



## Meeting Book - May 22 Academic Senate Meeting

May 22 Academic Senate Agenda - 10:30 a.m.

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### 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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.*

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### 2. Approval of the Agenda

*That the agenda of the May 22, 2026, Senate meeting be approved.*

**Motion 1**

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### 3. Adoption of Minutes

*That the minutes of the April 24, 2026, Senate meeting be approved.*

**Motion 2**

- i. April 24, 2026 DRAFT Senate Minutes and Reports.pdf

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### 4. Business Arising from the Minutes

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### 5. Reading and Disposing of Communications

- *Provost's Annual Tenure and Promotion Report 2025-26*
  - i. Provost's Annual T&P Report 2025-26 1.pdf

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### 6. Reports from Other Bodies

- i. President
  - oral report*
- ii. Provost and Vice-President Academic
  - oral report*
- iii. Vice-President Finance and Administration
  - 2026-27 Budget Presentation*
- iv. Board of Governors
  - a. Board Report to Senate - May 2026.pdf
- v. Alumni Advisory Board
  - no report*
- vi. Council of Ontario Universities (Academic Colleague)
  - a. COU Report to Senate April 14-16 2026.pdf
- vii. Joint Committee of the Board and Senate on Governance
  - no report*
- viii. Nipissing University Student Union (NUSU)

*no report*

ix. Other

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## 7. Question Period

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## 8. Reports of Standing Committees and Faculty Councils

### i. Senate Executive Committee

*That Senate receive the Report of the Senate Executive Committee dated May 14, 2026.*

a. Senate Exec Report May 14, 2026.pdf

**Motion 3**

### ii. Academic Curriculum Committee

*That Senate receive the Report of the Academic Curriculum Committee dated May 7, 2026.*

a. ACC Report May 7, 2026 & Supporting Documentation.pdf

**Motion 4**

b. Faculty of Arts and Science

*Substantive: That Senate approve the creation of MATH-4066 Topology as outlined in the template.*

**Motion 5**

*Non-substantive:*

*\* That the prerequisite MATH-3166 be removed from MATH-5066.*

*\* That MATH-3166 Topology be deleted.*

*\* That the prerequisite for MATH-1267 Applied Health Statistics be changed as outlined in the proposal.*

### iii. By-laws and Elections Committee

*That Senate receive the Report of the By-laws and Elections Committee dated April 30, 2026.*

a. Bylaws Report April 30, 2026.pdf

**Motion 6**

### iv. Senate Research Committee

*That Senate receive the Report of the Senate Research Committee dated April 27, 2026.*

a. SRC April 2026 Report to Senate.pdf

**Motion 7**

### v. Teaching and Learning Committee

*Motion 8: That Senate receive the Report of the Teaching and Learning Committee dated February 26, 2026.*

**Motion 8-9**

*Motion 9: That Senate receive the Report of the Teaching and Learning Committee dated March 26, 2026.*

a. TLC Report to Senate 20260226.pdf

b. TLC Report to Senate 20260326.pdf

### vi. Ad Hoc Committee on the Use of Artificial Intelligence in Instructional Settings

*That Senate receive the Final Report and*

**Motion 10**

*Recommendations of the Ad Hoc Committee on the Use of Artificial Intelligence in Instructional Settings dated May 11, 2026.*

a. AI Committee Final Report and Recommendations  
20260511.pdf

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9. Other Business

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10. Amendments of By-Laws

i. Notice of Motion - Amendment to Bylaws May 2026.docx

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**Notice of Motion**

11. Elections

• *Elect three (3) faculty Senate representatives to serve on the Senate Budget Advisory Committee for three (3) year terms effective now to June 30, 2029.*

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**Motion 11**

12. New Business

*That Senate grant approval to graduate the students who have completed their degree requirements prior to June 12, 2026.*

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13. Announcements

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14. Adjournment

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**April 24, 2026**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), R. Hacquard, B. Law, N. Colborne, G. Raymer, D. Iafrate, N. Black

R. Davis, R. Gendron, A. Hatef, S. Kariuki, K. Lucas, G. McCann, P. Nosko, M. Owens, G. Phillips (Deputy Speaker), T. Smith, K. Srigley (Speaker), S. Srigley, T. Stewart, L. Thielen-Wilson, R. Vernescu, H. Zhu

A. Adler, J. Allison, C. Anyinam, S. Cairns, C. Greco, R. Hoffman, T. Horton, D. Jarvis, A. Kociolek, A. Leblond, P. Maher, P. Millar, A. Nkurunziza, C. Ricci, A. Schinkel-Ivy, M. Sullivan, I. Tavares, J. Thornborrow, V. Williams

O. Pokorny,

F. Couchie

R. Hehn

J. Martin, N. Botham

**Absent With Regrets:**

C. Richardson, H. Earl, H. Texiera, C. Irwin, R. Kasperavicius, O. Remillard, D. Lamirande

The Deputy Speaker of Senate offered a Traditional Territory acknowledgement.

**Adoption of the Agenda of the Senate Meeting of:** April 24, 2026

Motion 1: Moved by N. Black, seconded by J. Allison that the agenda for the Senate meeting of April 24, 2026, be adopted as amended to include, under Other Business, a motion that was inadvertently omitted from the January 16, 2026, Senate Agenda.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** March 27, 2026

Motion 2: Moved by N. Colborne, seconded by T. Smith that the minutes of the Senate meeting of March 27, 2026, be adopted.  
CARRIED

## **Reading and Disposing of Communications**

At the request of the former Chair of the Senate Budget Advisory Committee, the Deputy Speaker read out the Chair's letter of resignation from both the Chair position and membership on the Senate Budget Advisory Committee.

The Deputy Speaker advised that the following two Faculty Senators, one from each Faculty, were acclaimed to participate in the small-group conversations with candidates for the Provost and Vice-President, Academic (PVPA) position:

- Dr. Gyllie Phillips, Faculty of Arts and Science
- Dr. Aaron Kociolek, Faculty of Education and Professional Studies

Senators were invited to forward any questions or concerns they wished to have included in the discussions to Senators Phillips and Kociolek.

## **Reports From Other Bodies**

The President's report, appended to the minutes, provided updates on the province's new funding framework; significant changes to the Bachelor of Education (BEd) program; the search for the Provost and Vice-President, Academic; the ParriagGroup report and EDI initiatives; the Higher Education Strategy Associates (HESA) policy review; lockdown procedures; and the new outdoor classroom.

The Vice-President, Finance and Administration, provided an oral report noting that the institution is approaching fiscal year-end and thanked colleagues in advance for adhering to the deadlines for p-card submissions and expense claims, which will assist the Finance team in completing year-end processes. As previously reported by President Wamsley, financial projections for the current year remain favourable. Work is also underway on the 2026–27 budget, with a presentation to be provided at the next Senate meeting, consistent with past practice.

A report from the Alumni Advisory Board was provided. The report is appended to the minutes.

A report from the Nipissing University Student Union (NUSU) was provided. The report is appended to the minutes.

## **Question Period**

In response to questions raised at the March Senate meeting regarding campus bulletin boards, doorstops, and classroom door locks, President Wamsley advised that the issue of doorstop removal has been resolved, while discussions regarding bulletin boards are ongoing. Several questions raised over the past two Senate meetings will be addressed through updated procedures, with follow-up information to be communicated and made available over the summer months.

The Deputy Speaker encouraged Senators to attend the upcoming Community Forum in May and noted that operational questions of this nature may also be directed to Human Resources, the Joint Health and Safety Committee, and the Facility Services Department, allowing Senate to focus more time on its academic mandate.

In response to questions regarding examination policies for online courses within on-campus programs, the Registrar thanked the Senator for providing the questions in advance and advised that while such arrangements are possible, several considerations must be addressed.

These include the diverse student cohort in courses (e.g., online students enrolled in electives and graduating students no longer residing on campus) and the need to accommodate varying circumstances.

The Registrar noted that a consistent, institution-wide approach is required to manage scenarios where online courses may offer both in-person and online assessments. While scheduling evaluation times for asynchronous courses may be feasible, questions remain regarding appropriate assessment methods and the integrity of learning outcomes, particularly in the context of online assessments and the use of AI. Given the complexity of these issues, the Registrar recommended that the matter be referred to the Teaching and Learning Committee for further discussion.

In response to questions regarding the Fall 2025 ParriagGroup Equity, Diversity, Inclusion, and Accessibility (EDIA) Audit Report, President Wamsley advised that, of the report's nine recommendations, including the establishment of a Human Rights and Equity Office, Human Resources has struck a committee to advance this work. Three members of the previous taskforce have been invited to participate, and both faculty and staff are represented. The committee held its inaugural meeting and is currently developing the position description. With respect to the remaining recommendations, President Wamsley noted that progress is ongoing. Addressing questions related to access and belonging for faculty and staff, he indicated that this work is expected to be led by the incoming Director, with initiatives anticipated to begin as early as the fall term. President Wamsley was thanked for his continued commitment to advancing EDIA initiatives at Nipissing University.

In response to questions regarding opportunities for faculty input into the Provost and Vice-President Academic (PVPA) search process, concerns were raised about the limited number of faculty representatives involved in candidate engagement and the extent to which diverse faculty perspectives would be communicated to candidates and shared more broadly. President Wamsley advised that the appointment of two Faculty Senators to participate in the small-group conversations represents one component of a broader and comprehensive search process. He noted that all community members were invited to contribute input through a survey administered by the search firm, Boyden, and that a representative hiring committee, including faculty members from both Faculties, has been actively engaged in the review and selection process.

The President emphasized the depth and rigour of candidate evaluation, including extensive review of application materials related to teaching, research, EDIA, and leadership, as well as engagement with constituent groups during campus visits. He highlighted the importance of maintaining candidate confidentiality and noted that public presentations are not feasible in such searches.

President Wamsley expressed confidence in the consultation undertaken to date and in the ability of the appointed representatives and committee members to reflect the best interests of the university community. He thanked Senators for the opportunity to clarify the process and encouraged continued trust in the established governance and selection procedures.

## **Reports of Standing Committees and Faculty or University Councils**

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by N. Colborne that the Report of the Senate Executive Committee dated April 16, 2026, be received.  
CARRIED

**Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 4: Moved by N. Colborne, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated April 10, 2026, be received.  
CARRIED

Motion 5: Moved by N. Colborne, seconded by D. Iafrate that Senate recommend to the Board of Governors the establishment of the Department of Social and Cultural Studies.  
CARRIED

**By-laws and Elections Committee**

Motion 6: Moved by K. Srigley, seconded by T. Horton that the Report of the By-laws and Elections Committee dated March 24, 2026, be received.  
CARRIED

**Senate Research Committee**

Motion 7: Moved by B. Law, seconded by N. Black that the Report of the Senate Research Committee dated March 18, 2026, be received.  
CARRIED

**Senate Budget Advisory Committee**

Motion 8: Moved by N. Colborne, seconded by F. Couchie that the Report of the Senate Budget Advisory Committee dated March 27, 2026, be received.  
CARRIED

**Other Business**

Due to an oversight, a motion for the removal of the War, Atrocity, and Genocide (WAG) minor, associated with a significant curriculum revision in History, went through the curriculum process but was not transcribed from the ACC report to the January Senate agenda. All other motions associated with this proposal were passed during the January Senate.

Rationale: Since its creation in 2020, no student has completed the requirements for the WAG minor.

Motion 9: Moved by N. Colborne, seconded by R. Gendron that Senate approve the removal of the War, Atrocity, and Genocide (WAG) minor from the academic calendar.  
CARRIED

**Adjournment**

Senate adjourned at 3:20 p.m.

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K. Wamsley (Chair)

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

**24 April 2026**  
**University Senate**  
**Report of the President**

Good afternoon, Senators. I hope that you have all experienced a good end of term and look forward to the conference and focused research cycle of this time of year, for some of our members. With respect to my office, this has been a year focused upon government relations and dealing directly with the Ministry offices on funding for fiscal 2025-26 and 2026-27. I have reported in the previous Senate that the province has introduced a new funding framework, and we have had several meetings to discuss this framework and how it affects Nipissing – but the Ontario Presidents have also been meeting with the government to discuss the distribution of funds and how that affects sustainability. At this point, we know that we are in a balanced position for this year and projecting a balanced position for next year. We do not expect to have precise terms until the summer.

No doubt you have all heard that the province is introducing major changes to our BEd degree once again. Bill 101, Putting Student Achievement First Act, 2026, has reached first reading in the Ontario Legislature. When passed, it will establish the authority of the Ontario College of Teachers to set new regulations regarding the accreditation of teacher education programs in the province of Ontario.

We do not know precisely what the Ontario College of Teachers intends to do, but this is what has been communicated to us this far, and therefore these are the basic assumptions we are making with respect to our new BEd program:

The new BEd program will be 12-months, taught over 3-consecutive terms.

The change will take effect for all BEd programs in Ontario for May 2027.

We do not yet know the number of practicum days in the new program.

Applications for the 12-month Consecutive Program to start May 2027 will open across the province in the fall.

Consecutive Education students who have already been accepted to start the program in September 2026 have a secure spot, and they will complete the 2-year/4-term BEd as the final cohort of this program model.

Concurrent Education students who have finished year 4 and will progress to start year 5 in September 2026 have a secure spot, and they will complete the 2-year/4-term BEd as the final cohort of this program model.

Concurrent Education students who finish year 4 in April 2027 or later will progress to the new 12-month BEd program.

We expect that students accepted into the final cohort of the 4-term program in September 2026 will make a decision that is best for them, that is whether they would withdraw and reapply for the May 2027 start. It is still too early to tell if that number will be significant, as tuition deposits

are not due until June 1 and understandably students will want to wait for more information to make an informed decision. The Government has indicated the possibility of one-time transition funding to cover tuition losses from an enrollment drop, but we do not yet know what the amount of this funding will be. We have had a dedicated group, led by our Provost and Dean of EPS, working on these changes, in addition to our office of Institutional Planning analyzing the impacts on our finances.

Following some well-timed and useful questions at Senate about our lockdown procedures, I report that we have been working with Canadore to arrange drills on our campuses for lockdown, probably testing the system at some point in June and then again when the students return in the Fall. Please send any questions that you may have to Michelle or Matt.

With respect to the search for our new Provost, I am pleased to report that we have conducted a full assessment of all applications, that we have participated in a long list interview stage, and that we are preparing for a series of in-person interviews for the finalist candidates. The process has been moving along very well to this point, with thanks to our hiring committee for their time and efforts.

Yesterday, I received a request for an update to Senate on our follow up to the ParriagGroup Report and EDI activities. I do not have a comprehensive report, but I do have some updates for you. I am pleased to report that the committee met yesterday and has reviewed the job description, and we should be posting it early next week. Once the Director is hired, they will begin work on what is needed for support/resources. We have also earmarked a support position in the budget to be hired in the department, but this work will occur after the Director has been hired. In response to the Report's recommendation to 'reorient understanding of disability & accessibility,' we have established the Access and Belonging unit, headed up by Linds Sullivan. The Access and Belonging team officially launched this past fall, and it brings together Sexual Violence Prevention and Education, Student Support Navigation, the Access and Belonging Coordinator, and working with International Student Supports. Since its launch, the team has advanced key equity audit and student priorities through coordinated programming, partnerships, and access-oriented supports that address barriers to inclusion, strengthen students' sense of belonging, and respond to systemic challenges related to lived experience, race, identity, and socioeconomic status.

This work included anti-racism and awareness initiatives, culturally grounded engagement, and enhanced supports such as the Care and Connect space and food security initiatives, through which over 3,500 essential items were distributed. The team remains progressive and committed to learning from students and one another as priorities evolve year to year, and welcomes ongoing feedback, ideas, and collaboration.

The Report also recommends that we 'solidify leadership as stewards of change' and we have started this work with the senior leadership group. While performing a type of 360 review, the process will determine where related skills are needed to be developed. The purpose of this program is to help us understand where our collective leadership strengths are today and where we may benefit from further training, coaching, and development. By taking a clear, research-based look at our leadership behaviors, we can identify the skills that are already

serving us well and the areas where focused growth will elevate our impact as a team. This is about building a stronger, more aligned leadership culture—one that supports our people, our strategy, and the future we're working toward.

Another of the recommendations is to revitalize and formalize Indigenization and decolonization and there is ongoing work through the office of Patty Chabert. We have undertaken senior leadership training in these areas, and this will continue through our management group this spring. The Provost has established a committee to work on a process or policy related to Indigenous affirmation which also will tie into the recommendation around data collection.

And I can report that Indigenization, reconciliation, and decolonization have factored in as priorities in our Provost search, with the requirement that candidates were specifically required to demonstrate both experience and competence in these areas.

As an update on our policy review, the team from HESA was onsite last week to get to know us better and what our policy challenges are. We look forward to working with them and getting ourselves onto a path of common language, common approach, and overall consistency in our Nipissing U policy framework.

I am, finally, able to announce to you that the outdoor classroom is completed and ready to go – please feel free to walk over and have a look. We will be having our grand opening in June, when everything is dry. We look forward to that space entering our inventory of classroom space and as event space for our community.



**Nipissing University Alumni Advisory Board report to Academic Senate  
April 2026**

**Best of Luck, Lakers!**

NUAAB wishes all Lakers good luck on exams and a happy end to the winter semester.

**NUAAB Annual Retreat**

NUAAB's annual retreat is scheduled for Saturday, May 9th. We're excited to come together to review the past year's activities and prepare for what's next. Students, faculty, and staff who would like to share feedback on our engagement initiatives are invited to email their thoughts to [alumni@nipissingu.ca](mailto:alumni@nipissingu.ca).

**NU Perks Platform**

Attention Nipissing Alumni – over 850 Lakers are already enjoying the benefits of the NU Perks App! This platform is your one-stop shop for exclusive perks, the latest University news, event updates, and contests.

Join the community today at [nuperks.ca](http://nuperks.ca)!

**North Bay and District Chamber of Commerce Golf Tournament**

Nipissing Alumni is proud to be the title sponsor for the annual North Bay and District Chamber of Commerce Golf Tournament coming up on Thursday, July 9<sup>th</sup>. This tournament is a wonderful opportunity for NUAAB and the alumni team to engage with local businesses to promote what is happening at the University, and to engage with Nipissing Alumni in the community!

**Save the Date – Homecoming 2026**

We are happy to announce that our annual Homecoming weekend will be taking place from September 18-19<sup>th</sup>, 2026! Please hold the dates to join us on campus to celebrate the Laker community and stay tuned to find out what events we have programmed throughout the weekend.

## **NUSU Academic Senate Report: April 2026**

### **End of Academic Year**

As we approach the end of the academic year, many of NUSU's regular events and programming are beginning to wrap up. It has been a busy and engaging year, and we are proud of the opportunities and support provided to students throughout both semesters.

### **Exam Period Support – Night Owls**

During the exam period, NUSU has continued to support students through our Night Owls initiative, providing food and resources to assist students during late-night study sessions. This program remains a well-received support as students prepare for their final exams.

### **Annual General Meeting (AGM)**

NUSU will be hosting our Annual General Meeting (AGM) on April 13. All students are encouraged to attend, engage, and learn more about NUSU's operations, initiatives, and future direction.

### **Student's Exams**

NUSU would like to wish all students the best of luck as they complete their exams. We hope students have had a successful academic year and look forward to a well-deserved summer break.

### **Transition to New Executive Team**

With the conclusion of the academic year, NUSU will be transitioning into a new term. The incoming Executive team for the 2026–2027 academic year will officially begin their roles. The new Executive team is as follows:

- **Vice-President Campus Relations:** Logan Lloyd
- **Vice-President Governance & Services:** Nicholas Botham
- **Vice-President Communications & Awareness:** Jaden Martin
- **Vice-President Student Life:** Owen Remillard

We look forward to the work ahead and continuing to support students in the upcoming academic year.

## Provost's Annual Tenure and Promotion Report 2025-26

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:

<b>TENURE</b>				
Applications	Granted	Denied	Deferred	Withdrawn
2	1	0	1	0
<b>Applicants Awarded Tenure (Tenure &amp; Promotion Process):</b> Dr. Marc Pilon, Faculty of Education and Professional Studies				

<b>PROMOTION TO ASSOCIATE PROFESSOR</b>				
Applications	Granted	Denied	Withdrawn	URAC
1	0	1	0	0
<b>Applicants Awarded Promotion to Associate Professor:</b>				

<b>PROMOTION TO PROFESSOR</b>				
Applications	Granted	Denied	Withdrawn	In Progress
7	5	1	0	1
<b>Applicants Awarded Promotion to Professor:</b> Dr. Natalya Brown, Faculty of Arts and Sciences and Faculty of Education and Professional Studies Dr. Logan Hoehn, Faculty of Arts and Science Dr. Kirsten Greer, Faculty of Arts and Science Dr. Alison Schinkel-Ivy, Faculty of Education and Professional Studies Dr. Karey McCullough, Faculty of Education and Professional Studies  <i>One application remains in progress at the time of reporting</i>				

<b>No. of Applications heard by the University Review Appeals Committee</b>	0
<b>No. of Grievances heard by the University Review Appeals Board</b>	0

<b>No. of Job Candidates awarded Tenure upon appointment</b>	0
<b>No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment</b>	0

The University extends congratulations to the individuals who were awarded tenure and/or promotion during the 2025 – 2026 cycle, including those awarded through the regular Tenure and Promotion process or through the Tenure and Promotion for Academic Administrators process. These achievements represent important milestones in everyone's academic career and recognize their contributions to teaching, research/scholarly activity, service, and academic leadership.



## Board of Governors Report to Senate – May 2026

### Board of Governors Meeting April 28, 2026

The Board of Governors met on Tuesday, April 28, 2026, in the President's Boardroom and via Zoom remote conferencing.

The Board of Governors is responsible for appointing Nipissing University Research Ethics Board (NUREB) members through a fair and impartial process and accepted the recommendation of the Provost to appoint Triana Ortiz to an initial three-year term effective July 1, 2026.

John D'Agostino was appointed as Board Chair to a one-year term beginning July 1, 2026.

Janet Stockton was appointed as Board Vice-Chair to a one-year term beginning July 1, 2026.

Ravil Veli was appointed as Board Vice-Chair Pro Tem to a one-year term beginning July 1, 2026.

The Vice-President, Finance and Administration summarized tuition increases, including a 7.5% increase for student enrolled in Business programs and a 2% increase for all other undergraduate, graduate, and education programs for Ontario residents and international students, and a 5% increase for out-of-province students enrolled in those programs. The resolutions were passed.

The Ancillary fee changes were reviewed and approved by the Compulsory Ancillary Fees Committee and resulted in an estimated average impact of approximately \$85.00 per year per student based on a typical course load. Both the Nipissing University Ancillary Fees and the Nipissing University Student Union Ancillary Fees were approved as presented.

The VPFA also presented the budget in detail, which projects a consolidated surplus. The Board was pleased to unanimously **pass the 2026/27 Budget as presented.**

The Provost and Vice-President, Academic presented the Cost of Educational Materials directive, which is required of institutions to report on the availability and transparency of textbook and course material costs for students.



## Board of Governors Report to Senate – May 2026

The Board of Governors received the Proposal for the Bachelor of Community Planning Program, designed to prepare graduates for professional planning practice across Canada, with areas of specialization in Northern planning, rural planning, and Indigenous community planning. The program has received all required approvals, including from the Quality Council, the Province, and University Senate, with a public announcement forthcoming. Admissions are anticipated to begin in Fall 2027, supported by dedicated start-up funding sufficient to support initial staffing, program development, and marketing, without drawing on existing departmental budgets.

The program is planned to launch with an initial cohort of 60 students per year, scaling to approximately 240 students, subject to demand. It was noted that the program is expected to generate tuition revenue, with confidence expressed regarding its competitiveness. The program was described as addressing a significant labour-market need, particularly in Northern Ontario, and aligning with federal, provincial, municipal, and Indigenous priorities.

Members discussed workforce demand and the program's unique positioning as the only planning program in Canada focused specifically on Northern, rural, and Indigenous community contexts. The importance of ongoing engagement with Indigenous communities and the Nipissing University Indigenous Council on Education (NUICE) was affirmed as part of program development and implementation.

Following discussion, the Board unanimously passed the following resolution:

***That the Board of Governors accept the recommendation of the Audit & Finance Committee to approve the creation of the Bachelor of Community Program with admissions to begin in 2027/28.***

Members identified a need to improve Board–Senate communication on budget matters, including clearer reporting, earlier Senate engagement, and clarification of the Senate Budget Advisory Committee's role, with administration indicating alignment with ongoing governance review efforts.

**Report to Academic Senate  
Council of Ontario Universities (COU)—Academic Colleagues Meeting  
April 14–16, 2026**

**Overview**

I attended the Council of Ontario Universities (COU) Academic Colleagues meetings held April 14–16, 2026. The meetings brought together representatives from across Ontario universities to discuss sector-wide priorities, with a primary focus on the evolving role of higher education in the context of artificial intelligence (AI).

Discussions were conducted under Chatham House principles; therefore, this report summarizes key themes and insights without attributing comments to specific individuals or institutions.

**1. Key Theme: Academic Delivery in an AI Context**

A central component of the meetings was a sector-wide discussion on how AI is reshaping teaching, assessment, and research. Institutions across Ontario are at varying stages of response, but several common trends emerged:

**a. Teaching and Learning**

- Universities are actively exploring how to integrate AI into curriculum design while maintaining academic rigor.
- There is a shift toward emphasizing higher-order skills such as critical thinking, interpretation, and synthesis, rather than rote knowledge production.
- Overall, there is ongoing efforts to provide training, resources, and policy guidance.

**b. Assessment Practices**

- Traditional assessment models are being reconsidered due to the accessibility of generative AI tools.
- Emerging approaches include:
  - Increased use of in-person and experiential assessments
  - Scaffolded assignments that emphasize process over product
  - Oral and applied demonstrations of learning
- Institutions are balancing academic integrity concerns with the recognition that AI will remain embedded in future professional environments.

**c. Student Learning and Support**

- Concerns were raised about student over-reliance on AI tools and the potential impact on skill development.
- At the same time, there is recognition that equitable access to AI tools is a growing issue.
- Universities are working to define appropriate use while supporting student success in an AI-integrated environment.

## **2. Small Group Discussions: Strategic Framing**

Participants engaged in structured discussions across five thematic areas, which will inform ongoing COU work and broader sector conversations:

### **Group 1—Purpose & Survival**

- Explored the fundamental role of universities in a context where AI can perform many knowledge-based tasks.
- Emphasis was placed on universities as spaces for critical inquiry, social development, and ethical reasoning, rather than solely knowledge transmission.

### **Group 2—Students, Pedagogy & Academic Freedom**

- Key tension identified between encouraging exploration of AI tools and preventing dependency.
- Strong support for maintaining academic freedom while developing institutional guidelines.
- Discussion included the need to redefine the concept of an “educated graduate,” with greater emphasis on adaptability, judgment, and interdisciplinary thinking.

### **Group 3—Future Institutional Model**

- Considered scenarios involving enrolment and constrained funding.
- Highlighted the need for more flexible delivery models, potential restructuring, and increased collaboration across institutions.

### **Group 4—Research in the University**

- AI is transforming research methodologies and outputs across disciplines.
- Concerns were raised about research integrity, reproducibility, and reliance on proprietary AI systems.
- Opportunities include accelerated discovery and interdisciplinary collaboration.

### **Group 5—Human Core, Ethics & Society**

- Strong consensus that certain elements of education must remain “irreducibly human,” including ethical reasoning, creativity, and relational learning.
- Emphasized the importance of arts, humanities, and social sciences in contextualizing technological change.
- Noted risks of external influence, particularly from private AI companies, on knowledge production and academic priorities.
- Discussions also highlighted the importance of Indigenous knowledge systems and equity-deserving groups in shaping inclusive and ethical AI integration.

## **3. Sector-Wide Considerations**

Across discussions, several cross-cutting issues emerged:

- **Policy Development:** Institutions are rapidly developing policies on AI use in teaching, assessment, and research, though approaches vary widely.
- **Equity and Access:** Unequal access to AI tools may exacerbate existing inequities among students and institutions.
- **Academic Integrity:** There is a shift from prevention-based approaches toward adaptation and integration.
- **Long-Term Planning:** Participants were encouraged to consider longer-term scenarios to guide strategic planning.

#### 4. COU Updates and Governance

The meeting also included updates from COU leadership regarding:

- Ongoing sector advocacy efforts
- Preparation for the COU Members' Meeting
- Upcoming appointments to boards and committees

Further discussion on AI in academic delivery is scheduled to continue at future meetings, including upcoming virtual sessions in May.

#### 5. Implications for Our Institution

While approaches differ across the sector, the discussions suggest several areas for continued attention:

- Ongoing review and adaptation of assessment practices
- Expanded support for faculty navigating AI integration
- Development of clear, principled institutional guidelines on AI use
- Consideration of long-term academic and structural planning in response to technological change
- Reinforcement of the role of human-centered education, including ethics and critical inquiry

#### Conclusion

The COU meetings underscored that AI is not a temporary disruption but a structural shift in higher education. Institutions are moving from reactive responses toward more strategic, values-driven approaches. Continued engagement at both the institutional and sector level will be essential as policies, practices, and academic models evolve.

**NIPISSING UNIVERSITY**  
**REPORT OF THE SENATE EXECUTIVE COMMITTEE**

May 14, 2026

A meeting of the Senate Executive Committee took place in person and by Teams conference on May 14, 2026.

The following members participated:

K. Wamsley (Chair), C. Richardson (Vice-Chair), B. Law, N. Colborne, G. Raymer, G. Phillips, D. lafrate, J. Allison, K. Lucas, J. Martin, A. Blaszczyk (University Secretary, non-voting), S. Landriault (Senate Secretary, non-voting)

Regrets: K. Srigley

The meeting was convened to set the agenda for the May 22, 2026, Senate meeting.

As the Chair was enroute and returning to campus, the Vice-Chair presided over the meeting.

It was confirmed that the Vice-President, Finance and Administration will deliver a presentation on the 2026–27 Budget.

Reports from the Academic Curriculum Committee, By-laws and Elections Committee, Senate Research Committee, and Teaching and Learning Committee were received and included in the Senate agenda.

Members agreed that the Final Report of the Ad Hoc Committee on the Use of Artificial Intelligence in Instructional Settings be included with a motion for Senate to receive the report.

The Chair advised that the new Professor Emeritus policy will be included in the September Senate agenda.

Members discussed the Ad Hoc Committee on the Use of Artificial Intelligence in Instructional Settings report. It was noted that the report will be introduced by Senator Raymer, who chaired the Committee. The Committee, established in January 2025 in response to the Academic and Operational Plan (2024–2028, Action Item #10), was tasked with developing recommendations. The report has fulfilled the Committee's mandate and will be presented to the Teaching and Learning Committee. The importance of providing Senate with an opportunity for discussion and feedback was emphasized, along with clarifying that additional work may return through formal Senate channels following further review.

Members discussed concerns that were raised at the Board of Governors regarding the need for improved communication of budget decisions with Senate, including more effective reporting to the Senate Budget Advisory Committee (SBAC). Members of the Senate Executive Committee discussed the role and effectiveness of SBAC in supporting Senate's advisory function on budget matters.

It was noted that SBAC has experienced ongoing challenges in fulfilling its mandate, including uncertainty regarding its terms of reference, membership, and workplan. Members expressed concern that the Committee has not been sufficiently engaged in the budget process, and that key resource persons, including the Provost and Vice-President, Finance and Administration, have not been requested to provide input. This has limited the SBAC's ability to offer informed advice to Senate.

Members emphasized the importance of the SBAC receiving comprehensive budget information, to effectively support Senate. It was also noted that the Committee should operate at an appropriate level of independence while still having access to necessary information.

Potential next steps include repopulating the SBAC through upcoming faculty elections. It was further suggested that the Governance Review process prioritize the SBAC, and that the By-laws or Senate Executive Committee review comparable committees at other institutions to inform potential revisions to its terms of reference and membership. Consideration was also given to the value of financial literacy among members.

Members agreed on the importance of supporting the SBAC in fulfilling its advisory role, recognizing it as Senate's primary mechanism for providing input on the institutional budget. Further discussion will take place at the next Senate Executive Committee meeting.

An election for three (3) faculty Senate representatives to serve on the Senate Budget Advisory Committee for three (3) years terms will be included in the Senate agenda.

A motion that Senate grant approval to graduate the students who have completed their degree requirements prior to June 12, 2026, will be included in the Senate agenda under New Business. The Report on Graduation Applicants will be presented under New Business at the next Senate meeting.

The Senate Executive Committee approved the May 22, 2026, Senate agenda.

Respectfully submitted,

Dr. Carole Richardson  
Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated May 14, 2026.

**Report of the  
Academic Curriculum Committee (ACC)**

**May 7, 2026**

**Members Present:**

Carole Richardson  
Debra Iafrate  
Ping Zou  
Logan Lloyd

Nathan Colborne  
Kurt Clausen  
Robin Gibson

Dan Walters (designate)  
Aaron Kociolek  
Hilda Konadu

**Regrets:** Nancy Black, Ali Hatef, Trevor Holmes, Toivo Koivukoski, Gillian McCann,  
Graydon Raymer, Dakota Lamirande

**Guests:** Beth Holden, Logan Hoehn

**Recording Secretary:** Jane Hughes

The Academic Curriculum Committee reviewed and discussed proposed changes from the Faculty of Arts and Science, syllabi requirements and terms of reference review. The outcomes of those discussions are reflected in the following recommendations to Senate.

Respectfully submitted,

*Approved electronically by:*

Carole Richardson, PhD  
Provost and Vice President, Academic (Interim)

Motion 1: That Senate receive the Report of the ACC, dated May 7, 2026.

**Faculty of Arts & Science**

**Computer Science and Mathematics** (*Proposal #FAS-2526-00099*)

Substantive

Motion 2: That Senate approve the creation of MATH-4066 Topology as outlined in the template.

Non-substantive

That the prerequisite MATH-3166 be removed from MATH-5066.

Non-substantive

That MATH-3166 Topology be deleted.

Non-substantive

That the prerequisite for MATH-1267 Applied Health Statistics be changed as outlined in the proposal.

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### **Discussion: Syllabus Requirements for Curriculum Proposals**

The directive requiring syllabi to be submitted with curriculum proposals has been withdrawn. Syllabi are no longer required as part of curriculum proposal submissions.

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### **Terms of Reference and Membership Review**

The committee is reviewing its terms of reference and membership. Proposed revisions may be brought forward following further committee discussion.

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**Motion 1 (Substantive):** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of MATH-4066 Topology as outlined in the template below.

### **New Course Template**

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

<b>MOTION:</b> <u>That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the creation of MATH-4066 Topology</u>
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### **JUSTIFICATION (Rationale):**

<p>The proposed course is to replace MATH 3166 Topology. The prerequisite for MATH 3166 Topology is MATH 3136 Real Analysis I, which itself has our second-year course MATH 2036 Advanced Calculus I as a prerequisite. As such, it is not possible under normal circumstances for students to take MATH 3166 Topology before the second semester of their third year, and even then only if they are able to pass MATH 3136 Real Analysis I in time. In keeping with this high-level prerequisite, the material in MATH 3166 Topology is more sophisticated than what is in many of our other third-year MATH courses, and is more in line with our fourth-year expectations. At other institutions, it is a common practice to have a first course in topology at the fourth-year level, e.g. York University (SC/MATH 4081 Topology I), Carleton University (MATH 4205 Introduction to General Topology). The new course description is in line with current practices for course descriptions. Compared to MATH 3166, we no longer mention the fundamental group, as this topic is seldom reached in a one-semester course in topology, and usually left instead to MATH 5067 Introduction to Algebraic Topology. The final sentence is adapted from a similar line from the course description for MATH 4246 Optimization, and reflects our intention to offer MATH 4066 Topology and MATH 5066 General Topology together using a common lecture.</p>
--

FAS-2526-00099

Course Code	MATH-4066
Course Title:	Topology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students learn the fundamentals of topology, which is the study of shape and space in mathematics. By means of rigorous proofs, students develop the theory of compactness and connectedness, continuous functions, Tychonoff's theorem, separation axioms, Urysohn and Tietze theorems, and basic descriptive set theory. Students will discover many important examples of topological spaces. This course can be taught together with MATH 5066 General Topology with the undergraduate students being subject to different assignments and evaluation criteria than the graduate students.
Course Prerequisite:	MATH 3136
Course Corequisite:	
Course Antirequisite:	MATH-3166
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course?  <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU? <u>As</u> <u>defined by MCU</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>Outline the department's plan for offering this course.</p> <p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>This course will replace MATH 3166 and will be included in the existing course-cycling on an alternating basis</p>
<p>List the total hours and the weekly breakdown of hours by instructional method.</p> <p>Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.</p> <p><i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: _____ 36 hrs _____</p> <p><u>Breakdown of hours per week</u></p> <p>Clinical: _____</p> <p>Independent Study: _____</p> <p>Lecture: _____ Three hours of lecture per week for one term _____</p> <p>Lab: _____</p> <p>Practical: _____</p> <p>Seminar : _____</p> <p>Tutorial: _____</p> <p>Service Learning: _____</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p><i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>
<p><u>Program Implications:</u></p> <p><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p><input checked="" type="checkbox"/> This course will be included in Group IV Advanced Research Courses</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, include rationale:</p> <p>The proposed course will replace MATH 3166</p>

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will demonstrate:</p> <ol style="list-style-type: none"> <li>1. a developed knowledge and critical understanding of the key concepts, methodologies, and theoretical approaches in general topology, with some understanding of current advances in this field and its applications</li> <li>2. a developed ability to read, understand and analyze texts and proofs</li> <li>3. some understanding of how new theories are created and applied in mathematics</li> <li>4. ability to communicate information, arguments and proofs, orally and in writing</li> <li>5. ability to participate in discussions of advanced mathematical problems and theories</li> <li>6. a general understanding of principles of writing proofs, including format, style, and citations</li> <li>7. an ability to pose their own mathematical questions and problems in the area of topology and evaluate the appropriateness of approaches to solve them</li> </ol>
<p>Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</p>	<p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>enter additional resources:</p>
<p>How will this course contribute to the program level outcomes?</p>	<p>This course will contribute to the advanced research-oriented course requirement for Honours specialization program</p>
<p>Who amongst your current faculty has the competencies to teach this course?</p>	<p>Most of Mathematics faculty can teach this course</p>
<p>How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?</p>	<p>It will introduce diverse groups of students to advanced areas of contemporary mathematics]</p>
<p>How will you communicate this new offering to students?</p>	<p>Besides usual way of communication (e.g. through the program website) the information will be announced during departmental student information session</p>

## Sample Course Outline

### MATH 4066 – Topology

[3 hours of lecture per week]

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**Instructor:** [name of instructor(s)]  
**Office:** [office location or virtual if off campus or distance]  
**Office Hours:** [office hours and how to use them]  
**Contact Info:** [phone/email]

#### Land Acknowledgement:

Nipissing University sits on the traditional territory of Nipissing First Nation, the traditional territory of the Anishinabek, and within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

#### Course Description:

Students learn the fundamentals of topology, which is the study of shape and space in mathematics. By means of rigorous proofs, students develop the theory of compactness and connectedness, continuous functions, Tychonoff's theorem, separation axioms, Urysohn and Tietze theorems, and basic descriptive set theory. Students will discover many important examples of topological spaces. This course can be taught together with MATH 5066 General Topology with the undergraduate students being subject to different assignments and evaluation criteria than the graduate students.

#### Learning Outcomes:

Upon successful completion of this course, learners will demonstrate:

1. a developed knowledge and critical understanding of the key concepts, methodologies, and theoretical approaches in general topology, with some understanding of current advances in this field and its applications
2. a developed ability to read, understand and analyze texts and proofs
3. some understanding of how new theories are created and applied in mathematics

4. ability to communicate information, arguments and proofs, orally and in writing
5. ability to participate in discussions of advanced mathematical problems and theories
6. a general understanding of principles of writing proofs, including format, style, and citations
7. an ability to pose their own mathematical questions and problems in the area of topology and evaluate the appropriateness of approaches to solve them

**Suggested Textbook:**

“Topology” by J.R. Munkres - 2<sup>n</sup> edition (2000)

**Proposed Evaluation:**

Assignments – 40%  
Course project – 10%  
Participation – 10%  
Midterm examination – 10%  
Final examination – 30%

**Motion 2 (Non-substantive):** That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that MATH-3166 Topology be deleted.

Rationale: As explained in the motion above, the decision has been made to move the Topology content to the 4000 level, making this course no longer necessary.

**Motion 3 (Non-substantive):** That ARCC recommend to Faculty Executive that the prerequisite for MATH-1267 Applied Health Statistics be changed as outlined below.

From:

All NURS courses at the 2000 level in the on-campus BScN program with a minimum grade of 60% or SAT and enrolment in the on-campus BScN program or NURS-2517, NURS-2707, NURS-2047, NURS-2036, ACAD-1601 and enrolment in the on-campus RPN-BScN program.

To:

Enrolment in the on-campus BScN program, the on-campus RPN-BScN program, or the RPN to BScN Blended Learning Program.

Rationale: This prerequisite update reflects a recent comprehensive review of prerequisites across the on-site Nursing programs, which was approved at Senate in 25FW. As part of this review, prerequisites were revised to include only those courses that provide essential prior learning required for success in subsequent courses, supporting pedagogical coherence and student progression.

As well, this course is now required for students in the RPN to BScN Blended Learning program. Without an update to the prerequisite, students would be unable to register for this required course in their program.

**Report of the  
BY-LAWS AND ELECTIONS COMMITTEE**

**Academic Year 2025-26**

April 30, 2026

A meeting of the By-laws and Elections Committee was held on April 30, 2026, at 3:00 p.m. in F307 and via Teams conference.

Present: K. Srigley (Chair), G. Phillips, C. Richardson, T. Horton, H. Teixeira, J. Martin

Recording Secretary: S. Landriault

The meeting was called to order. The Chair offered a Traditional Territory acknowledgement.

- Motion 1: Moved by T. Horton, seconded G. Phillips that the agenda of the April 30, 2026, By-laws and Elections Committee meeting be approved with amendment to add review of the terms of reference.  
CARRIED
- Motion 2: Moved by C. Richardson, seconded by J. Martin that the Report of the March 24, 2026, By-laws and Elections Committee meeting be approved.  
CARRIED

**Business Arising from the Report**

Further discussion was held regarding the nomination and election process for faculty representatives serving on hiring committees for senior administrator positions. This process, which occurs at the faculty level and is formalized through a Senate vote, remains under review. The Deans will present the proposed revisions to *Senate By-law 10.1.2: Faculty Council Nominations and Elections Committee Procedures* at their respective Faculty Council meetings in May for consideration and feedback.

Further discussion was held on the structure of the Academic Quality Assurance and Planning Committee (AQAPC) to ensure proportionate representation, particularly in response to requests to include additional non-faculty members. AQAPC forwarded a motion to the By-laws and Elections Committee proposing the addition of the Director of OII (voting) and the Director of Teaching and Learning (non-voting) as ex officio members.

As part of the ongoing Governance Review, the matter will return to AQAPC to consider the role of members, specifically, whether their contributions warrant voting or non-voting status based on decision-making authority and the provision of essential expertise. The Chair of the AQAPC reported that revised terms of reference have been circulated for member feedback. A summary of AQAPC membership, including proposed voting and non-voting designations, will be presented for discussion at the next meeting.

Further discussion was held on the Teaching and Learning Committee's (TLC) recommendation to designate the Director of Teaching and Learning as Chair, a non-voting Senator, and a member of the Senate Executive Committee. Members questioned the appropriateness of a non-voting Senator serving as Committee Chair.

It was agreed that committee membership should be based on clearly defined roles, either as decision-makers or as essential contributors of expertise, and not on individual preference. Members emphasized the need for a clear rationale and definition for non-voting status, noting that Senators are typically voting members, while non-voting participants attend by virtue of their positions.

Members also highlighted the importance of reviewing committee composition, including the designation of ex officio (voting and non-voting) members within the By-laws, to ensure alignment with governance principles. It was agreed that the Director of OII and the Director of Teaching and Learning be added as ex officio members of Senate and the AQAPC.

The following suggested language was proposed and agreed upon: *(revisions in bold and strikethrough)*

2.1 *Ex Officio* Senators

- (a) The following shall be *ex officio* voting members of Senate:
  - (i) the President;
  - (ii) the Provost Vice President Academic;
  - (iii) The Vice President responsible for Finance and Administration
  - (iv) The Associate Vice-President Research, Innovation and Graduate Studies;
  - (v) the Deans;
  - (vi) the Registrar;
  - (vii) the Executive Director, Library Services; ~~and~~
  - (viii) the Director of the Office of Indigenous Initiatives**
  - (ix) the Director of the Centre for Teaching and Learning**

Moved by G. Phillips, seconded by C. Richardson, that the amendment of Senate By-laws Article 2.1(a), as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the May 22, 2026, Senate Agenda.  
CARRIED

The following suggested language was proposed and agreed upon: (*revisions in bold*)

9.4.1 Academic Quality Assurance and Planning Committee (AQAPC)

- (b) *Ex Officio* and Student Members:
  - (i) the PVPA, or designate (Chair);
  - (ii) the AVPRIGS or designate;
  - (iii) all Deans, or designates;
  - (iv) the Registrar, or designate;
  - (v) the Director of Institutional Research and Planning;
  - (vi) the Executive Director, Library Services;
  - (vii) the Director of the Office of Indigenous Initiatives**
  - (viii) the Director of the Centre for Teaching and Learning**
  - (ix) the Manager of Quality Assurance and Program Innovation (non-voting)
  - (x) one (1) representative chosen by and from the Board of Governors;
  - (xi) one (1) student Senator from the NUSU Executive or designate;
  - (xii) one (1) undergraduate student representative;
  - (xiii) one (1) graduate student representative.

Moved by G. Phillips, seconded by C. Richardson, that the amendment of Senate By-laws Article 9.4.1(a), as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the May 22, 2026, Senate Agenda.  
CARRIED

9.12 Teaching and Learning Committee

- (a) *Ex Officio* and Student Members:
  - (i) the Dean of Education and Professional Studies\*;
  - (ii) the Director of Teaching and Learning (**Chair**) (~~non-voting~~);
  - (iii) the Executive Director of Library Services, or designate;
  - (iv) two (2) undergraduate student representatives; one elected from each Faculty;
  - (v) one (1) graduate student representative.

~~\*The Dean of Education and Professional Studies will serve as pro tem Chair and call the first meeting of the Committee in September to elect a Chair and Vice Chair.~~
- (b) Members Elected by Faculty Council:
  - (i) four (4) Faculty Senators, with at least one (1) from each Faculty, ~~one of whom shall be elected to serve as Vice Chair;~~
  - (ii) two (2) non-Senator Faculty; one elected from each Faculty;

Moved by G. Phillips, seconded by T. Horton, that the amendment of Senate By-laws Article 9.12(a)&(b), as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the May 22, 2026, Senate Agenda.  
CARRIED

The proposed amendment to *Senate By-law 9.10* to include the Provost and the Vice-President, Finance and Administration as *ex officio* non-voting members of the Senate Budget Advisory Committee (SBAC) was discussed. It was noted that both are open to serving as either voting or non-voting members.

The SBAC will review its terms of reference and determine appropriate membership. An updated report will be submitted to the By-laws and Elections Committee once this review is complete.

A discussion to further define the rights of non-voting members on Senate Standing Committees took place. Members agreed that ex officio members would be voting members. The following language was suggested:

1.1 General Definitions

(y) "non-voting" means a committee member appointed for their expertise in relation to the Committee's Terms of Reference. They are permitted to speak but are not permitted to vote or make motions.

Moved by C. Richardson, seconded by G. Phillips, that the amendment of Senate By-laws Article 1.1(y), as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the May 22, 2026, Senate Agenda.

CARRIED

**Student Representation on Senate Standing Committees**

The importance of student perspectives and meaningful contributions to university governance and decision-making was recognized. It was noted that students serve on numerous committees in varying capacities, underscoring the need to ensure their time and expertise are used effectively without overextension. The NUSU Executive is reviewing committee assignments to promote more balanced and manageable participation.

The NUSU VP Communications and Awareness (VPCA) reported discussions with the Associate Vice-President, Research, Innovation and Graduate Studies regarding potential changes to the Graduate student Senator role, including the possibility of broader designation to allow alternate representatives. Members noted that, while the current By-laws permit designates, the definition and scope of this role requires clarification.

Concerns were raised about maintaining continuity and ensuring informed participation, particularly given the significance of committee decisions. The need to avoid inconsistent representation and to provide adequate background for participants was emphasized. It was also noted that formal training for student Senators is currently lacking. Suggestions included enhanced promotion of student Senator roles, development of orientation and training resources, and creation of a visual overview of Senate and its committee structure. Additional engagement initiatives, such as inviting students to observe Senate proceedings (e.g.: bring a student to Senate Day), were proposed to improve awareness and participation.

Members highlighted the importance of supporting students in understanding Senate's governance responsibilities and maintaining a strong connection to the student body. The Chair requested that the NUSU VPCA review the student position descriptions within the By-laws to inform proposed revisions. The importance of onboarding and training will also be addressed as part of the Governance Review.

The Chair requested that the NUSU VPCA focus on the student position descriptions in the By-laws as this will help move this along and as to how the By-laws should be revised. The importance of onboarding and training is also included in the Governance Review.

**New Business - Review of the By-laws and Elections Committee Terms of Reference**

Article 9.5, *Membership and Terms of Reference of the By-laws and Elections Committee*, was discussed. Members noted that the Committee maintains a lean membership and agreed that the existing terms of reference are appropriate to its mandate. The Chair will incorporate suggested revisions and circulate a draft to committee members for further discussion at the next meeting.

Respectfully submitted,

Dr. Katrina Srigley  
Chair  
By-laws and Elections Committee

Motion 1: That Senate receive the Report of the By-laws and Elections Committee dated April 30, 2026.

**Nipissing University**  
**Senate Research Committee Report**  
**April 27<sup>th</sup>, 2026**

The SRC met on April 27<sup>th</sup>, 2026.

Members in attendance: B. Law (Chair), S. Arnocky, N. Black, C. Cho, M. Sullivan, N. Botham  
Recording Secretary: Carly Byers  
Regrets: H. Zhu, K. Sarginson, L. Snoddon. Absent: W. MacKenzie.

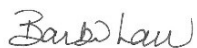
Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the April 27<sup>th</sup> meeting. Updates included:

- MCURES announced provincial Research Security Framework requirements and the requirement of institutional Research Security Plans to be developed and submitted by December 31, 2026. This and the completion of an annual progress report are part of the SMA4 process. A review of the 2025-2026 Research Rendezvous Events
- External grant applications and success rates to date

New Business included:

- Discussion of SRC Terms of Reference as part of the Senate Governance Review. Feedback was provided to the Chair for communication with the Senate Governance Review committee. The committee considered the recommendation of the Internal Awards Review Committee for the Internal Research Grants (IRG) competition *in camera*. The recommendations were approved *in camera*.
- The committee considered the recommendation of the Training Awards Committee for the Nipissing Undergraduate Student Research Awards (NUSRA) competition *in camera*. The recommendations were approved *in camera*.

Respectfully submitted,



B. Law  
Chair, Senate Research Committee

**Motion 1:** That Senate receives the report of the Senate Research Committee, dated April 27, 2026.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

February 26, 2026

Attendance: Graydon Raymer; Pat Maher; Nancy Black; Trevor Smith; Steven Cairns; Trevor Holmes; Leslie Thielen-Wilson; Derek Neal.

Recording Secretary: Stephanie Young.

Guests: none

The meeting was held on February 26, 2026, at 1:30 pm (F214 and via Zoom). The minutes of the previous meeting held on December 19, 2025, were adopted. The scheduled January 22, 2026 meeting did not meet quorum and therefore no official minutes were recorded.

The Committee approved a motion recommending to Senate Executive that the Director of Teaching and Learning be made Chair of the committee and a member of Senate, and noted that the Committee seeks clarification regarding the Director of Teaching and Learning's voting status, with a view to ensuring consistency among Senate committees.

The Committee received an update from the Director of the Centre for Teaching and Learning, including participation in a micro-credentials summit, work on course developments, plans to hire two additional Learning Systems Technologists (bringing the total to six) and a manager to support digital learning and related services, direct involvement in Blackboard support ticketing, and results from a CTL Needs Survey (111 responses) indicating interest in additional website resources, increased in-person/online workshops, after-hours/weekend support (being explored with UTS), and guidance related to AI.

The Committee also discussed JCATL Recommendation #10 regarding developing additional and alternative methods for demonstrating and assessing teaching effectiveness (beyond SOS), including peer, self, professional development, and expert-based approaches, and considered whether this Committee should contribute to a teaching dossier template for faculty, noting questions about purpose, alignment (e.g., Collective Agreement and/or tenure and promotion), governance approvals, and where such a resource should reside.

The meeting was adjourned, and the next meeting was scheduled for March 26, 2026.

Respectfully submitted,



G. Raymer  
Dean, Faculty of Education and Professional Studies

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated February 26, 2026.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

March 26, 2026

Attendance: Graydon Raymer; Nancy Black; Trevor Smith; Steven Cairns; Trevor Holmes; Leslie Thielen-Wilson; Derek Neal; Louela Manankil-Rankin; Dakota Lamirande.

Recording Secretary: Stephanie Young.

Guests: Alessia Montroy (Dean for a Day winner)

The meeting was held on March 26, 2026, at 10:00 am (F214 and via Zoom). The minutes of the previous meeting held on February 26, 2026, were adopted.

The Committee discussed the question, "effective teaching results in?", and identified outcomes including transformative education and identity transformation, learning, engagement, metacognition, growth, self-efficacy, mastery of skills, creativity, application of knowledge, and relationality. The Committee then brainstormed (via Padlet) five areas to consider when assessing effective teaching: (1) elements that go in "before teaching," (2) elements in "during teaching/delivery," (3) assessment and evaluation of students, (4) assessment of one's own teaching/course (during or after), and (5) personal/professional development. Trevor Holmes will share the brainstorming information with the Committee, and the Committee noted that this Padlet exercise could also be brought to Faculty Council meetings for further input. In addition, Trevor Holmes shared a teaching dossier guide from the University of Waterloo as an example.

Under other business, the Committee noted that the AI Ad Hoc Committee is drafting a recommendation report based on discussion and survey results, which will be brought to the Committee for review prior to being brought forward to Senate, and that Nancy Black will provide a library report at the next meeting.

The meeting was adjourned, and the next meeting is scheduled for April 27, 2026.

Respectfully submitted,



G. Raymer  
Dean, Faculty of Education and Professional Studies

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated March 26, 2026.

# Final Report and Recommendations

Ad Hoc Committee on the Use of Artificial Intelligence in Instructional Settings

Nipissing University (May 11, 2026)

## 1. Introduction

Since the public release of OpenAI's ChatGPT in November 2022, generative artificial intelligence (AI) has rapidly become a consequential presence in higher education. It affects nearly every aspect of teaching and learning and raises significant questions about human judgment, authorship, accountability, equity, and the purposes of higher education.

In this context, Nipissing University struck the **Ad Hoc Committee on the Use of Artificial Intelligence in Instructional Settings** in January 2025 (under the Academic Plan and Operational Plan 2024-2028 Action Item #10) to consider how the University should respond in the specific context of teaching and learning. The committee's mandate was confined to instructional settings and related academic policy, practice, and supports. The committee's framing of AI (as neither threat to reject nor technology to embrace uncritically) is explored further in the Guiding Framework (see section 2). This draft report, written by the members of the committee without reliance on AI, therefore presents a framework of values, principles, governance considerations, and recommendations designed to guide Nipissing University's next steps in relation to AI in instructional settings.

## 2. Committee Purpose, Scope, and Terms of Reference

The committee's mandate evolved through discussion and refinement. At its June 3, 2025 meeting, the committee reviewed and amended its terms of reference, agreeing that it would provide a report that:

1. provides recommendations on a university-wide guideline or policy related to the ethical use of artificial intelligence in instructional settings;
2. provides recommendations for revisions to policies or protocols related to the use of artificial intelligence in instructional settings to the appropriate Senate committee;
3. provides suggestions for how artificial intelligence may be integrated into, or limited in, curriculum and instruction to enhance student learning and engagement;

4. provides suggestions for how artificial intelligence may be integrated into, or limited in, student assessment and support; and
5. provides suggestions for supporting faculty and staff in their use of artificial intelligence and/or maintaining academic integrity in relation to student use of artificial intelligence.

From the outset, the committee understood that “instructional settings” extend beyond the formal classroom and include multiple locations and modalities in which learning occurs. The committee adopted a broad definition of instructional settings, encompassing classrooms, libraries, group meetings, tutorials, labs, office hours, practicum and placement environments, community service learning, off-campus venues, and virtual learning contexts. It also adopted a broad definition of artificial intelligence intended to avoid an overly narrow or tool-specific focus. These definitions helped the committee move from reactive conversations about a few prominent generative AI tools toward a more durable conceptual framework for teaching and learning policy.

## Meetings and timeline

The committee met formally eleven times between February 21, 2025 and April 17, 2026. The initial February 21, 2025 meeting served as an exploratory meeting to frame the issue, identify themes, and discuss scope. The committee then held formal meetings on May 8, June 3, June 26, September 17, October 17, November 21, and December 19, 2025, followed by meetings on January 23, March 20, and April 17, 2026. In addition, the committee hosted a public presentation and feedback session for the university community on February 20, 2026, with both in-person and online participation.

Over the course of these meetings, the committee moved through several phases of work: establishing definitions; clarifying scope and terms of reference; identifying relevant policies and guidelines; developing a values, principles, and practices framework; organizing working groups; gathering and synthesizing internal and external resources; consulting with members of the university community; and reviewing feedback in preparation for final recommendations.

## Representation on the committee

The committee included faculty (full-time and part-time) from a range of disciplines, academic support functions, and institutional roles. The Dean of the Faculty of Education and Professional Studies, Graydon Raymer was the committee Chair supported by Centre for Teaching and Learning staff Barbara Popkie and Ryan Hehn. Committee members included faculty from many Nipissing programs: Ysabel Castle (Full-time Faculty, Biology, Chemistry and Geography), Julie Corkett (Full-time Faculty, Education), Martin Holmes (Part-time Faculty, Geography), Anahit Armenakyan (Full-time Faculty, Business), David Hemsworth (Full-time Faculty, Business), James Bowen (Part-time Faculty, Business), Blaine Hatt (Full-time Faculty, Education), Laura Killam (Part-time Faculty,

Nursing), Carly Byers (Part-time Faculty, Physical and Health Education), Sarah Winters (Full-time Faculty, English), Tina Benevides (Full-time Faculty, Education), John Allison (Full-time Faculty, Education), Christine Lalonde (Full-time Faculty, Child and Family Studies), Mark Wachowiak (Full-time Faculty, Computer Science), Adegoke Ojeniyi (Part-time-time Faculty, Computer Science), Jonathan Muterera (Full-time Faculty, Business) and Jamie Murton (Full-time Faculty, History). Trevor Holmes, the Director of Teaching and Learning, joined the committee in December 2025.

This range of disciplinary expertise and participation mattered. The committee did not approach AI solely as a technical problem or solely as an academic integrity problem. Rather, it benefited from disciplinary, pedagogical, administrative, and support perspectives. The committee openly discussed concern for ethical issues, accessibility, privacy, Indigenous perspectives, student experience, faculty autonomy, infrastructure constraints, and the practical realities of teaching in varied instructional contexts. As a result, the committee's work was marked not by consensus around a single ideological position, but by engagement with tensions that all universities will need to navigate from now on.

## Diversity of thought and opinion

A notable strength of the committee's process was the diversity of thought represented in its discussions. The committee and consultation materials show that members and participants did not approach AI from a single viewpoint. Some participants emphasized the need to explore AI's capacity to support learning, improve access, strengthen student literacy, and facilitate thoughtful innovation. Others raised serious concerns about academic integrity, the erosion of human judgment and creativity, the potential displacement of human labour, environmental cost, privacy, commercialization, and the risk that institutional endorsement of AI could normalize tools or practices that remain ethically unsettled.

The committee explicitly recognized this diversity. It affirmed that both the use *and* the non-use of AI may be legitimate pedagogical choices depending on context, and that academic freedom and disciplinary integrity must be respected. It also recognized that recommendations must avoid implying that all programs, instructors, or students should engage with AI in identical ways.

## Working groups and organization of the work

The committee formalized five working groups:

1. Academic Integrity & Ethics
2. AI Infrastructure
3. Assessment of Human Creative & Critical Thinking
4. Community of Practice/Learnership

## 5. Student AI Literacy

The working groups reviewed current policies, guidelines, and practices; identified gaps; generated key questions; and proposed initial recommendations.

## Consultation and community engagement

The committee hosted an in-person (10 participants) and online presentation and feedback session (22 participants) on February 20, 2026. A university-wide invitation to provide feedback through a Microsoft Form was issued, with reminders (6 responses) The feedback from all modalities was both substantial and highly diverse, despite the limited numbers. The committee noted support for some directions, strong caution about others, and repeated calls for attention to equity, disability, Indigenous perspectives, environmental costs, institutional coherence, and discipline-specific flexibility.

## 3. Guiding Framework

The committee considered foundational **Values, Principles, and Practices** upon which **Policies and Actions** are built, and sustained through **Governance and Accountability**. This conceptual framework reflects an important committee insight: AI-related decisions in teaching and learning should not begin with technology procurement or compliance language alone. Rather, they should begin with educational values and purposes, be translated into practical guidance and institutional supports, and then be anchored in clearly identified governance responsibilities. The proposed guiding framework does not attempt to resolve every disciplinary AI question centrally. Rather, the framework articulates common institutional expectations regarding integrity, disclosure, privacy, equity, and human-centred learning, while enabling discipline- and course-specific interpretation.

### OVERALL RECOMMENDATION 1: A UNIVERSITY-WIDE AI FRAMEWORK IS REQUIRED

The committee recommends the University adopt the following **Guiding Values for the use of AI**, listed verbatim from page three of: <https://u15.ca/wp-content/uploads/2024/08/Navigating-AI-in-Teaching-and-Learning-U15-Canada-September-2024.pdf>. Together, these values frame AI not merely as a classroom tool issue, but as a question about the integrity of learning, the legitimacy of disciplinary expertise, the quality of institutional relationships, and the ethical responsibilities of a university.

- **Upholding integrity.** The integrity of our academic work is a core principle for faculty, staff and students as members of a community of scholars. It spans the integrity of academic

standards and practices as well as the integrity of learning outcomes and how they are assessed.

- **Maintaining respect.** Our institutions are environments that thrive and grow on a diversity of approaches, perspectives, and ideas. The ways in which generative AI tools are to be used, or not to be used, to support and enhance teaching and learning must be subject to the same collegial processes that are used to design and enhance programs of study. This includes respect for the subject matter experts who shape curriculum and teaching practices.
- **Building trust.** The newness of these tools, coupled with rapid advances and improvements, raise many questions. As we learn and gain experience through responsible use, we can and must build trust across campus communities, Indigenous and other partner organizations.
- **Ensuring ethical and legal application.** Our use of these systems in education must comply with current and emerging guidelines and regulation of the AI space, as well as the policies and ethical standards of our own institutions.

These values serve as the bedrock for all AI use at the University, ensuring that integrity, respect, trust, and ethical application inform every aspect of how these technologies are integrated. From these foundational values, the guiding principles for the use of AI in instructional settings may be derived, establishing a framework for developing policies and making informed decisions.

## OVERALL RECOMMENDATION 2: DECISIONS AND ACTIONS MUST BE CONSISTENT WITH GUIDING PRINCIPLES

The committee recommends the University adopt the following **Guiding Principles for the use of AI in Instructional Settings**, which was inspired by principles identified by the U15, the University of Toronto, IDEO.org, Campus AI Exchange, and the Government of Canada.

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*“Data are Not Truth”*

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1. **Human-Centred Learning and Decision Making.** For example, learning, assessing, and decision-making (with or without AI use) must emphasize and prioritize the human.

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*“Respect Privacy and the Collective Good”*

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2. **Accountable, Ethical, and Responsible Use of AI.** For example, instructors and students, not systems, are accountable for AI use and output. Instructors and students should be aware of the ethical considerations of AI use. Students and instructors should choose to use, or not use, AI responsibly.
3. **Transparency and Disclosure.** For example, students and instructors should declare AI use and its role in instructional settings.
4. **Accessibility and Equity.** For example, no student should be disadvantaged by tool availability, disability, bandwidth, or cost. When AI is used to support learning, instructors should provide non-AI pathways to equivalent outcomes.
5. **Security, Data Privacy, and Intellectual Property.** For example, students and instructors should understand and respect data privacy, copyright and authorship, and data security must be maintained.

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*“Don’t Presume the Desirability of AI”*

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6. **Critical Adoption, Not Reckless Enthusiasm.** For example, context of use matters. Embed ethical use when AI is included in curriculum, decisions, policies, and actions.
7. **Design to Support Learning, Not Production.** For example, the goal of AI use in instructional settings should be to encourage critical thinking, not to reduce workload/increase productivity.

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*“Unintended Consequences of AI are Opportunities for Design”*

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8. **Assessment of Learning must be Redesigned and Reframed.** For example, instructors should identify areas of AI use that are low risk and high risk, and focus on critical/creative thinking, process, and reflection rather than just final answers.
9. **Develop a Culture and Community of Practice/Learnership.** For example, students and instructors have a shared responsibility as learners to explore and understand both the strengths and limitations of AI, respecting both the authority of Senate to establish learning outcomes for programs and courses as well as the academic freedom of faculty to freely express their views and choose course materials.

### OVERALL RECOMMENDATION 3: AI GOVERNANCE IS BROAD AND SHARED

The committee's work reinforces that responsibility for AI in instructional settings is necessarily shared. Senate is responsible for establishing institutional-, program-, and course-level learning outcomes. The principle of academic freedom means that faculty will deliver courses to meet Senate-approved learning outcomes based on their professional judgment and disciplinary expertise. Academic policy also resides with Senate and its relevant committees. Technology and data governance responsibilities involve university administration, information technology, and related governance structures. Instructor support is connected to the Centre for Teaching and Learning (CTL), while student support engages offices such as Student Development Services. The challenge is therefore not simply to assign one office ownership of "AI", but to clarify how these responsibilities intersect so that guidance is coherent, roles are understood, and institutional communication is aligned.

A strong institutional response will therefore require not only policy text, but also governance coordination. The committee's work repeatedly identified the risk of fragmented or uncoordinated initiatives across units. A university-wide framework should be accompanied by clear statements about who approves tools, who maintains guidance, who supports implementation, how updates are communicated, and how concerns or ambiguities are escalated for interpretation or revision.

The committee therefore recommends that the University clarify the respective responsibilities of Senate, Administration, the Board of Governors, Faculties and Academic Programs, University Technology Services, Student Development Services, and the Centre for Teaching and Learning. For example, Senate holds responsibility for approving academic programs, academic policy, academic standards, and any revisions to policies or protocols related to teaching learning assessment and academic integrity. University administration will be responsible for institutional coordination, implementation, planning, and cross-unit communication. Faculties and academic programs will hold responsibility for curriculum pedagogy and program level expectations, including decisions about where AI may be appropriately integrated into or limited within disciplinary and professional contexts. The Board of Governors should exercise oversight where AI decisions engage institutional risk, financial commitments, technology procurement, data security or broader questions of organizational accountability. University Technology Services should be responsible for reviewing and supporting approved technologies, advising on privacy and security, interoperability and data governance, and helping the university distinguish between tools that are appropriate or inappropriate for instructional use. Student Development Services should play a key role in student facing guidance, particularly where AI intersects with accessibility accommodations, academic skills support, student well-being, and equitable access to support. Finally, the Centre for Teaching and Learning should lead in supporting instructors through professional learning, guidance on course and assessment design, and the development of practical resources for thoughtful, critical, and context sensitive use -- or non use -- of AI in instructional settings.

## 4. Key Findings

### *AI is already affecting teaching and learning, but institutional guidance is unclear*

The committee identified pervasive uncertainty across the institution about appropriate use, acceptable limits, integrity processes, and available supports. Existing resources were recognized as useful starting points, but the committee identified gaps in scenario-based guidance, treatment of ethics, attention to larger and online classes, and alignment across units.

### *The central issue is educational purpose*

A recurring theme throughout the committee's work was that AI policy must be tied to learning outcomes and to the purposes of higher education. The committee repeatedly returned to questions such as: What do we most value in student learning? What should students be able to do independently? What forms of assistance enhance learning, and what forms undermine it? How should we assess human judgment, creativity, reflection, and disciplinary understanding in a context where AI can generate plausible outputs? These questions reflect that the committee's recommendations are fundamentally about education, not regulation.

### *Consistency is key, but a one-size-fits-all approach will not be adequate*

The committee explicitly recognized that different disciplines, programs, learning contexts, and professional pathways will require different approaches. But while faculty need flexibility, students also need clearer and more consistent expectations. Accordingly, the strongest path forward is a collaboratively-developed, university-wide framework that establishes core values, principles, minimum expectations, and support structures, while allowing programs and instructors to interpret and implement those expectations in discipline-appropriate ways.

### *The community wants balance: support innovation, but proceed cautiously*

Feedback from the February 2026 consultation process suggests that the university community is neither uniformly pro-AI nor uniformly anti-AI. Some want support for faculty and students, but not pressure to use AI. Some want AI literacy, but not uncritical normalization. It was clear that respondents wanted attention to accessibility and accommodation, privacy, labour, and environmental issues. There was agreement on the need for coherent institutional direction, but not for an approach that ignores academic freedom or disciplinary difference.

## 5. Specific Recommendations

After considering the committee's extensive discussions, review of relevant practices and policies at other institutions, and feedback received through consultation with members of the university community, the committee brought together the recommendations developed across its working groups. The recommendations that follow have been organized according to the committee's Terms of Reference.

## Recommendations on a university-wide policy or guideline related to the ethical use of artificial intelligence in instructional settings

### RECOMMENDATION 4: DEVELOP A CLEAR INSTITUTIONAL POLICY ON AI USE IN INSTRUCTIONAL SETTINGS

- a. Adopt a university-wide guideline stating that students and instructors remain fully accountable for any work created with the assistance of AI.
- b. Require that any unauthorized use of AI contrary to course or university expectations be addressed through existing academic integrity processes.
- c. State that AI may not be used as the sole basis for grading, evaluation, or academic judgment in instructional settings.
- d. Prohibit the submission of AI-generated or AI-modified work as one's own where such use has not been expressly permitted.
- e. Require the use of institutionally supported or approved AI tools when student data, confidential information, or university systems are involved.
- f. Acknowledge that in the context of UNDRIP and OCAP, Indigenous data sovereignty, Indigenous knowledges, and Indigenous perspectives may differ from institutional norms and must be taken into account.
- g. Keep equity and cost in view alongside privacy and security, including the expectation that, where a paid tool is required for coursework, a reasonable no-cost alternative should be available.
- h. State that university policy on AI must be reviewed regularly in light of evolving technologies, practices, and legal standards.

### RECOMMENDATION 5: UPDATE GUIDELINES FOR FACULTY AND STUDENTS ON ACCEPTABLE AI USE

- a. Require every course outline to include a clear statement indicating whether AI use is prohibited, limited, permitted with disclosure, or intentionally integrated into the course.
- b. Require students to acknowledge, cite, and/or disclose AI use in assignments when such use is permitted by the instructor.
- c. Provide standard university guidance clarifying that AI may be acceptable for some purposes (for example, language or accessibility support) but not for others unless explicitly authorized.
- d. Advise instructors to communicate AI expectations clearly and repeatedly in course outlines, assignment instructions, and class discussion.
- e. Advise faculty and students not to upload student work, personal information, grades, or other confidential data into unapproved third-party AI systems.

- f. Clarify that AI detection tools should not, in their current capacities, be used as evidence of academic misconduct.
- g. Emphasize that acceptable AI use must always be guided by learning outcomes, academic integrity, privacy, equity, and professional standards relevant to the discipline.

## Recommendations for revisions to policies or protocols related to the use of artificial intelligence in instructional settings

### RECOMMENDATION 6: UPDATE RELEVANT ACADEMIC POLICIES

- a. The Senate Teaching and Learning Committee will revise the academic integrity policy so that references to AI are clear and better aligned across definitions of plagiarism, unauthorized collaboration, and permitted or prohibited AI use.
- b. The Senate Teaching and Learning Committee will update the Senate approved university course syllabus template to guide how and where instructors will state clearly whether AI use in a course is prohibited, limited, permitted with disclosure, or intentionally integrated into learning activities etc.
- c. The Senate Teaching and Learning Committee will update the Evaluation and Grading System policy to make clear that AI is not used as the sole basis for assigning grades or making consequential academic judgments, and so that any AI generated formative feedback provided to students is disclosed and reviewed by a human before being returned.
- d. The Registrar's Office and the Centre for Teaching and Learning will recommend to the Academic and Curriculum Committee revisions to the Final Examinations policy to include more explicit language regarding AI enabled devices, AI collaboration, and emerging technologies beyond conventional chat bots, etc.
- e. The University Technology Services and the Centre for Teaching and Learning will recommend to the Senate Teaching and Learning Committee revisions to the Digital Learning Resources and Field Trips policy so that any required use of AI tools in courses and programs continues to account for cost, no fee alternatives, equity of access, and vendor-related data/privacy concerns.
- f. The Office of Graduate Studies, Innovation, and Research will recommend to the Senate Graduate Studies Committee revisions to relevant graduate studies policies and processes to clarify expectations for the ethical and transparent use of artificial intelligence in graduate coursework and graduate academic milestones, including research proposals, comprehensive examinations, thesis writing, scholarly publications, and final oral examinations or thesis defences. These revisions should make clear that the use of AI, where permitted, must be discussed and approved in advance where appropriate, properly documented and disclosed, and must not compromise the requirement that graduate students demonstrate independent scholarly judgment, original intellectual contribution, and the capacity to interpret, explain, and defend their work.

- g. Align any such policies and guidelines with existing and future parallel policies for administrative and research functions of the University.

## Recommendations for how artificial intelligence may be integrated into, or limited in, curriculum and instruction to enhance student learning and engagement

### RECOMMENDATION 7: ENCOURAGE AND SUPPORT INSTRUCTORS TO DEVELOP AND USE ASSIGNMENTS, TESTS, AND OTHER ASSESSMENTS THAT REQUIRE HUMAN JUDGEMENT AND ORIGINALITY

- a. The Centre for Teaching and Learning will encourage and support instructors to explore assignments and learning activities that foreground human judgment, authenticity, originality, creativity, reflection, interpretation, and context-specific reasoning.
- b. Through Annual and Cyclical Program Review processes (i.e. as part of ongoing Quality Assurance) encourage programs to identify assignment and assessment designs that place greater emphasis on process, explanation, and reflection, rather than relying only on final written products that AI may increasingly reproduce.
- c. Encourage programs to make intentional decisions about whether, when, and why AI use is appropriate in relation to specific learning outcomes.
- d. In all decisions, recognize that some instructors may reasonably decide to limit or prohibit AI use altogether where they believe this is necessary to preserve core educational aims, disciplinary practices, or professional competencies.
- e. In all decisions, consider the accessibility and modality implications of assignment redesign, especially where some currently suggested strategies may be easier to implement in person than in online, or may raise barriers for some learners.

## Recommendations for how artificial intelligence may be integrated into, or limited in, student assessment and support

### RECOMMENDATION 8: CAREFULLY EXPLORE THE USE OF AI TUTORS AND AI LEARNING SUPPORTS

- a. Explore the use of AI tutors and other AI learning supports only as optional supplementary tools and not as replacements for instructors, graduate assistants, or existing student support services.

- b. Consider piloting AI learning supports only in limited and clearly defined contexts with careful evaluation of their educational value, accessibility, privacy implications, and effect on student experience.
- c. Ensure that any exploration of AI tutors or AI learning supports is guided by the principle that human-centred teaching and support remain primary, especially in contexts requiring professional judgment, relational interaction, cultural responsiveness, or ethical discernment.
- d. Acknowledge that there is no clear institutional consensus on the desirability of AI tutors or AI learning supports and therefore any future implementation or use should proceed cautiously, transparently, and with opportunities for further consultation and critique.

## Recommendations for supporting faculty and staff in their use of artificial intelligence and/or maintaining academic integrity in relation to student use of artificial intelligence

### RECOMMENDATION 9: SUPPORT FACULTY AND STAFF THROUGH PROFESSIONAL LEARNING AND INFRASTRUCTURE

- a) That CTL and partner units, along with the Senate Committee on Teaching and Learning, host Faculty Learning Communities, Communities of Learnership, intensive workshop series, and short information sessions around evidence-informed pitfalls and capabilities of generative AI in teaching and learning, including assessment redesign.
- b) That UTS and CTL provide secure, privacy-checked, robust test environments for faculty experimentation with instructional tools (i.e, other than Copilot).
- c) That CTL develop case studies and other resources for faculty learning.
- d) Update the 2023 Senate Committee on Teaching and Learning guideline on AI use.
- e) Consider the establishment of an AI Teaching Chair with an exploratory mandate (i.e. not assuming uncritical adoption).
- f) Undertake a process to identify learning outcomes related to generative AI fluency and human responsibility in the disciplines.
- g) Ensure professional development opportunities for staff who support faculty and students in the critical exploration of AI.

## 6. Conclusion

The committee's work has reaffirmed that the most important questions raised by artificial intelligence in instructional settings are not, at their core, questions about technology. They are questions about education: what students should learn and be able to do, and how learning is best supported and assessed.

Throughout its deliberations, the committee resisted simplistic conclusions. The committee did not proceed from the assumption that AI should be rejected outright, nor did it accept that AI should be embraced uncritically. Instead, the committee found that a principled approach is required that begins with educational purpose, respects disciplinary difference and academic freedom, protects privacy and equity, and remains attentive to the human dimensions of learning that AI cannot replace. The committee also found that the university community holds diverse and, at times, strongly conflicting views about AI. Those differences are not a weakness in the process. Rather, the diversity of opinions reflect the seriousness of the issues at stake and the need for institutional guidance that is thoughtful, cautious, and sufficiently flexible to respond to varied contexts.

The recommendations in this report therefore hold space for instructors and programs that wish to integrate AI thoughtfully and critically into learning environments, for those who wish to limit or prohibit its use, and for the many positions in between. The recommendations also hold space for ongoing reflection on the wider implications of these tools, including questions of equity, accessibility, privacy, labour, environmental impact, Indigenous data sovereignty, and the integrity of disciplinary knowledge.

Finally, the committee acknowledges that the technologies, the practices that surround them, and the legal and ethical landscape in which they sit will continue to change, in some cases rapidly. The framework, policies, and supports recommended here will require regular review and revision, informed by continued consultation with faculty, students, staff, and external partners, and by careful attention to evidence as it accumulates. The committee is grateful to all who contributed to this work and offers these recommendations to the University in the hope that they will support a thoughtful, principled, and educationally grounded approach to AI moving forward.

- **Notice of Motion that Article 1.1 of the Senate By-Laws be amended as outlined below (*revisions in bold*):**

#### 1.1 General Definitions

- (y) **“non-voting” means a committee member appointed for their expertise in relation to the Committee’s Terms of Reference. They are permitted to speak but are not permitted to vote or make motions.**

- **Notice of Motion that Article 2.1 of the Senate By-Laws be amended as outlined below (*revisions in bold and strikethrough*):**

#### 2.1 *Ex Officio* Senators

- (a) The following shall be *ex officio* voting members of Senate:
  - (i) the President;
  - (ii) the Provost Vice President Academic;
  - (iii) The Vice President responsible for Finance and Administration
  - (iv) The Associate Vice-President Research, Innovation and Graduate Studies;
  - (v) the Deans;
  - (vi) the Registrar;
  - (vii) the Executive Director, Library Services; and
  - (viii) the Director of the Office of Indigenous Initiatives**
  - (ix) the Director of the Centre for Teaching and Learning**

- **Notice of Motion that Article 9.4.1 of the Senate By-Laws be amended as outlined below (*revisions in bold*):**

#### 9.4.1 Academic Quality Assurance and Planning Committee (AQAPC)

- (b) *Ex Officio* and Student Members:
  - (i) the PVPA, or designate (Chair);
  - (ii) the AVPRIGS or designate;
  - (iii) all Deans, or designates;
  - (iv) the Registrar, or designate;
  - (v) the Director of Institutional Research and Planning;
  - (vi) the Executive Director, Library Services;
  - (vii) the Director of the Office of Indigenous Initiatives**
  - (viii) the Director of the Centre for Teaching and Learning**
  - (ix) the Manager of Quality Assurance and Program Innovation (non-voting)
  - (x) one (1) representative chosen by and from the Board of Governors;
  - (xi) one (1) student Senator from the NUSU Executive or designate;
  - (xii) one (1) undergraduate student representative;
  - (xiii) one (1) graduate student representative.

- **Notice of Motion that Article 9.12 of the Senate By-Laws be amended as outlined below (*revisions in bold and strikethrough*):**

#### 9.12 Teaching and Learning Committee

- (a) *Ex Officio* and Student Members:
  - (i) the Dean of Education and Professional Studies\*;
  - (ii) the Director of Teaching and Learning **(Chair) (non-voting)**;
  - (iii) the Executive Director of Library Services, or designate;

- (iv) two (2) undergraduate student representatives; one elected from each Faculty;
  - (v) one (1) graduate student representative.  
~~\*The Dean of Education and Professional Studies will serve as pro tem Chair and call the first meeting of the Committee in September to elect a Chair and Vice-Chair.~~
- (b) Members Elected by Faculty Council:
- (i) four (4) Faculty Senators, with at least one (1) from each Faculty, ~~one of whom shall be elected to serve as Vice-Chair;~~
  - (ii) two (2) non-Senator Faculty; one elected from each Faculty;