

## **Senate Agenda**

**Friday, September 10, 2021**

**2:30 p.m.**

**Zoom Conference:**

**<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09>**

**Meeting ID: 880 9246 1985**

**Passcode: 194317**

### **1. Acknowledgement of the Traditional Territory**

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

### **2. Approval of the Agenda**

### **3. Adoption of the Minutes of the Senate Meetings of: May 28, 2021 & June 10, 2021 (June 10, 2021 - Motions passed over email to approve graduates)**

### **4. Business Arising From the Minutes**

- Follow-up regarding how decisions are made to hire student research assistants, and the process in which HR advises faculty of the outcome.

### **5. Reading and Disposing of Communications**

### **6. Reports From Other Bodies**

- A.
  - (1) President
  - (2) Provost and Vice-President Academic and Research
  - (3) Vice-President Finance and Administration
  - (4) Board of Governors
  - (5) Alumni Advisory Board
  - (6) Council of Ontario Universities (Academic Colleague)
  - (7) Joint Board/Senate Committee on Governance
  - (8) NUSU
  - (9) Indigenization Steering Committee
  - (10) Others
- B. Reports from Senate members

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

- Motion 1: That the Report of the Senate Executive Committee dated June 30, 2021 be received.
- Motion 2: That the Report of the Senate Executive Committee dated August 5, 2021 be received.
- Motion 3: That the Report of the Senate Executive Committee dated September 2, 2021 be received.

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

- Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated July 23, 2021 be received.
- Motion 2: That Senate approve the History IQAP Final Assessment Report and Implementation Plan.
- Motion 3: That Senate receive the Internationalization Plan for Nipissing University: 2021-2026.

**By-Laws and Elections Committee**

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

**Teaching and Learning Committee**

- Motion 1: That the Report of the Teaching and Learning Committee dated May 27, 2021 be received.
- Motion 2: That the Report of the Teaching and Learning Committee dated July 29, 2021 be received.
- Motion 3: The TLC recommends that Senate approve that only the "Comment Sheet" portion of the current Nipissing University Student Opinion Surveys (i.e. referenced in the FASBU CA 2019-2022 Article 27 and CASBU CA Article 19.2 (b) and (c)) be administered for all courses in the 2021-2022 academic year (i.e. FA, WI, FW, SP, SS, SU), and that the "Course & Instructor Evaluation Questionnaire" be suspended (not administered and no data collected) during this time.

**Rationale:** Due to the time required for the Joint Committee on the Assessment of Teaching and Learning to complete its work and its recommendation be implemented, it is necessary that the use of interim Student Opinion Surveys, as approved by Senate September 11, 2020, be extended by another 12 months.

- Motion 4: The TLC recommends that Senate approve for the 2021-2022 academic year (i.e. FA, WI, FW, SP, SS, SU), the Student Opinion Surveys be presented to students, during a two-week period in the final two-weeks of each course, in an online manner, in the format approved by Senate at the September 11, 2020 meeting.
- Motion 5: The TLC recommends that Senate approve that the administration of the interim Student Opinion Surveys in the 2021-2022 academic year (i.e. FA, WI, FW, SP, SS, SU), be conducted in such a way that the anonymity of students is maintained and that the Survey results received are returned unexamined to the faculty member, in keeping with FASBU Article 27.2 (b) and (c) and CASBU Article 19.2 (b) and (c).

## 9. Other Business

## 10. Amendment of By-Laws

- **Notice of Motion that the Senate By-Laws, Article 2.4(b) Faculty Senators, be amended as outlined below:**

### Rationale:

As the term CASBU faculty no longer exists in the CA, all references were removed from the Senate By-Laws. Librarians qualify as faculty members under Senate By-Laws Article 1.1(r) General Definitions, but they were not included in any of the categories under By-Laws Article 2.4 that would allow them to be elected. Following discussion, the following language (changes in bold and strikethrough) was suggested:

- 2.4 (b) There shall be ~~two (2)~~ **three (3)** designated faculty Senate positions, as follows:
- i) two (2) faculty Senators elected by and from the full-time lab, seminar and service course instructors (North Bay), hereafter referred to as "instructor positions".
  - ii) **one (1) designated librarian Senate position elected by and from the academic librarians, hereafter referred to as "librarian positions."**

## 11. Elections

- Elect one (1) A&S faculty Senate representative to serve on the Academic Awards, Appeals and Petitions Committee for a three-year term effective July 1, 2021 to June 30, 2024.
- Elect one (1) A&S faculty Senate representative to serve on the Academic Curriculum Committee for a three-year term effective July 1, 2021 to June 30, 2024.
- Elect one (1) A&S faculty Senate representative to serve on the Research Committee for a three-year term effective July 1, 2021 to June 30, 2024.
- Elect one (1) A&S faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024.
- Elect one (1) EPS faculty Senate representative to serve on the By-laws and Elections Committee for a three-year term effective July 1, 2021 to June 30, 2024.

**12. New Business**

Motion 1: That Senate move in camera.

**13. Announcements**

**14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**May 28, 2021**  
**10:30 a.m.**  
**Zoom Remote Conferencing**

**Members Present:**

C. Sutton (Interim Chair), J. McAuliffe, P. Maher, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, C. McFarlane, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, A. Wagner

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

E. Lougheed

J. McIntosh, S. Pecoskie-Schweir, E. Wilson

**Absent With Regrets:**

A. Vainio-Mattila

K. Lucas

T. Sibbald, P. Zou

M. Murray, M. (Fichaud) Parsons

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

**Approval of the Agenda of the Senate Meeting of:** May 28, 2021

Motion 1: Moved by A. Wagner, seconded by N. Kozuskanich that the agenda of the Senate meeting of May 28, 2021 be approved.  
Carried

**Adoption of the Minutes of the Senate Meeting of:** May 14, 2021

Motion 2: Moved by S. Winters, seconded by M. Saari that the minutes of the Senate meeting of May 14, 2021 be adopted.  
Carried

**Business Arising From the Minutes**

The President addressed questions raised regarding the Board of Governors livestream format, and faculty representation on the Board, in the President's Report attached to the minutes.

As requested, the Price Waterhouse Coopers (PWC) Report was included with the Senate meeting materials. It was reminded that the report be used for internal purposes and not shared externally.

Following a request for an update on the outdoor teaching space, the Dean of Teaching advised that information has been sent out to the instructors that have requested to teach in the space. This joint endeavour with Facility Services is a work in progress and is actively working on fulfilling requests.

In follow up to a request that further COVID-19 updates be shared, Michelle Banks, HR Generalist, Health, Safety & Wellness, provided the following information:

- The Provincial government introduced a new 3-step roadmap that will replace the 5 coloured framework.
- From June 2–14, the province is set to return to the emergency break order that we were under prior to the stay-at-home order. The campus will remain at Phase 0 until at least June 14.
- Step 1 is set to commence on June 14, Step 2 is set to commence on July 2, and Step 3 is set to commence on July 26. These dates are all dependent on the provincial population for Covid inoculation.
- Public Health protocols currently in place will remain status quo until we receive provincial legislature or public health guidelines indicating that we can ease some of those protocols (i.e.: physical distancing, face coverings, etc.).
- The Operational Readiness Committee (ORC) is meeting on June 1 to discuss how the current campus framework will integrate with the new 3-step roadmap.
- Further meetings will take place with the North Bay Parry Sound District Health Unit to discuss in specific what this roadmap means for post-secondary education, class sizes, faculty and staff working on campus and a student vaccination clinic.

In response to a question as to whether Nipissing University will mandate Covid vaccines, the President noted the complexities involved in these important discussions and advised that no decisions have been made yet. For now, the situation will be closely monitored, and conversations will continue. She expressed appreciation to Senators for contributing feedback.

### **Reading and Disposing of Communications**

The Speaker brought to the attention of Senators the inclusion of recent CRP-NU communication which will be discussed further upon the start of the new President.

### **Reports From Other Bodies**

The Interim President highlighted a number of items from her written report, including her appreciation of the support she has received over the last year, information regarding virtual convocation, and the announcement of the following awards:

- Chancellor's Award for Excellence in Research: Dr. Katrina Srigley
- Chancellor's Award for Excellence in Service: Dr. Susan Srigley
- Chancellor's Award for Excellence in Teaching (FASBU): Dr. Renee Valiquette
- Chancellor's Award for Excellence in Teaching (CASBU): Laura Killam
- On Sunday, May 30th, Dr. Kurt Clausen will be awarded with the Coutts Distinguished Service Award for his record of academic service to education at the local, national and international levels at the CSSE Annual Conference.
- Nipissing University will also recognize Mr. Tom Curry with an Honorary Degree at our Virtual Convocation.

The full report is attached to the minutes.

On behalf of Senate, Senator Saari thanked the Interim President for everything she has done for Nipissing University, and for her calm hand at the tiller during this difficult last year.

The Provost and Vice-President Academic and Research provided a report which was included in the agenda. The report is also attached to the minutes.

The Assistant Vice-President Finance and Infrastructure was recognized by the Speaker and shared the 2021-2022 Operating Budget and Ancillary Budget on screen. The AVPFI outlined the grant and tuition revenues, the ancillary and consolidated budgets, the impact of a balanced operating fund by department and the cash flow impact. The presentations are attached to the minutes.

The Senate representative on the Board of Governors, Bobby Ray, reported that just prior to the last Senate meeting on May 14, the Board of Governors approved the recommendation of the President's Search Committee. The Board thanked all of the Senators that were involved in this process, either by sitting on the committee or by attending small-group meetings and providing feedback. He advised that questions addressed by Senators at the May 14 Senate meeting regarding live-streaming concerns, as well as a letter received, were taken back to the Executive Committee and the Board of Governors and will be an agenda item for the next Board meeting. Senator Ray reminded that Senators may pose questions to the Board of Governors anytime between meetings via the Board Secretary. It was noted that in some situations, advance notice of questions would assist the Board Representative in providing a faster and more fulsome response to Senate.

The Alumni Advisory Board representative, Erika Lougheed, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague (Alternate), Dr. Manuel Litalien, provided a report. The report is attached to the minutes.

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

### **Question Period**

In response to concerns expressed regarding budget cuts to marketing and the importance of our website, the President advised that work is being done on the website. A request has been made to increase marketing resources, but no new positions have been approved yet.

In response to a request for transparency as to how decisions are made to hire student research assistants, as well as the process in which HR advises faculty of the outcome, the Director of Human Resources advised that these questions have been referred to the Provost for response. She also advised that grant processes are being reviewed. A request was made for follow up at the next Senate meeting.

With the departure of several Senators, it was noted that the scheduling of other meetings should not overlap Senate meetings. A university-wide calendar that everyone could access to identify dates and times of Senate and Faculty Council meetings, etc., might be helpful and was requested for consideration.

The President advised that she was not aware of a university-wide calendar, but she will forward this suggestion to the UTS Department.

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

#### **Senate Executive Committee**

- Motion 3: Moved by C. Sutton, seconded by C. McFarlane that the Report of the Senate Executive Committee dated May 20, 2021 be received.  
Carried
- Motion 4: Moved by C. Sutton, seconded by M. Saari that all Annual Reports (Motions 7-15 & 17) be considered to be received as an omnibus motion.  
Carried
- Motion 5: Moved by C. Sutton, seconded by M. Saari that all Annual Reports (Motions 7-15 & 17) be received as an omnibus motion.  
Carried
- Motion 6: Moved by C. Sutton, seconded by M. Saari that all Annual Reports (Motions 7-15 & 17) be approved as an omnibus motion.  
Carried
- Motion 7: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Senate Executive Committee dated May 20, 2021 be received.

#### **Academic Awards, Appeals and Petitions Committee**

- Motion 8: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Academic Awards, Appeals and Petitions Committee dated April 27, 2021 be received.  
Carried



**Academic Curriculum Committee**

- Motion 9: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Academic Curriculum Committee dated May 11, 2021 be received.  
Carried

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

- Motion 10: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Academic Quality Assurance and Planning Committee dated May 20, 2021 be received.  
Carried

**By-Laws and Elections Committee**

- Motion 11: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the By-Laws and Elections Committee dated May 20, 2021 be received.  
Carried

**Honorary Degrees Committee**

- Motion 12: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Honorary Degrees Committee dated April 30, 2021 be received.  
Carried

**Joint Committee of the Board and Senate on Governance**

- Motion 13: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Joint Committee of the Board and Senate on Governance Committee dated May 20, 2021 be received.  
Carried

**Research Committee**

- Motion 14: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Research Committee dated May 3, 2021 be received.  
Carried

**Senate Budget Advisory Committee**

- Motion 15: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Senate Budget Advisory Committee dated May 20, 2021 be received.  
Carried

**Teaching and Learning Committee**

- Motion 16: Moved by A. Burk, seconded by C. McFarlane that the Report of the Teaching and Learning Committee dated April 22, 2021 be received.  
Carried
- Motion 17: Moved by C. Sutton, seconded by M. Saari that the Annual Report of the Teaching and Learning Committee dated May 6, 2021 be received.  
Motions 6-15 & 17 as omnibus, Carried

## **Elections**

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

**R. Vernescu (A&S faculty Senate representative) – ACCLAIMED** (*As per Senate By-Law 7.6(b) if a candidate from one of the two faculties cannot be found to fill a Senate committee position, then nominations from the floor shall be accepted.*)

## **New Business**

Motion 18: Moved by D. Iafrate, seconded by A. Ackerman that Senate consider receipt of the Graduation Applicants dated May 27, 2021.  
Carried

Motion 19: Moved by D. Iafrate, seconded by S. Srigley that Senate receive the Report of Graduation Applicants dated May 27, 2021.  
Carried

Motion 20: Moved by D. Iafrate, seconded by H. Earl that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated May 27, 2021.  
Carried

The Deans read out the May 27, 2021 graduands by faculty and degree and congratulated the students and faculty on their achievements.

## **Announcements**

The Speaker, on behalf of Senate, thanked the Interim President for her leadership and service this past year.

The Executive Director of Library Services was pleased to announce that June 25, 2021 marks the 10-year anniversary of the official opening of the Harris Learning Library. The building is the cornerstone of the library system that provides resources and services for students, staff, faculty and alumni from Canadore College and Nipissing University, as well as community members from the North Bay area. A virtual guide covering the planning, construction, opening and a decade of happenings at the Harris Learning Library can be found on the website.

## **Adjournment**

Senate was adjourned at 12:40 p.m.

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

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

## **President's Report - May 28, 2021 Senate Meeting**

### Business Arising from the Minutes

- **Board livestream format** – The Board has received a formal letter from Senator Burk and a number of other Faculty members requesting a change in the format of our livestreams. The Office of the President is currently exploring alternative methods for the Fall. As the correspondence was addressed to all Board members, it will be brought forward for discussion at the June 3, 2021, meeting.
  - 30 people connected to the livestream during the May meeting and 70 connected in March
- With respect to the concerns raised regarding faculty representation on the Board, this is a confidential matter that is now subject to a formal grievance from NUFA and therefore cannot be discussed openly.
- The PWC Report was distributed with the Senate meeting materials.

### President's Report

- I will keep my comments brief, in order to allow time for the budget presentation.
- As this may very well be my last Senate as Chair, I wanted to extend a huge thank you to everyone on Senate and particularly Senate Exec. I recognize it is unusual to have a non-academic in this chair and I sincerely appreciate the support and patience everyone has afforded me over the past year.
- For those that may have attended a vaccination clinic in North Bay, you may have run into either Dr. Karey McCullough or Dr. Rick Vanderlee who have been working, alongside many of our graduates from the School of Nursing in a variety of roles. I've also heard that we have a number of current students working and volunteering at our local clinics. We're incredibly proud of our faculty, graduates and current students as they continue to be clear examples of how nurses are stepping up to help solve this public health crisis.
- The North Bay Parry Sound Health Unit has been doing an incredible job organizing and managing the vaccination clinics and we commend them for the tireless work they do, both within the community and behind the scenes.
- I had the pleasure of attending the Nipissing University Alumni Advisory Board Retreat last weekend. NUAAB welcomed a number of new members to their Board and I was able, alongside a number of our senior administrators, to introduce myself and answer any questions they may have had.
- Arja and I were lucky to receive a virtual guided tour of the Bachelor of Fine Arts Graduate Exhibition (that was unfortunately closed early due to COVID). Each year, the President is tasked with selecting a winner of the President's Selection Competition, and this year I was pleased to award Pauline Sutherland. Historically, the selected thesis project has been presented in the atrium of the Harris Learning Library during Convocation and into the following fall. We are uncertain when it can be displayed, but we will provide an update when we do know.
- Virtual Convocation is right around the corner. This year we have built on last year's celebrations and added some more personal and fun ways to help our graduates celebrate safely, at a distance. This year, we have four days to focus on the graduates more intimately:
  - Tuesday, June 15 – Faculty of Arts & Science
  - Thursday, June 17 – Schulich School of Education
  - Tuesday, June 22 – School of Business, School of Social Work and School of Criminology & Criminal Justice
  - Thursday, June 24 – School of Nursing

- There will be separate webpages for each of the groups that will link from the main landing page. Graduates, their supporters, faculty and staff will be able to view the ceremony video, access the social media toolkits and view the digital convocation program. The schedule can be found on the University website: [www.nipissingu.ca/convocation](http://www.nipissingu.ca/convocation)
- The Convocation Team worked hard on providing graduates with 'Celebration Boxes' to assist the graduates with their at home celebrations. The box, which is mailed to each graduate, is a keepsake and will contain a t-shirt, confetti popper, selfie kit and other fun surprises.
- I encourage everyone to mark your calendars and on the celebration days to share congratulatory messages for this year's graduates on social media or by reaching out personally.
- As a note, it is our intention to invite the 2019-2020 and 2020-2021 graduates back to campus to attend an in-person celebration to be able to properly cross the stage in the future when it is deemed safe to do so.
- Finally, I have the pleasure of announcing a number of awards, many of which will be celebrated at the upcoming Virtual Convocation:
  - Chancellor's Award for Excellence in Research: Dr. Katrina Srigley
  - Chancellor's Award for Excellence in Service: Dr. Susan Srigley
  - Chancellor's Award for Excellence in Teaching (FASBU): Dr. Renee Valiquette
  - Chancellor's Award for Excellence in Teaching (CASBU): Laura Killam
  - On Sunday, May 30<sup>th</sup>, Dr. Kurt Clausen will be awarded with the Coutts Distinguished Service Award for his record of academic service to education at the local, national and international levels at the CSSE Annual Conference.
  - Please join me in congratulating our Faculty award winners!
  - Nipissing University will also recognize Mr. Tom Curry with an Honorary Degree at our Virtual Convocation.

### Awards

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

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

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

#### Position announcements

I am pleased to announce that

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

#### Other

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

#### Vaccinations

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

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



## **A guide to continued Pandemic Pedagogy in advance of Fall 2021**

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

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

### **Modes of Delivery**

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

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

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

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

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

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

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

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

### **Available Supports**

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

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

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

### **Final Exams**

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



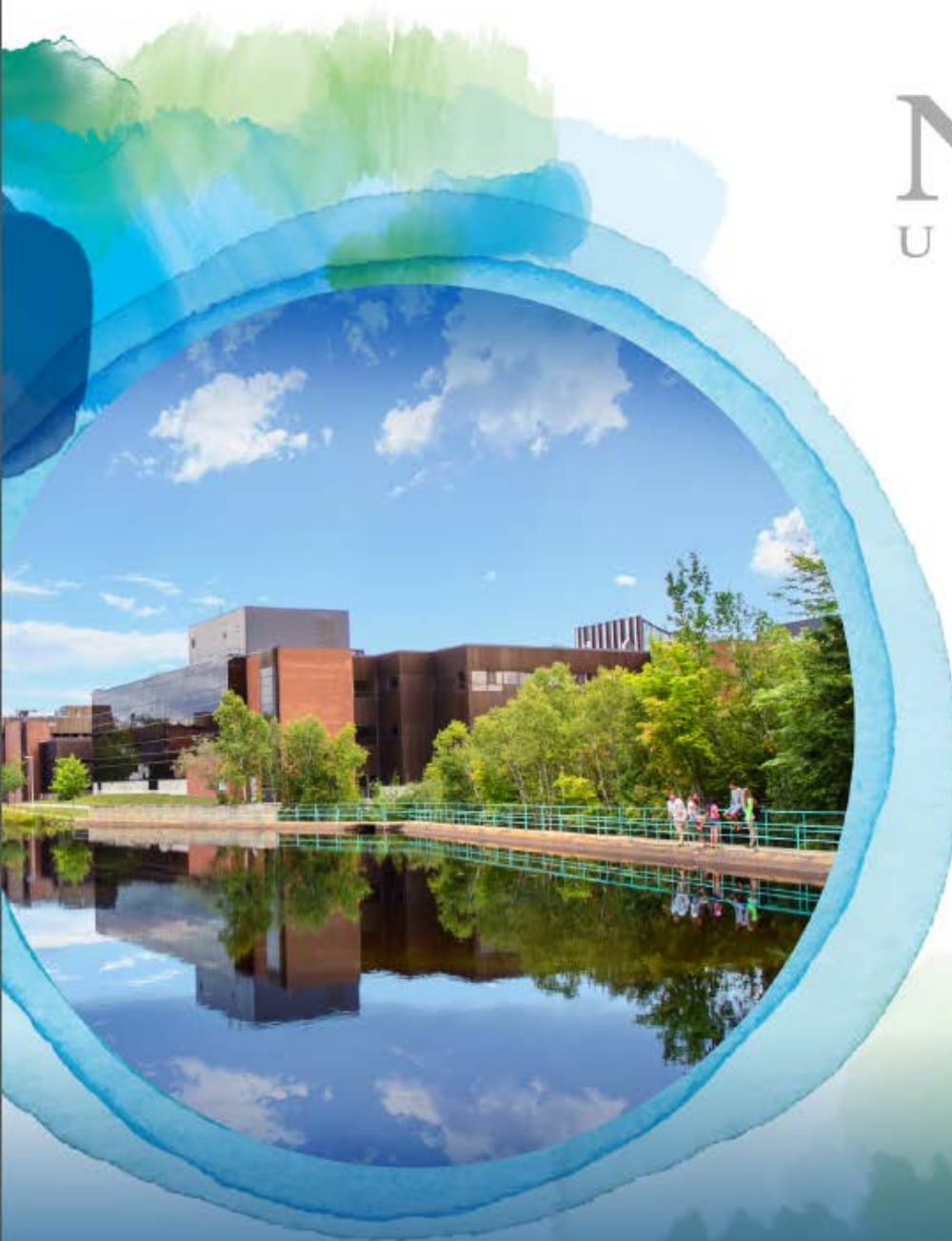
# NIPISSING

U N I V E R S I T Y

## Operating Budget 2021 – 2022

**DRAFT**

Presented to:  
Academic Senate  
May 28, 2021



## EXECUTIVE SUMMARY

Nipissing University is a vibrant, young, ready-to-grow 21<sup>st</sup> century university with century old roots in the community it serves, and has a mandate to address the needs of Northern Ontario and continues to have a special focus on serving the North in the North. It is the third largest employer in the North Bay area with a calculated annual economic impact of \$130.9 million locally, \$163 million nationally, and is an essential economic driver for the region.

As in previous years, this budget was created in collaboration with budget holders across the University. Nipissing continues to work towards a balanced budget in order to ensure future sustainability. As a direct result of the COVID-19 pandemic, this budget includes a \$1.5M funding deficit. Through a variety of strategies, we believe that this budget deficit can be eliminated before year end.

As per the Province's announcement last month, domestic tuition fees remain frozen for 2021-22. At present, we do not have any information on the domestic tuition framework for future years. The impact of the government's tuition framework on Nipissing for 2021-22 is a revenue shortfall of \$3 million compared to previous projections. While we look forward to discussions with the Ministry regarding our corridor, our current assumption is that provincial grant funding will remain as outlined in the budget documents for 2021-22.

The COVID-19 pandemic continues to cause significant uncertainty, and it is within this context that this budget was created. We do not know at this time what level of on-campus instruction will take place in the fall of 2021. As a direct result of the pandemic, we forecast a revenue shortfall in ancillary operations of \$1.2M and an international tuition shortfall of \$2M. In the preparation of this budget, we were able to realize cost reductions of \$1.7M to address this shortfall, and we will work towards eliminating the deficit before the end of fiscal 2022. We will be closely monitoring the impact of the pandemic on our operations and will implement mitigation strategies as required. A more precise estimate of COVID-19 related financial impacts will be determined in the early fall when detailed enrolment rates are known. A budget update will be submitted to the Board of Governors at that time.

Over the next several months, we will continue our work to implement sustainability strategies to increase and diversify our revenue streams. These strategies will include such things as internationalization, strategic enrolment, research revenue, continuing education/micro-credentials, conference services and fundraising plans. We will also continue our work on cost containment across all areas of the University. In September 2021, we will provide the Board of Governors with a detailed plan to bring the Operating/Ancillary budget into balance.

**NIPISSING UNIVERSITY**  
**2021-2022 Draft Operating Budget**

	2021-2022 Budget	2020-2021 Budget	Variance		Notes
<b>Revenue</b>					
Government Grants	\$ 33,607,313	\$ 35,655,369	\$ (2,048,056)	-5.7%	1
Student Fees - Tuition	\$ 28,817,551	\$ 29,409,835	\$ (592,284)	-2.0%	2
Student Fees - Other	\$ 2,945,228	\$ 2,805,862	\$ 139,366	5.0%	
Other	\$ 1,542,696	\$ 1,993,252	\$ (450,556)	-22.6%	3
Investment Income	\$ 190,000	\$ 190,000	\$ -	0.0%	
Donations	\$ 102,000	\$ 100,000	\$ 2,000	2.0%	
<b>Revenue Total</b>	<b>\$ 67,204,788</b>	<b>\$ 70,154,318</b>	<b>\$ (2,949,530)</b>	<b>-4.20%</b>	
<b>Expenses</b>					
Salaries and Benefits	\$ 54,218,539	\$ 55,400,290	\$ (1,181,751)	-2.1%	4
Operating	\$ 8,149,018	\$ 9,611,933	\$ (1,462,915)	-15.2%	5
Scholarships and Bursaries	\$ 3,849,760	\$ 3,788,400	\$ 61,360	1.6%	
Occupancy Costs	\$ 3,306,147	\$ 4,090,850	\$ (784,703)	-19.2%	6
Principal and Interest on Long Term Debt	\$ 1,008,769	\$ 1,005,940	\$ 2,829	0.3%	
<b>Expenses Total</b>	<b>\$ 70,532,233</b>	<b>\$ 73,897,413</b>	<b>\$ (3,365,180)</b>	<b>-4.55%</b>	
<b>Surplus (Deficit) Before Undernoted</b>	<b>\$ (3,327,445)</b>	<b>\$ (3,743,095)</b>	<b>\$ 415,650</b>	<b>-11.1%</b>	
<b>Transfers</b>					
Transfers to (from) other funds	\$ (1,778,984)	\$ (1,229,500)	\$ (549,484)	44.7%	7
<b>Transfers Total</b>	<b>\$ (1,778,984)</b>	<b>\$ (1,229,500)</b>	<b>\$ (549,484)</b>	<b>44.69%</b>	
<b>Total</b>	<b>\$ (1,548,461)</b>	<b>\$ (2,513,595)</b>	<b>\$ 965,134</b>	<b>-38.40%</b>	

**Notes:**

- 1) Prior year's amount included approx \$1.3M of additional grants assumed for Teacher Ed spaces. Reallocated over \$500K of time limited grants to Fund 70.
- 2) Largest budget decrease is in international due to prior year budget based on pre-Covid assumptions. Current year numbers more reflective of actuals with some growth in international.
- 3) Lower than prior year's pre-Covid assumptions - decrease in cafeteria, bookstore, parking and other services.
- 4) Includes limited LTA positions, part-time and contract wages have been reduced. Salaries & benefits of approx \$1M (2021 - \$500K) are reallocated to one-time funding initiatives captured in Fund 70.
- 5) Travel, meals & hospitality, supplies, and other discretionary costs are not included in this year's budget, assuming the effects of the pandemic will continue throughout the year.
- 6) Facilities Renewal Plan expenses moved to Fund 70 (approx. \$400K in prior year's budget). Remaining savings due to savings in utilities due to continued reduction in campus access, and due to investment in energy saving initiatives in prior years.
- 7) Transfer includes various internally restricted transfers such as transfers from donations, reserves (ex: international initiatives), transfers to PD, PER, Research and more. Also included is a \$1.16M transfer from Ancillary services.

**NIPISSING UNIVERSITY**  
**OPERATING AND OTHER GOVERNMENT GRANTS**

	2021-2022 Budget	2020-2021 Budget	Variance	Notes
<b>PROVINCIAL GRANTS</b>				
<b>Basic Operating Grant</b>				
Basic Operating Grant	\$ 16,183,646	\$ 20,243,520	\$ (4,059,874)	1
Less International Student Recovery	\$ (93,750)	\$ (112,500)	\$ 18,750	
<b>Sub Total</b>	<b>\$ 16,089,896</b>	<b>\$ 20,131,020</b>	<b>\$ (4,041,124)</b>	
<b>Mission-Related Institutional Specific Grants</b>				
Northern Ontario Grant	\$ 1,871,140	\$ 1,871,140	\$ -	
<b>Sub Total</b>	<b>\$ 1,871,140</b>	<b>\$ 1,871,140</b>	<b>\$ -</b>	
<b>Enrolment Based Grants</b>				
Second Entry Nursing Grant - to Canadore	\$ (183,295)	\$ (183,295)	\$ -	
Collaborative Grant - 50% from Canadore	\$ 1,290,016	\$ 1,433,071	\$ (143,055)	
Clinical Grant - 50% from Canadore	\$ 47,570	\$ 47,570	\$ -	
<b>Sub Total</b>	<b>\$ 1,154,291</b>	<b>\$ 1,297,346</b>	<b>\$ (143,055)</b>	
<b>Performance Based Grants</b>				
Performance Student Success	\$ 11,857,291	\$ 9,300,734	\$ 2,556,557	1
<b>Sub Total</b>	<b>\$ 11,857,291</b>	<b>\$ 9,300,734</b>	<b>\$ 2,556,557</b>	
<b>Student Bursaries and Other Flow Through Funding</b>				
Disabled Bursary	\$ 250,000	\$ 250,000	\$ -	
Ontario Graduate Scholarships	\$ 140,000	\$ 140,000	\$ -	
First Generation Bursary	\$ 28,000	\$ 28,000	\$ -	
<b>Sub Total</b>	<b>\$ 418,000</b>	<b>\$ 418,000</b>	<b>\$ -</b>	

**Notes**

- 1) Due to the funding structure of SMA3, we will see a shift in funding from "Basic Operating Grant" to "Performance Student Success" every year. The net difference is \$1.5M (\$4,059,874 - \$2,556,557). Prior year's budget amount included approx \$1.3M of additional grants assumed for Teacher Ed spaces.

**NIPISSING UNIVERSITY**  
**OPERATING AND OTHER GOVERNMENT GRANTS**

	2021-2022 Budget	2020-2021 Budget	Variance
<b>PROVINCIAL GRANTS (continued)</b>			
<b>Specific Purpose and Other Grants</b>			
Student Success Fund - Postsecondary Education Fund for Indigenous	\$ 675,886	\$ 675,886	\$ -
Grants for Municipal Taxation	\$ 250,000	\$ 235,350	\$ 14,650
Accessibility for Students with Disabilities	\$ 280,000	\$ 280,000	\$ -
Interpreter Fund	\$ 28,800	\$ 28,800	\$ -
Indigenous Initiatives	\$ 40,300	\$ 40,300	\$ -
Women's Campus Safety	\$ 109,624	\$ 109,624	\$ -
Indigenous Travel Grant	\$ 10,000	\$ 15,000	\$ (5,000)
Research Overheads Infrastructure Envelope	\$ -	\$ 18,000	\$ (18,000)
Mental Health Strategy	\$ 108,394	\$ 100,000	\$ 8,394
Mental Health Work	\$ 100,000	\$ 110,104	\$ (10,104)
Aga Khan Tuition Grant	\$ -	\$ 21,000	\$ (21,000)
<b>Sub Total</b>	<b>\$ 1,603,004</b>	<b>\$ 1,634,064</b>	<b>\$ (31,060)</b>
<b>TOTAL PROVINCIAL GRANTS</b>	<b>\$ 32,993,622</b>	<b>\$ 34,652,304</b>	<b>\$ (1,658,682)</b>
<b>FEDERAL GRANTS</b>			
Indirect Costs Grant	\$ 526,191	\$ 510,865	\$ 15,326
SSHRC - Grad Funding	\$ 52,500	\$ 52,500	\$ -
CIHR Scholarship - Grad Funding	\$ 17,500	\$ 17,500	\$ -
NSERC - Scholarship	\$ 17,500	\$ 17,500	\$ -
<b>TOTAL FEDERAL GRANTS</b>	<b>\$ 613,691</b>	<b>\$ 598,365</b>	<b>\$ 15,326</b>
<b>TOTAL GOVERNMENT GRANTS</b>	<b>\$ 33,607,313</b>	<b>\$ 35,250,669</b>	<b>\$ (1,643,356)</b>



**NIPISSING UNIVERSITY**  
**SPECIFIC PURPOSE AND OTHER GRANTS (FUND 70)**

	<b>2021-2022 Budget</b>
Facilities Renewal Grant	\$ 1,648,700
CTIG	\$ 330,000
COVID funding	\$ 1,000,000
Mental Health - COVID funding	\$ 116,479
Career services	\$ 63,709
Accessibility funding	\$ 147,244
VLS	\$ 438,521
ONCAT	\$ 30,000
<b>Sub Total</b>	<b>\$ 3,774,653</b>

**NIPISSING UNIVERSITY  
TUITION**

	2021-2022 Budget	2020-2021 Budget	Variance	% Variance	Notes
Undergraduate Programs	\$ 25,041,850	\$ 25,121,766	\$ (79,916)	0%	
Graduate Programs	\$ 1,043,295	\$ 957,915	\$ 85,380	9%	
Indigenous programs	\$ 177,600	\$ 443,903	\$ (266,303)	-60%	1
AQ/ABQ	\$ 325,256	\$ 337,500	\$ (12,244)	-4%	
International	\$ 2,589,550	\$ 2,898,750	\$ (309,200)	-11%	2
Tuition exemption	\$ (360,000)	\$ (350,000)	\$ (10,000)	3%	
<b>TOTAL TUITION IN OPERATING</b>	<b>\$ 28,817,551</b>	<b>\$ 29,409,834</b>	<b>\$ (592,283)</b>	<b>-2%</b>	
Indigenous programs	\$ 188,263	\$ -	\$ 188,263	0%	1
<b>TOTAL TUITION IN OTHER FUNDS</b>	<b>\$ 188,263</b>	<b>\$ -</b>	<b>\$ 188,263</b>	<b>0%</b>	
<b>TOTAL TUITION</b>	<b>\$ 29,005,814</b>	<b>\$ 29,409,834</b>	<b>\$ (404,020)</b>	<b>-1%</b>	

**Notes**

- 1) Net decrease of \$78,040 compared to prior year budget due to continued impact of pandemic.
- 2) Budget based on 68 international students in the Fall, 200 in Winter.

**NIPISSING UNIVERSITY**  
**TOTAL EXPENSES BY DEPARTMENT**

DEPARTMENT	2021-2022 Budget	2020-2021 Budget	Variance	
Arts & Science	\$ 16,555,175	\$ 17,253,935	\$ (698,760)	-4%
Education and Professional Studies	\$ 21,695,477	\$ 22,325,800	\$ (630,323)	-3%
Office of Indigenous Initiatives	\$ 820,951	\$ 763,768	\$ 57,183	7%
Academic Support & Library	\$ 7,388,657	\$ 7,757,908	\$ (369,251)	-5%
Administration	\$ 15,115,060	\$ 16,660,698	\$ (1,545,638)	-9%
Student Services	\$ 6,594,362	\$ 6,782,769	\$ (188,407)	-3%
Athletics	\$ 2,362,551	\$ 2,752,535	\$ (389,984)	-14%
<b>TOTAL EXPENDITURES</b>	<b>\$ 70,532,233</b>	<b>\$ 74,297,413</b>	<b>\$ (3,765,180)</b>	<b>-5%</b>
Less Anticipated Savings	\$ -	\$ (400,000)	\$ 400,000	-100%
<b>TOTAL</b>	<b>\$ 70,532,233</b>	<b>\$ 73,897,413</b>	<b>\$ (3,365,180)</b>	<b>-5%</b>



**NIPISSING UNIVERSITY**  
**SALARIES & BENEFITS BY DEPARTMENT**

DEPARTMENT	2021-2022 Budget	2020-2021 Budget	Variance	
Arts & Science	\$ 16,433,687	\$ 17,031,230	\$ (597,543)	-4%
Education and Professional Studies	\$ 20,396,986	\$ 20,664,680	\$ (267,694)	-1%
Office of Indigenous Initiatives	\$ 653,371	\$ 602,760	\$ 50,611	8%
Academic Support & Library & Research	\$ 4,977,405	\$ 5,113,544	\$ (136,139)	-3%
<b>Total Academic</b>	<b>\$ 42,461,449</b>	<b>\$ 43,412,214</b>	<b>\$ (950,765)</b>	<b>-2%</b>
Administration	\$ 7,090,989	\$ 7,309,576	\$ (218,587)	-3%
Student Services	\$ 3,441,275	\$ 3,455,530	\$ (14,255)	0%
Athletics	\$ 1,224,826	\$ 1,422,970	\$ (198,144)	-14%
<b>Total Others</b>	<b>\$ 11,757,090</b>	<b>\$ 12,188,076</b>	<b>\$ (430,986)</b>	<b>-4%</b>
Less Anticipated Savings	\$ -	\$ (200,000)	\$ 200,000	-100%
<b>TOTAL</b>	<b>\$ 54,218,539</b>	<b>\$ 55,400,290</b>	<b>\$ (1,181,751)</b>	<b>-2%</b>

**NIPISSING UNIVERSITY**  
**OPERATING EXPENDITURES BY DEPARTMENT**

DEPARTMENT	2021-2022 Budget	2020-2021 Budget	Variance	
Arts & Science	\$ 121,488	\$ 222,705	\$ (101,217)	-45%
Education and Professional Studies	\$ 1,298,491	\$ 1,661,120	\$ (362,629)	-22%
Office of Indigenous Initiatives	\$ 167,580	\$ 161,008	\$ 6,572	4%
Academic Support & Library & Research	\$ 2,411,252	\$ 2,644,364	\$ (233,112)	-9%
<b>Total Academic</b>	<b>\$ 3,998,811</b>	<b>\$ 4,689,197</b>	<b>\$ (690,386)</b>	<b>-15%</b>
Administration	\$ 8,024,071	\$ 9,351,122	\$ (1,327,051)	-14%
Student Services	\$ 3,153,087	\$ 3,327,239	\$ (174,152)	-5%
Athletics	\$ 1,137,725	\$ 1,329,565	\$ (191,840)	-14%
<b>Total Others</b>	<b>\$ 12,314,883</b>	<b>\$ 14,007,926</b>	<b>\$ (1,693,043)</b>	<b>-12%</b>
Less Anticipated Savings		\$ (200,000)	\$ 200,000	0%
<b>TOTAL</b>	<b>\$ 16,313,694</b>	<b>\$ 18,497,123</b>	<b>\$ (2,183,429)</b>	<b>-12%</b>

**NIPISSING UNIVERSITY  
FACULTY OF ARTS & SCIENCE**

	SALARIES		OPERATING		TOTAL BUDGET		
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance
Dean's Office	\$ 110,150	\$ 275,002	\$ 28,800	\$ 75,550	\$ 138,950	\$ 350,552	\$ (211,602) -60%
Biology/Science/Chemistry	\$ 2,027,555	\$ 2,048,192	\$ 37,219	\$ 69,500	\$ 2,064,774	\$ 2,117,692	\$ (52,918) -2%
Computer Science/Mathematics	\$ 1,759,198	\$ 1,973,375	\$ 10,460	\$ 15,200	\$ 1,769,658	\$ 1,988,575	\$ (218,917) -11%
Child & Family Studies	\$ 469,714	\$ 475,168	\$ 300	\$ 600	\$ 470,014	\$ 475,768	\$ (5,754) -1%
Social Welfare	\$ 568,773	\$ 564,964	\$ 650	\$ 950	\$ 569,423	\$ 565,914	\$ 3,509 1%
Geography/Geology	\$ 1,513,283	\$ 1,604,544	\$ 27,475	\$ 32,665	\$ 1,540,758	\$ 1,637,209	\$ (96,451) -6%
Psychology	\$ 1,769,585	\$ 1,721,774	\$ 2,000	\$ 5,500	\$ 1,771,585	\$ 1,727,274	\$ 44,311 3%
English	\$ 1,673,472	\$ 1,624,194	\$ 1,300	\$ 3,500	\$ 1,674,772	\$ 1,627,694	\$ 47,078 3%
History	\$ 1,383,314	\$ 1,269,978	\$ 1,175	\$ 3,730	\$ 1,384,489	\$ 1,273,708	\$ 110,781 9%
Political Sci/Economics/Philosophy	\$ 1,065,672	\$ 1,240,346	\$ 750	\$ 1,650	\$ 1,066,422	\$ 1,241,996	\$ (175,574) -14%
Classics	\$ 423,137	\$ 410,140	\$ 150	\$ 350	\$ 423,287	\$ 410,490	\$ 12,797 3%
Religion & Culture	\$ 664,987	\$ 595,306	\$ 600	\$ 1,100	\$ 665,587	\$ 596,406	\$ 69,181 12%
Gender equality	\$ 702,281	\$ 666,529	\$ 1,300	\$ 1,500	\$ 703,581	\$ 668,029	\$ 35,552 5%
Fine & Performing Arts	\$ 859,023	\$ 899,045	\$ 6,659	\$ 7,310	\$ 865,682	\$ 906,355	\$ (40,673) -4%
Sociology	\$ 1,170,450	\$ 1,292,399	\$ 1,050	\$ 2,900	\$ 1,171,500	\$ 1,295,299	\$ (123,799) -10%
Native Studies	\$ 273,093	\$ 370,274	\$ 1,600	\$ 700	\$ 274,693	\$ 370,974	\$ (96,281) -26%
<b>TOTAL</b>	<b>\$ 16,433,687</b>	<b>\$ 17,031,230</b>	<b>\$ 121,488</b>	<b>\$ 222,705</b>	<b>\$ 16,555,175</b>	<b>\$ 17,253,935</b>	<b>-\$ 698,760 -4%</b>

**NIPISSING UNIVERSITY**  
**FACULTY OF EDUCATION & PROFESSIONAL STUDIES**

	SALARIES		OPERATING		TOTAL BUDGET			
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance	
Dean's Office	\$ 770,415	\$ 630,282	\$ 13,587	\$ 45,630	\$ 784,002	\$ 675,912	\$ 108,090	16%
Business	\$ 2,474,260	\$ 2,776,482	\$ 489,975	\$ 639,400	\$ 2,964,235	\$ 3,415,882	\$ (451,647)	-13%
Nursing	\$ 6,042,621	\$ 6,233,049	\$ 376,635	\$ 524,100	\$ 6,419,256	\$ 6,757,149	\$ (337,893)	-5%
Criminal Justice	\$ 922,858	\$ 912,256	\$ 2,250	\$ 3,000	\$ 925,108	\$ 915,256	\$ 9,852	1%
Social Work	\$ 767,598	\$ 804,975	\$ 49,800	\$ 14,250	\$ 817,398	\$ 819,225	\$ (1,827)	0%
Education	\$ 6,263,957	\$ 6,156,173	\$ 8,700	\$ 39,100	\$ 6,272,657	\$ 6,195,273	\$ 77,384	1%
Practice Teaching	\$ 437,688	\$ 436,715	\$ 297,344	\$ 307,740	\$ 735,032	\$ 744,455	\$ (9,423)	-1%
BPHE	\$ 2,015,073	\$ 1,961,825	\$ 36,300	\$ 53,800	\$ 2,051,373	\$ 2,015,625	\$ 35,748	2%
Additional Qualifications	\$ 322,911	\$ 342,359	\$ 9,100	\$ 2,200	\$ 332,011	\$ 344,559	\$ (12,548)	-4%
Aboriginal	\$ 379,555	\$ 410,564	\$ 14,800	\$ 31,900	\$ 394,355	\$ 442,464	\$ (48,109)	-11%
<b>TOTAL</b>	<b>\$ 20,396,936</b>	<b>\$ 20,664,680</b>	<b>\$ 1,298,491</b>	<b>\$ 1,661,120</b>	<b>\$ 21,695,427</b>	<b>\$ 22,325,800</b>	<b>-\$ 630,373</b>	<b>-3%</b>

**NIPISSING UNIVERSITY**  
**OFFICE OF INDIGENOUS INITIATIVES**

	SALARIES		OPERATING		TOTAL BUDGET			
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance	
Indigenous Initiatives	\$ 653,371	\$ 602,760	\$ 167,580	\$ 161,008	\$ 820,951	\$ 763,768	\$ 57,183	7%
<b>TOTAL</b>	<b>\$ 653,371</b>	<b>\$ 602,760</b>	<b>\$ 167,580</b>	<b>\$ 161,008</b>	<b>\$ 820,951</b>	<b>\$ 763,768</b>	<b>\$ 57,183</b>	<b>7%</b>

**NIPISSING UNIVERSITY  
ACADEMIC SUPPORT AND LIBRARY**

	SALARIES		OPERATING		TOTAL BUDGET			
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance	
VP Academic & Research	\$ 451,997	\$ 460,553	\$ 202,525	\$ 65,025	\$ 654,522	\$ 525,578	\$ 128,944	25%
Research, Grad Studies & Animal Care	\$ 1,032,298	\$ 1,035,322	\$ 744,707	\$ 1,064,799	\$ 1,777,005	\$ 2,100,121	\$ (323,116)	-15%
Faculty & Administrative Support	\$ 293,303	\$ 406,439	\$ 28,855	\$ 4,575	\$ 322,158	\$ 411,014	\$ (88,856)	-22%
Dean of Teaching & Learning	\$ 483,442	\$ 379,184	\$ 31,500	\$ 40,500	\$ 514,942	\$ 419,684	\$ 95,258	23%
Library	\$ 1,291,906	\$ 1,318,736	\$ 1,164,550	\$ 1,153,850	\$ 2,456,456	\$ 2,472,586	\$ (16,130)	-1%
Registrar	\$ 1,424,459	\$ 1,513,310	\$ 239,215	\$ 315,615	\$ 1,663,674	\$ 1,828,925	\$ (165,251)	-9%
<b>TOTAL</b>	<b>\$ 4,977,405</b>	<b>\$ 5,113,544</b>	<b>\$ 2,411,352</b>	<b>\$ 2,644,364</b>	<b>\$ 7,388,757</b>	<b>\$ 7,757,908</b>	<b>-\$ 369,151</b>	<b>-5%</b>

**NIPISSING UNIVERSITY  
ADMINISTRATION**

	SALARIES		OPERATING		TOTAL BUDGET			
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance	
President's Office	\$ 459,747	\$ 475,772	\$ 44,000	\$ 41,350	\$ 503,747	\$ 517,122	\$ (13,375)	-3%
Board of Governors	\$ 105,214	\$ 103,312	\$ 20,100	\$ 27,450	\$ 125,314	\$ 130,762	\$ (5,448)	-4%
Institutional Research & Analysis	\$ 218,296	\$ 241,207	\$ 4,994	\$ 14,830	\$ 223,290	\$ 256,037	\$ (32,747)	-13%
Finance	\$ 927,020	\$ 986,640	\$ 28,300	\$ 47,400	\$ 955,320	\$ 1,034,040	\$ (78,720)	-8%
General Administration	\$ -	\$ -	\$ 1,565,728	\$ 1,667,538	\$ 1,565,728	\$ 1,667,538	\$ (101,810)	-6%
VP Finance	\$ 251,874	\$ 144,101	\$ 3,200	\$ 9,750	\$ 255,074	\$ 153,851	\$ 101,223	66%
Human Resources	\$ 856,425	\$ 806,383	\$ 70,455	\$ 102,875	\$ 926,880	\$ 909,258	\$ 17,622	2%
External Relations	\$ 1,194,878	\$ 1,128,992	\$ 313,294	\$ 445,292	\$ 1,508,172	\$ 1,574,284	\$ (66,112)	-4%
Computer Services	\$ 1,835,113	\$ 2,171,150	\$ 2,156,757	\$ 2,392,650	\$ 3,991,870	\$ 4,563,800	\$ (571,930)	-13%
Facilities	\$ 1,242,422	\$ 1,252,019	\$ 3,817,243	\$ 4,601,987	\$ 5,059,665	\$ 5,854,006	\$ (794,341)	-14%
<b>TOTAL</b>	<b>\$ 7,090,989</b>	<b>\$ 7,309,576</b>	<b>\$ 8,024,071</b>	<b>\$ 9,351,122</b>	<b>\$ 15,115,060</b>	<b>\$ 16,660,698</b>	<b>-\$ 1,545,638</b>	<b>-9%</b>

**NIPISSING UNIVERSITY  
STUDENT SERVICES**

	SALARIES		OPERATING		TOTAL BUDGET			
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance	
Student Services	\$ 2,777,525	\$ 2,930,377	\$ 299,387	\$ 356,939	\$ 3,076,912	\$ 3,287,316	\$ (210,404)	-6%
Financial Aid	\$ 663,750	\$ 525,153	\$ 2,853,700	\$ 2,970,300	\$ 3,517,450	\$ 3,495,453	\$ 21,997	1%
<b>TOTAL</b>	<b>\$ 3,441,275</b>	<b>\$ 3,455,530</b>	<b>\$ 3,153,087</b>	<b>\$ 3,327,239</b>	<b>\$ 6,594,362</b>	<b>\$ 6,782,769</b>	<b>-\$ 188,407</b>	<b>-3%</b>

**NIPISSING UNIVERSITY  
ATHLETICS**

	SALARIES		OPERATING		TOTAL BUDGET			
	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	2021-2022 Budget	2020-2021 Budget	Variance	
Basketball	\$ 221,813	\$ 223,620	\$ 133,660	\$ 181,925	\$ 355,473	\$ 405,545	\$ (50,072)	-12%
Hockey	\$ 267,206	\$ 291,524	\$ 209,900	\$ 269,925	\$ 477,106	\$ 561,449	\$ (84,343)	-15%
Soccer	\$ 77,000	\$ 88,800	\$ 64,005	\$ 95,685	\$ 141,005	\$ 184,485	\$ (43,480)	-24%
Volleyball	\$ 225,828	\$ 238,941	\$ 79,650	\$ 107,970	\$ 305,478	\$ 346,911	\$ (41,433)	-12%
Athletic Scholarships	\$ -	\$ -	\$ 375,860	\$ 413,500	\$ 375,860	\$ 413,500	\$ (37,640)	-9%
Other	\$ 432,979	\$ 580,085	\$ 274,650	\$ 260,560	\$ 707,629	\$ 840,645	\$ (133,016)	-16%
<b>TOTAL</b>	<b>\$ 1,224,826</b>	<b>\$ 1,422,970</b>	<b>\$ 1,137,725</b>	<b>\$ 1,329,565</b>	<b>\$ 2,362,551</b>	<b>\$ 2,752,535</b>	<b>-\$ 389,984</b>	<b>-14%</b>





# NIPISSING

U N I V E R S I T Y

## Ancillary Budget 2021 - 2022

**DRAFT**

Presented to:  
Academic Senate  
May 28, 2021



**NIPISSING UNIVERSITY  
DRAFT ANCILLARY BUDGET**

	Budget 2021-2022	Budget 2020-2021	Variance		Notes
<b>REVENUE</b>					
Accommodation Fees	\$ 5,013,530	\$ 5,851,604	\$ (838,074)	-14%	1
Conference Services	\$ 81,100	\$ 380,482	\$ (299,382)	-79%	2
Other Revenues	\$ 45,000	\$ 47,041	\$ (2,041)	-4%	
<b>TOTAL REVENUE</b>	<b>\$ 5,139,630</b>	<b>\$ 6,279,127</b>	<b>\$ (1,139,497)</b>	<b>-18%</b>	
<b>EXPENSES</b>					
Salaries and Benefits	\$ 1,519,677	\$ 2,155,728	\$ (636,051)	-30%	3
Operating	\$ 1,283,502	\$ 1,725,391	\$ (441,889)	-26%	4
Principal & Interest on LTD	\$ 1,172,233	\$ 1,175,176	\$ (2,943)	0%	
<b>TOTAL EXPENSES</b>	<b>\$ 3,975,412</b>	<b>\$ 5,056,295</b>	<b>\$ (1,080,883)</b>	<b>-21%</b>	
<b>EXCESS OF REVENUES OVER EXPENSES (EXPENSES OVER REVENUE) FOR THE YEAR</b>	<b>\$ 1,164,218</b>	<b>\$ 1,222,832</b>	<b>\$ (58,614)</b>	<b>-5%</b>	

- 1) Revenues are budgeted at approx. 80% capacity this year compared to prior year approved budget.
- 2) Anticipate some conference service revenues this year.
- 3) Salaries & Benefits are lower due to restructuring and savings in student wages due to lower occupancy.
- 4) Decrease due to lower occupancy and anticipated savings in various areas.

# NIPISSING UNIVERSITY

## DRAFT ANCILLARY BUDGET

TOTAL BUDGET				
	Budget 2021-2022	Budget 2020-2021	Variance	
Residence - General	\$ (538,548)	\$ (776,305)	\$ 237,757	-31%
Chancellors House	\$ 1,333,917	\$ 1,584,412	\$ (250,495)	-16%
Founders House	\$ 793,682	\$ 941,989	\$ (148,307)	-16%
Townhouses	\$ 450,615	\$ 531,094	\$ (80,479)	-15%
Governors House	\$ 578,542	\$ 838,383	\$ (259,841)	-31%
Residence Programming	\$ (45,300)	\$ (55,471)	\$ 10,171	-18%
Residence - Dons	\$ (395,150)	\$ (397,320)	\$ 2,170	-1%
Off-Campus Living	\$ (3,865)	\$ (12,036)	\$ 8,171	-68%
Residence - Maintenance	\$ (1,011,396)	\$ (1,382,264)	\$ 370,868	-27%
Conference Services	\$ (3,257)	\$ (53,102)	\$ 49,845	-94%
Athletic Centre Store	\$ 4,200	\$ 3,098	\$ 1,102	36%
Athletic Centre Bar	\$ 778	\$ 354	\$ 424	120%
<b>Total</b>	<b>\$ 1,164,218</b>	<b>\$ 1,222,832</b>	<b>\$ (58,614)</b>	<b>-5%</b>

# NIPISSING UNIVERSITY

## DRAFT ANCILLARY BUDGET

REVENUES				
	Budget 2021-2022	Budget 2020-2021	Variance	
Residence - General	\$ 352,760	\$ 423,085	\$ (70,325)	-17%
Chancellors House	\$ 1,961,475	\$ 2,216,100	\$ (254,625)	-11%
Founders House	\$ 990,540	\$ 1,122,775	\$ (132,235)	-12%
Townhouses	\$ 581,470	\$ 709,214	\$ (127,744)	-18%
Governors House	\$ 1,094,285	\$ 1,342,930	\$ (248,645)	-19%
Off-Campus Living	\$ 2,000	\$ 2,000	\$ -	0%
Residence - Maintenance	\$ 31,000	\$ 35,500	\$ (4,500)	-13%
Conference Services	\$ 81,100	\$ 380,482	\$ (299,382)	-79%
Athletic Centre Store	\$ 38,000	\$ 38,278	\$ (278)	-1%
Athletic Centre Bar	\$ 7,000	\$ 8,763	\$ (1,763)	-20%
<b>Total</b>	<b>\$ 5,139,630</b>	<b>\$ 6,279,127</b>	<b>\$ (1,139,497)</b>	<b>-18%</b>

# NIPISSING UNIVERSITY

## DRAFT ANCILLARY BUDGET

SALARIES & BENEFITS				
	Budget 2021-2022	Budget 2020-2021	Variance	
Residence - General	\$ 570,860	\$ 897,620	\$ (326,760)	-36%
Chancellors House	\$ 19,260	\$ 22,000	\$ (2,740)	-12%
Founders House	\$ 24,075	\$ 19,800	\$ 4,275	22%
Townhouses	\$ 24,075	\$ 22,000	\$ 2,075	9%
Governors House	\$ 19,260	\$ 18,700	\$ 560	3%
Residence Programming	\$ 7,490	\$ 12,936	\$ (5,446)	-42%
Residence - Dons	\$ 379,850	\$ 374,000	\$ 5,850	2%
Off-Campus Living	\$ 4,815	\$ 12,936	\$ (8,121)	-63%
Residence - Maintenance	\$ 417,096	\$ 525,914	\$ (108,818)	-21%
Conference Services	\$ 42,629	\$ 236,649	\$ (194,020)	-82%
Athletic Centre Store	\$ 6,420	\$ 8,800	\$ (2,380)	-27%
Athletic Centre Bar	\$ 3,847	\$ 4,373	\$ (526)	-12%
<b>Total</b>	<b>\$ 1,519,677</b>	<b>\$ 2,155,728</b>	<b>\$ (636,051)</b>	<b>-30%</b>

# NIPISSING UNIVERSITY

## DRAFT ANCILLARY BUDGET

OPERATING EXPENSES				
	Budget 2021-2022	Budget 2020-2021	Variance	
Residence - General	\$ 320,448	\$ 301,770	\$ 18,678	6%
Chancellors House	\$ 608,298	\$ 609,688	\$ (1,390)	0%
Founders House	\$ 172,783	\$ 160,986	\$ 11,797	7%
Townhouses	\$ 106,780	\$ 156,120	\$ (49,340)	-32%
Governors House	\$ 496,483	\$ 485,847	\$ 10,636	2%
Residence Programming	\$ 37,810	\$ 42,535	\$ (4,725)	-11%
Residence - Dons	\$ 15,300	\$ 23,320	\$ (8,020)	-34%
Off-Campus Living	\$ 1,050	\$ 1,100	\$ (50)	-5%
Residence - Maintenance	\$ 625,300	\$ 891,850	\$ (266,550)	-30%
Conference Services	\$ 41,728	\$ 196,935	\$ (155,207)	-79%
Athletic Centre Store	\$ 27,380	\$ 26,380	\$ 1,000	4%
Athletic Centre Bar	\$ 2,375	\$ 4,036	\$ (1,661)	-41%
<b>Total</b>	<b>\$ 2,455,735</b>	<b>\$ 2,900,567</b>	<b>\$ (444,832)</b>	<b>-15%</b>

## BED RATES

	# of Beds	# of Beds Budgeted	2020/21 Bed Rate	2021/22 Bed Rate (No Change)
Chancellors House	406	325	6,525	6,525
Founders House	205	164	6,525	6,525
Townhouses	137	110	5,817	5,817
Governors House	226	181	6,525	6,525
<b>TOTAL</b>	<b>974</b>	<b>779</b>		

**Included Fees:**

Telephone	\$220.00
Programming Fee	\$75.00
Application Fee (Non-Refundable)	\$25.00
Technology Fee (Cable / Wireless)	\$195.00
<b>Total</b>	<b>\$515.00</b>



## **Alumni Report**

### **NUAAB**

The NUAAB hosted their annual retreat on May 16<sup>th</sup> where we introduced members of the administration to the board and as well as on-board our newest members. We look forward to planning our goals for the 2021/2022 academic year. We meet again in July to discuss Homecoming and more of our strategic plans.

### **Convocation**

- Filming for the alumni address for each graduating faculty is almost complete. Speakers for this year's virtual address are:
  - Laurel Muldoon, Arts & Science
  - Sylvie Vannier, Schulich School of Education
  - Lisa Snider, Professional Studies
  - Andrew Holland, School of Nursing
- The NUAAB have contributed several swag items to the class of 2021 grad boxes as well as for the class of 2020 alumni mailer to help our newest alumni celebrate their accomplishments.
- We hosted an info session for new graduates on May 25<sup>th</sup> to explain the benefits and perks of being a Nipissing Alumnus. We had 29 people register.
- As always, we will send out a post-convocation welcome letter to all our 2021 graduates to help celebrate their achievements and welcome them to the alumni association.

## COU 2020-2021 Summary

### Meeting Dates

May 11-12	April 1	Mar 24	Feb 16-17
Dec 8-9	Oct 13-14	Sep 1	Aug 18-19

### Core Issues / topics

#### Equity, Diversity, and Inclusion

Throughout the year there were various discussions on the need for greater diversity among Faculty and Student populations & various presentations and discussions focused on how to generate and support greater EDI.

#### COVID-related discussions

Specific discussion topics ranged from safety protocols adopted, teaching method adaptations, mental health implications for both students and faculty, and plans for the future.

#### Enrollment Patterns Reviewed

Undergraduate & Graduate - Domestic & International

International Student Recruitment. "Canada's status as a destination for international students. International enrolment continues to grow in both Ontario and Canada as a whole, but faces significant challenges such as COVID-related travel restrictions, increased competition from the US and China, and overreliance on students from China and India. Recommendations for continued growth include diversifying recruitment, updating marketing strategies and reducing reliance on international tuition."

#### Micro-credential

To ensure the success of the micro-credentials program, COU seeks to work together with the government in the development of robust quality assurance frameworks that respect institutional autonomy and allow the sectors to respond nimbly and flexibly to rapidly changing economic circumstances and skills requirements. Ontario colleges and universities have begun adapting their quality assurance processes to integrate micro-credentials. Key goals of micro-credentials include "projects which are most successful, scalable, and have a significant community impact", especially those "that include work-integrated learning (WIL) components."

Transferring Laurentian Programs: Can other institutions absorb recently cut programs / students, particularly to help students who are already enrolled and need to graduate.

The following principles will apply:

Where an institution already has that same program, students may transfer to or study on letter of permission at that institution, as in the normal course.

If the institution does not have that program, it cannot simply take it over from Laurentian without going through the new program approval process. Keep in mind that the program approvals by the Quality Council include assessments of faculty, space, and library resources, and not just curriculum.

#### Tuition Framework – ongoing discussions





## **Academic Senate Report May 28th, 2021**

### **Military Appreciation Month**

This month is Military Appreciation Month and we would like to thank our students, faculty and staff who are serving military members, family members of military personnel or veterans for their service. We would also like to recognize the North Bay Military Family Resource Centre for all the work they do for military personnel and their families.

### **Summer Jobs Program**

NUSU, through the Summer Jobs Program, will be hiring two employees throughout the summer. Job postings for the positions will be posted in June.

### **Food Bank**

Our student food bank continues to operate throughout the summer months out of Chancellors House. With many students working jobs during the summer we have extended our food bank hours of operation from 9:30am to 6:00pm on Wednesdays. Thank you to Genevieve and her team for continuing to accommodate us during this time!

### **Dr. Kevin Wamsley**

We are delighted to hear that Nipissing University will be welcoming a new President in August. Thank you to Cheryl Sutton for her dedication and leadership this past year. We look forward to working with Dr. Wamsley, the faculty and staff to enhance the student experience socially and academically.

### **Meetings**

We would like to thank all the departments, faculty and administration that we have met with so far, both in our transition period and since the beginning of our term. Furthermore, we value the passion and care the staff, faculty and administration have for our students and making them the focus of all that we do here at Nipissing University. Likewise, we look forward to meeting with different groups and individuals over the summer.

### **Events**

NUSU will be hosting a trivia night and bingo night during the weeks of virtual convocation to help our graduates celebrate their achievements with their peers.

**Graduates**

Congratulations to all the students that are graduating from Nipissing University in June. We would like to acknowledge and applaud all the countless hours our graduates have dedicated towards studying, writing papers, reading textbooks, and preparing for midterms and exams during the course of their degrees. We are extremely proud of all of our students in showing their Lakers Pride throughout the years, and continuing to do so as alumni. We hope our graduates remember fondly their time here at Nipissing University, and wish everyone well in their future endeavours.

Thank you to the staff and faculty of Nipissing for their dedication and support to our students, especially in the last year. We appreciate how difficult it has been for everyone in this unique situation and how everyone has worked together to ensure student success.

**Nipissing University**

**Minutes of the Academic Senate Meeting**

**June 10, 2021**

**(Motions Passed Over Email)**

There was an email meeting of Senate on June 10, 2021.

The following members participated:

C. Sutton (Interim Chair), A. Vainio-Mattila, P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black, N. Colborne, A. Ackerman, A. Burk, D. Campbell, S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, M. Litalien, K. Lucas, C. McFarlane, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, S. Winters, H. Zhu, J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner, P. Zou, C. Irwin, O. Pokorny, B. Ray, K. Wilcox, J. McIntosh, S. Pecoskie-Schweir, E. Wilson, M. Murray, M. (Fichaud) Parsons

S. Landriault (Recording Secretary, n-v)

The purpose of this meeting was to approve the list of 20 graduates submitted by the Registrar's Office. These motions were considered time sensitive as convocation ceremonies were taking place June 15, 17, 22 & 24, and there was no scheduled Senate meeting in June. As per Senate By-Laws Article 8.1(g), the following motions were passed over email:

- MOTION 1: Moved by A. Vainio-Mattila, seconded by K. Ferguson that the Senate consider the receipt of the Report on Graduation Applicants dated June 10, 2021.  
CARRIED
- MOTION 2: Moved by A. Vainio-Mattila, seconded by K. Ferguson that the Senate receive of the Report on Graduation Applicants dated June 10, 2021.  
CARRIED
- MOTION 3: Moved by A. Vainio-Mattila, seconded by K. Ferguson that the Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated June 10, 2021.  
CARRIED

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

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

# **NIPISSING UNIVERSITY**

## **REPORT OF THE SENATE EXECUTIVE COMMITTEE**

June 30, 2021

There was a meeting of the Senate Executive Committee on June 30, 2021. The meeting took place by Zoom conference.

The following members participated:

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

Regrets: C. Sutton

The purpose of the meeting was to set the agenda for the July 9, 2021 Senate meeting.

Under Business Arising from the Minutes the Senate Secretary will request that the Director of Human Resources, Jenny Mackie, be available at the next Senate meeting to respond to the request for follow up regarding how decisions are made to hire student research assistants, and the process in which HR advises faculty of the outcome.

After having considered the agenda, the Senate Executive Committee members agreed that the information included in the By-Laws and Elections Committee Report, the amendment of By-Laws Article 2.4(b) and the Teaching and Learning Committee Report was not substantive and could be included in the agenda of the August 13, 2021 Senate meeting.

Moved by N. Colborne, seconded by T. Sibbald that following consideration of the agenda, the Senate Executive Committee was in agreement that the July 9, 2021 Senate meeting be cancelled. The reports received will be added to the agenda of the next Senate meeting scheduled to be held on August 13, 2021.

Respectfully submitted,



C. Sutton  
Interim Chair  
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated June 30, 2021.

## **NIPISSING UNIVERSITY**

### **REPORT OF THE SENATE EXECUTIVE COMMITTEE**

August 5, 2021

There was a meeting of the Senate Executive Committee on August 5, 2021. The meeting took place by Zoom conference.

The following members participated:

K. Wamsley (Chair), N. Colborne (Speaker), P. Maher, J. McAuliffe, J. Nadeau, D. Iafrate, J. Allison, T. McParland, T. Sibbald, D. Walters, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

Regrets: A. Vainio-Mattila, P. Radia, M. Litalien

The purpose of the meeting was to set the agenda for the August 13, 2021 Senate meeting.

Under Business Arising from the Minutes the Senate Secretary will request that the Director of Human Resources, Jenny Mackie, be available at the September 10, 2021 Senate meeting to respond to the request for follow up regarding how decisions are made to hire student research assistants, and the process in which HR advises faculty of the outcome.

After having considered the agenda, Senate Executive Committee members agreed that the information included in the By-Laws and Elections Committee Report, the Academic Quality Assurance and Planning Committee Report, and the Teaching and Learning Committee Report, was not substantive and could be included in the agenda of the September 10, 2021 Senate meeting.

Following discussion, Senate Executive Committee members agreed that a Town Hall meeting be held in place of the August Senate meeting so that all faculty, staff and NUSU members will be provided the opportunity to attend and ask questions. An email will be sent advising that the August 13, 2021 Senate meeting has been cancelled and a Town Hall meeting will be held in its place. Questions will be requested to be submitted in advance of the meeting so that appropriate responses can be provided.

Moved by T. Sibbald, seconded by N. Colborne that following consideration of the agenda, the Senate Executive Committee was in agreement that the August 13, 2021 Senate meeting be cancelled. The reports received will be added to the agenda of the next Senate meeting scheduled to be held on September 10, 2021.

Respectfully submitted,

K. Wamsley  
Chair  
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated August 5, 2021.

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

September 2, 2021

There was a meeting of the Senate Executive Committee on September 2, 2021. The meeting took place by Zoom conference.

The following members participated:

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

Regrets: P. Maher, J. McAuliffe, M. Litalien

The purpose of the meeting was to set the agenda for the September 10, 2021 Senate meeting.

Under Business Arising from the Minutes of the May 28, 2021 Senate meeting, the Senate Secretary will request that the Director of Human Resources, Jenny Mackie, be available at the September 10, 2021 Senate meeting to respond to the request for follow up regarding how decisions are made to hire student research assistants, and the process in which HR advises faculty of the outcome.

A discussion took place regarding how future Senate meetings will be held this academic year. Suggestions included the continuation of virtual meetings by Zoom conference, hybrid meetings where attendees could attend by Zoom conference, or possible in person meetings. Meeting room availability, capacity and technology will be investigated and reported back on.

The reports of the Academic Quality Assurance and Planning Committee, By-laws and Elections Committee and the Teaching and Learning Committee were provided to the Senate Executive Committee for inclusion in the Senate agenda.

The following elections were provided to the Senate Executive Committee for inclusion in the Senate agenda:

- Academic Awards, Appeals and Petitions Committee (one A&S faculty Senator)
- Academic Curriculum Committee (one A&S faculty Senator)
- Research Committee (one A&S faculty Senator)
- Senate Budget Advisory Committee (one A&S faculty Senator)
- By-Laws and Elections Committee (one EPS faculty Senator)

All positions are for three-years terms effective July 1, 2021 to June 30, 2024.

Under New Business, a request will be made to move in camera to approve the granting of a degree in memoriam. The Registrar will speak to the motions.

Respectfully submitted,

K. Wamsley  
Chair  
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated September 2, 2021.

**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)**  
**Academic Year 2021-2022**

July 23, 2021

The first meeting of the Academic Quality Assurance and Planning Committee was held on Friday, July 23, 2021 at 1:00 p.m. via Zoom conference.

**COMMITTEE MEMBERS:**

Arja Vainio-Mattila  
Pat Maher  
John Nadeau  
Pavlina Radia  
Debra lafrate

Nancy Black  
Judy Smith  
Jamie Murton  
James Abbott  
Ron Hoffman

Prasad Ravi  
Steven Cairns  
Joe McIntosh

Regrets: Jim McAuliffe, Cameron McFarlane, Rob Breton, Kristina Karvinen, Stephen Tedesco, Mercedes (Fichaud) Parsons

Recording Secretary: S. Landriault

The History IQAP Final Assessment Report and Implementation Plan was provided and discussed. It was noted that the Self-Study was articulate and extremely well done. The Provost noted that program reviews are required and generally have a constructive outcome. She thanked the department and all the administrators that were consulted and provided support.

Although several of the recommendations included in the Self-Study could be considered as outside the purview of the Review Committee, AQAPC members discussed suggestions that are possible to implement within the department. Suggestions included: enhanced development, marketing and communication of programs, improved collaboration, and finding symmetry between departments.

Moved by J. Smith, seconded by R. Hoffman that the History IQAP Final Assessment Report and Implementation Plan be accepted and approved.  
CARRIED


The History IQAP Final Assessment Report and Implementation Plan will be included in the August 13, 2021 Senate Agenda.

The Internationalization Plan for Nipissing University: 2021-2026 was provided for information and discussed. The 2021-2026 plan is viewed as a framework and will cover the five-year period post-pandemic. The background and a summary of goals of the International Committee and the International Team were reviewed. International recruitment will generate revenues and support international students and the university as a whole. International students coming on campus will have the same supports that our domestic students have.

The importance of Indigenization in addition to global methodologies and the introduction of a diverse perspective was noted. The Provost reminded that strategic plans should also speak to and work towards the goal of internationalization. She advised that a Manager of International Recruitment and Admissions, as well as an International Academic Advisor have been hired.

The Provost thanked AQAPC members for their input and advised that the plan will be included for information in the September Senate agenda.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Arja Vainio-Mattila'.

Arja Vainio-Mattila, PhD  
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated July 23, 2021.

Motion 2: That Senate approve the History IQAP Final Assessment Report and Implementation Plan.

Motion 3: That Senate receive the Internationalization Plan for Nipissing University: 2021-2026.



# FINAL ASSESSMENT REPORT

## PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
History BA & MA	[Select Date]	Provost and Vice-President, Academic and Research

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Oct. 23, 2020
2. Site Visit Conducted	Jan. 18, 20, 22 & 25, 2021 – <i>Virtually</i> (COVID)
3. Reviewer's Report Received	Feb. 3, 2021
4. Internal Reviewers Response Received	Mar. 30, 2021
5. Dean's Response Received	Mar. 30, 2021

### The members of the review committee were:

- Dr. Jacqueline Murray, University of Guelph (External)
- Dr. Lisa Todd, University of New Brunswick (External)

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

- Bachelor of Arts
- Master of Arts

This review was conducted under the terms and conditions of the IQAP approved by Senate on October 19, 2018, Re-ratified and approved by Quality Council (COU) April 26, 2019.

## B. PROGRAM STRENGTHS

The History department's programs align with the university's mission and academic plan. They are committed to student-centered learning in small classroom environments that deliver high impact learning experiences that prioritize the development of crucial skills such as the ability to identify, understand, analyze, and produce arguments.

The department is also committed to high-impact student experiences, as is evident in their experiential learning courses, including European travel study, training of research assistants, and their on-going organization of the annual undergraduate research conference.

## C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**External Reviewers Recommendation #1 a). Faculty Complement:** We recommend the university set as its long-term goal, establishing five tenure track positions to return the department to its 2014 complement. In the immediate term, we recommend it advertise and fill the tenure track appointment requested for 2021, in the Global South or the Islamic World. We further recommend the department establish and regularly update hiring priorities that reflect current and emerging strengths, new opportunities, and developments in the discipline of History more broadly. This document will form the basis for additional positions as they become available.

**Unit's Response: 1. Faculty Complement:** *Since 2014, the History Department has lost four full-time faculty members (Clendinning, Noël, Muhlberger, Morrell), two full-time seminar instructors (Crane, Murton-Stoehr) who also developed and taught courses in the department, and a LTA-2 (Ferry), amounting to more than 600,000 in savings to the university. These losses have seriously compromised the temporal and geographical breadth of our program. As a result, we now rely heavily on precarious part-time instructors to deliver core elements of our program, including in the areas of service learning, First Nations, Treaty, and African histories, and to deliver our popular WAG certificate/minor. If the department is to make a long-term contribution to EDI, faculty renewal is required to address imbalances in areas such as gender and race. Certainly, our efforts to decolonize and Indigenize our department will be limited without an Indigenous historian in our midst. We also need a commitment to stable and predictable employment for our contract faculty members, particularly because the elimination of the seminar instructor positions meant the loss of two continuing ten-month contracts. These recommendations remain largely outside our control; nonetheless, we recognize, as our reviewers do, that faculty renewal (short-term: 1 tenure-track position in Global South or Islamic World; long-term: 4 tenure-track positions) as well as stable contract faculty positions, are necessary to ensure that our exemplary and innovative programs not be eroded in ways that weaken the university's ability to attract and retain undergraduate and graduate students, as well as committed award winning faculty. In March 2021, the department will strike a sub-committee to consider the ways in which the department can respond to and mitigate the precarious working conditions of our colleagues.*

### Administrative, Marketing and Media, Library and Archival Support

*The History Department is grateful for the support they receive from colleagues in the Arts and Science Office, Faculty and Administrative Support Services, Marketing, and the Harris Learning Library. We want to make clear that we value the work of our colleagues in these areas and know they too are overworked. It is nonetheless a fact that the History Department needs more professional marketing, administrative, and archival/collections support to fully realize many of the recommendations outlined in this report (2, 3, 5, 7, 8, 9, 10), including recruitment and marketing for OMAH, C-WAG, and our Certificate Programs Recruitment and Marketing; initiating and establishing fundraising and endowments; developing revenue-stream non-credit certificate options; contacting and following up with target audiences; crafting and sending marketing material; enhancing and maintaining our social media presence; deepening archival and library holdings in support of research and teaching.*

**Dean's Response:** I acknowledge that the department has made extensive contributions to the Faculty of Arts and Science over the years. The department members are active researchers and curriculum innovators. Since 2014, 4 tenured faculty with diverse specializations retired, and 1 LTA 2 was not renewed. Furthermore, 2 full-time seminar instructor positions were eliminated due to budgetary constraints. Since 2014, the department was granted only 1 tenure-track position (Dr. Steven Connor). During this time, the department has made many innovative changes to its offerings. The History faculty launched the WAG Certificate and Minor; implemented indigenous ways of knowing into its curriculum in response to TRC; developed an OMAH program; and continued to implement strategies of enhancing student enrolment and experience.

At a smaller, primarily undergraduate institution like Nipissing University, positions are allocated in the broader context of Arts and Science strategic planning and overall programs. Given the context, the recommendation to allocate 5 new tenure-track positions to the History program is not viable in the near future. With the changing PSE climate and its shift towards interdisciplinary programming, cross-appointments are important means of strengthening curricular innovation and program opportunities. The Department's recent initiatives are well-aligned with this paradigm shift. In 2019-2020, the PVPAR initiated a cluster hire process, allocating 2 Indigenous Studies

positions to the Faculty of Arts and Science. The new tenure-track faculty members work closely with the Department of History and other Arts and Science programs on developing a curriculum that responds to the TRC and incorporates decolonizing, indigenous ways of knowing in the curriculum. An additional cluster hire is anticipated in the future. The cross-appointment with History would be of great benefit to the History department's initiatives and strengths in decolonizing, indigenous pedagogies and research.

Given the strategic nature of position allocation, further discussions regarding faculty renewal, interdisciplinary collaborations, and cross-disciplinary synergies will take place at the Faculty of Arts and Science Retreat in the summer of 2021.

**Provost's Response:** I agree with the Dean and also want to emphasize that faculty positions have to be considered within the broader context academic planning and are not considered as a result of the external review. The external reviewers were aware of this.

**External Reviews Recommendation #1b):** We recommend that the department build on its successful collaboration with Geography for a shared CRC and cultivate additional opportunities for shared appointments (eg. Classics and Medieval History; Political Science and Genocide Studies).

**Dean's Response:** I agree with the reviewers. As I noted above, cross-appointments with other programs would provide the History department with further opportunities to enhance its excellent innovative programming.

**Provost's Response:** Agreed.

**External Recommendation #2: OMAH: Recruitment and Marketing:** The curricular and program innovation of the History department is seen in the development of the OMAH program, which is unique among departments of History in Canada (as discussed above). This program offers an opportunity to increase the profile of Nipissing University, lead to significant increases in enrolment in both the undergraduate and graduate programs, and to attract international students, particularly from the United States. This can be achieved through targeted marketing beyond the traditional view books, the Ontario Universities Fair, and high school visits. This plan could include electronic emails to organizations of secondary history teachers and notices and/or articles in the CHA Bulletin, University Affairs, the American Historical Association's newsletter, Perspectives, and similar print or online publications. Such notices might be enhanced through social media and webinars offered by members of the department.

**Unit's Response:** *We welcome the opportunity to advertise the OMAH program, the only one of its kind in the country, more widely in support of recruitment; however, professional marketing and administrative support (Recommendation 10) is essential.*

**Dean's Response:** I agree with the reviewers. Marketing our programs is crucial to generating healthy enrolments and promoting our programs to diverse groups of students and community members. The Dean continues to work with Marketing, Communications, and Recruitment on a promotional strategy that involves social media, community outreach, and university fairs. The Dean proposed that Marketing, Communications, and Recruitment representatives attend Arts and Science Executive and Faculty Council to participate in the proper framing and promoting of Arts and Science programs to domestic and international students, but also community partners. The implementation is underway.

**Provost's Response:** I applaud the Dean's initiative on this. I agree that Marketing is under resourced at the University, and that we should market more and better.

**External Reviewer's Recommendation #3:** The new Centre for the Study of War and Genocide (C-WAG) is a strong addition to the History Department. To encourage short-term growth and long-term stability in the C-WAG, we encourage the following:

- a. Organize a high-profile launch / official opening of the C-WAG. Though daunting during a campus closure, there is also opportunity for a Zoom event (advertised in the local and national media and on social media platforms) that will attract national and international participation not otherwise feasible. Following the launch, continue to advertise the activities of the C-WAG through various channels. This will encourage faculty support of the centre and will recruit students outside the standard university recruitment methods.
- b. Advertise the program to both Indigenous and International students, ensuring the descriptor language is sufficiently global, and emphasizes existing Indigenous research methodologies within the faculty.
- c. Ensure the workspace, and its resources, are accessible to both undergraduate and graduate students, and encourage students at all levels to develop several skills sets that are transferable to numerous careers.
- d. Consider building links with the University Archives to bolster both sets of collections and provide access to crucial technologies.
- e. Investigate the longer-term possibility of courses leading toward certificate programs for professionals and life-long learners, but only with sufficient faculty time and resources.
- f. Ensure that long-term funding is secured and the physical spaces maintained by the university.

**Unit's Response:** *We are excited about the opportunities C-WAG provides for short and long-term growth and stability in the department. We are grateful for the suggestions outlined here and intend to organize a high-profile launch, advertising it widely. We also see C-WAG as a site for recruitment, establishing and supporting teaching and learning relationships and intellectual community within and without the university.*

**Dean of Arts and Science Response:**

- a) I agree with the reviewers;
- b) I agree with the reviewers;
- c) Nipissing University's mission is centered on access. Space allocation is overseen by Facilities. The Dean will arrange for a meeting with Facilities to discuss options and next steps.
- d) The department already has considerable links with archives across North America and Europe. Further expansion of these efforts will be encouraged.
- e) The development of a Continuing Education framework is currently in progress and will be overseen by the Dean of Teaching. In interim, the Faculty of Arts and Science is running several pilot courses for community engagement purposes. The framework for the existing pilots can also be applied to graduate studies courses until the Continuing Education strategy has been developed/finalized.
- f) In sum, the CWAG is an excellent contribution to Arts and Science. At the moment, centres fall under the jurisdiction of the Dean of Graduate Studies and Research as they are research oriented and funded by external agencies. While their focus is primarily on research, universities across North America are increasingly expanding centres into administrative units that span both teaching and research (similar to Schools, for example). Such an expansion should be considered to further Faculty of Arts and Science commitment to creating innovative administrative structures that focus on cultivating unique learning experience for students and enhancing teaching and research excellence.

**Dean of Graduate Studies and Research Response #3:**

- a) The C-WAG has secured CFI funding (40% Federal) to support the development of physical space to house the Centre. We have applied for Ontario Ministry of Research and Innovation matching funding (40%) to support the project. The remaining 20% is Nipissing University's contribution to the project and will be part of the 2021/22 budget. Once all funding partners have been confirmed the Office of GSR will work with Facilities, the Office of External Relations, and the C-WAG group to organize an official launch of the project. Once construction is complete, the Office of GSR, CWAG and External Relations will work on an official opening of the Centre.
- b) I agree with the reviewers. Nipissing University has established a Manager, International Recruitment & Admissions position to help facilitate the recruitment of international students.

c) As mentioned above, space allocation is overseen by Facilities. There is designated space allocated for graduate students. The History students have traditionally made use of this space. In addition, the new C-WAG will provide resources and space for students.

d) Further expansion and development of archives will be encouraged and facilitated through the Executive Director of Library services.

**Provost's Response:** Again, I agree in principle but want to ensure that the limited resources are used in a way that have maximum impact across our programmes. Researchers are encouraged to ensure that funds obtained for equipment and facilities include funding for community engagement, marketing etc.

**External Reviewer's Recommendation #4: Seminars:** We recommend the department continue to offer seminars in first-year courses, in adherence to Nipissing University's mission to "provide an exceptional and personalized student experience." We encourage the department to examine alternative pedagogies to support this while reducing faculty voluntary contact hours.

**Unit's Response:** *We remain committed to seminar learning and responding to the contexts in which we are working to continue to provide an exceptional and personalized student experience." We will continue to provide seminars. Based on conversations with Drs. Murray and Todd, we will explore the possibility of developing experiential learning courses for OMAH students to train them in seminar leadership and engage them alongside faculty in seminar instruction. Dr. Hilary Earl and Dr. Derek Neal will review our current approach to seminar learning, explore different options, and present them to the department in fall 2021. We will work toward implementing programmatic changes by the winter 2023.*

**Dean's Response:** The department has been encouraged by the reviewers to consider innovative ways of offering first-year seminars. I agree with the reviewers. Other Arts and Science departments have revised their first-year courses to incorporate 'seminar-like' discussion components into their first-year courses. The program has already begun discussions about first-year courses program/curriculum updates.

**Provost's Response:** Much work has been done in higher education on flipped classrooms and could be useful to this conversation.

**External Reviewer's Recommendation #5: Certificate Programs:** We recommend the department and university implement the Societies in Transition Certificate and that they investigate the feasibility of extending this and the WAG Certificate, through alternate means of delivery (intensive weekend; short courses), to alumni, working professionals, life-long learners, and other interested individuals, leading to "non-credit" certificates. We further recommend that all market-based fees from these extension courses flow directly back to the department to support these and other activities.

**Unit's Response:** *In January 2021, we submitted our Letter of Intent to develop the Societies in Transition (SIT) certificate to the Vice President Academic and Research (VPAR). We will continue to move the certificate towards implementation. Dr. Katrina Srigley will lead this initiative. From the outset, the intent of our certificates (WAG and SIT) has been to develop alternative means of delivery, including non-credit certificates that may act as a source of revenue for the department and university; however, we require clear university policy on non-credit certificates and micro-credentialing, continuing education programming, compensation and workload. This includes clarity about whether revenue will be invested in the department or A&S at the very least.*

**Dean's Response:** The Certificate in Societies in Transition aligns with the Nipissing University strategic mission and the Dean of Arts and Science Arts and Science Recommendations document in terms of priorities and commitment to decolonizing, indigenous pedagogy and research. On January 31, 2020, the Arts and Science Faculty Council struck an ad hoc indigenization and decolonization committee to guide Arts and Science Faculty's process of responding to TRC Calls to Action. As outlined in the Dean's Report on the Arts and Science Recommendations Initiatives 2019-2020, the recommendations of the committee included commitment to removing obstacles that hamper the process of indigenization and decolonization; fostering community engagement; and earmarking adequate funds to support the process.

The Certificate in Societies in Transition is an excellent initiative supported by both the Dean and the PVPAR. The PVPAR recommendation is to develop both a Minor and a Certificate option for students and community members, the certificate option serving the community and providing micro-credentialing opportunities. Further discussions regarding micro-credentialing and the role of certificates are in progress. The Dean will meet with the department to discuss next steps. The Dean will assist the department in shepherding the proposal through the NU curriculum approval process and formulate a marketing plan with Marketing and Recruitment once the new curriculum initiative has been approved.

Micro-credentialing and professional certificates will fall under the Continuing Education and the Dean of Teaching. The pricing and revenue allocation framework will be developed shortly. Further discussions are in progress.

**Provost's Response:** I agree with the Dean

**External Reviewer's Recommendation #6: We recommend the university restore departmental funding for MA students to present research and engage in scholarly activities to its 2014 level of \$1500.**

**b. We recommend the department implement a formal orientation program for History graduate students, perhaps in conjunction with the university orientation, and that the department implement further community-building activities for MA students throughout the year.**

**Unit's Response:** *The COVID context presents significant barriers to fostering community for our students and faculty. We are committed to a healthy graduate student community, as evidenced by our cohort and OMAH programming, support for departmental gatherings that include graduate students, and capstone student experiences, including robust mentorship through graduate assistantships, conference and 3MT participation. As the reviewers note, maintaining this work does require that funds be reinstated to our Graduate Research and Travel budget line. We will revisit our current orientation program for History graduate students. Dr. Stephen Connor and graduate student representatives Alana Javanainen and Casey Monkelbaan will initiate a review of our existing orientation. They will provide recommendations to the department for improvements moving forward in May 2021.*

**Dean of Arts and Science Response:** Research and scholarly activities are supported by the Office of the Dean of Graduate Studies and Research and researchers' external funding.

**Dean of Graduate Studies and Research Response:** Graduate student travel is funded centrally through the School of Graduate Studies. All graduate students are eligible to apply for funding to support travel to present research and engage in scholarly activities.

**b)** The School of Graduate Studies hosts Graduate Orientation each year. The sessions provide an opportunity to disseminate general information about Graduate Studies at Nipissing and specific program information. The program specific sessions are facilitated through the Graduate Coordinators.

**Provost's Response:** I agree with the Dean above. I would also note that recommendations along the lines of "restore funding" to an activity are not particularly useful as they have to be examined in the context of all other funding that would similarly need to be restored.

**External Reviewer's Recommendation #7: Marketing and Media: The Department of History abounds with good news stories that reflect well upon the whole of Nipissing University.**

**a. We recommend the University Media Relations Office reach out to department members to learn about their activities, events, publications and awards and issue press releases and arrange media interviews with local newspapers, CBC Radio North and other local media to enhance the profile of the university.**



**b. We recommend the University arrange for a major announcement and public launch of the Centre for the Study of War and Genocide, including inviting dignitaries (Chancellor, MP, MPP, Minister of TCU, Mayor, Elders, etc.) and arranging for extensive media coverage on at least the provincial if not national level, given the uniqueness and importance of this centre.**

**c. We recommend the University implement a shared online public calendar of events that provides information about on campus events to all sectors of the campus and to the community. This will ease scheduling of events and avoid double booking, as well as enhance the university's external profile.**

**Unit's Response:** *We welcome the opportunity to work with the Media Relations Office and concur that this support will enhance the profile of the department and the university. Over the next academic year, Dr. Katrina Srigley will lead this initiative, particularly as it relates to finding ways to highlight departmental success stories, advertising OMAH more widely, and ensuring we properly "launch" CWAG when funding has been formally announced.*

**Dean's Response:**

**a)** I agree with reviewers that this would be an ideal process. Unfortunately, External Relations and Alumni Offices currently do not have the capacity for a regular departmental outreach. Instead, departments can notify respective offices by filling out an Event Form that triggers further steps from External Relations. If an event is entered in the form, the event is automatically populated in a shared online public calendar of events that is featured on the Nipissing University website. To discuss a marketing strategy for Arts and Science programs, the Dean has recently met with the Director of External Relations and Associate Registrar-Student Recruitment to discuss further strategies to promote History and Arts and Science programs at large.

**b)** The public launch will be held once the respective funding agencies made the official announcement. The launch will be handled by the Office of External Relations in collaboration with the Deans (Dean of Graduate Studies and Research; Dean of Arts and Science).

**c)** The university has had a shared online public calendar of events for some time. The Event Form is on the university website and is easily accessible.

**Provost's Response:** I agree with the Dean.

**External Reviewers Recommendation #8a):** **We understand the university will soon be establishing new centralized priorities leading to a major campaign. We would like to recommend that the university include in its institutional priorities an endowment fund for the Centre for the Study of War and Genocide. As an institutional priority, C-WAG would be of great interest to donors concerned to have their gifts directed towards social justice and human rights nationally and globally.**

**b. In the immediate term, we recommend the university provide the Department of History the opportunity to engage in localized and contained fundraising to support departmental initiatives that contribute to intellectual dynamism on campus. This might include such activities as support for the ongoing Clendenning Memorial Lecture or the Undergraduate Research Conference.**

**c. We recommend the Alumni Office provide to the Department of History a list of History alumni (BA and MA) with contact information, so the department may contact them to invite them to public events and to make small scale "annual fund" style donations in support of departmental activities, as per recommendation 2.**

**Unit's Response:** *We look forward to news of a major campaign. To be successful the Alumni Office and fundraising require robust support. The department welcomes the suggestion that we be permitted to secure endowments for C-WAG and the Clendenning Memorial Lecture should an opportunity present itself; yet, we caution that faculty are not fundraisers. We are happy to receive contact information from Alumni to extend our email list established for the seminar series; however, once again, the long-term success of this approach requires administrative support for such tasks. Over the next academic year, Dr. Katrina Srigley will connect with Alumni and External Relations to discuss these initiatives.*

**Dean's Response:**

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a) The Deans (Dean of Arts and Science & Dean of Graduate Studies and Research) will coordinate with the PVPAR and Office of External Relations to develop fundraising and endowment strategies.

b) As noted above, the Deans will coordinate with the PVPAR and Office of External Relations to develop fundraising and endowment strategies that are in alignment with Nipissing University mission and Arts and Science recommendations that highlight commitment to the indigenization and decolonizing process; equity, diversity, inclusion, and access; high-quality student experience; program innovation; teaching and research excellence; and community outreach.

c) Outreach to Nipissing Alumni is navigated through the Alumni Office. The department is encouraged to meet with the Alumni Office representatives to discuss promotional and outreach strategies.

**Provost's Response:** The History Department is welcome to make proposals for the capital campaign through the Advancement Office who are responsible for the Campaign. The goals will be likely determined in such a way that the impact is as broad as possible within Nipissing and substantially contribute to its sustainability. I would suggest that the Department seeks to establish and build on synergies that exist more broadly with Arts and Science as it considers the framing of such a proposal.

**External Reviewer's Recommendation #9a): Library:** We recommend the Library acquisition budget to support the BA and MA programs in History be doubled immediately, to return it to 2014 levels.

**b. We recommend the library work with faculty to develop targeted library orientation sessions to meet the needs of History students specifically.**

**Unit's Response:** *We look forward to working with our colleagues at the Library to develop targeted library orientation sessions. We concur that our acquisitions budget, flagged as a problem in our last review, continues to seriously "jeopardize the department's ability to continue its mandate- to ensure a high quality of education for all levels and to promote and sustain its research-intensive agenda." A well-supported archive with a mandate to broaden its collection will strengthen the research culture of the university by attracting a wider number of graduate students to our university and increasing the quality of research produced at the institution. Dr. Jamie Murton will work with our colleagues in the library to identify areas of improvement for students, library staff, and faculty. Dr. Murton will initiate consultation this spring (2021) and work with library staff to implement changes over the next academic year (2021-2022)*

**Dean's Response:**

a) While an increased budget would be ideal across the sector, the acquisition budget depends on the overall budget health of the institution. The university has been active in finding efficiencies and strategies to support academic initiatives.

b) While the Department has already selected a departmental representative to liaise with the Library, the Dean will follow up with the Executive Director of the Library to discuss next steps. Further engagement with the Library representatives will be of great benefit.

**Provost's Response:** This work can be done through continued collaboration between the Department and the Library within the constraints of the budget.

**External Reviewer's Recommendation #10: Administrative Support:** We reiterate the 2014 recommendation that the university hire a dedicated administrative support person, even if that position is shared across multiple departments. This would relieve some of the onerous administrative burdens on the Chair and other faculty members and provide a point of contact for undergraduate and graduate students.

**Unit's Response:** *There is no doubt that departments need "dedicated administrative support" to relieve pressure on department chairs, graduate advisors and support personnel in A&S, FASS, Print Plus, Marketing and Media Relations. We are the only History Department in the country without a dedicated administrative assistant to maintain departmental records, easing the transition between Chairs, help manage departmental outreach with students, community members, and colleagues inside and outside the university, support enhanced marketing.*



**Dean's Response:** In 2018, this recommendation was implemented. An office administrator for the Office of the Dean of Arts and Science was hired to provide supports to Arts and Science departments (14 departments in total). While all departments, including administrative units, could benefit from additional administrative supports, Nipissing University is not in a position to hire more staff in the near future.

**Provost's Response:** Agree with the Dean.

**External Reviewer's Recommendation #11: Common Room:** We reiterate the 2014 recommendation that the department be provided with a modest common physical space for faculty and students to meet and gather. It would benefit from a lounge area with soft seating that promotes conversation.

**Unit's Response:** *We are excited by the university's investment in C-WAG and believe this will offer the department a common physical space to promote community for students, colleagues, and community members.*

**Dean's Response:** I agree that a better co-location of the department is needed. Some of our Arts and Science departmental units are not properly marked/labelled as such. The Dean will discuss with the Facilities. The CWAG common space will provide the department with further visibility and allow for a gathering space for students, faculty, and community partners.

**Provost's Response:** Should the Faculty of Arts re organize in larger units such as schools, it may become possible to restructure physical space to include this type of space.

#### D. IMPLEMENTATION PLAN

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

<b>RECOMMENDATION #1 : FACULTY COMPLEMENT</b>	<b>RESPONSIBLE POSITION/UNIT (FOR RESOURCES)</b>
Department continues identify and define (cross) appointment needs and opportunities through the annual academic planning process.	Department
	<b>RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)</b>
	Department
<b>MONITORING INTERVAL(S):</b> Annual	<b>PROJECTED COMPLETION DATE:</b> Continuous
<b>RECOMMENDATION #2 &amp; #7: RECRUITMENT AND MARKETING</b>	<b>RESPONSIBLE POSITION/UNIT (FOR RESOURCES)</b>
Department continues to collaborate with, and advise, Recruitment and Marketing on how to promote its programmes	Department
	<b>RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)</b>
	Department with Recruitment and Marketing
<b>MONITORING INTERVAL(S):</b> Annual	<b>PROJECTED COMPLETION DATE:</b> Continuous
<b>RECOMMENDATION #3: C-WAG</b>	<b>RESPONSIBLE POSITION/UNIT (FOR RESOURCES)</b>
C- WAG falls under the <a href="#">Nipissing Policy on Centres and Institutes</a> and is expected to be externally funded.	C-WAG
	<b>RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)</b>
	C- WAG

MONITORING INTERVAL(S): As per Funder requirements	PROJECTED COMPLETION DATE: As per funding agreements
<b>RECOMMENDATION #4: SEMINARS</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
Department is encouraged to continue to develop and identify innovative, effective and financially sustainable models of programme delivery.	Department
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	Department
MONITORING INTERVAL(S): Annual	PROJECTED COMPLETION DATE: Continuous
<b>RECOMMENDATION #5: CERTIFICATE PROGRAMS</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
Department is encouraged to develop both minors for degree seeking students at Nipissing and certificates for other learners. It is expected that NU will have a framework for micro-credentials in place by December 2021, and that the currently proposed SIT certificate will align with that framework	Department with Dean and Provost
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	Department with Dean
MONITORING INTERVAL(S): Continuous	PROJECTED COMPLETION DATE: May 2022 for SIT
<b>RECOMMENDATION #6: GRADUATE PROGRAM</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
Department will advise graduate students to apply through School of Graduate Studies	School of Graduate Studies
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	School of Graduate Studies
MONITORING INTERVAL(S): Continuous	PROJECTED COMPLETION DATE: Continuous
<b>RECOMMENDATION #8: ALUMNI AND FUNDRAISING</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
Department support and collaborate with the Nipissing University capital campaign to identify goals and strategies that support the academic mission of the University	Department
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	Department with Advancement
MONITORING INTERVAL(S): Continuous	PROJECTED COMPLETION DATE: Continuous
<b>RECOMMENDATION #9: LIBRARY</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
Department works with the Library to advise on the best use of the resources available.	Department with Library
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	Department with Library
MONITORING INTERVAL(S): Continuous	PROJECTED COMPLETION DATE: Continuous
<b>RECOMMENDATION #10: ADMINISTRATIVE SUPPORT</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
No additional administrative staff will be hired for the Department at this time.	n/a
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	n/a
MONITORING INTERVAL(S): n/a	PROJECTED COMPLETION DATE: n/a
<b>RECOMMENDATION #11: COMMON ROOM</b>	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
No departmental common rooms can be allocated at this time	n/a
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
	n/a
MONITORING INTERVAL(S): n/a	PROJECTED COMPLETION DATE: n/a

ADDITIONAL COMMENTS:

E. CONFIDENTIAL COMMENTS

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

# **Internationalization Plan for Nipissing University: 2021-2026**

**(or Year 1 Post-Pandemic to Year 5 Post Pandemic)**  
(FINAL DRAFT 20<sup>th</sup> July 2021)

## **International Team:**

Ms. Kayla Fitzsimmons, International Academic Advisor  
Ms. Courtney Hughes, Study Abroad Co-ordinator  
Ms. Debra Iafrate, Registrar  
Mr. Yves Kalala, Manager, International Student Supports and Community Liaison  
Dr. Casey Phillips, AVP Students  
Ms. Laura Solano Moya, Manager, International Recruitment and Admissions  
Dr. Arja Vainio-Mattila, Provost, VP Academic & Research, Chair

## **Internationalization Committee:**

Dr. John Allison  
Dr. Hilary Earl  
Dr. Ali Hatef  
Ms. Debra Iafrate  
Dr. Pat Maher  
Dr. Karey McCullough  
Mr Chris Piekarski  
Dr. Casey Phillips  
Ms. Laura Solano Moya  
Dr. Sarah Winters  
Dr. Arja Vainio-Mattila, Chair

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## Abbreviations

<b>CEA</b>	<b>Co-ordinator, Education Abroad (NU)</b>
<b>CUSC</b>	<b>Canadian University Survey Consortium</b>
<b>EduCanada</b>	<b>Official Canadian government portal for study in Canada information</b>
<b>ICEF</b>	<b>International Consultants for Education and Fairs</b>
<b>IAA</b>	<b>International Academic Advisor (NU)</b>
<b>IDP</b>	<b>International Development Project Education is an international student recruitment agency</b>
<b>IRCC</b>	<b>Immigration, Refugees, and Citizenship Canada</b>
<b>MIRA</b>	<b>Manager, International Recruitment and Admissions (NU)</b>
<b>MISSCL</b>	<b>Manager, International Student Support and Community Liaison (NU)</b>
<b>MSM</b>	<b>M Square Media is an international student recruitment agency</b>
<b>NBDMC</b>	<b>North Bay District Multicultural Centre</b>
<b>NBLIP</b>	<b>North Bay Local Immigration Partnership</b>
<b>PHAC</b>	<b>Public Health Agency Canada</b>
<b>RNIP</b>	<b>Rural Northern Immigration Project</b>
<b>SMA3</b>	<b>Strategic Mandate Agreement</b>
<b>TNE</b>	<b>Transnational Education</b>
<b>UHIP</b>	<b>University Health Insurance Plan</b>

## Goals in Summary

***The goal of international recruitment (aligned with SEM planning) is that 10% of the enrolment be international students from diverse places of origin, studying in diverse programmes.***

### **Goals for International Recruitment (short term)**

1. Improve the international presence and navigation in our website. Build a digital and robust online presence (digital marketing outside of the website).
2. Increase the number of international students to 300 by 2022-2023.
3. Increase the number of recruitment agents to improve our worldwide presence, to attract students from different markets, and to avoid the risk of overreliance on enrolments by students from one or two specific source countries.
4. Continue to carefully build Nipissing's international reputation ensuring that we can compete with our peer institutions in Ontario and beyond (investing in marketing materials).

### **Goals for International Recruitment (long term)**

1. Increase sustainable and diversified recruitment of highly qualified students to 10% of the total student population.
2. Grow transnational education opportunities (i.e. offshore partnerships, branch campuses, franchises) to make the Nipissing brand well-known and respected in important international markets and with key audiences.
3. Develop international alumni relations to enhance financial giving and ambassadorial representation.
4. Establish a long-term business plan to support international recruitment.

***The goal of international student supports is to ensure that international students have the same excellent student experience at Nipissing University as domestic students***

### **Goals for International Student Supports (short term)**

1. Engage and provide students with tools to navigate COVID-19 as international students.
2. Design a comprehensive new international student orientation.
3. Create opportunities for international students to engage with the Nipissing and North Bay community.
4. Establish initiatives that will make Nipissing and North Bay a welcoming and inclusive community.

### **Goals for International Student Supports (long term)**

1. Establish a strong reputation in international student supports.
2. Extend student support systems into the North Bay community through initiatives such as a host programme.
3. Establish a long term business plan that will ensure the financial sustainability for international student support.

***The goal of internationalizing curriculum is to help Nipissing students develop critical perspectives that enable them to understand and articulate their place in the world.***

**Goals for Internationalization of Curriculum (short term)**

1. Articulate and promote international/global learning for students.
2. Identify courses that engage with international/global perspectives through source materials.

**Goals for Internationalization of Curriculum (Long Term)**

1. Develop international/global credential/badge for students to describe the learning they have done in the area.
2. Develop learning opportunities that encourage students to engage with global issues.

***The goal of international student mobility is to make international experiential learning affordable to all of our students.***

**Goals for Student Mobility (short term)**

1. Increase mobility to 50 outbound students and create more balance with international partners.
2. Increase mobility to 50 inbound students from diverse places of origin.
3. Develop strong recruitment materials for both inbound and outbound students, including a clear indication of the opportunities that exist for students in all our academic programs.
4. Increase capacity to recruit first year students for international mobility.

**Goals for Student Mobility (long term)**

1. Increase mobility to 75+ outbound/inbound students.
2. Develop funding/scholarship opportunities for students who desire to take advantage of international mobility opportunities.
3. Increase partnerships in Europe and South America, as these are areas that students express most interest in.
4. Collaborate with Deans' offices and/or faculty to create more and better articulated pathways for students based on programs, highlighting unique opportunities abroad that fit with their area of interest and in their discipline.
5. Establish a long-term business plan to financially support international student mobility.

***The goal of international faculty mobility is that this activity is facilitated and supported.***

**Goals for Faculty Mobility (short term)**

1. Survey faculty about their international experiences and aspirations.

**Goals for Faculty Mobility (long term)**

1. Establish an infrastructure to support faculty mobility.
2. Establish a long term business plan to financially support international faculty mobility.

***The goal of internationalization of research is to better understand and document Nipissing's current international research context and to create an infrastructure for supporting existing and new international research initiatives (widely defined).***



**Goals for Internationalization of Research, Scholarship, and Creative activities (Research) (short term)**

1. Define international research and its guiding principles.
2. Implement an institutional survey to gather pertinent data.
3. Establish a searchable database of international research.
4. Monitor the internationalization of research activities.
5. Add an additional category for international efforts, research, and otherwise to annual reports.
6. Deploy and direct the Assistant Dean of Research to report on international funding applications and opportunities.

**Goals for Internationalization of Research (long term)**

1. Create a clear policy and establish clear goals for internationalization of research.
2. Catalogue, analyze, and publicize/make available Nipissing's international activities.
3. Provide financial support for international research and scholarship.
4. Create university structures that foster the internationalization of research.
5. Establish a long term business plan to financially support international research and scholarship.
6. Recognize and celebrate international research efforts.
7. Integrate internationalization of research to Nipissing's institutional identity.
8. Preserve and transmit institutional memory pertaining to international research.

Why is Nipissing University engaging in a plan of internationalization? Internationalization in the higher education context is often paired down to a discussion of financial implications of international student recruitment, an ethically suspect approach to funding Canadian higher education by recruiting higher fee-paying international students. While the financial imperative is important to recognize within current funding frameworks, there are many other reasons to engage internationally.

The Province of Ontario has frozen tuition and is encouraging universities to generate revenue by any means possible, including through increases to international student enrolment (as well as through micro-credentials and adult education). In the Strategic Mandate Agreement 3 (SMA 3) agreement with the Province of Ontario, Nipissing University makes the commitment to embark on a systemic internationalization process. Although steps have been taken, such as creating positions to support internationalization, this document/plan represents the first stage of formalizing goals for the internationalization of the university. Nipissing's SMA3 focuses on the recruitment of international students. It also refers to international students in terms of the skills and competencies they will achieve in their programs, their contribution to regional economic goals, and their role in our programs.

Diversity, in and of itself, is reason enough for a university such as Nipissing that has few international students, to engage with internationalization. In a recent Canadian University Survey Consortium survey (CUSC Middle-Year Student Survey 2017), 60% of those students surveyed, identify the ability to interact with people from backgrounds different from their own as the main life skill learned at a university. These students ranked diversity as the most important life skill learned at university.

Increasing numbers of international students at Nipissing University also aligns with sustainability goals of North Bay and its region. Nipissing University plays an active role in the North Bay Local Immigration Partnership, participating both on its Board and on a sub-committee on international students. North Bay, like Nipissing University, is also working toward becoming a welcoming community establishing appropriate services and supports for non-residents and international students and their families moving into the area.

Internationalization involves the recruitment of students and the resulting imperative to provide these students an excellent university experience, as well as student mobility, faculty research, and the internationalization of curriculum. In other words, internationalization is the responsibility of all at Nipissing. A diverse student body engaging with learning that involves a diversity of source material and accessing services, as well as extracurricular activities while preparing for life post-graduation, puts an onus on everyone to consider how best to support internationalization.

Much of this plan is predicated on the world moving toward a post-pandemic context for global human mobility. The brightest crystal balls, focusing on widespread vaccinations and strong public health measures, predict some return to travel in the 2021-2022 academic year. This plan does not attempt to explain what internationalization might look like without the ability to travel.

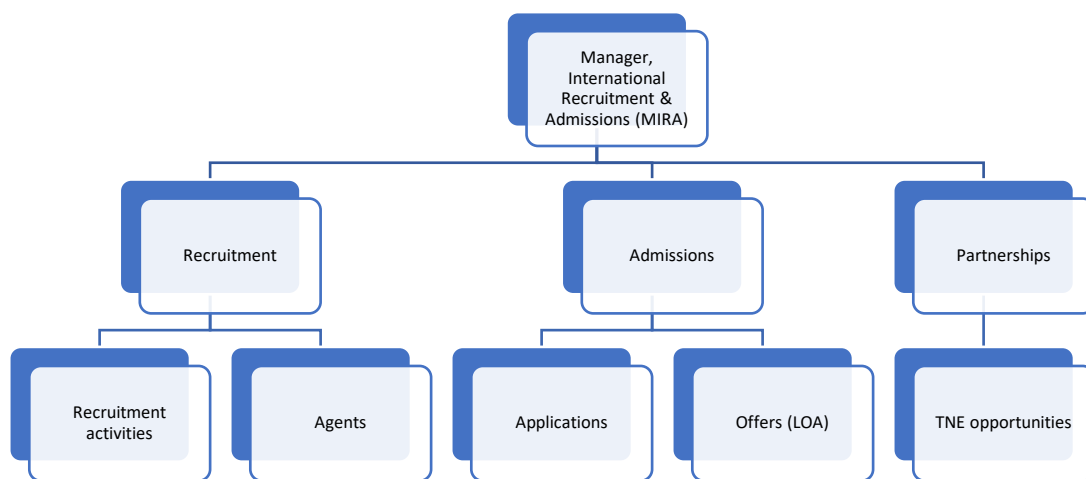
While this plan describes goals in the short term (1-2 years) and the long term (3 -5 years), it also needs to be seen in connection with other plans and conversations at Nipissing, perhaps most importantly the Strategic Enrolment Plan, the Strategic Research Plan, and the Sustainability Plan. All these plans and processes promote conversations that lead us to better articulate the resources needed to achieve our goals, and to understand the next steps we need to take. Ultimately, by internationalizing, Nipissing University and its students will have a greater impact on the worlds in which we live.

## II International Student Recruitment

Nipissing University has the fewest number of international students of all Ontario universities, representing less than 1% of student enrollment. ***The goal (aligned with SEM planning) is to increase international student enrolment to 10% of our total student body. The aim is to recruit international students from diverse places of origin, with diverse programmatic interests.***

Currently, international student recruitment is the main responsibility of the Manager of International Recruitment and Admissions who reports to the Provost. The Manager of Recruitment and Admissions has been in place since August 2020.

Figure 1. Areas of responsibility for the Manager of International Recruitment & Admissions



### Enrollment:

Since 2018, International enrolments at Nipissing University have increased from 35 students in 2018 to 68 in 2020. Compared with peer institutions, international students make up a relatively small proportion of Nipissing's student body. Most of our international students come from India (50%), Nigeria (10%), China (7%), the United States (6%), Iran (4%), Vietnam (4%), and Uganda (2%).

### Agents:

Since 2018, NU has worked with M Square Media (MSM) who has been building the Nipissing brand by attracting new students and agents from India and the Subcontinent, the largest market and source of International students globally.

In December 2020, we signed agreements with two of the biggest recruitment agencies worldwide, IDP and Appy Board and we are currently in the process of adding 20 new agents to our list. Our aim is to create a presence in different markets including in Latin America, Africa, and Southeast Asia.

### Recruitment in 2020-2021

**Virtual Fairs:** Since last Fall we have attended twelve virtual fairs in Africa, Europe, Middle East, East Asia, Central Asia, and Latin America. All of them organized by EduCanada's program Study in Canada Fairs with the support of the Trade Commissioners. Trade Commissioners are staff members at Canadian

embassies/high commissioners with responsibility, among other things, for developing relationships between Canadian higher education and the sector in the country in which they serve.

**Agents Virtual Fairs:** We will be attending ICEF fairs in the 2021 Fall semester to add more quality and certified agents to our network for some of key, emerging and developing markets.

**Webinars:** We regularly hold webinars for agents and students to promote our programs and Nipissing's brand, as well as promoting the advantages of studying in Northern Ontario.

**Goals for International Recruitment: Growing Gradually (short term)**

1. Improve the international presence and navigation capabilities of our website. Build a digital and robust online presence (digital marketing outside of the website).
2. Increase the number of international students to 300 by 2022-2023.
3. Increase the number of agents order to attract students from different markets and avoid the risk of overreliance on enrolments from one or two.
4. Continue to carefully build Nipissing's international reputation, ensuring that we can compete with peer institutions in Ontario and beyond (invest in marketing materials).

**Goals for International Recruitment: Growing Gradually (Long term)**

1. Increase sustainable and diversified recruitment of highly qualified students to 10% of the total student population.
2. Grow opportunities for transnational education (i.e. offshore partnerships, branch campuses, franchises). To make the Nipissing brand well-known and respected in important international markets and with key audiences
3. Develop international alumni relations to enhance financial giving and ambassadorial representation.
4. Establish a long-term business plan to financially support international recruitment.

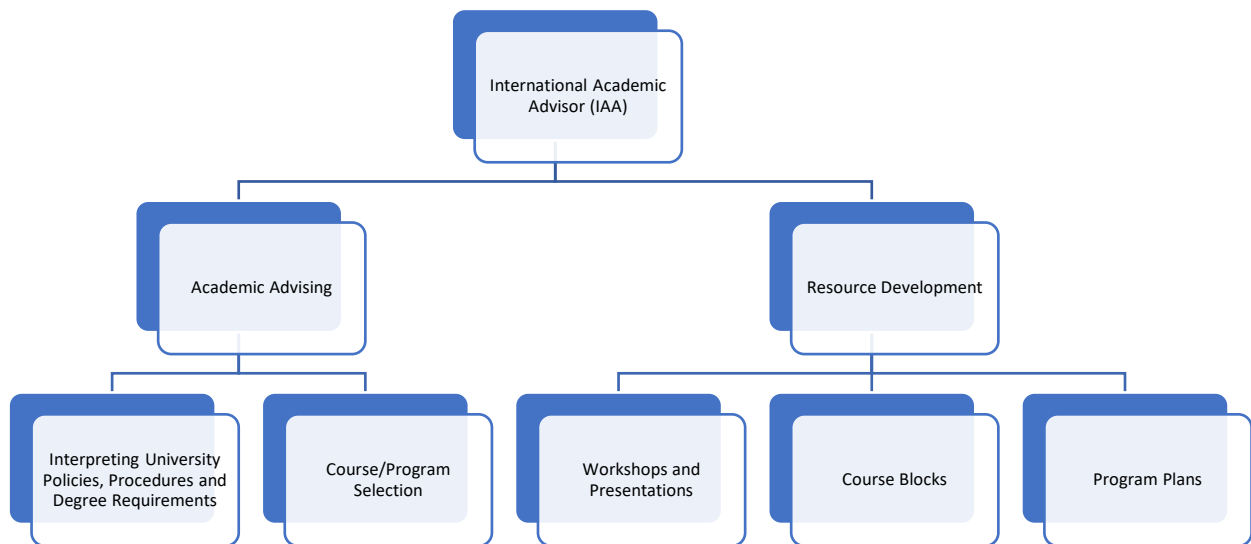
### III International Student Supports

As a relatively new institution, Nipissing University has focused its internationalization efforts on student exchange and travel, and to a certain extent support for international travel for individual faculty. In 2003-2004, the university decided to expand its internationalization efforts and created a new position to support it. The "International Officer" position was housed in the offices of Student Services. The job of the Officer was to facilitate international travel for students and faculty, recruit international students, and to establish MOU's between Nipissing University and other "international" universities to facilitate student exchange. The position as such was eliminated in 2015/16, and has evolved into new positions to support internationalization more broadly.

Nipissing University has established two positions to support international students. In March 2021, Nipissing hired its inaugural Manager of International Student Support and Community Liaison, who works within the office of the AVP Students. This position is focused on connecting international students with our existing support programmes in-house, to facilitate the integration of international students in the North Bay community through connections with community supports (e.g. housing, employment etc.) and anti-racism work. And in September of 2020, an International Academic Advisor was hired to work with other Academic Advisors in the Office of the Registrar to support international

students and help with decisions regarding their academic programme. **The goal of these new positions is to ensure that international students have the same excellent student experience at Nipissing University as domestic students** (as reflected in rankings).

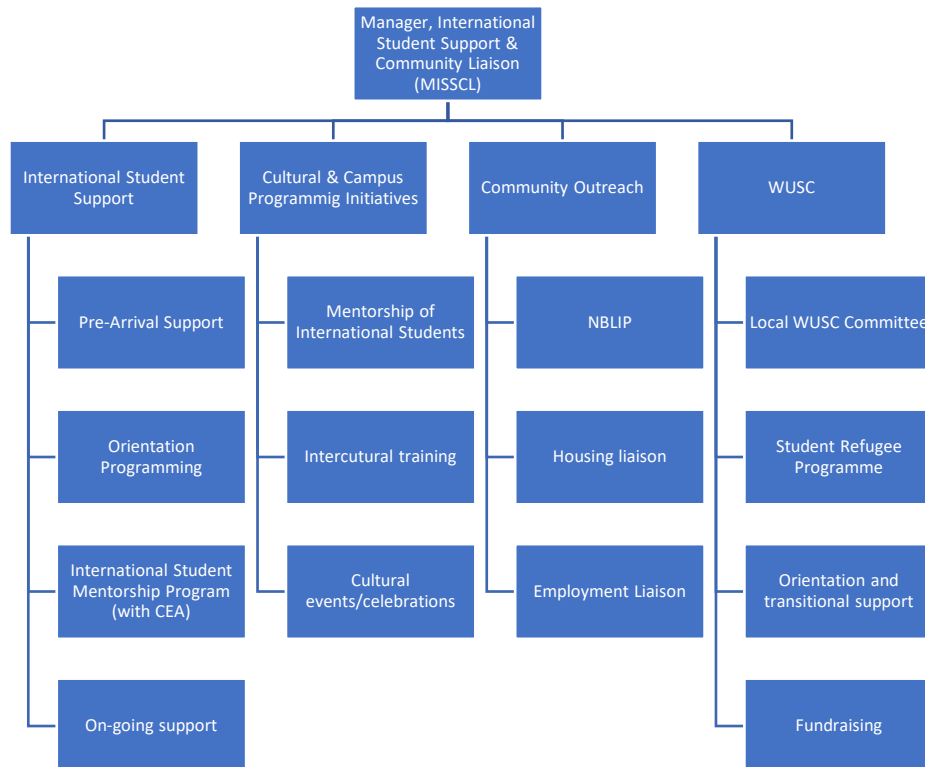
*Figure 2. Areas of responsibility for the International Academic Advisor*



The International Academic Advisor (IAA) connects with new and current international degree-seeking and exchange students at Nipissing University to ensure that they are familiar with their program structure, how to register for and attend courses, and how to successfully progress through their program to graduation, while considering students' academic requirements, goals, interests, and prior education. The IAA provides support to domestic students who are hoping to internationalize their degree by participating in an international exchange programs, by helping them plan their course selections over the length of their degree to ensure that degree requirements are met. Finally, the IAA makes referrals to additional supports at the University to help students meet their academic requirements and goals, promote retention, and improve the overall student experience.

Resources that have been developed to aid in academic success for international students include electronic guides and course blocking on the registration system, program planning guides for easy navigation of program requirements. When courses resume on campus, we plan to offer regular presentations to international students in-person.

**Figure 3. Areas of Responsibility for the Manager of International Student Support and Community Liaison**



The Manager of International Student Support and Community Liaison (MISSCL) reports to the Assistant Vice-President, Students and has been in place only since March 1, 2021. The MISSCL is responsible for providing support, programming, and orientation to international students in order to enhance their academic, personal, and social experiences.

As a part of the Division of Student Development and Services (SDS), MISSCL serves as the first contact for international students seeking information on the services and programs available within the SDS. MISSCL works collaboratively with the SDS teams to plan, implement, and evaluate programming and resources that support the transition, retention, and success of international students at Nipissing University.

### **Pre-arrival Support**

Upon acceptance, international students are assisted by MISSCL with guidance for their immigration documentation per the rules and regulations set by the Immigration, Refugees and Citizenship Canada (IRCC) in their preparation to travel to Canada and then North Bay. Ongoing support provides answers to questions on travel plans, airport pick-up upon arrival, enrollment in the University Health Insurance Plan (UHIP), and secure on and off-campus housing.

Due to the pandemic, the MISSCL works closely with Residence Life Services to accommodate the quarantine of incoming on and off-campus students in Founders House. Some students have been accommodated longer after quarantine as they wait to move into their permanent place of Residence. This has been possible because of the lower number of students currently living in our residence buildings as most of the students are studying from home.

With a potential return to campus in the Fall of 2021, there will be a need to secure a place for international students to quarantine upon their arrival/return to Canada if residence is full. The MISSCL is negotiating with local hotels for quarantine arrangements for the 2021/2022 academic year as part of the COVID-19 Readiness Plan that will need to be approved by the Public Health Agency of Canada (PHAC). The challenge of not knowing the direction that the government will take regarding international restrictions is impacting the finalization of agreements with hotels on a timeline for arrival and the number of international students for the Fall start.

### **Orientation, Transition & Retention**

During pre-covid days, most of Nipissing's international students would arrive on campus in mid-August. The Lakers International Orientation (3 -5 days of programming) provides first-year international students with informative workshops and activities to prepare for course enrollment, Canadian classroom environment, resources for campus life, and North Bay. For example, workshops presented during orientation include "Academic Integrity", "Culture Shock", "Immigration and Visas", "Winter 101", and "Mental Health & Wellness". Orientation for international students should be regarded as ongoing throughout their first year to ensure a successful transition to North Bay and Nipissing. We are currently designing a comprehensive new international student orientation curriculum that will comprise of "Welcome" and transition programs that support all student needs.

The success of international students is not only based on their experiences on campus, but also in the larger North Bay community. So far, most currently enrolled international students live off-campus. MISSCL is building connections with the North Bay community in order for North Bay to be more welcoming to international students. MISSCL will work with the North Bay and District Multicultural Centre (NBDMC) and the Local Immigration Partnership (LIP) to educate and sensitize the North Bay community to better engage with international students and their families. In the past, Nipissing University and the NBDMC collaborated with community partners to organize events such as the International Food Festival that brought together North Bay residents, international students, and other immigrants to celebrate culture through food. MISSCL will work towards recreating these events to provide international students with an opportunity for cultural exchange with our domestic students and the North Bay community.

Targeted support for international students is aimed at preparing students to succeed during their time at Nipissing and after they graduate. The MISSCL works closely with the Student Learning and Transitions team to provide more career sessions targeted at international students to create more familiarity with the Canadian labour market. There is a growing number of international students who remain in North Bay or Canada after graduation. MISSCL will seek to build a relationship with North Bay employers through the North Bay and District Chamber of Commerce, Rural and Northern Immigration Pilot (RNIP) Program, and other employment agencies/programs to advocate and facilitate a smooth transition of international graduates into the Canadian labour force. The MISSCL will also work with the Alumni Office to better connect and engage with international student graduates.

### **EFL support**

It remains a concern that international students in North Bay have limited access to English as a Foreign Language training. We are currently exploring the possibility of collaborating with Canadore College to deliver language/EFL support.

#### **Goals for International Student Supports (short term)**

1. Engage and provide students with tools to navigate COVID-19 as international students.
2. Design a comprehensive new international student orientation.
3. Create opportunities for international students to engage with the Nipissing and North Bay community.
  - Virtual/in-person international student café talks, international cooking class, potlucks...
  - International Development Week, International Education Week ...
4. Establish initiatives that will make Nipissing and North Bay a welcoming and inclusive community.

#### **Goals for International Student Supports (long term)**

1. Establish a strong reputation in international student supports.
2. Extend student support system in the North Bay community through initiatives such as a host programme.
3. Establish a long-term business plan to support international student support.

## IV Internationalization of Curriculum

The internationalization of the curriculum incorporates international, intercultural, and/or global dimensions into the learning outcomes, content, teaching methods, and assessments of course offerings (Leask, B. (2015). *Internationalizing the curriculum*. London: Routledge). ***The goal of internationalizing curriculum is to help Nipissing students develop critical perspectives that enable them to understand and articulate their place in the world.***

Many courses at Nipissing University already have significantly “internationalized” curriculum. We offer travel courses, international placements, and programmes that have explicitly international themes (see Appendix A for examples). Many other courses include international/global perspectives through curriculum, and source materials such as literature and films. Some disciplines purposefully engage with including perspectives outside the “canon” of the discipline. It is suggested that more could be done to indicate to students which courses are internationally themed and how to access them.

Nipissing University does not have an articulated credential/badge on international/global learning. This could comprise of combinations of exchange and placement experiences, language studies, and studies of content with focus on the international/global.

#### **Goals for Internationalization of Curriculum (short term)**

1. Articulate and promote international/global learning for students.
2. Identify courses that engage with international/global perspectives through source materials and disseminate to students.

#### **Goals for Internationalization of Curriculum (long term)**



1. Develop international/global credential/badge for students to describe the learning they have done in the area.
2. Develop scholarships to support international/global learning.

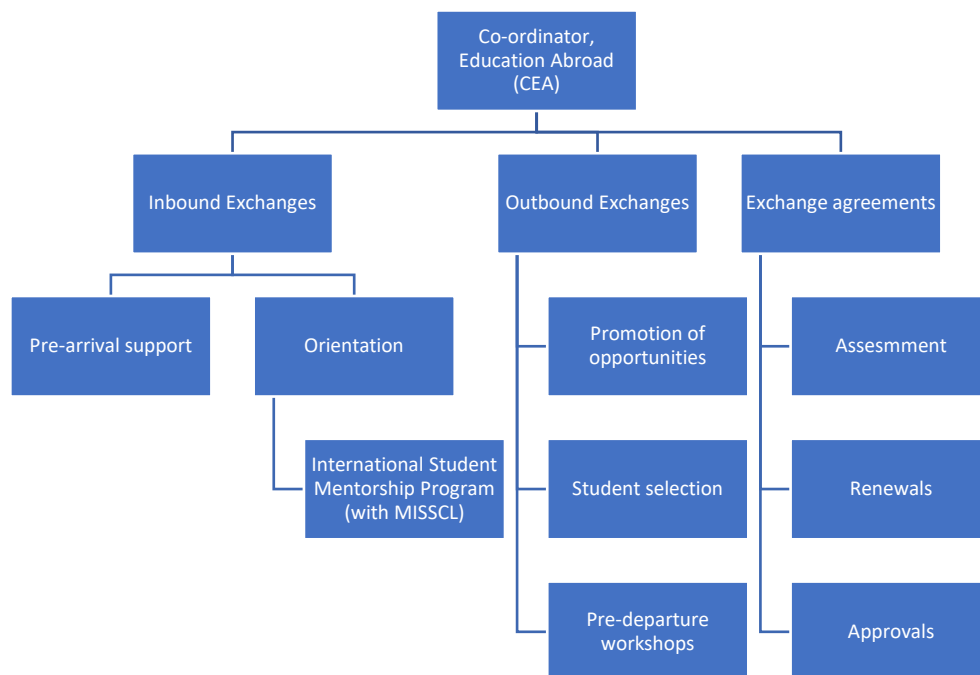
## V International Mobility

### Student Mobility (Inbound & Outbound)

International student mobility is the responsibility of the Co-ordinator, Education Abroad (CEA) who reports to the Manager, International Recruitment and Admissions.

Typically, pre-COVID, each academic year we would welcome anywhere from 30-50 inbound exchange students and send out anywhere from 15-25 outbound student. The biggest barrier to participation in exchanges is financial. Our **goal is to make international experiential learning affordable to all our students.**

Figure 4. Areas of Responsibility for the Co-ordinator, Education Abroad



Like all Canadian Post Secondary institutions, Nipissing University has a better record of receiving international students in mobility programmes than sending Canadian students out. This is a problem because exchange agreements are generally predicated on reciprocity. In the short term, Nipissing

University should concentrate on increasing outbound student numbers by focusing on partners who send us the most students. To increase inbound mobility, the immediate focus should be on on-line recruitment from partners who have traditionally sent fewer students than allowed by the agreement.

We are currently in the process of rebranding the Education Aboard program to better educate our students and international partners about the program and to address barriers for students to participate. In 2020 we were awarded \$22,500 from the Student Outbound Mobility Program through CBIE for this work. The rebranding involves surveying students to determine real or perceived barriers when considering participating in an exchange. This information will be used to inform the development of recruitment material/strategies to address assumptions students have. We are also increasing recruitment events to include presentations, hallway pop-up booths, and student-led class presentations. We have learned that students who engage with the programme in the first year are more likely to participate in an exchange. We need to get into more first year classes to talk about the program. We also need to provide marketing material to Residence Life as most of the students in residence are in their first year.

#### **Goals for Student Mobility (short term)**

1. Increase mobility to 50 outbound students and create more balance with international partners.
2. Increase mobility to 50 inbound students from diverse places of origin.
3. Develop strong recruitment materials for both inbound and outbound students, including a clear indication of the opportunities that exist for students in all our academic programs.
4. Increase capacity to recruit first year students for international mobility.

#### **Goals for Student Mobility (long term)**

1. Increase mobility to 75+ outbound/inbound students.
2. Develop funding/scholarship opportunities for students who desire to take advantage of international mobility opportunities.
3. Increase partnerships in Europe and South America, as these are areas that students express most interest in.
4. Collaborate with Deans' offices and/or faculty to create more and better articulated pathways for students based on programs, highlighting unique opportunities abroad that fit with their area of interest and in their discipline.
5. Establish a long term business plan to financially support international student mobility

In addition to these goals, we should see if there are opportunities for nursing students as their program currently leaves no room for an exchange, as nursing students commonly reach out wanting to participate. Ensure that all opportunities meet the professional designation requirements as well as liability and insurance coverage requirements for participation.

#### **Faculty Mobility (Inbound & Outbound)**

Faculty mobility is usually instigated by the individual faculty member and often related to their research and/or research partnerships. Occasionally opportunities arise for faculty mobility in the context of

programme development, such as has been the case with the Karelia University of Applied Sciences in Finland. **The goal of international faculty mobility is that this activity is facilitated and supported.**

As an institution, Nipissing University needs to gain a better understanding of existing international partnerships developed and maintained by faculty including research, visiting scholar programmes, post-doc relationships, and sabbaticals.

We also have the opportunity to take better advantage of networks such as UArctic, Erasmus. Nipissing University can facilitate information gathering and diffusion on such opportunities.

#### **Goals for Faculty Mobility (short term)**

1. Carry out a faculty survey of international experiences and aspirations.

#### **Goals for Faculty Mobility (long term)**

1. Establish an infrastructure to support faculty mobility.
2. Establish a long-term business plan to support international faculty mobility

## **VI Internationalization of Research, Scholarship, and Creative Activity**

### **History of Internationalization of Research and where we are today**

Currently, a number of faculty at Nipissing University are involved in international partnerships, projects and research, and graduate and postgraduate supervision. With the exception of the Mathematics Department, most of these international activities are undertaken by individual faculty (see examples in Appendix B).

The current Strategic Research Plan (SRP) (2020-2025) does not identify the internationalization of research as a goal. Underlying the SRP is the recognition that Nipissing University is situated on the traditional territory of the Anishinabek peoples of Nipissing First Nation and within the lands protected by the Robinson Huron Treaty of 1850. As such, Nipissing University is committed to encouraging quality research relevant to Indigenous methodologies, ontologies, and experiences, as well as in relation to national and international research.

The primary objectives of the Nipissing University SRP are:

1. To **identify, influence, support, grow, and oversee** Nipissing University's leadership role in research areas relevant to the regional community, especially regarding our Indigenous and regional partners, and that have a national, international, and global impact.
2. To **invest in research infrastructures** central to the development and promotion of ground-breaking, quality research and research methodologies.
3. To **develop research infrastructures** that support and promote interdisciplinary collaboration and research.
4. To **create research infrastructure** designed to include students in research programs and to enhance research training of all students.

The definition of "international research" at Nipissing University should take into consideration Article 26 of the CA. Examples of definitions of internationalization are profiled at:

[https://warwick.ac.uk/fac/cross\\_fac/globalpeople2/he\\_institutions/profiling/](https://warwick.ac.uk/fac/cross_fac/globalpeople2/he_institutions/profiling/) Definitions of internationalization include rationales/purposes such as enhancing the quality of education and making meaningful contributions to society.

Most of the international research, networking, and partnerships have been undertaken by individuals, as an institution we don't have a good overview of the totality of this effort. **The goal of internationalizing research is to better understand and document Nipissing's current international research context and to create an infrastructure for supporting existing and new international research initiatives (widely defined).**

#### **Goals of Internationalization of Research, Scholarship, and Creative Activity (short term)**

1. Define international research and its guiding principles.  
Create a *working* definition of "international research" at Nipissing. A definition might include a set of indicators that encompass the variety of disciplines under active research at the institution. It should also reflect the multiple modes of research and types of outputs that characterize international research.
2. Implement an institutional survey to gather pertinent data. The survey should determine the following information:
  - **Determine** faculty international research interests and needs.
  - **Determine** principal investigator/collaboration on international research grants.
  - **Determine** individual international research outputs (books, edited collections, journals, art, curations, and any other type of creative or scholarly output as enumerated in our Collective Agreement.
  - **List** collaborations with international colleagues.
  - **List** collaborations with international programs.
  - **Enumerate** collaborations with international institutions/think tanks/non-university affiliations.
3. Establish a searchable database of international research at Nipissing.
4. Routine monitoring of internationalization activities. The **Research Office** should regularly review best practices in international research mobilization and assess Nipissing's progress in mobilizing international research activities. Research Office should also keep an updated-annually inventory of international research initiatives.
5. Add an additional category for international efforts, research, and otherwise to annual reports. "International research" as a category would need to be bargained. Currently it is up to individual faculty members to determine what research activities they do and do not highlight in their annual report.
6. **Deploy and direct** the Assistant Dean of Research to report on international funding applications and opportunities.

#### **Goals of Internationalization of Research, Scholarship, and Creative Activity (long term)**

1. Create a clear policy and establish clear goals for internationalization of research. This might include standards for international research collaboration. Such standards should be modelled after well- established norms that consider a wide spectrum of values, best practices, and laws.
2. Catalogue, analyze, and publicize/make available Nipissing's international activities. Knowing the extent of our international collaborations will facilitate knowing our strengths and weaknesses and help us to identify opportunities for growth. Taking inventory and making that inventory available to the NU community and beyond will demonstrate that the university is an important player in the international landscape and is committed to making an international/global impact.
3. Provide financial support for international research and scholarship (long term goal). If Nipissing is committed to the internationalization of research, it should commit to making seed money available to faculty to encourage collaborations that are strategically important to Nipissing's intentions to promote international research. The seed money might best be spent on raising Nipissing's national and international profile by hosting workshops and conferences in the summer months when facilities are relatively unused.
4. Create university structures that foster internationalization of research. Nipissing should create the infrastructure to support faculty initiatives for international research and study, this might include the following initiatives in the Research Office:
  - a. **House** all international Research initiatives in the Research Office
  - b. **Offer** seminars and workshops as well as one-on-one mentorship for faculty members interested in pursuing and maintaining international research collaborations
  - c. **Develop** public spaces that celebrate international research and/or house international conferences/workshops. When planning physical environments, develop spaces and opportunities so students and researchers can exchange ideas outside the classroom. Such spaces would make a clear statement on the importance of celebrating innovative thinking, open culture, and global exchange of knowledge.
5. Establish a long-term business plan to support international research and scholarship. Allocate a percentage of the university gross budget to support international partnerships and research, actively pursue funding from government and non-governmental agency, and private donors. Tap into the potential for international research and cooperation in partnership with Nipissing alumni.
6. Recognize and celebrate international research efforts Give tangible evidence to faculty that international engagement is a valued activity. Incorporate criteria that recognize international activities in the evaluation of research, teaching, and service in tenure and promotion. Create an award for international research and engagement.
7. Integrate internationalization of research to the institutional identity. Raise the profile of international research and demonstrate that it is an essential endeavour at the University. Communicate the university's vision of internationalization, both internally and externally. Develop academic units (including research centres such as the Centre for War Atrocities and genocide) with a global/international focus and brand internationalization as part of the Nipissing identity. A long-term goal might be to a "Nipissing University" in the Philippines or India or other strategic or research partnerships and grants with other institutions. Regionally, partnering with

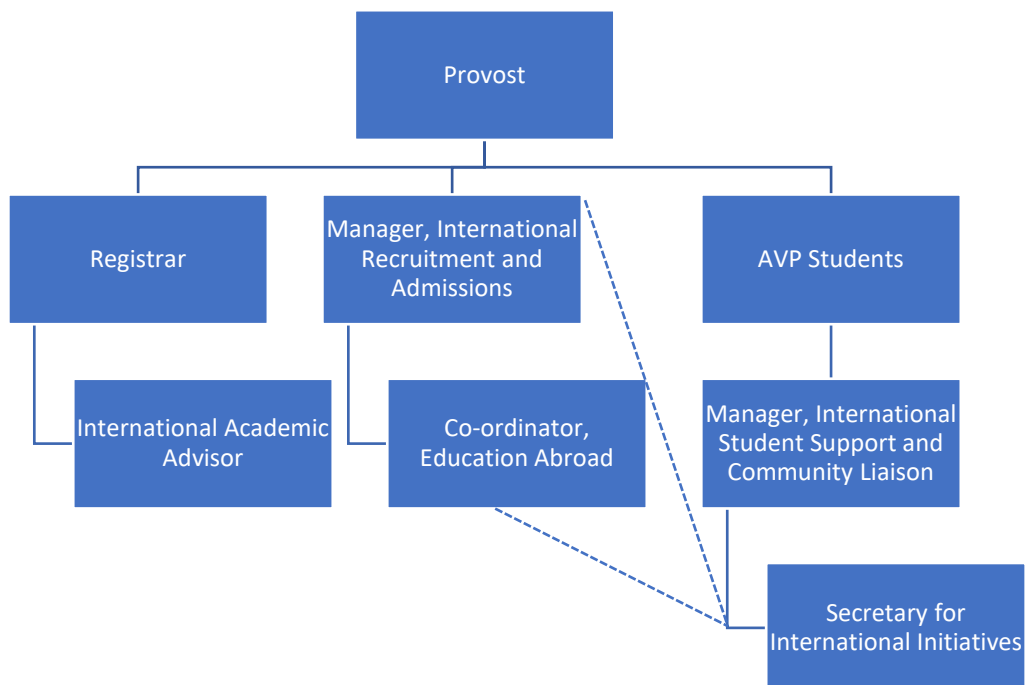
the North Bay Library or Chamber of Commerce to create research partnerships with departments/programs/people.

8. Preserve and transmit institutional memory pertaining to international research. Future strategies and action should take into consideration the historic evolution of various structures, strategies, and lines of action (or inaction), as they pertain to research internationalization. Document processes and decisions. Institutional memory is critical to organizational effectiveness and all efforts should be made to not only preserve it but also to make it available to all stakeholders involved in the process of research internationalization.

## VII Operational

### Organization

While “Nipissing International” will remain decentralized, the leadership of international initiatives will reside with the Provost. The Secretary for international initiatives will provide support to the Manager of International Student Support and Community Liaison, Manager of International Recruitment and Admissions, and, when required, International Student Advising.



### Funding

It is expected that internationalization plan will contribute substantially to Nipissing University's sustainability plan. The following is proposed as a framework to guide maximum impact of generated revenue. It should be noted that international alumni work will be funded through the "Recruitment, Marketing & Partnerships" portfolio, and WUSC support is included in the International Student Support. The initial investment to restart international activities was \$1000K from restricted funds. Repayment of these funds is expected from the revenue described below.

Recruitment goal achieved	Expected revenue	Recruitment, Marketing & Partnerships	Intl. Student Support	Student Mobility	Faculty Mobility & Intl. research	Intl. of curriculum	Operational Budget
100	\$2 mill	40% \$800K	10% \$200K				50% \$1000K
200	\$4 mill	30% \$900K	5% \$150K	5% \$150K	5% \$150K	5% \$150K	50% \$1000K
300	\$6 mill	15% \$900K	5% \$300K	5% \$300K	3% \$180K	2% \$120	70% \$4200K
400	\$8 mill	15% \$1200K	5% \$400K	5% \$400K	3% \$240	2% \$160K	70% \$5600K
500	\$10 mill	15% \$1500K	5% \$500K	5% \$500K	4% \$400K	1% \$100K	70% \$7000K

## Appendix A Mapping of existing international opportunities

### Programs:

- Degrees
  - Bachelor of Business Administration (International Business Concentration)
- Post-Baccalaureate Certificates (open to International Students only)
  - Human Resource Management
  - General Management
- Post-Baccalaureate Diplomas (open to International Students only)
  - Business Administration
  - Finance
  - Human Resource Management
  - International Business
  - Marketing
- Minors
  - French
  - International Business
  - Spanish

#### **Certificates:**

- Certificate of Bilingualism
- Certificate in Peace and Violence Prevention Studies
- iLEAD Business Experience Certificate
- Certificate in the Study of War, Atrocity, and Genocide (WAG)

#### **International Placements and Experiential Learning:**

- Aboriginal Leadership
  - [LEAD 3147](#) International or First Nations Placement
- Administrative Studies
  - [ADMN 3146](#) International Study Exchange Project (iLEAD) (Jamaica, Germany, Armenia)
  - [ADMN 3336](#) Special Project (iLEAD)
  - [ADMN 4165](#) Intercultural Academic Internship (iLEAD)
- Biology
  - [BIOL 4506](#) Special Topics in Applied Ecology (Galapagos)
- Classical Studies
  - [CLAS 3415](#) Fieldwork in Classical Archaeology (Balkans)
- Fine Arts
  - [FAVA 2507](#) Art Abroad
- History
  - [HIST 3005](#) History Travel Course (War Path Study Tour)
  - [HIST 3806](#) Experiential Learning Course I
  - HIST 3807 Experiential Learning Course II
- Physical and Health Education
  - [PHED 4606](#) International Experience (for students already on exchange)

#### **Courses with explicitly International Themes and Content:**

- Aboriginal Leadership



- [LEAD 3127](#) Comparative Indigenous Leadership in a Globalized World
- Administrative Studies
  - [ADMN 2706](#) Introduction to Intercultural Management
  - [ADMN 4206](#) International Management
- Economics
  - [ECON 3127](#) International Financial Management
  - [ECON 3226](#) International Economics
- Film
  - [FILM 2006](#) World Cinema
  - [FILM 2215](#) Spanish/Latin American Film
- French
  - [FREN 2107](#) Histoire générale des littératures et des cultures d'expression française
  - [FREN 2206](#) La littérature canadienne-française
  - [FREN 2207](#) La littérature française pour la jeunesse
  - [FREN 2707](#) Culture française
  - [FREN 3307](#) Communication d'affaires
- Gender Equality and Social Justice
  - [GEND 2187](#) International Human Rights
  - [GEND 3026](#) Women and World Religions
  - [GEND 3036](#) Global Social Movements
  - [GEND 3217](#) Gender, Globalization and Human Rights
  - [GEND 3207](#) The United Nations and the Responsibility to Protect
- Geography
  - [GEOG 2136](#) Cultural Geography
  - [GEOG 3076](#) Regional Geography of Africa
  - [GEOG 3136](#) Global Economic Geographies
  - [GEOG 3237](#) Global Environmental History
  - [GEOG 3306](#) Population Geography
  - [GEOG 3356](#) Introduction to International Development
  - [GEOG 3606](#) A Geography of Europe
  - [GEOG 3706](#) A Geography of Russia and the Eurasian Republics
  - [GEOG 3707](#) A Geography of Eastern Europe
  - [GEOG 4317](#) Issues in Global Economics Geographies
- History
  - [HIST 2626](#) Restraining the Hounds of War: Just Wars, International Law, and Human Rights in Modern International History
- Marketing
  - [MKTG 3417](#) International Marketing
- Political Science
  - [POLI 1007](#) Globalization and Global Citizenship
  - [POLI 2306](#) The Origins of International Relations
  - [POLI 2316](#) Negotiating International Agreements
  - [POLI 2707](#) Canada and the World
  - [POLI 3256](#) Multiculturalism in Canada and the World
- Religions and Cultures
  - [RLCT 2046](#) Global Spiritualities: Religious Traditions in the Contemporary World
  - [RLCT 2146](#) World Religions: Eastern Traditions

- [RLCT 2147](#) World Religions: Western Traditions
- Social Welfare and Social Development
  - [SWLF 3296](#) Globalization and Social Inequalities
  - [SWLF 3426](#) Race, Ethnicity, and Social Welfare
- Social Work
  - [SWRK 4456](#) International Social Work
- Sociology
  - [SOCI 3057](#) Demography: Introduction to Population Studies
  - [SOCI 3256](#) Globalization and Development
- Spanish
  - [ESPA 2215](#) Spanish/Latin American Film
  - [ESPA 2306](#) Evolution and Revolution
  - [ESPA 2705](#) Introduction to Hispanic Culture & Civilization
  - [ESPA 2706](#) Cultures of Spain
  - [ESPA 2707](#) Latin American Culture
  - [ESPA 3006](#) Hispanic Literary Studies I
  - [ESPA 3007](#) Hispanic Literary Studies II

#### Language Courses:

- Classical Studies
  - [CLAS 1106](#) Introductory Latin I
  - [CLAS 1107](#) Introductory Latin II
  - [CLAS 2116](#) Intermediate Latin I: Advanced Latin Grammar
  - [CLAS 2117](#) Intermediate Latin II: Introduction to Latin Literature
  - [CLAS 3136](#) Advanced Latin Studies
- English
  - [ENGL 1551](#) Language & Written Communication: English 2<sup>nd</sup> Language I
  - [ENGL 1552](#) Language & Written Communication: English 2<sup>nd</sup> Language II
- French
  - [FREN 1106](#) Introductory French I
  - [FREN 1107](#) Introductory French II
  - [FREN 2006](#) Français intermédiaire
  - [FREN 2007](#) Français intermédiaire II
  - [FREN 3006](#) Français avancé I
  - [FREN 3007](#) Français avancé II
  - [FREN 3016](#) La traduction vers le français : une introduction
  - [FREN 3106](#) Grammaire appliquée du français oral et écrit I
  - [FREN 3107](#) Grammaire appliquée du français oral et écrit II
  - [FREN 3207](#) Composition française
  - [FREN 3407](#) Expression orale et l'art dramatique français
- Spanish
  - [ESPA 1005](#) Introductory Spanish
  - [ESPA 2005](#) Intermediate Spanish
  - [ESPA 3016](#) Advanced Spanish Language

## Appendix B Summary of known departmental and individual international partnerships, projects and research, and supervisions

- The **Mathematics Department** hosts an annual Topology workshop, which welcomes scholars from countries around the world. In 2013, 27 countries were represented at the workshop. The proceedings of this workshop are published jointly with **Auburn University in Alabama**.
- Individual **Mathematicians** have research collaborations with scholars in the **United States, Japan Mexico, Russia, Slovenia, Czech Republic, and Poland**.
- Logan Hahn (**Mathematics**) is supervising a PhD student in **Mexico**.
- John Kovacs (**Geography**), has a research partnership with a university in **Australia**
- Odwa Atari (**Geography**) has a Carnegie African Diaspora fellowship that supports a research partnership with a colleague at Makerere University, **Uganda**
- Mary Pat Sullivan (**Social Work**), is supervising a post-doctoral student from the **United Kingdom** and she has a research partnership with a colleague in **the UK**
- Steve Connor (**History**) has an experiential learning, research, and teaching partnership with Robert Catsberg of the Welberg Memorial Association, Netherlands. Connor is also co-authoring a book on popular culture and the Vietnam War with Harriet Earle, from Sheffield Hallam University, UK.
- Nathan Kozuskanich (**History**), assistant editor of the John Dickinson Writings Project, University of Kentucky, supported by the **National Endowment of the Humanities (US), US National Archives, and the State of Delaware**
- Hilary Earl (**History**) has a research partnership with Zev Weiss, founder of the Holocaust Educational Foundation, **Northwestern University, Evanston, Illinois**
- John Allison (**Education**) taught Bachelor and Master courses in the Faculty of Educational Sciences at the Universität Bielefeld, Bielefeld, **Germany** as a visiting professor in Spring 2019 and has an ongoing research partnership with faculty there.

## Appendix C Partnership Models

### PARTNERSHIP MODELS (TRANSNATIONAL EDUCATION PROGRAMS):

- 1- **ACREDITATION PROGRAMS:** Study a NU program at a partner institution: All these programs are based on an accreditation model where NU works with partner institutions to deliver NU programs in the partner's home country.
- 2- **ARTICULATION PROGRAMS:** Transfer credits towards a degree at NU. Articulation agreements allow students from partner-institutions to seamlessly transfer the credits earned at their home institutions for further studies at NU.
- 3- **PATHWAYS PROGRAMS:** NU partners with high schools, English language schools, and colleges, both inside Canada and overseas. These linkages create new pathways for qualified students to complete their preparatory studies and then transfer smoothly to further studies at NU.
- 4- **EXCHANGE/VISITING STUDENTS:** Visiting Students are students who are currently enrolled in a program of study at another university, and who want to apply for admission to complete NU courses for transfer credits back to their home institutions. In addition, to meet relevant NU course and program requirements, they must meet NU ELP requirements. All courses are counted towards university credits at their home institution, based on the agreement between NU and the partner institution

## Nipissing University

### Report of the By-Laws and Elections Committee

May 20, 2021

There was a meeting of the By-Laws and Elections Committee on May 20, 2021 at 10:00 a.m. via Zoom conference.

Present: N. Colborne, A. Vainio-Mattila, T. Horton, M. Saari, T. Sibbald, J. McIntosh

Guest: D. Iafrate

Recording Secretary: S. Landriault

Moved by T. Horton, seconded by A. Vainio-Mattila that the agenda of the May 20, 2021 By-Laws and Elections Committee meeting be approved.

CARRIED

Moved by T. Horton, seconded by A. Vainio-Mattila that the Report of the March 24, 2021 By-Laws and Elections Committee meeting be accepted.

CARRIED

The re-organized Senate Policy document was provided with the agenda. The Registrar advised that the document was originally organized in alphabetical order but has now been organized into a student life cycle. The policies that are found elsewhere (i.e.: curriculum policies that belong in the Provost's office and student policies that belong in Student Development and Services or the Registrar's Office and Board of Governor policies) were identified and highlighted in yellow. Policies that are unclear as to whether they are policies were highlighted in green. Guidance and feedback from the committee as to what to do with the policies that were not highlighted was requested.

Currently there is no routine way of checking to ensure policies are up to date, when they were last reviewed, or identify who is in charge of the policy. A block would be added to all policies identifying who is responsible (most policies belong to the RO, some belong to the Provost's office, and some belong to SDS) and when the policy was last updated. Every policy would have to have an owner to be reviewed. All references to policies would link so that policies are updated on one site not on multiple sites, and all policies would be in one place. The policies would be reviewed by Senate every five years.

The first step is to identify the groups. There is also a small group of other policies (i.e.: academic seal, appointment of Chancellor, etc.). Program and degree requirements are approved by Senate, but it needs to be determined whether they are actual Senate policies. The policies will be looked at to determine what is urgent and what can be done later. It was noted that all changes to policies come through ACC or AQAPC and are approved by Senate. Board policies would be approved by the Board.

The Registrar will take the document, assign owners of the policies, and bring it back for further discussion at a future By-Laws meeting. The Provost and the Registrar will discuss where the policy document is housed on the website. The Provost asked committee members to review the green procedural policies for discussion at the next By-Laws meeting. The Provost thanked the Registrar for taking on this work.

Reference to librarians in the Senate By-Laws was discussed. As the term CASBU faculty no longer exists in the new CA, all references were removed from the Senate By-Laws. Librarians qualify as faculty members under Senate By-Laws Article 1.1(r) General Definitions, but they were not included in any of the categories under By-Laws Article 2.4 that would allow them to be elected. It was noted that currently there are two designated librarians. Following discussion, the following language (changes in bold and strikethrough) was agreed upon:

2.4 (b) There shall be ~~two (2)~~ **three (3)** designated faculty Senate positions, as follows:

- i) two (2) faculty Senators elected by and from the full-time lab, seminar and service course instructors (North Bay), hereafter referred to as "instructor positions".

**ii) one (1) designated librarian Senate position elected by and from the academic librarians, hereafter referred to as “librarian positions.”**

Moved by T. Horton, seconded by M. Saari that Senate By-Laws Article 2.4(b)(ii) be accepted as outlined above, and forwarded on to the Senate Executive for inclusion in the Senate agenda as a Notice of Motion.  
CARRIED

Following a request for clarification of the election process for Senate service course instructors (former CASBU and now FASBU), a discussion was held. An annual election process used to be in place and a call for nominations was sent out to the CASBU members by the By-Laws and Elections Committee. As the term is now a three (3) year term and FASBU is an independent group (currently made up of A&S members), it was suggested that elections be conducted by the respective Faculty Council, through the office of the Dean. The Deans' offices will be informed of this change.

Following a request for clarification of Article 9.0(a) Annual Standing Committee Election Process, and whether the wording “shall be elected annually” could be interpreted as equivalent to a one (1) year term, committee members noted that the elections are staggered, and Article 9.0(b) specifically states that, “the normal term of office for Senate representatives on Senate Standing committees shall be three (3) years with the exception of student Senators (c.f.: Article 5.3). Members agreed that no changes will be made.

New Business

The Registrar discussed possible changes to the terms of reference of the Academic Awards, Appeals and Petitions Committee. She suggested that a smaller mini committee review the straightforward petitions, i.e.: late registrations, that have already been approved by the faculty member. A full report would be forwarded to the AAAPC. The difficult and more complex petitions would be heard by the AAAPC. It was suggested that revisions to the AAAPC terms of reference be provided to the By-Laws Committee for discussion. The Registrar will review the AAAPC terms of reference and bring this item back for further discussion at a future By-Laws meeting.

MOTION 1: That Senate receive the Report of the By-Laws and Elections Committee dated May 20, 2021.

Respectfully submitted,  
*Original signed by:*

Dr. Nathan Colborne  
Chair  
By-Laws and Elections Committee

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

May 27, 2021

The following members participated:

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

Guest: Debra lafrate, Registrar

The Teaching and Learning Committee (TLC) received a presentation from the Registrar on Academic Dishonesty (AD). The presentation outlined the current AD policy at Nipissing University, and attempted to identify areas for improvement particularly related to the scope and definition of AD, as well as the process for identifying, reporting, appealing, and tracking AD cases. Examples of AD policies/procedures from other institutions were also highlighted. Discussion followed. The next step is for the Registrar to take feedback from the presentation and draft an initial revision of the AD policy and related procedural changes, for further discussion by the TLC.

The Dean of Teaching provided a brief update on matters related to Teaching to the TLC before adjournment.

Respectfully submitted,



G. Raymer  
Chair  
Teaching and Learning Committee

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated May 27, 2021.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

July 29, 2021

The following members participated:

Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher (Dean of Teaching), Veronika Williams, Sarah Pecoskie-Schweir (EPS Undergraduate student representative).

Regrets: Alex Karassev, Nancy Black, John Allison, Ashley Locke (Graduate student representative), Lorrie Tunney Maxwell (Recording Secretary).

Guest: Debra Iafrate, Registrar

The Teaching and Learning Committee (TLC) received a presentation from the Registrar on Academic Dishonesty (AD). Based on feedback at an earlier meeting of the TLC, as well as a survey of policies at other institutions, the Registrar reviewed a number of suggested updates and revisions to the current Nipissing AD policy. The TLC discussed these updates and a number of questions were raised for further consideration. In response, the Registrar expects to have a draft of the proposed new AD policy early in the fall semester for the TLC to review.

The Dean of Teaching provided a brief update on Teaching Hub workshops, including the development of a workshop for graduate student Teaching Assistants. The TLC was also advised that the syllabus template is in the final stages of preparation of a first draft.

Finally, the TLC was made aware of the work completed to-date by the Joint Committee on the Assessment of Teaching and Learning (JCATL), and the need for the TLC to propose a motion to Senate for the extension of the interim Student Opinion Surveys, as approved at the September 11, 2020, Senate meeting, through to the end of the 21FW and 22SS semesters. This extension will allow time for the JCATL to finish its work and its various recommendations to be implemented.

Respectfully submitted,



G. Raymer  
Chair  
Teaching and Learning Committee

**Motion 1:** That Senate receive the Report of the Teaching and Learning Committee dated July 29, 2021.

Please note that the remaining motions were not passed in the July 29 meeting but were approved electronically due to the inability to achieve quorum at the July 29 meeting.

**Motion 2:** The TLC recommends that Senate approve that only the “Comment Sheet” portion of the current Nipissing University Student Opinion Surveys (i.e. referenced in the FASBU CA 2019-2022 Article 27 and CASBU CA Article 19.2 (b) and (c)) be administered for all courses in the 2021-2022 academic year (i.e. FA, WI, FW, SP, SS, SU), and that the “Course & Instructor Evaluation Questionnaire” be suspended (not administered and no data collected) during this time.

**Rationale:**

Due to the time required for the Joint Committee on the Assessment of Teaching and Learning to complete its work and its recommendation be implemented, it is necessary that the use of interim Student Opinion Surveys, as approved by Senate September 11, 2020, be extended by another 12 months.

**Motion 3:**

The TLC recommends that Senate approve for the 2021-2022 academic year (i.e. FA, WI, FW, SP, SS, SU), the Student Opinion Surveys be presented to students, during a two-week period in the final two-weeks of each course, in an online manner, in the format approved by Senate at the September 11, 2020 meeting.

**Motion 4:**

The TLC recommends that Senate approve that the administration of the interim Student Opinion Surveys in the 2021-2022 academic year (i.e. FA, WI, FW, SP, SS, SU), be conducted in such a way that the anonymity of students is maintained and that the Survey results received are returned unexamined to the faculty member, in keeping with FASBU Article 27.2 (b) and (c) and CASBU Article 19.2 (b) and (c).