide regular and consistent venues for broader campus discussions and to provide multiple opportunities for specific questions that are not part of Senate business – for example, a community meeting in the coming weeks to discuss government funding, the budget, renovations happening in 2024-25, fundraising, campus events.



NUSU Academic Senate Report: April 2024

Faculty Contracts

Over the past few weeks, NUSU has received several concerns from students regarding faculty members who have not been offered a contract renewal. A petition has even been going around, with hundreds of students having already signed it. These faculty members have had a profound and undeniable impact on their students, as well as many others, and their absences will be felt.

End of Winter Semester

NUSU would like to congratulate the entire Nipissing University community on another successful academic term. We want to wish good luck to students who are finishing up their final evaluations and wish them a great summer ahead. We want to extend a thank you to all the faculty members who spend countless hours around the clock to make sure the students are getting a fulfilling educational experience. Thank you to all Nipissing University Staff for their contributions. We wish everyone a great summer!

Thank you

NUSU would like to give a huge thank you to Riley McEntee and Em Cooke for their contributions over the past three years at NUSU.

Em Cooke started their NUSU journey as a Student Centre Assistant, assisting in student food bank services and projects that directly impacted students. In the years as a NUSU Student Centre Assistant, Em Cooke also joined the NUSU Board of Directors. Last year, Em Cooke ran for and was elected into the Vice-President of Finance and Administration role as a NUSU Executive. In their time in this role, they have transformed our approach to sponsorship, emphasized the sustainability of the student food bank, improved internal organizational procedures, increased external relations, led the management of the student health plan and much more. Em Cooke has had a lasting impact at NUSU and the wider Nipissing University Campus. We wish Em Cooke great luck in their future endeavours.

Riley started their NUSU journey by being elected to the NUSU Board of Directors. Riley had a meaningful role in advocating for the student's voice via board meetings at NUSU. In 2022, Riley ran for and was elected as the NUSU President. Riley served two terms as NUSU President. In their time in the role, Riley reemphasized our community



NUSU Student Centre

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relations, started the NUSU Food Rescue fridge, revamped our internal governance, strengthened university relationships, addressed student concerns, and much more. Riley's impact at NUSU will be memorable and long-lasting. His efforts on the Nipissing University campus are remarkable. We wish Riley great luck in their future endeavours.

Thank you Em and Riley for all that you've done to help support our campus and we are honoured to be able to call you our Nipissing University alum.



Board of Governors Report to Senate – May 2024

Board of Governors Meeting April 25, 2024

The Board of Governors met on Thursday, April 25, 2024, in the President's Boardroom (F303) and via Zoom remote conferencing.

The Vice-President, Finance & Administration provided a detailed presentation of the 2024/25 Draft Budget, with a total consolidated surplus of \$945,972.

The Board of Governors accepted the recommendations of the Audit & Finance Committee to approve the 2024/25 Nipissing University and Nipissing University Student Union Ancillary Fees as presented.

The Board of Governors accepted the recommendation of the Audit & Finance Committee to approve the 2024/25 Domestic, Out-of-Province, and International tuitions rates as presented.

Finally, the Board of Governors accepted the recommendation of the Audit & Finance Committee to approve the 2024/25 Budget as presented.

Nominations for Board Chair, Board Vice-Chair, and Board Vice-Chair pro tem were sought and, following a meeting of the University Governance Committee meeting, the following members were brought forward for recommendation and approval:

Mr. David Smits was appointed to the position of Board Chair for a one-year period effective July 1, 2024;

Mr. John D'Agostino was appointed to the position of Board Vice-Chair for a one-year period effective July 1, 2024; and

Ms. Stacie Fiddler was appointed to the position of Board Vice-Chair Pro Tem for a one-year period effective July 1, 2024.



Academic Senate Report: May

New Executive Team

NUSU is excited to announce the new Executive Team that has taken office on May 1st. The new team is excited to get into their roles and start planning for the new school year. The NUSU Executive Team and Staff are working over the summer so feel free to connect with us and don't hesitate to reach out for collaborations on projects and events.

New Executive Team and their contact information:

Tyandra Miller - Vice President of Advocacy and Awareness

vpadvocacy@nusu.com

Preston English - Vice President of Student Life

vpstudent@nusu.com

Matt De Vuono - Vice President of Finance and Administration

vpfinance@nusu.com

Harikesh Panchal - President

president@nusu.com

Summer Events

As our winter semester is ending, we will be on a much quieter campus over the summer. NUSU does hold a few events during the summer and we love to see the engagement of the faculty and staff during our summer events! It also gives us an opportunity to connect with each other as we may not have time to during the school year. Be on the lookout on our social media for event postings @nusutalks. We look forward to seeing you out at our events!

NUSU Student Centre

The NUSU Student Centre hours of operation will be changing starting the week of May 6: Monday - Thursday, 8:30am - 4:30pm.



Starting Monday, August 19, the hours of operation will return to the following until further notice: Monday - Friday, 8:30am - 4:30pm.

NUSU Student Food Bank

The NUSU Food Bank hours of operation will be changing when the NUSU Student Centre hours of operation change. Starting the week of May 6, the Food Bank hours of operation will be Monday - Thursday, 9:00am - 4:00pm.

Starting Monday, August 19, the NUSU Food Bank hours of operation will change to Monday - Friday, 9:00am - 4:00pm.

Starting Monday, May 6, the Food Bank will also be reducing the number of bags that students can access. We will be reducing the number of bags from one bag a week to two bags a month. Please note, the two bags a month must be collected on different days. For example, you can collect a bag on Monday, May 6, and the second bag on Tuesday, May 7, but you cannot collect both on Monday, May 6.

If you have any questions or concerns, please contact info@nusu.com.

NSO Planning

NUSU and Nipissing University have connected over the past few weeks to work together on the planning of New Student Orientation. We are excited to host our new students and provide tours. We applaud the work of all staff as this is a very important day for our students and wouldn't be able to happen without the hard work of all involved.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 2, 2024

There was a meeting of the Senate Executive Committee on May 2, 2024. The meeting took place in person and by Zoom conference.

The following members participated:

K. Wamsley (Chair), A. Graff, G. Raymer, B. Law, T. Sibbald (Speaker), D. Iafrate, G. Phillips, S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: D. Walters, A. Adler, T. Miller

The purpose of the meeting was to set the agenda for the May 10, 2024 Senate meeting.

Under Business Arising from the Minutes of the April 12, 2024 Senate meeting, a response will be provided to the question raised regarding the creation of a permanent budget line for the Undergraduate Research Conference. A response will also be provided in follow up to concerns raised regarding gender parity and the proportional representation of men and women in faculty positions.

The Vice-President Finance and Administration will provide a presentation on the 2024-2025 Budget.

On April 12, 2024, Senate accepted the recommendation of the Senate Executive of the ten Senate meeting dates that run from September 13, 2024, through to June 6, 2025, excluding July 12, 2024 and August 9, 2024. The dates for Senate and Senate Executive Committee meetings for the 2024-2025 academic year are outlined below:

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, September 5, 2024	Friday, September 13, 2024
Thursday, October 3, 2024	Friday, October 11, 2024
Thursday, October 31, 2024	Friday, November 8, 2024
Thursday, December 5, 2024	Friday, December 13, 2024
Thursday, January 9, 2025	Friday, January 17, 2025
Thursday, February 6, 2025	Friday, February 14, 2025
Thursday, March 6, 2025	Friday, March 14, 2025
Thursday, April 3, 2025	Friday, April 11, 2025
Thursday, May 1, 2025	*Friday, May 9, 2025 (10:30 a.m. start)
Thursday, May 29, 2025	*Friday, June 6, 2025 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. (except the May 9, 2025 meeting). All Senate Executive Committee meetings commence at 3:00 p.m.

The Report of the Academic Curriculum Committee dated April 16, 2024 was provided to the Senate Executive for inclusion in the Senate agenda

The Report of the Academic Quality Assurance and Planning Committee dated April 19, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the By-laws and Elections Committee dated April 18, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Graduate Studies Committee dated April 23, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Reports of the Senate Research Committee dated March 25, 2024 and April 17, 2024 were provided to the Senate Executive for inclusion in the Senate agenda.

A discussion took place regarding standing committees of Senate and the receipt of written reports and minutes. It was noted that committees such as the Academic Curriculum Committee and the Academic Quality Assurance and Planning Committee provide approved minutes, as well as reports to Senate. Members agreed that Senators would benefit from training for new and returning Senators. The creation of a procedure manual and inviting a governance professional to come in and provide training was suggested. Further discussion will take place at the next Senate Executive Committee meeting.

A motion that Senate grant approval to graduate the students who have completed their degree requirements prior to the next scheduled Senate meeting will be presented under New Business.

Moved by S. Renshaw, seconded by G. Phillips that the Senate Executive Committee approves the May 10, 2024 Senate Agenda.

CARRIED

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Kevin B. Hunsley". The signature is fluid and cursive, with a long horizontal stroke at the end.

Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated May 2, 2024.

2024-2025 Senate Year

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, September 5, 2024	Friday, September 13, 2024
Thursday, October 3, 2024	Friday, October 11, 2024
Thursday, October 31, 2024	Friday, November 8, 2024
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Thursday, April 3, 2025	Friday, April 11, 2025
Thursday, May 1, 2025	*Friday, May 9, 2025 (10:30 a.m. start)
Thursday, May 29, 2025	*Friday, June 6, 2025 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. (except the May 9 & June 6, 2025 meetings) and take place in F210. All Senate Executive Committee meetings commence at 3:00 p.m. and take place in F303.

**Report of the
Academic Curriculum Committee**

April 16, 2024

Members:

Ann-Barbara Graff
Nancy Black
Alex Karassev
Jamie Murton
Brendan Brown

Nathan Colborne (Dean's Designate)
Debra Iafrate
Tammie McParland
Roxana Vernescu

Graydon Raymer
Blaine Hatt
Paul Millar
Ping Zou

Absent: Sam Greco, Harikesh Panchal

Jane Hughes, Recording Secretary

The Academic Curriculum Committee held an electronic meeting and received and discussed changes for Admission Requirements. The outcome is reflected in the recommendations to Senate contained in the motions below.

Respectfully submitted,

Dr. Ann-Barbara Graff
Provost & Vice-President, Academic

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated April 16, 2024.

Admissions

Motion 2: That Senate approve the modified admission requirements for the RPN to BScN Bridging Program (On Campus).

Current Admission Requirements

Successful completion of a two year Registered Practical Nurse (RPN) diploma with a minimum overall GPA of 3.0 from either one of the following colleges: Cambrian College, Canadore College, College Boreal, Confederation College, Northern College, Niagara College and Sault College, as well as successful completion of the Canadian Practical Nurses Registration Examination (CPNRE) or proof of eligibility to write and subsequently pass the CPNRE is required for admission consideration.

Proposed Modification Admission Requirements

Successful completion of a two-year Practical Nurse (PN) diploma with a minimum overall GPA of 70% from an Ontario college.

Rationale

- Not all colleges use the same GPA scale. Changing to a percentage allows all applicants to better understand what minimum standards we are looking for.
- All students upon completion of a PN program are eligible to write and subsequently pass the CPNRE (now called REx-PN). This section of the original policy was redundant and caused confusion with some prospective students.
- With the changing landscape of Nursing education within Ontario there is no longer the same need to prioritize admission to specific groups within an applicant pool. By removing the list of priority colleges, we are opening our program to any Practical Nursing graduate from across the province.

Submitted by: Heather Brown

Date: March 22, 2024

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

Academic Year 2023-2024

April 19, 2024

The fifth meeting of the Academic Quality Assurance and Planning Committee of 2023-2024 was held on Friday, April 19, 2024 in person and via Teams conference.

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)	Nancy Black	Prasad Ravi
Graydon Raymer	Jamie Murton	Harikesh Panchal
Barbie Law	Nathan Kozuskanich	Sam Greco
Nathan Colborne	Veronica Williams	
Stephen Tedesco	Alireza Khorakian	

Regrets: Dan Walters, Debra Iafrate, Judy Smith, Susan Srigley, Andrew Ackerman

Guest: B. Holden, D. Borman, L. Chen

Recording Secretary: S. Landriault

The English IQAP Two-Year Post Cyclical Program Review Follow-up Report was received and discussed.

Motion 1: Moved by D. Iafrate, seconded by N. Black that the English IQAP Two-Year Post Cyclical Program Review Follow-up Report be recommended to Senate for information.
CARRIED

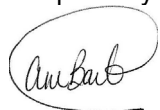
The Social Welfare and Social Development IQAP Final Assessment Report and Implementation Plan (FAR/IP) was received and discussed.

Motion 2: Moved by B. Law, seconded by S. Tedesco that the Social Welfare and Social Development IQAP Final Assessment Report and Implementation Plan (FAR/IP) be recommended to Senate for information.
CARRIED

The Philosophy IQAP Final Assessment Report and Implementation Plan (FAR/IP) was received and discussed.

Motion 3: Moved by N. Black, seconded by D. Iafrate that the Philosophy IQAP Final Assessment Report and Implementation Plan (FAR/IP) be recommended to Senate for information.
CARRIED

Respectfully submitted,



Ann-Barbara Graff, PhD
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated April 19, 2024.

Motion 2: That Senate receive the attached English IQAP Two-Year Post Cyclical Program Review Follow-up Report for information.

Motion 3: That Senate receive the attached Social Welfare and Social Development IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

Motion 4: That Senate receive the attached Philosophy IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.

TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
English	March 12, 2020	English

PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS
			IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
1: Indigenous Literature To explore a cross-appointment with English Studies and Indigenous Studies and increase Indigenous Literature offerings (recs. 1 in report)	50%	English Studies/Indigenous studies Dean explores with faculty	The intent of the original recommendation is to increase the number of courses with Indigenous content. We have made progress in that regard without any increase in faculty complement. Increasing faculty complement is an unrealistic goal for our program at this time, given our current faculty-to-student ratio. We continue to work closely with Indigenous Studies whenever possible. For example, we have cross-listed and cross-coded INDG courses on storytelling and film; and English Studies has developed a new course with Indigenous Studies that supports both programs and can be taught by an English Studies faculty member. We will have a conversation with Indigenous Studies to discuss the possibility of requesting a cross appointment in future, and the expected date of that meeting is Fall 2024. On our own, we have increased our teaching of Indigenous Literature through ENGL1126 Literature on the Land which is co-taught with an Elder

from Nipissing First Nation, and by increasing the amount of Indigenous content in other courses that we offer, such as ENGL1036 Sports Stories, ENGL2256 Early Canadian Literature, ENGL2257 Contemporary Canadian Literature, ENGL 2447 Children's Literature After 1914, ENGL2616 Outdoor Adventure on Screen, ENGL2816 Illness, Death, and Dying on Stage, ENGL3276 Indigenous Literatures of North America, and ENGL3446 Picture Books.

<p>2. Curricula To develop diversified curricula so that it supports, among other things, 12 month studying opportunities and multiple annual entry points in to the programme (recs. 5,8,13,16,17,19,20,21,24,25 in report)</p>	100%	English Studies Chair as part of annual planning	Complete. We have made significant revisions to prerequisites at 2000 and 3000 level. However, the level of student demand for summer courses determines our summer offerings. In 2022, we offered two SS courses in 2023 we offered one SS course; in 2024 we are offering two. All but one of these courses were or are to be online delivery.
<p>3. Budget Workshop To understand the connection between English Studies and University budgeting organize a budget workshop available to the Department (rec. 6 in report)</p>	0%	Dean Director of Finance	Finance has not come forward with a workshop for/with English Studies. The Dean of Arts and Science is following up on this. The projected date of completion is Fall 2024.
<p>4. Research To strengthen the connection between English Studies and University strategies for support of research (rec. 10 in report)</p>	N/A	Chair/Dean Dean Research	This recommendation does not align with rec. 10 in the Reviewers' Report. That recommendation was that the "impressive research productivity of [the members of the Department] should be nurtured and in particular the efforts to bring that research into the classroom should be applauded." Rob Breton received the Chancellor's Award for Excellence in Research for 2023.
<p>5. Grading Standards To explore grading standards and models across Nipissing (recs. 11,22,23 in report)</p>	100%	Dean of Teaching Teaching and Learning Committee (Senate)	Complete. The English Studies program developed and implemented a new set of essay grading criteria that aligns with the academic calendar.

No meetings have taken place with the TLC and the Dean of Teaching is no longer a position at Nipissing.

6: Pedagogy

To increase pedagogical diversity in English Studies explore pedagogical models not currently used by the programme. (rec. 14 in report)

N/A

Chair with Department

Ongoing. There is no projected completion date because such work is never complete. English Studies regularly revises our pedagogical models; we publish and peer review regularly on pedagogy and program development.

We have recently developed a suite of experiential learning courses (e.g. "The Picture Book in Performance and Pedagogy," "Literature on the Land," "Playground Songs," and "Drama in Performance and Pedagogy"). All of these involve innovative and experiential pedagogy, interdisciplinary approaches, and/or Indigenous ways of knowing.

Our courses include guest speakers and, when funding can be secured, we have field trips. Bringing guest speakers into the classroom and taking our students into the community plays an important role in our students' professionalization and helps them identify and articulate the skills they acquire during their undergraduate degree.

The Undergraduate Research Conference is a unique Nipissing event and we continue to organize and run sessions that highlight the research done by our upper year students. This involves working closely with students to ensure they have a rewarding experience as they learn to translate their research into a presentation and public conversation.

Across the program we incorporate project-based learning, student-led activities, and discussion; the skills (and confidence) honed through these activities are helping to prepare our students for the student-led approach of our Honours

seminars. While we would like to offer students more flexibility through our suite of one-credit courses, we are finding it challenging to do so without one-credit courses offered by other programs.

<p>7. ACAD To explore the role, function and opportunity of ACAD courses in various programmes. (recs. 27,28 in report)</p>	100%	Provost with Dean	Complete. As recommended, we served on a review committee chaired by the Dean of Teaching at the time. The committee's final report was sent by the Chair to the Provost.
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SUMMARY OF PROGRESS TO DATE

- **Revision of Program requirements**
 - ENGL 2006 no longer required
- **Prerequisites revised**
 - 2000-level is 18 credits* or 6 credits ENGL at 1000*
 - 3000-level is 45 credits* or 6 credits ENGL at 2000 *some exclusion to the credits countable
- **English online:** We have been offering enough online courses each year to make an ENGL Minor available through online delivery. Over Covid years, 105 students made up 25-28% of our program. Our intention in offering so many online courses was to serve and retain our 105 and part time students, and we have done so. We keep a very close eye on our student demographic. The proportion of 105 students applying to our program has changed significantly and we will continue to revise our delivery modes and the online-in person ratio accordingly.
- **Pedagogical diversity:** Changes are detailed above
- **New course development:** Since 2020, English Studies has developed and offered 4-5 new courses per academic year across all levels (1000-4000). This represents an enormous amount of time spent on program renewal (easily 300 hours per course). Our course development is highly responsive to student needs and interests; it is also a response to pedagogical diversity addressed above.

LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

We recently made changes to our group requirements to align with shifts in the discipline and evolving priorities in the program. These changes were approved at the March 8 Senate.

SUMMARY REGARDING NEXT STEPS

The issues we are grappling with are seen across English programs nationally and internationally. Departments are working to navigate the place of literary historical periods in their programs, and balance literary history with innovative approaches to literary studies, calls for diversity and, in the Canadian context, TRC calls to action. It is worth emphasizing that there is currently no model to borrow from or adapt as we seek to move forward, but there is scholarship on program structure that we are consulting. We will also turn our attention to ways in which the program can respond to Nipissing University's signing of the Scarborough Charter.

FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Social Welfare and Social Development	February 27, 2024	Provost and Vice-President

A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	October 22, 2021
2. Site Visit Conducted	October 4 – 6, 2023
3. Reviewer’s Report Received	November 2, 2023
4. Internal Reviewers Response Received	December 5, 2023
5. Dean’s Response Received	February 12, 2024

The members of the review committee were:

- Dr. Jennifer Jarman, Lakehead University
- Dr. Tom Malleson, Western University

The academic programs offered by the Department which were examined as part of the review included:

Bachelor of Arts Major
Bachelor of Arts Honours Specialization

This review was conducted under the terms and conditions of the IQAP approved by Senate on April 26, 2019.

B. PROGRAM STRENGTHS

The Social Welfare and Social Development program is doing a good job and clearly accomplishing its core mandate. The program is fundamentally working, and the faculty should be congratulated on their efforts. Although the faculty are overstretched and the trajectory of the numbers over the last few years is worrying, the program continues to be successful.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

NOTE: COMMENTS BELOW ARE AS RECEIVED

External Reviewers Recommendation #1: The university (not the program) should improve its marketing of the program. A major source in the weakness of enrollment is due to the fact that the vast majority of students at Nipissing are unaware of what the program is or what it offers. Only one student reported that they had heard about the program through any formal advertising process (a faculty-led outreach at the college), but rather student after student reported accidentally finding out about its existence. Some students report only finding out about the program through googling. Since the program is not a traditional one, it is vital for the university to do a better job of informing students about it. In the same vein, the university should strive to do a better job of telling the story of the program to prospective high-school and college students, as most of the students appeared to be transferring in after first taking a first-year class.

Unit's Response: The reviewers' recommendation for better marketing the program reinforces our argument over time that the SWLF program appeals to domestic and international mature students and college graduates as well as high school graduates. Therefore, multiple ways of promoting the program are needed. While the program faculty have regularly visited Canadore classes on an annual basis to recruit students, the faculty has also made efforts to meet the marketing department whenever opportunity arises. We are glad that the marketing department is getting our message. We strongly agree with this recommendation and would like to suggest that this external reviewers' report is to be shared with the marketing department for them to introduce the program and answer questions about its distinct features.

For example, the external reviewers recognize the SWLF program's leading role in fulfilling NU's mission and strategic plan through its three important contributions. These are "the early development of a model for Indigenous education relevant to the needs of both Indigenous and non-Indigenous students, the early adoption of experiential learning and community-based curriculum options, and most recently the integration of hybrid teaching strategies to help accommodate students." Moreover, the reviewers acknowledge that "a central strength of the program is in its core offerings on public policy and political economy." They continue by saying that, "Indeed, this program is one of the few programs in the whole country with a rigorous focus on political-economy. This is a rarity, a real strength, and differentiates the Nipissing program from offerings of other Canadian universities."

Dean's Response: I agree with the ERC and IRC that an effective marketing and recruitment strategy is essential for any program, especial for the "non-traditional" programs. The Dean's office is committed to continue working with faculty, staff, students, and Marketing and Recruitment to develop a strategic enrollment plan for SWLF. The SWLF faculty met with the Recruitment team to tell them about the unique or innovative aspects of the program and provided them with some key talking points about the program. We need to develop an effective online marketing profile for all the A&S programs. The IRC response does not provide a clear description of the program, "public policy and political economy" is quite broad. How is this distinct from Gender Equality and Social Justice or Political Science? I think we need more data to determine why students are selecting other programs, such as social work, gender equality and social justice, or other programs.

Provost's Response: The ability to tell the story of all of our non-traditional programs in such a way as to capture of attention and interest of prospective students is urgent and important. I would agree that this is also true for traditional programs, as students may enter traditional programs with assumptions and expectations that have been cultivated in popular culture. The University is committed to working constructively with Marketing, Communications and Recruitment to ensure that both external and internal audiences understand the distinctive value of each of our programs. I want to amplify the Dean's response with respect to the potential confusion among and between SWLF and GESJ and Political Science insofar as each engages with public policy, political economy and power. How do we make the differences clear? Are the differences sufficient to maintain different degrees and program areas? Are there opportunities to make the differences starker and the points of alignment clearer and mutually supportive?

External Reviewers Recommendation #2: Given the overstretched nature of the faculty, we recommend that any merger not result in the loss of a course release for administrative duties. Creating a program coordinator position with a half release (as opposed to the current full release) might be a useful way to do this.

Unit's Response: The program faculty fully agrees with this recommendation and would like to point out that it took so much time and effort for the small program faculty to establish the above three identified distinct contributions without any administrative staff support. Going forward with these contributions will take much time and effort as well from the small program faculty because no other person who does not understand the program and knows about what is best for its future growth can do; and that includes the Dean's office or the Chair of the newly merged academic unit. A course release for the program coordinator is necessary and allows the faculty to maintain a level of research that helps with the program growth. For example, the program has recently taken much needed time and effort to build on the distinct contributions through curriculum changes and collaboration with other programs on new program initiatives. The active involvement of the program in the design and delivery of the post-bac on Health is an example of the latter. To further strengthen the program in areas of decolonization and Indigenous ways of knowing in line with NU's recent strategic plan is another example. Specifically, we have submitted four motions to the Academic Curriculum Committee for the following curriculum changes.

Firstly, SWLF students can either take SWLF Introduction or SOCI Introduction as a prerequisite for SOCI 2126 (Research Methods) to fulfill the requirements of SWLF program major, Specialization, and Honours Specialization as well as the collaborative program with Canadore's Social Service Workers. Secondly, SWLF students have more choices in taking either SOCI 2127 (Quantitative Research) or SOCI/ANTH 3036 (Qualitative Research) or INDG 2106 (Oral and Literary Storywork), as a required course. Thirdly, further changes are related to requiring SWLF students overall to take at least one out of three courses in Indigenous Studies, INDG 1006 (Madjitang: In the Beginning – An Introduction to Indigenous Studies), INDG 2006 (Indigenous Places – Changing Landscapes), and INDG 2906 (Indigenous Philosophy – Inaadiziwin: Thought) to learn Indigenous ways of knowing. For details, see the appendix I. These changes will allow the program to further expand the education of political economy from traditional epistemology and methodology limited to qualitative and quantitative research approaches to learning of critical right-based frameworks, including Indigenous, anti-racist, and feminist perspectives. This learning enables students to be further exposed to wholistic considerations and analysis from class-based, race-based to gender-based analysis and Indigenous ways of knowing.

Moreover, the two tenured program faculty both have established a long list of research agenda. Often, our research informs our teaching and program development. The above identified contributions of the program are telling examples of the directions of our research, which is community-oriented and is driven by our desire to build our commitment to a more equitable development of social welfare in Canada and the world through keeping pace with leading edge research in collaboration with both national and international networks. However, the faculty member who was the Chair of the program and is now the program coordinator sacrificed their research and will continue to experience compression of time and effort devoted to research. Ultimately the program will suffer when our research lags. A half course release for the coordinator will help maintain the healthy growth of this important and unique program.

Dean's Response: We are following the recently negotiated collective agreement that provides administrative release for the Chair of the academic unit. The Chair, with the support of the members of the academic units, can focus on curriculum reviews and program innovation, recruitment and retention initiatives, mentoring, and other academic initiatives. Programs with less than five (5) tenure-track faculty will not have the human resources to share the administrative responsibilities. One way to address this challenge is to merge faculty by creating a new program. For example, there are similarities between the Social Welfare and Social Development, and Gender Equality and Social Justice. A new program in Social Justice Studies or Social Development Studies would not cause much disruption to the students in the current program offerings. This would create a cluster of 6 tenure-track faculty, with the opportunity to share the administrative duties and expand the offerings within the program.

We are also shifting some of the administrative duties of chairs to staff positions. For example, the Manager of Quality Assurance and Program Innovation will be able to assist with the IQAP process and new program development, and the Registrar's office is providing data to help prepare the course master.

Provost's Response: I am pleased that faculty are engaged in robust discussions of administrative service in support of innovative programs, especially those with community placement and service learning. I encourage the Dean to

engage the faculty broadly on conversations that disambiguate faculty service and administrative support. It will be useful to ensure that the University's administrative support offices are aware and able to support programs and students in ways that match responsibilities and expertise with roles.

External Reviewers Recommendation #3: We recommend increasing program budget, perhaps to \$1000, so as to afford at least a few honoraria for guest speakers and other events to build the profile of the program.

Unit's Response: The IRC agrees with the reviewers who have called for the return of program-level budget resources adequate to support a guest speaker series, honoraria, etc. at least in the amount of \$1000. As David Borman commented, "This is important for the student experience, the vitality of student clubs within programmatic areas, and exposure of students to a diversity of approaches in programs with a small number of faculty." The SWLF program has had Elders and Knowledge Keepers speaking to SWLF classes. Moving forward, this tradition shall continue as it helps maintain the contributions of the program and carry through NU's strategic plan. Over the past years since 2018, the program was able to establish a guest speaker series with the support of a SSHRC PDG grant held by the Chair of the program. To maintain this guest speaker series will need the Dean to increase program-level budget to ideally \$1000 a year.

Dean's Response: The honoraria budget for Arts and Science is administered by the Dean's office. When the honorarium was at the program-level the funds were often not spent, and we had to transfer funds between departments. It is easier to administer the honorarium fund through the Dean's office. Also, I am not aware of ever declining an honorarium request by SWLF or any other program. The Dean's office has asked faculty for input on (re)introducing experiential learning and other appropriate opportunities for students that contribute to the degree-level learning expectations.

Provost's Response: As I read the Dean's response, all program areas are encouraged to make application for honoraria funds. Such a centralization of funding allows the University to ensure that all members of the University community could be invited to hear from guest speakers. This is maximally beneficially to the entire community.

External Reviewers Recommendation #4: Given that most instructors already seem to be offering hybrid delivery to create a flexible delivery model, we recommend making this official and using it as a selling feature.

Unit's Response: The program faculty agrees with this recommendation and would like to point out that the flexible delivery model taxes more faculty's time and effort to keep students learning online from drifting away from a fully devoted attention required for a successful completion of the course. More faculty's time and effort are needed to help students learning online gain ability and skills for academic achievements. The flexible model is more suited to mature students and college graduates who are already working in the community and social welfare sector and seek opportunities to advance their academic credentials. This point corresponds to our ongoing discussion with the NU's marketing department and the Dean's office about multiple ways of recruitment for the program.

Dean's Response: Prior to committing to a decision to offer a fully hybrid program, I would need more data on the financial and academic implications. What do you mean by hybrid – synchronous or asynchronous? How do you coordinate the placements in the second year? I support exploring the viability of the SWLF program and the implications of offering a hybrid mode of delivery.

Provost's Response: Like the Dean, I am unclear whether the Unit and Reviewers are speaking about hybrid or hyflex, synchronous or asynchronous. It is also unclear whether SWLF is using the learning management system to support a "flipped classroom," or has other ideas about pedagogical innovation. The self-study document did not make a proposal or reflect on the nature of prospective changes. I encourage the faculty to work with the Dean and Director of Teaching and Learning to formalize their vision of best practice in pedagogy for their cohort and document it for consideration by stakeholders including Senate. If there is a significant change in the mode of delivery that would also require that Quality Council approve the proposed change.

External Reviewers Recommendation #5: The program should consider offering summer courses to decrease time to graduation (taught by part-timers so as not to increase load on already overstretched full-timers).

Unit's Response: The program faculty agrees with this recommendation and would like to point out that two courses are planned for the spring/summer of 2024 in response to students' demand. While the LTA faculty has arranged for one of their six workload courses to be taught in the spring, the other offer is our most popular course on Addiction to be taught by the regular instructor of the course who is a part-timer. Going forward, we would ask the Dean to help us keep our planning to provide our students at least two courses in the spring and/or summer by increasing program level faculty resources.

Dean's Response: To my knowledge SWLF does offer courses in the spring/summer session. Each program has a part-time budget and can offer up to two (2) courses in the spring/summer term. Ideally the program will offer different courses each spring/summer so that students have alternatives each year. With low program enrollments, most of the students are taking the courses as electives.

Provost's Response: It is noted that SWLF is committed to teaching courses in the Spring/Summer and that there is (human and financial) capacity to support this initiative. Having said this, I am curious as to the ways in which electives are understood to contribute to SWLF and other programs (are these electives that can be used in support of other degree programs)? Is there a danger that by offering popular programs in the Spring/Summer that students will not take them in Fall/Winter? Are these courses cycled in meaningful ways over a temporal horizon of three years?

External Reviewers Recommendation #6: The library budget for this program is completely inadequate. This needs to be addressed whether through combining budget with other programs with similar needs, or a special fund-raising initiative.

Unit's Response: The IRC agrees with this recommendation and would engage in a conversation with the Dean and other programs of the newly merged academic unit on an idea of combining library budget.

Dean's Response: The library budget is not allocated by program, it is controlled by the Harris Learning Library Executive Director. The library acquisition budget is split between licensed and non-licensed acquisitions. Nearly 90% of the acquisition budget is allocated to maintaining licensed acquisitions (e.g. journals, database), with 10% for non-licensed acquisitions (e.g. books). The library acquisition budget has remained stagnant, while licenses acquisitions are increasing 4-8% annually. If there is a specific acquisition that SWLF is requesting, they should reach out the Harris Learning Library staff.

Provost's Response: I believe that the external reviewers are under a misapprehension that the program library acquisitions budget is \$500 (page 5). As the Dean rightly observes, the Library budget for acquisitions is not aggregated by program. Most importantly, according to the Executive Director of the Library, there have been no unmet requests for acquisitions in this program area. If there is an unmet need, this needs to be defined and a proposal formally initiated in order that the Library can assess the request.

External Reviewers Recommendation #7: If possible, the program should consider adding an additional course or two on "alternative political-economic systems" and "workers' rights and economic justice," as requested by the students. Presumably these course topics could be tied to the requirements for the replacement tenure track hire.

Unit's Response: The program faculty fully agrees with this recommendation and has submitted two new position applications to the Dean's office: one for a tenure-track and another for a LTA1 renewal. The external reviewers are impressed at the amount of work done by a small number of SWLF faculty and have only good things to say about the students in the program they met. As they urge the university to adequately fund and support the program, the program faculty would encourage the Dean and the Provost to act on the reviewers' recommendation and take our applications very seriously and holistically together with NU's long-term growth and competitive advantage in the north. The new position applications we have submitted will specialize in population health, care work and

employment, public policy and social services, Indigenous models of social economy, etc. in support of NU's strategic plan and relationship with northern Indigenous and non-Indigenous communities. This new position will help put reviewers' recommendation into action by offering at least a course on Care Work and Labour Rights and/or Caregivers and Family Security. It will also help sustain the SWLF program by teaching required courses of SWLF 1006 (Introduction), 3006 (History of Social Welfare) and SWLF 3007 (Social and Economic Justice) and other elective courses such as SWLF 3146 (Work), SWLF 3806 (Family Violence) and 3166 (Housing and Homelessness) as well as SWLF 3456 (Disability and Social Welfare), nearly all which are unique at NU. We hope that this new position will help strengthen the SWLF program's ongoing collaboration with Child and Family Studies and Social Work, and build new synergies with Economics, Philosophy, and Political Science, among others. For details, see appendix II.

Dean's Response: I do not have enough information to support the ERC and IRC recommendation to add courses on "alternative economic systems" and "workers' rights and economic justice". Will these courses replace the existing course "Social and Economic Justice"? A program curriculum review would help to develop the rationale why those two courses are required. The curriculum review and mapping exercise will help to develop a marketing and recruitment strategy; it could also lead to a new program initiative with faculty from other programs with a similar focus.

Provost's Response: In response to Recommendation #7, the Dean encourages a review of the curricular map in order to establish gaps or areas of opportunity (as well as possible redundancies). This seems a practical response to the external reviewers' recommendation which is oddly granular and at the level of a course. Which the Unit takes this recommendation as an opportunity to define a new position, there is a process for requesting new positions and the rationale would speak to curricular needs and be rooted in the curricular map.

External Reviewers Recommendation #8: Given the high productivity and stretched nature of this unit at this point in time, the University needs to protect its employees with adequate Health and Wellness support and guidance regarding healthy work life balance to combat work-related stress and burnout.

Unit's Response: The IRC agrees with this recommendation and would like to point out that the program is able to grow because the small program faculty have placed the goals of the program and its growth at the centre of their own growth. Such dedication at the cost of an imbalance among the small faculty between work and life and a sacrifice of our research will ultimately lead to the program and training of our students receiving decreasing quality hours and education. We like to encourage the Dean and the Provost to seriously incorporate the previous recommendations on increasing program support and the support of new faculty positions. We also hope that some of the discussions of the ongoing academic and operational planning that are related to the concerns of this recommendation will be carried through to benefit the SWLF program as well as every faculty and staff across the university.

Dean's Response: I support the ERC recommendation to assess the viability of SWLF by considering not only the financial capacity, but human capacity. Offering a community placement experience in second year contributes to the complexity and burnout of faculty. As mentioned above, there are faculty in other programs that have a similar focus on social development and social justice. These two programs could be merged without faculty having to change their teaching or research focus. It is a challenge to deliver an Honours Specialization with two tenured faculty members. The Dean's office will work with the faculty, the Registrar and Manager of Quality Assurance and Program Innovation to consider alternative program designs.

Provost's Response: I direct all faculty to the University's Employee Assistance Program which provides confidential and voluntary consultation, counselling and worklife services that are available twenty-four (24) hours a day in-person, by telephone and online. As well, the Human Resources department continues to sponsor Health and Wellness activities. It is vital that the University's faculty, staff and students develop and encourage healthy patterns of self-care, this is our best path to long term sustainability.

External Reviewers Recommendation #9: The contributions of the LTA were highly praised by administrators, colleagues and particularly students, but given the shortfall of administrative resources for this unit, they appear to be taking on many administrative tasks to help keep the program afloat, but which do not provide the career development necessary for a future tenure-track competition. This appears to be a classic career

trap. The institution should protect a PhD scholar of this calibre and energy and provide appropriate mentorship and support to make sure that they are provided with appropriate career development that enable an LTA to transition up the next rung of a successful academic career. Consideration should be given to alternate ways of organizing and redistributing the extra administrative tasks that the LTA is taking on, possibly by drawing in staff or faculty members from related units. If the existing position is converted to tenure-track, it might be possible to build in a research release to allow the existing LTA to phase back more fully into research and publication as would be necessary for a successful tenure run.

Unit's Response: The IRC highly agrees with the reviewers' recommendation and would like to urge the Dean and the Provost to take our recent new position applications very seriously because both applications are related to recognition of the contributions of the current LTA. With a new tenure-track position the current LTA will be able to phase back more fully into research and publication for a successful tenure run. With a reduced teaching load of a new tenure-track, the program needs a new LTA to help teach both SWLF core as well as elective courses to enable our students to move from start to finish in their desired timeline.

Dean's Response: I received the position requests from SWLF. The position requests are ranked within Arts and Science based on enrollment, alignment with strategic plan, financial viability, among other criteria. The position requests from both Faculties are ranked again, based on similar criteria. All position requests are subject to Board approval.

The collective agreement does not require an LTA to participate in service; I do not expect an LTA to participate in service. They are invited to attend Department meetings and participate in decision-making, as outlined in the collective agreement. It is important for LTA faculty to maintain their focus on teaching.

Provost's Response: The University appreciates and recognizes the contributions of individuals. The process of Quality Assurance focuses instead on systemic or structural considerations for a program. Recommendation #9 speaks to a general concern for contract faculty.

External Reviewers Recommendation #10: Explore the program's retention and 4th year completion rates for identification and resolution of any barriers that are affecting students moving from start to finish of this important program.

Unit's Response: The program faculty agrees with this recommendation and would like to add that Dean and Provost's commitment to the fulfilment of the above recommendation on new SWLF positions will help maintain a healthy list of courses sufficient for our students to choose from to complete their degree in SWLF. Moreover, the program faculty has also started to work with the Dean's office as well as the office of academic advising on SWLF students' enrolment, retention, and their possible course choices to follow more closely with where our students are with respect to their academic advancement. We hope to develop a strategy as we learn more from this data with the help of the Dean's office and other offices.

Dean's Response: I agree with the ERC and IRC recommendation to conduct a performance review to determine the barriers and retention issues within the program. Nipissing University will be introducing an annual program performance review to identify recruitment, retention, and other challenges. We need to differentiate SWLF from similar programs at Nipissing or create a new degree programs. Faculty from existing programs can assemble the interdisciplinary programs when existing program enrollments decline. Faculty can switch focus to something else without causing too much disruption to students and the university.

Provost's Response: Recommendation #10 is the highest priority concern highlighted by the external reviewers. It is critical that SWLF working with the Dean define what the barriers are to successful completion of the degree and work to meaningfully address those barriers in order that enrolment and viability are not jeopardized.

External Reviewers Recommendation #11: If possible, faculty might consider helping students form a Social Welfare Student Group. This could be useful in further building the sense of identity and community of the

program, which in turn can be useful in recruiting. Having a group also allows the students a voice to mobilize their concerns.

Unit's Response: The IRC fully agrees with this recommendation and would like to urge the Dean to increase the program level budget to enable our assistance with students' activities. Previously, there was a Social Welfare Student Club that engaged in community service activities including guest speaker sessions and winter cloths drive for the homelessness in North Bay. Current students are motivated to revive the Club as some of them work to mobilize around issues of great concern to students, including mature students to improve students' work and life at NU overall.

Dean's Response: I agree with the ERC recommendation that faculty help the students organize a student group. Student groups can seek membership status by applying to the Nipissing University Student Union. This will provide some funding for the student group. Alternatively, the faculty and students could initiate a theme-based student group (e.g. social activism) that might draw like interested students from similar programs.

Provost's Response: I have no concerns about this recommendation.

External Reviewers Recommendation #12: In terms of mergers, see the previous section. Overall, we do not see an obvious advantage in merging this program with others in the short term. We recommend that the program maintain its independence. However, if over the medium term a decline in numbers makes the program unsustainable, a merger might become unavoidable. In that case, the entire program will have to be re-thought. It is hard to speculate on the direction that should take, but it should be the creation of something new, not simply an amalgamation of existing programs. One possibility might be a return to the School of Social Work, another possibility might be some sort of PPE department, and another possibility might be a department of Social Justice. Those decisions should be guided in part by visions of exciting course content and also by interpersonal relationships (there is no point in merging programs if people cannot work together well).

Unit's Response: The IRC agrees with this recommendation and would like to provide an update on the recent development of merger with PPE. To begin, we note that reviewers' recommendation is for SWLF to serve as a "hub" for a reorganized department of coming together with PPE and/or SW and Child and Family Studies. We did meet with the faculty of the component programs of PPE and accepted that Dr. David Borman of Philosophy, the Chair of PPE, to continue as the Chair of PPE and SWLF until next June, at which point the academic unit of PPE and SWLF will elect a new chair. We also agreed with the proposed motion "that it is the policy of the Department of Political Science, Philosophy, Economics, and Social Welfare and Social Development that each constituent program has independent authority to approve curriculum changes affecting only that program." This motion proposal was based on the previous PPE practice.

With respect to possible synergies between SWLF and the component programs of the PPE, Dr. David Borman's response is perhaps representative. He wrote that, "The reviewers note student interest in 'alternative model' courses dealing with workers' rights and economic justice. This is an area in which Philosophy does indeed have interest in potential collaboration. Philosophical interest in workers' rights and economic justice concerns the truth/acceptability of arguments." (For details, see appendix III. for the full comments.) It will take time for the two component programs to build collaboration on such common interests and possibly others that we can identify in future discussions. We hope that our application for a new position with an intention for it to help strengthen ongoing collaboration with Child and Family Studies and Social Work and build new synergy with Economics, Philosophy, and Political Science, at least on the courses about the above "alternative model" will help move forward with the discussions. Possible synergies may be extended to overcoming challenges to managing and maintaining community connections due to Loss of course release for Department Chair in SWLF. It will take time, though, for different programs that are dissimilar in their operations, for example, no one in PPE has ever spoken about SWLF, in events of open house, etc, to develop a mutual understanding and articulation of each other programs. Overall, nevertheless, the Dean and the Provost will be the ones to help move the first step towards such collaboration by adding a new SWLF faculty position who is specialized in areas of care work, labour rights, and economic justice.

Anyhow, the coming together with PPE will not by any means prevent SWLF from collaborating with Child and Family Studies and Social Work. Discussions with these programs are ongoing on closer collaborations. It is however too soon

to determine the directions of these collaborations without the Dean and the Provost’s support for bringing a new SWLF faculty position on board.

Dean’s Response: I agree with the ERC recommendation that if enrollments decline to the level that the program is not viable, a new program would be the best alternative. Faculty in programs with low enrollments can assemble new innovative programs with little disruption to students, staff, faculty, and the university. The ERC offer a few suggestions, joining a PPE program or School of Social Work, or creating a new Social Justice program. There are synergies between the Social Welfare and Social Development and Gender Equality and Social Justice programs. The Dean’s office is committed to working with the faculty members, the Registrar, and Manager of Quality Assurance and Program Innovation to consider alternatives programs. I disagree with the ERC suggestion that if there are interpersonal relationship among faculty members there is no point in merging programs. We expect that everyone follows with the Respectful Workplace and Learning Environments Policy and that everyone consider the best interests of the students, the university and wider community in our decisions.

Provost’s Response: Recommendation #12 highlights the challenges for program renewal and innovation, especially as the goal is to innovate with minimal disruption, if possible. It seems that SWLF has many options for defining affinities, collaborations, and partnerships. I look forward to those conversations as led by the Dean and supported by the Manager of Quality Assurance and Program Innovation.

D. IMPLEMENTATION PLAN – TO BE COMPLETED BY THE PROVOST

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#10: understand and eliminate barriers to successful degree completion	SWLF faculty, Registrar	September 1, 2024
#1: marketing	SWLF, Dean, Marketing and Recruitment	September 1, 2024
#4: hybrid delivery. This recommendation is unclear. If there is a case to be made for rethinking delivery, then it needs to be delineated. Were the delivery mode to significantly modify the program, then a major modification would need to be proposed to the QC.	SWLF, Director of Teaching and Learning	October 15, 2024

E. CONFIDENTIAL COMMENTS

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Philosophy	February 27, 2024	Provost and Vice-President

A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	June 23, 2023
2. Site Visit Conducted	October 16, 18 & 20, 2023
3. Reviewer's Report Received	November 22, 2023
4. Internal Reviewers Response Received	January 2, 2024
5. Dean's Response Received	February 13, 2024

The members of the review committee were:

- Dr. Jane Dryden, Mount Allison University
- Dr. Gary Foster, Wilfred Laurier University

The academic programs offered by the Department which were examined as part of the review included:

- Bachelor of Arts - Philosophy

This review was conducted under the terms and conditions of the IQAP approved by Senate on April 26, 2019.

B. PROGRAM STRENGTHS

Overall, we have both been impressed by the quality of the Philosophy program, especially in light of its dwindling resources. The program members have done a lot with a little. Not only have the members maintained a quality undergraduate program, graduating students who have gone on to be successful in graduate programs, professional programs, and in the work environment, but they have provided important courses to other programs at Nipissing.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

NOTE: COMMENTS BELOW ARE AS RECEIVED

External Reviewers Recommendation #1: In light of the retirements of two of the three full-time Philosophy program members, we recommend at least one full-time, tenure-track hiring (ideally two). This is important for the Philosophy program itself, the diversity of pedagogical styles the students are exposed to, and the ability for Philosophy to contribute substantially to other programs in the University.

Unit's Response: The IRC strongly endorses this recommendation. It is understood that two tenure-track hires may be beyond the resources of the University at present; however, given that two long-serving, tenured faculty have recently retired, one tenure-track hire in Philosophy is both urgently needed and compatible Philosophy continuing to contribute considerable cost savings to the institution.

If changes to the direction of the Philosophy program enable it to grow its enrolments, it is hoped that a third permanent position could be restored to the program. It should be noted, however, that members of the Academic Unit, as well as the IRC, have raised concerns that the reduction of the faculty complement to two members, even for an interim period, is likely to entail the loss of some of what has made the Philosophy program at Nipissing distinctive and progressive within the North American context – in particular, our ability to offer non-Western philosophy. This loss is substantial and a harm to the University. A new hire could address this loss, but only at the cost of other potential contributions.

Dean's Response: I agree with the ERC and IRC that a second tenure-track hire in Philosophy would be required to support a Major, and new program initiatives in collaboration with other faculty members. All new tenure-track position requests are ranked within Arts and Science and considered within the list of position requests from across the university. The Dean's office will continue to advocate for the renewal of faculty positions in existing and new program initiatives which have a clear and strong case for investment.

Provost's Response: The University has established a robust process for making position requests which are reviewed annually as part of the budget cycle. It is vital that position requests are linked to strategic priorities, and there is a case to be made by Philosophy for a position to reinforce expertise in Ethics. Dr. Borman has a distinguished record of teaching and innovation through the Environmental Ethics course; there is a need define Nipissing's distinctive advantage to include ethics in programs like Business, Nursing, Education, Healthcare (broadly), Computer Science, etc. This will necessarily involve the support and negotiation between Faculties and Deans to ensure an integrated offering. This seems most promising as a pathway to ensure academic rigor, innovation, and viability across programs.

External Reviewers Recommendation #2: With the help of at least one full-time hire we believe that Philosophy can maintain its major and, as mentioned above, we think that this is the best way for Philosophy to remain vital to the University and for it to support other programs. We therefore recommend Philosophy maintaining the major.

Unit's Response: The IRC strongly endorses this recommendation. Indeed, as the reviewers' report makes clear, Philosophy has contributed and continues to contribute broadly within the university, has been consistently innovative in its curriculum development, and satisfies important criteria of both the current Strategic Plan as well as the Mission of the University, outlined in the Nipissing University Act. A strong Philosophy major is crucial to any university, and has special significance at Nipissing now that it is the only Philosophy program available in Northeastern Ontario.

In this connection, members of the IRC flagged for concern that, while the current Strategic Plan takes important steps towards acknowledging the place of Nipissing University on Anishinaabeg land and our obligations towards this place, its people and history; at the same time, this Plan does not acknowledge the tradition and history that lies behind the modern university itself, a tradition which is centred in Philosophy.

Dean's Response: I support the recommendation of the ERC and IRC to maintain a Major in Philosophy. I support a tenure-track position request that will also help contribute to a new program initiative in Ethics and Public Policy. All new tenure-track position requests are ranked within Arts and Science and considered within the list of position requests from across the university. The Dean's office will continue to advocate for the renewal of faculty positions in existing and new program initiatives, which have a clear and strong case for investment. The Dean's office looks forward to working with the faculty members and Manager of Quality Assurance and Program Innovation to create an Ethics and Public Policy program and revise the Philosophy program structure.

Provost's Response: Insofar as Recommendation #2 echoes Recommendation #1, I encourage all faculty with expertise in Philosophy to work collectively to support innovative initiatives to ensure that students continue to benefit from a university education that centres Philosophy. I would be remiss if I did not take this opportunity to say that honours specializations and/or single subject majors in discrete departments are not the only ways to ensure that students engage in the critical thinking, research and learning that is intrinsic to Philosophy. The University is absolutely invested in maintaining a rich philosophical conversation. We are seeking to ensure that the model we create reflects our recruitment patterns/demand, the needs and interests of students, and reflects the evolving nature of the discipline while being financially viable over the long term. This is not simple work and I very much appreciate the willingness of faculty to invest in process of program innovation and renewal.

External Reviewers Recommendation #3: One way that the Philosophy program may be able to maintain its major would be to re-structure the program requirements such that, for the most part, instead of naming specific courses, they specify taking a certain number of courses at various levels or in various areas. This will give some flexibility for the Department to adapt to the teaching specialties and competencies of any new member who is hired. On this recommendation, specific courses would be named in the requirements only in those instances where they are deemed by Philosophy program to be a key priority for all majors.

Unit's Response: The IRC and, more specifically, the members of Philosophy, agree. According, PHIL will be putting forward motions to alter the degree requirements in Philosophy, and pursuant to consultation with the Registrar's office, and others. Additional curriculum reforms under consideration include banking courses, and creating new Philosophy and Ethics courses to support new and existing programs.

Dean's Response: I agree with the ERC and IRC that the Philosophy program design could be more flexible. Philosophy is a discipline that will require core or foundational courses for majors in the program; however, by defining a specific number of upper-level credits, faculty can cycle courses to meet the degree requirements for the Philosophy Major, as well as deliver service courses to other program (e.g. Digital Ethics for Computer Science).

Provost's Response: I look forward to seeing how Recommendation #3 will be mapped out. I have concerns that any quest for "flexibility" be counterbalanced by a recognition of disciplinary rigor. I have noted that there have been movements in the past to eliminate pre-requisites or to make upper year courses open to any student (no matter their experience or preparation). My caution is that, if this is the consequence of Recommendation #3, it will almost invariably ensure that every course is introductory; and this is clearly not desirable. If instead Recommendation #3 returns us to the learning outcomes and curriculum maps for cognate degree programs and thereby allows the University to recognize added strengths/depth/capacity through inter- and trans-program collaboration (built in the degree structure), this would be a benefit.

External Reviewers Recommendation #4: Consider ways in which promising 4th (possibly 3rd) year students might be able to help out in larger first-year courses as teaching assistants. This has been done quite effectively in both of our universities. It has several benefits: (i) it gives the students employment and experience in their field of study via experiential learning, (ii) it tends to instill in them a degree of confidence in their ability to apply what they have learned, and (iii) it can build connections between newer and senior students, particularly when teaching assistants are used for tutorials, study sessions, etc.

Unit's Response: There are budget implications to this proposal that are out of the hands of PHIL. However, the IRC is sensible of the recommendation; and it echoes something that was expressed in the current student and alumni surveys, as well. A tutorial/study session model is the preferred option for the Philosophy program, as opposed to use of undergraduate students as graders. PHIL 1117, in particular, has sufficiently large enrolment most years to justify the use of teaching assistance. A curriculum motion would be required in order to introduce tutorials as part of 1000-level courses; this step would require assurance from the Dean's office that tutorial assistance would, in fact, be reliably available.

Dean's Response: I agree with the ERC and IRC that involving 4th year students in the Philosophy courses as tutorial leaders or drop-in help sessions will provide employment opportunities for students and to build students' confidence and ability to apply their knowledge. It is likely more feasible to introduce the tutorials in the core philosophy courses at the second year, with 4th year students leading tutorial sessions. Other programs in Arts and Science follow a similar model. The Dean's office will work with faculty to identify the unique opportunities they want to (re)introduce to the programs. We will need to start tracking the success of the initiatives relative to the stated goals. Do applications and retention rates increase because of the opportunity to be a tutorial leader in 4th year? Do we see better retention rates from year 2 to year 3 after adding tutorials? A student heading to teachers' college might want the experience of being a tutorial or seminar leader. Philosophy faculty can also participate in graduate programs at Nipissing and involve graduate students in tutorials and seminars.

Provost's Response: I am very happy to focus attention on upper year students and their potential mentorship of first year students. I encourage the Dean to develop the business case for this initiatives, and for other initiatives that reward students in the upper years who are thriving in their courses. We rightly expend a lot of energy on at-risk students, as an institution we need to expend a comparable amount of energy on exceptional students in order that they have the richest educational experience we can provide.

External Reviewers Recommendation #5: As discussed in 2.6 above, we recommend developing book prizes for student awards, possibly with some funding from alumni, which would allow for celebration of student achievement as well as helping strong students develop their CVs.

Unit's Response: This is a good idea – though, inevitably, it will be funded out-of-pocket by faculty, which is not a reasonable outcome in employment relations. Still, if curriculum is reorganized to an “area” based distribution, a prize could be assigned for each area (i.e., “ethics prize”, “history prize”, “metaphysics/epistemology prize”), with students notified in their courses to submit for consideration papers they thought successful. Books could be selected from recent, important publications in each of these areas.

Dean's Response: I agree with the ERC and IRC recommendation that the Philosophy program introduce a book prize. As mentioned above, the Dean's office is asking faculty for ideas about the types of unique opportunities or experiences they want to (re)introduce to their programs. A book prize seems like a small investment for the promotional advertisement we could net in return.

Provost's Response: I agree with this recommendation and the issue it surfaces: how do we encourage students to develop their CVs, see value in their degree choices and their intellectual passions! I encourage the Dean to reflect on this recommendation for degree programs across the Faculty.

D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken.

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1, #2, #3	Faculty in conjunction with QAPI, Registrar, Dean	October 1, 2024
#4, #5	Dean in conjunction with faculty	September 1, 2024

E. CONFIDENTIAL COMMENTS

(This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website)

Nipissing University

Report of the By-laws and Elections Committee

April 18, 2024

There was a meeting of the By-laws and Elections Committee on April 18, 2024 at 3:00 p.m. in F307 and via Teams conference.

Present: T. Sibbald (Chair), G. Phillips, A. Graff, T. Horton, D. Tabachnick, R. McIntee

Regrets:

Recording Secretary: S. Landriault

Motion 1: Moved by G. Phillips, seconded by T. Horton that the agenda of the April 18, 2024 By-laws and Elections Committee meeting be adopted.
CARRIED

Motion 2: Moved by T. Horton, seconded by G. Phillips that the Report of the November 14, 2023 By-laws and Elections Committee meeting be adopted.
CARRIED

Business Arising from the Report

In follow-up to the discussion from the November 14, 2023 By-laws and Elections Committee meeting regarding Librarians serving on Senate Standing Committees, it was noted that the By-laws had been revised to allow full-time Instructor Representative Senators and Librarian Senators to serve on the Academic Appeals and Petitions Committee, the Academic Curriculum Committee and the Teaching and Learning Committee. Librarians don't belong to a faculty, so there is no allocation and election procedure for these committees. After a discussion regarding the procedure for electing Librarians to Senate Standing Committees, the following motion was proposed:

Motion 3: Moved by T. Horton, seconded by A. Graff that the amendment of the Senate By-laws as listed below, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the May 10, 2024 Senate agenda.
CARRIED

- 9.0 Annual Standing Committee Election Process (excepting the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- (a) Senate standing committee members shall be elected annually, preferably in April, by respective faculty councils with the exception of student Senators;
 - (b) The normal term of office for Senate representatives on Senate standing committees shall be three (3) years with the exception of student Senators;
 - (c) **Solely for purposes of election to standing committees and appointment to hiring committees, Librarians will each be assigned by the Provost to a Faculty effective July 1 each year;**
 - (d) The committee election process shall be co-ordinated by the faculty councils, and/or by NUSU.

A 10-meeting Senate schedule for 2024-25 was approved at the April 12, 2024 Senate meeting. If Senate agrees that the 10-month Senate meeting schedule is to become a permanent change, the By-laws and Elections Committee will forward a Notice of Motion to the Senate Executive Committee to amend the By-laws.

A discussion took place regarding nominations and elections for hiring committees at Senate meetings. The Board of Governors Search/Appointment/Reappointment of Academic Administrators 4(c) & (d) and Search and Appointment of Non-Academic Vice-Presidents (e), expressly identify that the faculty members shall be elected by Senate to sit on these hiring committees. It was noted that elections for faculty non-Senators are also required, and it is often challenging to ensure that all interests are being reflected and that principles of equity are reflected when a call for elections is made in Senate meetings. The goal of any change to election processes is to ensure reasonable, equitable and diverse representation on search committees.

The following two options were proposed:

- (i) Elections for faculty members occur at the Faculty level and are communicated directly to Human Resources which supports these appointment policies; or,
- (ii) Elections for faculty members occur at the Faculty level and are conferred by a vote at Senate.

Members unanimously agreed in favour of proposal (ii). The Speaker will reflect on how this change might impact the Senate By-laws. This item will be brought back for further discussion at the next By-laws and Elections Committee meeting.

Members discussed By-law 7.6(d) which states there is an express requirement to close nominations. It was noted that this has not been consistently applied at Seate meetings. The pros and cons of closing nominations or determining whether motions should formally stay open and allow for electronic voting with an announcement of the results to follow were discussed. The Speaker advised that members' comments will be taken into consideration for further discussion at a future By-laws and Elections Committee meeting.

Members reviewed the language in the By-laws for receiving reports and in 8.4(c) indicating receipt will not normally be defeated, as well in 8.4(d) indicating it does not mean acceptance of the content of a report. The receiving of reports has been called into question and may have been developed when the university was new and there was uncertainty about committees fulfilling their roles properly. However, now the university is mature, committees typically have experienced members, and it is unlikely that a report would have "significant concerns" (By-law 8.4(c)).

Furthermore, Robert's Rules states (11th Ed., p.508) "A common error is to move that a report 'be received' after it has been read - apparently on the supposition that such a motion is necessary in order for the report to be taken under consideration or to be recorded as having already been received."

A recommendation was proposed that the By-laws be amended to no longer include motions to receive reports from Senate Standing committees. The following rationale was discussed:

- Our current practices have the Senate Executive Committee setting the agenda and they should catch any significant concerns with any reports from Senate Standing committees. By the inclusion of a report on the Senate Agenda, the Senate Executive will be deemed to have received the report on behalf of Senate.
- The agenda is sent out ahead of Senate meetings and therefore the reports have been 'read' by Senators fulfilling the criterion of the "error" Robert's Rules" mentions. Roberts Rules may have been intended for oral reports, but because the agenda is provided in advance, this detail may be moot.
- Senators can bring a motion to 'send back' a report if they find significant issues.
- The practice requires that the speaker identify each report, which is currently done, and that discussion of the report is invited before moving to any motions coming from the report. This constitutes refocusing By-law 8.4(c).

This item was discussed, particularly with a motion to receive giving a clear place to discuss methods used to arrive at the report, and members agreed that no amendments to the By-laws were required.

A request that a policy on electronic elections be developed was brought forward for discussion. Suggestions included that the Speaker and Deputy Speaker be involved in decisions concerning an election, use of a scrutineer, an opportunity for debate be provided, and ranked voting. The Speaker advised that members' comments will be taken into consideration for further discussion at the next By-laws and Elections Committee meeting.

New Business

The inclusion of a declaration of conflict of interest in the By-laws and Elections Committee agenda, as well as other Senate Standing Committee agendas, was discussed. A request was made that the declaration be removed from the agenda as it was perceived that its use may silence members. It was noted that the use of a declaration of conflict of interest would require the adoption of a motion from the committee. The declaration was removed from the By-laws and Elections Committee agenda.

A request that a formal orientation for new Senators be held was brought forward for discussion. An informal orientation is currently held in September in conjunction with the Board of Governors' new member orientation. Further discussion will take place regarding the possibility of planning a future event.

Respectfully submitted,
Original signed by:

Dr. Tim Sibbald
Chair
By-Laws and Elections Committee

Motion 1: That Senate receive the Report of the By-laws and Elections Committee dated April 18, 2023.

Nipissing University
Graduate Studies Committee Report
April 23, 2024

The Graduate Studies Committee met on April 23, 2024

Members in attendance: B. Law (Chair), N. Black, H. Earl, D. Iafrate, A. James, B. Kelly, A. Kociolek, G. Raymer. Regrets: B. Hatt, A. Karassev, D. Walters. Guests: H. Brown, G. Chaput, N. Colborne. Recording Secretary: L. Snoddon


Reports were provided by the Graduate Coordinator and Associate Vice-President, of Research, and Innovation. Updates to the reports were given verbally. Reports included:

- Congratulations to all who contributed to Research Month, and particularly to the 3MT participants. Best wishes to Rebecca Misiasz at the regional competition on May 8, 2024.
- Updates on OCGS meetings, graduate studies admissions, and awards.
- Upcoming professional development opportunity for all graduate student supervisors on May 31, 2024. The [60th Anniversary Graduate Supervision Conference](#), hosted by York University and Memorial University of Newfoundland, is free and will be held virtually.

Discussion items:

The committee reviewed the process for addressing Graduate Teaching Assistantship concerns and discussed accessibility supports for graduate students, the potential for awarding graduate degrees with Distinction, 2024-2025 graduate student funding allocations, and international graduate student tuition rates.

Respectfully submitted,



B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated April 23, 2024.

Nipissing University
Senate Research Committee Report
March 25, 2024

The SRC met on March 25, 2024.

Members in attendance: B. Law (Chair), J. Muterera (Vice-Chair), A. Baregheh, N. Black, C. Byers (non-voting), E. Cooke, K. Sarginson (non-voting), H. Zhu. Absent: D. Zarifa. Recording Secretary: C. Byers

Reports from the Office of Graduate Studies and Research were distributed prior to the meeting. Updates included:

- Summary of upcoming Research Month and Research Rendezvous events.
- Year 2 Annual Commercialization reporting to MCU will be narrative. Annual Commercialization Metrics still in development by the provincial government.
- Standing Committee on Science and Research study for the House of Commons of [Federal Government Funding of Canada's Post-Secondary Institutions](#). ACCRU was among those who gave testimony related to the impact on small-medium-sized institutions. Testimony can be viewed on [ParlVu](#).
- Tri-Agency released [What we Heard: A Report from the Three Federal Research Funding Agencies' Ad Hoc Working Group on Indigenous Citizenship and Membership](#).

The committee met *in camera* to consider the SSHRC SIG (small institution grants) review committee recommendations for awards. The recommendations passed *in camera* and were forwarded to the PVPA for further approval.

SRC discussion topics included the status of information on the mandatory International Research Disclosures required by MCU and the process for developing Nipissing University's Strategic Research Plan.

Respectfully submitted,



B. Law
Chair, Senate Research Committee

MOTION 1: That Senate receives the report of the Senate Research Committee, dated March 25, 2024.

Nipissing University
Senate Research Committee Report
April 17, 2024

The SRC met on April 17, 2024.

Members in attendance: B. Law (Chair), J. Muterera (Vice-Chair), N. Black, E. Cooke, K. Sarginson (non-voting), D. Zarifa. Regrets: A. Baregheh, C. Byers (non-voting), H. Zhu. Recording Secretary: L. Snoddon

Reports from the Office of Graduate Studies and Research were distributed prior to the meeting. Updates included:


- Horizons Europe is the largest innovation and research funding program in the world. The government of Canada has recently negotiated to have Canadian researchers be associate members, meaning they can now hold funding and lead applications.
- The Federal Budget has been released and includes investments for research and scholarships, following some of the recommendations of the Bouchard report. No further information available for how funds will be distributed.
- Tri-Agency seeking feedback on recommendations of the ad hoc panel on the use of generative AI in the development and review of research proposals. Feedback can be submitted by researchers via [online form](#) until June 14, 2024.
- Research & Innovation office is working closely with other departments to comply with our university liability insurance provider requirements related to international travel. Researchers are required to submit a travel pre-approval request for themselves (and any students or research staff accompanying them) prior to travel.

The committee met *in camera* to consider the Training Awards review committee recommendations for Undergraduate Student Research Awards (USRA) awards. The recommendations passed *in camera* and were forwarded to the PVPA for further approval.

The committee also considered the Internal Awards review committee recommendations for the Internal Research Grant (IRG) competition *in camera*. The recommendations passed *in camera* and were forwarded to the PVPA for information.

The SRC discussion topics included the Standing Committee on Science and Research Brief and the development of Nipissing University's Strategic Research Plan.

Respectfully submitted,



B. Law
Chair, Senate Research Committee

MOTION 1: That Senate receives the report of the Senate Research Committee, dated April 17, 2024.

**Minutes of the
SENATE BUDGET ADVISORY COMMITTEE
Academic Year 2023-2024**

April 15, 2024

A meeting of the Senate Budget Advisory Committee was held on Monday, April 15 2024 at 2:00 p.m. in F307. The following members attended:

Committee Members:

Em Cooke Robin Gendron Jonathan Muterera Graydon Raymer Richard Wenghofer (Chair) Sarah Winters
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Guests: Nathan Colborne (for the Dean of Arts and Science)
Matt De Vuono
Ann-Barbara Graff
Renee Hacquard
Cheryl Sutton

The Land Acknowledgement was given by Richard Wenghofer.

Sarah Winters agreed to take minutes.

Moved by Graydon Raymer, seconded by Jonathan Muterera, that the agenda be approved.

Moved by Robin Gendron, seconded by Jonathan Muterera, that the minutes of the February 28, 2024 meeting be approved.

Audit and Finance Committee Report

The Assistant Vice-President, Finance and Infrastructure gave a summary of the information presented at a recent meeting of the Audit and Finance Committee, reviewing the operating, ancillary, and consolidated projections for 2023-24. The university expects a consolidated surplus of approximately \$3.2 million. The surplus will assist in replenishing reserves. In response to a question about whether any would go to academic programming, the Provost and Vice-President Academic answered that programming is a two-year process. A question was asked about how much debt costs us and the answer was approximately \$1 million in “debt-serving costs.”

Financial Metrics for Program Sustainability/Viability

The Committee discussed the financial metrics used to assess program sustainability and viability. The Provost and Vice-President Academic responded that a viable program consists of 200 students over four years with four faculty, with six students being brought in by the program for everyone that graduates after four years. Only five programs in the university currently meet this metric. A question was asked about how many faculty would be required if the university had 6000 students, and the answer was that a number of factors including cross-appointments have made this too difficult to calculate yet.

The Athletics Budget

The Committee discussed the impact of the athletics budget on academic programming. A report on this issue was made by the President to the Board of Governors and will be attached to Board minutes at some point after April 18, 2024.

Unused PER

In response to a request that the university supply the Committee with figures for the return of unused PER for the last five to ten years, the Assistant Vice-President, Finance and Infrastructure undertook to send the answer for the last three years over email to the Chair of the Committee.

Non-Salary Expenses for Arts & Science and Administration

The Committee agreed to postpone the discussion of changes to non-salary expenses for Arts & Science and Administration to the next meeting.

The meeting adjourned at 3:13 p.m.

Respectfully submitted,

Dr. Richard Wenghofer, Chair
Senate Budget Advisory Committee

Motion 1: That Senate receive the Report of the Senate Budget Advisory Committee dated April 15, 2024.