

Senate Agenda

Friday, December 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 Meeting of: November 12, 2021

4. Business Arising From the Minutes

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) 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 December 2, 2021 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated November 18, 2021 be received.

Faculty of Arts and Science

Philosophy

Non-Substantive:

That the prerequisites for **PHIL-2306 “The Pre-Socratics and Plato”**, and **PHIL-2307 “Aristotle and the Schools”**, be removed.

- 1) PHIL-2306 - The Pre-Socratics and Plato
Current Prerequisite: either PHIL-1116 or PHIL-1117
New Prerequisite: None
- 2) PHIL-2307 - Aristotle and the Schools
Current Prerequisite: either PHIL-1116 or PHIL-1117
New Prerequisite: None

Rationale:

None of our other 2000-level courses have prerequisites, and many of them are popular elective choices for students in other programs. The proposed change thus brings PHIL 2306 and PHIL 2307 in line with PHIL 2246, PHIL 2506, PHIL 2507, PHIL 2526, PHIL 2706, PHIL 2716, and PHIL 2717.

Non-Substantive:

That the prerequisites for **PHIL-3336, PHIL-3337, PHIL-3467, PHIL-3616, PHIL-3706, PHIL-3707, PHIL-3756** be changed as outlined below, to any “3 credits in Philosophy”.

Current Prerequisites:

- 1) PHIL-3336 Reason and Experience – “6 credits of 1000-level Philosophy”
- 2) PHIL-3337 Idealism and Its Critics – “6 credits of 1000-level Philosophy”
- 3) PHIL-3476 Existentialism I – “PHIL-1116 and PHIL-1117”
- 4) PHIL-3616 Philosophy of Religion – “PHIL-1116 and PHIL-1117”
- 5) PHIL-3706 Eastern Philosophy I – “PHIL-1116 and PHIL-1117”
- 6) PHIL-3707 Eastern Philosophy II – “PHIL-1116 and PHIL-1117”
- 7) PHIL-3756 Special Topic in Social and Political Philosophy– “PHIL-1116 and PHIL-1117”

New Prerequisite for all of the above: Any 3 credits in Philosophy

Rationale:

Many students who now enroll in PHIL courses do so for the first time in one of our 2000-level courses, rather than in one of the Introductory, 1000-level courses, and they often do so in their second year of study. Such students then find it difficult to continue to take additional PHIL courses, whether as part of a Minor, a Major, or as an elective, because of the current prerequisite structure, which requires them to go back, often in their third year, and take a 1000-level course. Our 3000-level PHIL courses often have low enrollments, as a result. Students in 3000-level courses will ideally have some familiarity with philosophical approaches; but there is no reason to require a particular PHIL course as the source of that familiarity. The proposed changes reflect this, as well as eliminating some inconsistencies in the current prerequisite language.

Non-Substantive:

That the prerequisites for **PHIL-4206 “Seminar in Philosophy”** and **PHIL-4207 “Seminar in Philosophy”**, be changed as outlined below, to “12 credits in Philosophy”

Current Prerequisites:

- 1) PHIL-4206 – PHIL-2305, 3336 and 3337
- 2) PHIL-4207 – PHIL-2305, 3336 and 3337

New Prerequisite for PHIL-4206 and PHIL-4207: 12 credits in Philosophy

Rationale:

There is no justification for the current discrepancy in the prerequisites for our 4000-level seminars (PHIL 4217 and PHIL 4217 list “restricted to 4th year students in an honours program”), and PHIL 2305 is no longer offered at all; thus some change is needed. As a result of enrollment issues, we have also initiated a plan to cycle the seminars, offering just one (3 credits) per year; this requires that 3rd year honours students take a seminar in their 3rd year, which some of our current prerequisites do not allow. The Program changes described below will also require that Majors and Specializations in PHIL have access to the seminars. The new prerequisite structure accommodates these changes.

Non-Substantive:

That **PHIL-4216 “Seminar in Philosophy”** and **PHIL-4217 “Seminar in Philosophy”** be banked.

Rationale:

We were wrongly informed when we introduced these courses that students who had taken an honours seminar could only do so again under a different code. Since that it is not the case, provided the topic has changed, these additional 4000-level seminars are unnecessary.

Motion 2: That Senate approve that the degree requirements for a Specialization in Philosophy be changed, as outlined in the attached supporting documentation.

Motion 3: That Senate approve that the degree requirements for a Major in Philosophy be changed, as outlined in the attached supporting documentation.

Rationale:

As noted earlier, many of the students who decide to take some form of PHIL degree—especially one short of the honours major—do so only after taking a PHIL elective

course, often in their second year. The requirement for 6 credits at the 1000-level thus presents a difficulty for them, often requiring them to go back in their 3rd year to take two 1000-level required courses. The proposed changes will at least lessen that difficulty by requiring 3 credits, instead of 6 credits. In its place, requiring participation in the 4000-level seminar will bolster enrollment in that course, but is also typical of other Philosophy programs: it is unusual to be able to satisfy the requirements for a double-major, including Philosophy, without taking any 4000-level courses. The proposed changes will rectify this.

Motion 4: That Senate approve that the degree requirements for a Minor in Philosophy be changed, as outlined in the attached supporting documentation.

Rationale:

There is no specific rationale for requiring both PHIL 2306 and PHIL 2307 as part of the Minor. Those courses cover important historical periods, but so do PHIL 3336 and PHIL 3337. The move to require either PHIL 2306 or PHIL 2307 will make the Minor program somewhat more flexible for students looking to pursue other interests within Philosophy.

Gender Equality and Social Justice

Motion 5: That Senate approve that the 3-credit course **GEND-3106 “Race and Gender in Popular Culture”** be added to the calendar as outlined in the attached supporting documentation.

Rationale:

This course provides a focused discussion of intersectional critical race issues as they appear in popular culture. While these are issues embedded in and across the curriculum in GESJ, there is a need for increasing our course offerings which focus primarily on race issues.

Motion 6: That Senate approve that the existing course **GEND-3236 “Memory and Violence”**, be cross-listed with History as outlined in the attached supporting documentation.

Rationale:

The course deals with public violence, often in a historical context and including things like state violence both in a historical context - think here of the Holocaust and various other wars - as well as in contemporary contexts.

English Studies

Motion 7: That Senate approve that the program requirements for the Honours Specialization in English Studies be changed as outlined in the attached supporting documentation.

Rationale:

The discipline of English Studies has deemphasized British literary history. We are revising our requirements to align with wider disciplinary shifts and to meet the needs and interests of our students.

Motion 8: That Senate approve that **ENGL-2006: British Literature Before 1800** be added to the ENGL Literary History Group I list for the Major, Specialization, and Honours Specialization in English Studies as outlined in the attached supporting documentation.

Rationale:

When ENGL 2006 was a required course, it was not part of English's Literary History Groups. Literary History Group I concentrates on early literary history and texts and ENGL 2006 is an appropriate fit for that group. Adding ENGL 2006 to Group I increases choice and flexibility for students.

Non-Substantive:

That the prerequisites for 2000 level ENGL courses (excluding 1-credit courses and those that cannot be counted toward a program in English Studies) be changed as outlined below.

New prerequisite:

Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).

Old Prerequisite:

Three credits of 1000 level ENGL (excluding ENGL1501 and ENGL 1502).

Rationale: This change opens up additional pathways into our 2000-level courses and increases flexibility for students.

Non-Substantive:

That the prerequisites for **ENGL-2207 "Gender, Literature, and Culture"** be changed as outlined below.

Old Prerequisite:

Three credits of 100 Level ENGL (excluding ENGL 1551 and ENGL 1552) or six credits of 1000 level GEND.

New Prerequisite:

Three credits of 1000 level ENGL or any 18 credits completed (excluding ENGL 1551 and ENGL 1552).

Rationale:

This change opens up additional pathways into the course. The Departmental Curriculum Approval Form is included in the attached supporting documentation.

Non-Substantive:

That the prerequisites for 3000 level ENGL courses (excluding ENGL-3516 and ENGL-3517) be changed as outlined below.

New prerequisite:

Six credits of 2000 level ENGL (excluding ENGL 2001, ENGL 2011) or any 45 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).

Old Prerequisite:

Six credits of 2000 level ENGL (excluding ENGL 2001 and ENGL 2011)

Rationale:

This change responds to our recent IQAP review. It opens up additional pathways into our 3000 level courses and increases flexibility for students.

Current 3000 level courses affected:

ENGL 3036: Topics in Media Studies
ENGL 3047: Topics in Digital Culture
ENGL 3056: Topics in Canadian Literature
ENGL 3066: Get Smart: Strategies for Understanding Culture
ENGL 3093: Bawdy Politics: Writing the Restoration
ENGL 3097: Vice and Folly; The Age of Satire, 1660-1730
ENGL 3126: Writing for Mass Media
ENGL 3127: Writing for Digital Media
ENGL 3146: Topics in Postcolonial Literature
ENGL 3176: Falling Apart: British Literature 1900-1950
ENGL 3177: Contemporary British Literature
ENGL 3196: Dangerous Liaisons: The 18-Century Novel
ENGL 3217: Topics in Literature, Culture, and Sexuality
ENGL 3246: Desire and Identity in Early Modern Literature
ENGL 3247: Transgressing Boundaries in Early Modern Literature
ENGL 3276: Indigenous Literatures on North America
ENGL 3277: Topics in the Indigenous Literatures of North America
ENGL 3346: The Romantics
ENGL 3347: The Victorians
ENGL 3486: Topics in Genre
ENGL 3487: Topics in Poetic Genres
ENGL 3496: Topics in Dramatic Genres
ENGL 3497: Topics in Prose Genres
ENGL 3606: Topics in Popular Culture
ENGL 3617: Topics in Popular Fiction

Non-Substantive:

That the prerequisites for **ENGL-3516: Creative Writing Poetry** and **ENGL-3517: Creative Writing Prose** be changed as outlined below.

New prerequisite:

Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552).

Old prerequisite:

Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552). Students who register in this course are also required to submit for assessment a selective portfolio of their creative work or an essay demonstrating creative reasons for wishing to take the course to the Department Chair by the first week of January and approval to register in the course will be granted by mid-February.

Rationale:

Removing the portfolio requirement increases access to the course and serves the needs and interests of students.

Non-substantive:

That the prerequisites for **ENGL-2001 “Sex, Death and Textuality”** and **ENGL-2011 “Short Stories: Snapshots of Life”** be changed as outlined below.

New prerequisite:

Any 15 credits.

Old Prerequisite:

Any 18 credits.

Rationale:

We have offered these courses for over 5 years and are revising our prerequisite based on that experience.

By-laws and Elections Committee

Motion 1: That the Report of the By-Laws and Elections Committee dated November 23, 2021 be received.

Honorary Degrees Committee

Motion 1: That the Report of the Honorary Degrees Committee dated November 17, 2021 be received.

Joint Committee of the Board and Senate on Governance

Motion 1: That the Report of the Joint Committee of the Board and Senate on Governance Committee dated November 1, 2021 be received.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated October 13, 2021 be received.

9. Other Business**10. Amendment of By-Laws**

- **Notice of Motion that Senate By-laws, Article 9.1 and 9.2 be amended as outlined below:**

Rationale: The Registrar brought forward the following proposal to create a stand-alone Academic Appeals and Petitions Committee and a stand-alone Academic Awards Committee. In 2019, the Undergraduate Standing & Petitions Subcommittee, Undergraduate Services & Awards Subcommittee, Undergraduate Student Appeals Committee, Graduate Leave & Time Extensions Subcommittee and the Graduate Standing & Petitions Subcommittee were condensed and combined into the Academic Awards, Appeals and Petitions Committee. The merging of these committees created a great deal of work for the faculty members on the committee and the academic awards being determined by faculty and students only, which has been identified as a gap by the members. The following revisions were suggested (revisions in bold and strikethrough):

9.1 Academic Awards, Appeals and Petitions Committee**(a) *Ex Officio* Members:**

- (i) the Registrar, who shall be Chair;
- (ii) **the NUSU VP Advocacy and Awareness, or designate;**
- (ii) ~~a Dean appointed by the PVPAR;~~

- ~~(iii) two (2) undergraduate student representatives, one elected from each Faculty by NUSU;~~
- ~~(iv) one (1) graduate student representative elected by NUSU.~~
- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) Faculty Senators, **with at least one** from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;
 - ~~(ii) a member of the NUSU Executive;~~
 - (ii) two (2) non-Senator Faculty; one elected from each Faculty;
- (c) Terms of Reference:
 - (i) to consider and rule on petitions and appeals by undergraduate and graduate students for exceptions to University academic regulations;
 - ~~(ii) to consider and recommend undergraduate and graduate awards for those that require the committee review;~~
 - (ii) to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards, appeals, and petitions;
 - (iii) to recommend to Senate, as deemed by the Chair in consultation with the Vice-Chair, revisions to academic regulations;
 - (iv) to deal with such other matters as may be assigned from time to time by Senate.

New Committee:

9.2 Academic Awards Committee

- (a) **Ex Officio Members:**
 - (i) **the Registrar, who shall be Chair;**
 - (ii) **the NUSU President, or designate from the NUSU Executive;**
 - (iii) **Student Senator;**
 - (iv) **the Assistant Vice-President, Students;**
 - (v) **the Director, Office of Indigenous Initiatives;**
 - (vi) **the Manager, Financial Aid and Financial Services, or designate;**
 - (vii) **the Manager, University Advancement.**
- (b) **Members Elected by Senate or Faculty Council:**
 - (i) **two (2) Faculty Senators, one from each Faculty;**
 - (ii) **two (2) non-Senator Faculty; one elected from each Faculty.**
- (c) **Terms of Reference:**
 - (i) **to consider and recommend undergraduate and graduate awards for those that require the committee review;**
 - (ii) **to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards;**
 - (iii) **to consider and rule on petitions by undergraduate and graduate students for exemptions to University academic scholarships and awards.**

- **Notice of Motion that Senate By-laws, Articles 9.1 and 9.2 be amended as outlined below:**

Rationale: As no language currently exists in the Senate By-laws to allow full-time instructor representatives and Librarian Senators to serve on Senate Standing Committees, the following language was suggested: (revisions in bold)

9.1 Academic Awards, Appeals and Petitions Committee

- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) Faculty Senators, two from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

To:

9.1 Academic Awards, Appeals and Petitions Committee

- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) Faculty Senators, **with at least one (1)** from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

9.2 Academic Curriculum Committee

(b) Members Elected by Senate, Faculty Council:

(i) four (4) faculty Senators*, two from each Faculty elected by Senate;

To:

9.2 Academic Curriculum Committee

(b) (i) four (4) faculty Senators*, **with at least one (1)** from each Faculty elected by Senate;

9.10 Teaching and Learning Committee

(b) (i) four (4) Faculty Senators, two from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;

To:

9.10 Teaching and Learning Committee

(b) (i) four (4) Faculty Senators, **with at least one (1)** from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;**11. Elections**

- 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.
- Elect one (1) A&S or EPS faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024.

12. New Business

Motion 1: That Senate move in camera.

Motion 2: That Senate approve the list of Honorary Degree recipients.

Motion 3: That Senate move out of camera.

13. Announcements**14. Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting
November 12, 2021
2:30 p.m.
Zoom Videoconference

Members Present:

K. Wamsley (Chair), A. Vainio-Mattila, C. Sutton, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black

D. Campbell, N. Colborne (Speaker), S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, L. Hoehn, M. Litalien, J. Murton, G. Phillips, S. Renshaw, M. Saari, S. Srigley, M. Tuncali, R. Vernescu, S. Winters

J. Allison, A. Armenakyan, G. Brown, K. Ferguson, C. Greco, R. Hoffman, T. McParland, J. Muterera, L. Peachey, P. Ravi, G. Raymer, T. Sibbald, A. Wagner

C. Irwin, O. Pokorny

J. Smith, K. Wilcox

J. McIntosh, S. Pecoskie-Schweir, M. Fichaud

Absent With Regrets:

P. Maher

A. Burk, K. Lucas, C. McFarlane

C. Anyinam, B. Elliott, A. Kociolek, A. Schinkel-Ivy

M. Taylor, E. Wilson, M. Murray

Approval of the Agenda of the Senate Meeting of: November 12, 2021

Motion 1: Moved by T. Sibbald, seconded by S. Srigley that the agenda of the Senate meeting of November 12, 2021 be approved.
Carried

Adoption of the Minutes of the Senate Meeting of: Date October 8, 2021

Motion 2: Moved by M. Litalien, seconded by T. McParland that the minutes of the Senate meeting of October 8, 2021 be adopted.
Carried

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.

The Speaker acknowledged Treaties Recognition Week and the events that took place November 1-7. Treaties Recognition Week honours the importance of treaties and helps us understand the significance of treaty rights, treaty relationships and their relevance today.

Business Arising From the Minutes

The Speaker confirmed the results of the election from the October 8 Senate meeting and thanked Senators for allowing their names to stand. The following four tenured faculty members were elected by Senate to serve on the Committee for the Search/Appointment/Reappointment of the Provost and Vice-President Academic and Research: Dr. John Allison, Dr. Chris Greco, Dr. Gyllian Phillips and Dr. Susan Srigley.

In follow up to the question whether reports from the Good Neighbour Committee meetings are available to the public, the Vice-President, Finance and Administration, advised that reports are not published. For further information on the good work of this committee, please contact the Assistant Vice-President, Students.

Reading and Disposing of Communications

None

Reports From Other Bodies

The President provided a summary of upcoming events including a meeting with the Ministry to discuss funding issues and make a case to increase government funding, and the Board of Governors Retreat. A regular Board meeting will be held, as well as a planning session to discuss revenue generation and sustainability. Giving Tuesday will be held on November 30. A challenge will be issued to alumni, faculty, and staff to donate \$100, or as much as they are able to contribute, towards scholarships and bursaries to support our students in financial need.

A summary of recent events including Homecoming 2021 was provided. Alumnus and Paralympian Rob Shaw provided an inspirational and reflective keynote presentation on the theme of resiliency and determination. The presentation was recorded and can be found on the NU website. He advised that the reappointment process for the Provost and Vice-President, Academic and Research, is underway. The committee has met, and the collection and review of documents is taking place. The President also acknowledged comments made by faculty members regarding the need to review and better support the Office of Graduate Studies and Research.

The Provost and Vice-President, Academic and Research (PVPAR), provided a report. Highlights of the report included information on enrolment, upcoming events, and academic program updates. She also congratulated the School of Nursing on the completion of their recent review. The report is attached to the minutes.

The Vice-President, Finance and Administration (VPFA), reminded that as of October 9 all individuals attending campus in person are required to provide proof that they are fully vaccinated by uploading their COVID-19 proof of vaccination QR code into the NU Safe App. A

relatively high percentage has been received. If assistance is required, please contact Michelle Banks.

The administrative team, in partnership with the Registrar's office, has been working on a review of the admissions systems and processes with the goal of improving the time that it takes to send out offers to students. She thanked everyone involved for their creative approaches and looks forward to the results.

The VPFA acknowledged the requests received for extended hours in the Library and the Athletics Centre. She advised that the Facilities Department is working very hard, but we continue to be governed by heightened cleaning requirements from Public Health and a shortage of resources. We are in the process of hiring more caretaking staff. When available, further updates will be provided.

The Alumni Advisory Board representative, Andrea Parolin, provided a report. The report is attached to the minutes.

The Council of Ontario Universities (COU), Academic Colleague, Dr. Darren Campbell, thanked the A&S faculty for providing a report regarding his request from the last Senate meeting for examples of how universities contribute towards broader society. This information was useful and was shared with the COU Executives at the Faculty Colleagues General Meeting. The three main topics discussed at the meeting, included, climate change, equity and pandemics. President Wamsley advised that he is one of eight Presidents participating in a working group on climate crisis and how universities will respond at the local, national and international level.

The President, and Chair of the November 1 Joint Committee of the Board and Senate on Governance, provided a report. Topics discussed included governance, recognition of non-Board members that attend Board meetings, and work with the Board Chair to develop a procedure that will permit members of the public to raise questions at Board meetings. He remarked on the unique structure of the Joint Committee and the progressive infrastructure that connects the Board and Senate. Sharing of information is vital, particularly strategies moving forward as we work on strategic planning. It was also noted that ideas were shared on how the Board could learn more about faculty research and engagement opportunities.

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

Question Period

In response to a question as to whether more funding will be invested in marketing and advertising, the President advised that marketing needs to be a significant part of our budget, but in the short term this budget is a fixed budget with no lee way. His priority is to elevate our reputation, engage the alumni who support the University through donations, and increase our presence in the community. Funds for marketing will be built on in next year's budget. Requests for funding to promote events in this year's budget should be discussed to determine how best support could be provided.

Following a question as to whether there is any institutional work taking place on the issue of academic dishonesty including penalties for plagiarism and selling course materials to sites such as Course Hero, the Provost advised that the Registrar's Office has been examining policies in the sector and has drafted a report. A meeting has been scheduled with the Registrar and the Deans and information will be forwarded to AQAPC and Senate. The Registrar also reported that work has been ongoing for some time, and that the Teaching and Learning

Committee and the Academic Appeals Awards and Petitions Committee has also been involved. There are several different stake holders related to this policy and the revisions to be made.

Questions were addressed concerning the October 27 email sent to faculty by the Provost regarding course planning for 2022FW. It was noted that the modality of delivery identified as a pedagogical choice by faculty and departments was a good message. In response to a request to provide the evidence and data used to determine that on-line learning provides the most flexibility for the learner, and that hybrid courses can enhance course enrolments and fosters students' well-being, the Provost advised that different sets of data and information and experiences come into play. We need to ensure that programs can be offered that are accessible to the students that wish to take them, whether they have learning challenges or access to technology, or work full-time. It also depends on the discipline, the stage of learning, strengths of the faculty and the students and their interests. We don't want to exclude learners just because they can't be or need to be in our classrooms. She advised that the Deans and the Registrar's Office have received feedback from students advising that they appreciate being able to access learning online and asynchronously. Students will be polled directly about their experiences. A committee has been established to manage the polls in one department of the institution.

It was noted that polling students is important, but information provided from NUSU and other students in the classroom would be helpful to have a better sense of the kind of data that's informing these statements. Faculty members would like to see the data and hear from the students directly to determine which mode results in the best learning outcomes for students and how they will be offered in a collaborative, flexible way. The metrics need to be carefully considered.

The NUSU VP Advocacy and Awareness, Sarah Pecoskie-Schweir, advised that NUSU has every intention of implementing a student survey by the end of the semester. Once completed, the survey results will be shared with Senate.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by C. Greco that the Report of the Senate Executive Committee dated November 4, 2021 be received.
Carried

Academic Curriculum Committee

Motion 4: Moved by A. Vainio-Mattila, seconded by D. Campbell that the Report of the Academic Curriculum Committee dated October 27, 2021 be received.
Carried

Faculty of Arts and Science

Geography

Motion 5: Moved by A. Vainio-Mattila, seconded by C. Greco that Senate approve the revisions of the degree requirements for the Minor in Geography as outlined in the attached document.
Carried

Mathematics

Motion 6: Moved by A. Vainio-Mattila, seconded by M. Tuncali that Senate approve the creation of MATH-1267 "Applied Health Statistics" to be added to the academic calendar as outlined in the attached template.
Carried

Psychology**Non-substantive:**

The revision of the course description for PSYC-1106 "Introduction to Psychology I" as outlined below.

New Course Description:

Students review and evaluate core psychological models and evidence underlying human and animal behaviours. Specifically, students compare major psychological theories and methods, identify and use neuroscientific evidence to interpret psychological phenomena, apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies. Students also observe and assess how perceptions of the world are context-dependent and biased, determine the key mechanisms of learning, and examine the symptoms and causes of select psychological disorders.

Old Course Description:

This course is a survey of various perspectives and fields of psychology with reference to the historical development of the discipline. The course stresses scientifically-based biological and environmental explanations of human and animal behaviour. The course topics include the scientific method, brain structure and function, genetic and physiological influences, the senses, and sleep, dreaming, and consciousness, and the major psychological theories – psychoanalytic, behaviouristic, humanistic, cognitive, biological, and evolutionary. The laboratory portion gives students "hands-on" experience to develop a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 7: Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve the revision to the course learning outcomes for PSYC-1106 "Introduction to Psychology I" as follows:

Proposed:

1. compare psychological explanations of human and animal behaviour (broadly defined).
2. recognize core psychological findings, and derive real-world implications of the psychological theories and findings.
3. use neuroscientific evidence to interpret psychological phenomena.
4. apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies.
5. assess how perceptions of the world are context-dependent and biased.
6. contrast the key mechanisms of learning.
7. examine the symptoms and causes of select psychological disorders.

Current:**Lecture**

1. identify the key characteristics of the foundational theories of psychology
2. distinguish among contrasting psychological explanations of human and animal behaviour.

3. recognize core findings in Psychology with emphasis on biological influences, consciousness, and cognition.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Carried

Motion 8: Moved by A. Vainio-Mattila, seconded by P. Radia that Senate approve that the number of hours for PSYC-1106 "Introduction to Psychology I" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

Opposed – 1

Carried

Non-substantive:

The revision of the course description for PSYC-1107 "Introduction to Psychology II" as outlined below.

New Course Description:

Students apply psychological models and evidence underlying human and animal behaviour. Students compare models of memory, thinking, and intelligence, contrast psychological explanations of emotion and motivation, and evaluate social explanations of interpersonal phenomena ranging from love to hate. Students assess altered states of consciousness, examine the mind-body relation in health psychology, and examine select psychological disorders. Students also describe and evaluate the efficacy of various treatments of psychological disorders.

Old Course Description:

This course builds on Introduction to Psychology I and continues the survey of various perspectives and fields of psychology. Further attention is focused on topics such as research knowledge on developmental, social, personality, and motivational psychology, as well as an introduction to how this knowledge can inform applied areas of psychology such as educational psychology, intelligence testing, and psychological disorders and their treatment. The laboratory portion of the course offers small-group instruction and is intended to give the students, through "hands-on" experience, a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 9: Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve the revision to the course learning outcomes for PSYC-1107 "Introduction to Psychology II" as follows:

Proposed:

1. contrast psychological explanations of human and animal behavior and their real-world implications.
2. compare models of memory, thinking, and intelligence.
3. contrast psychological explanations of emotion and motivation.
4. evaluate social explanations of interpersonal phenomena ranging from love to hate.
5. assess altered states of consciousness.
6. examine the mind-body relation in health psychology.
7. evaluate the efficacy of various treatments of psychological disorders.

Current:

Lecture

1. identify the key characteristics of the foundational theories of psychology.
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on cognition, emotion, personality, development, social influences, and pathology.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Opposed – 1

Carried

Motion 10: Moved by A. Vainio-Mattila, seconded by N. Black that Senate approve that the number of hours for PSYC-1107 "Introduction to Psychology II" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

Opposed – 1

Carried

Faculty of Education and Professional Studies

Criminal Justice

Motion 11: Moved by A. Vainio-Mattila, seconded by A. Wagner that Senate approve the transfer credit policy/pathway amendment for Police Foundations and

Community and Justice Services diploma graduates into the BA Honours Criminal Justice (Policing and Corrections Streams respectively) as outlined in the attached document.

Carried

School of Graduate Studies

Master of Environmental Studies/Science

Motion 12: Moved by A. Vainio-Mattila, seconded by A. Armenakyan that Senate approve that the flex-time enrolment option be available to students enrolled in the MRP route of the MES/MESc program.

Carried

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 13: Moved by A. Vainio-Mattila, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated October 22, 2021 be received.

Carried

A Senator, and member of the AQAPC, reiterated concerns that were reflected in the AQAPC report regarding copyright and academic integrity. The following concerns were expressed: students could use course outlines to shop around for easier courses with less onerous course requirements, courses can't be controlled when they are on the internet and assignments could be plagiarized, and is there a plan in place if a faculty member decides they don't want their course outline posted but the department has decided that outlines will be posted online?

The Provost provided background advising that this conversation was initiated when the NUSU student representatives requested access to course outlines so informed decisions could be made about the content of the course beyond the limited information currently listed in the calendar. It was suggested that future course outlines, as is practice by other universities, be listed online as they become available. Concerns were expressed that once course outlines are distributed they are no longer private documents and become public documents. There was no discussion about faculty being obligated to share their outlines. It was an honest and sincere request from students to have further information on the courses they are choosing.

The NUSU VP Advocacy and Awareness advised that a proposal had been submitted to the AQAPC requesting that course outlines be listed in the Academic Calendar to assist students to plan their academic career paths. The course descriptions in WebAdvisor are very brief and many are blank which leaves students to pick a course based on the title alone. Having access to course outlines would provide as much information as possible to set students up for student success. It may also prevent students from dropping courses or being on a wait list if this isn't the course for them.

Further suggestions included providing out of date resources and allowing faculty to consider whether there has been an increase in academic dishonesty, and providing course objectives and a scaled down syllabus that highlights what the course is about on faculty websites.

The Provost reminded that the AQAPC Report only recorded the conversation, and that there is no motion. She encouraged that this topic be discussed further at the Teaching and Learning Committee.

The Chair of the Teaching and Learning Committee advised that over the past few months the TLC has been working on an institutional syllabus template. The template would not be mandatory for faculty. This topic will be discussed further at a future TLC meeting and the results will be reported at a future Senate meeting.

By-Laws and Elections Committee

Motion 14: Moved by T. Sibbald, seconded by J. Dech that the Report of the By-Laws and Elections Committee dated October 5, 2021 be received.
Carried

Other Business

None

Amendment of By-Laws

None

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.
R. Gendron – Acclaimed
- 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. *No nominations were received. The Speaker requested that the Dean of EPS send out a call for nominations at the Faculty level.*
- Elect one (1) A&S or EPS faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024.
J. Muterera - Acclaimed

New Business

None

Announcements

None

Adjournment

Senate was adjourned at 3:55 p.m.

.....
K. Wamsley (Chair)

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

Senate November 12th, 2021
Arja Vainio-Mattila, PVPAR

Enrolment Update (As of November 5th, 2021)

Enrollment - FTE	2020	2021	Change
Undergraduate	1,484.16	1,478.63	-0.37%
B. Education	448.73	499.56	+11.3%
Graduate Studies	180.60	185.30	+2.6%
Continuing Education*	23.08	27.80	+20.47%
TOTAL	2,136.57	2,191.30	+2.56%

**Continuing Education consists of Additional Qualification courses for Teachers, Indigenous Classroom Assistant Diploma Program, Indigenous Teacher Certificate Program & Teacher of Indigenous languages as a Second Language.*

Enrollment - Headcount	2020	2021	Change
Undergraduate	4,092	4,118	+0.64%
B. Ed	790	884	+11.9%
Graduate Studies	182	186	+2.2%
Continuing Education*	109	102	-6.42% **
TOTAL	5,173	5,290	+2.26%

***Overall headcount in Continuing Education is down, however, overall FTE is up because there has been an increase in enrolment for the Indigenous Classroom Assistant Diploma Program, which has a higher FTE*

Admissions	2021 Intake	2022 Intake	Change
Undergraduate	361	460	27%
B.Ed	526	513	-2.5%
Graduate	9	14	55%
Total	896	987	10%

As of November 12, 2021

- Together with Canadore College, Nipissing is joining a number of other PSE institutions to offer tuition and ancillary waivers to students who have been taken into care at some point during their pre-adult life. This will be offered to five students annually.
- Virtual Open House – Saturday, November 6th
 - 113 attendees; 109 from Canada and 1 each from Russia, India, Uganda & Germany
 - 395 attendees at the program presentations & 203 attendees at the service presentations.
 - Many of the attendees also had follow up conversations with faculty & staff.

Events

- **Hand of Knowledge:** Join us to celebrate this outstanding exhibition showcasing the talent of six art educators at the WKP Kennedy Art Gallery. Curated by Alix Voz

Group Exhibition Artists:

Alejandro Arauz

Amanda Burk

Eric Euler

Jaymie Lathem

Laura Peturson

Eric Weichel

Opening Reception - November 12 - 6:00 - 8:00 PM

Exhibition runs from November 12, 2021 to January 28, 2022

Free event. No booking required. Masks must be worn in the gallery. Proof of vaccination must be provided to enter. Accessible Building. Cash Bar.

- Student Development and Services launched the **MENTal Strength** initiative this week. MENTal Strength is a mental health awareness campaign developed to challenge myths about male mental wellbeing, to increase awareness and discussion of men's mental health, reduce stigma, and support men to have real conversations about how their emotional well-being and seek support with mental health services.

The MENTal Strength Men's Forum will take place on Nov 24 at 7pm in the NUSU Student Centre and Virtually. More info at www.nipissingu.ca/mentalstrength

- **National Day of Remembrance and Action on Violence Against Women.**
The Faculty of Gender Equality and Social Justice, the Office of Indigenous Initiatives, and the Sexual Violence Prevention & Education Outreach Team looks forward to hosting researcher and author Dr. Priscilla Settee on **December 6th** as part of Nipissing University's engagement in the National Day of Remembrance and Action on Violence Against Women.

Dr. Settee is a Cree activist for Native rights, women's rights and environmental rights living in Canada. She is the director of the Indigenous People's program at the University of Saskatchewan. This virtual event will feature her work, *The Strength of Women, Âhkamêyimowak*, which highlights the stories of 15 Anishnaabe, Cree and Métis women who demonstrate resilience and strength they have brought to their communities. More details about the December 6th event will be shared soon

Academic Programmes

- CASN completed its virtual on-site review of the School of Nursing and its academic programmes
- The Committee struck for the development of the teaching and the learning environment has submitted its report to JCAA.

School of Graduate Studies

- SGS presented an online Graduate Studies Funding Webinar on October 12th as part of the Recruitment Team's Grad Fair.
- There was a Post-Graduate Information Day on October 27th. Admissions, SGS, and the Graduate Program Coordinators presented sessions throughout the day to recruit new students.
- We've been given our same funding allotment as last year for Ontario Graduate Scholarships (13) and the Queen Elizabeth II Graduate Scholarship in Science and Technology (1).
- We've been given our same funding allotment as last year for the Canada Graduate Scholarships - Masters: CIHR (1), NSERC (1), SSHRC (3).
- The Graduate Studies Committee is working to clarify our policies and regulations related to the Oral Defence Examination process.

Research

- CFI Funded Projects: Initial meetings with researchers and architects have taken place. The following two projects are moving forward with anticipated builds starting in the 2022:
 - CWAG - \$302,160
 - Youth Development in Sport (CPHE) - \$153,933
- Canada Research Chair (CRC) in Climate and Environmental Change application has been submitted to the CRC Secretariat. We anticipate a decision by April 2022. In addition, an affiliated JELF-CFI application "The provision of clean water in Boreal Canada under threat from compounding landscape disturbance" was submitted to support the new CRC position (\$344,984).
- Grant Submissions – 7 submitted, 3 upcoming submissions
- Successfully entered, and are operating in, Stage 3 of Research Recovery, conducting face-to-face research with human participants
- Awaiting applications for internal CFI – JELF proposals – total remaining allocation - \$ \$316,146
- Awaiting applications for Awards in Support of Research, Scholarly, and/or Creative Activities
- Awaiting applications for SSHRC Institutional Grants (SIG) proposals for the internal competition

Library

- Weekly visits from the St. John's Ambulance Therapy Dogs programs have resumed in the library. These visits are much appreciated by the students.
- Library is working with Facilities to expand library hours of operation into evenings and weekends.

Student Development Services

- Residence has expanded guest privileges to allow students who live at residence to visit friends at other residence complexes. This is to ensure that we continue to prioritize the safety of the residence community by ensuring guests are among those confirmed to be fully vaccinated.
- Work to develop a new Peer Support Service for students with mental health concerns is underway. Much progress has been made in the development of the service framework, policies, and external training partnerships (CMHA, OPDI, Canadore). We are currently recruiting and interviewing student employees who will be trained to provide these services.

- SCS and SIS have been working closely with Lakers Athletics to provide suicide awareness and prevention training to all Athletes through safeTALK.
- Over the course of Reading Week Nipissing University in partnership with Vocantas attempted to contact all undergraduate and consecutive education students to discover where students were looking for additional support.
- The interactive voice response calls proactively connected students with existing support services and resources in key identified areas that contribute to student success. The campaign aimed to ensure students are aware of the services and resources available to support success and how to access them. Over the course of the campaign there were 1,925 referrals provided to students, in addition to 87 requests for an in-person follow-up call with the Student Success Coordinator.
- In September and October, 185 students participated in workshops and training opportunities provided by the Sexual Violence Prevention and Education (SVPE).
- The Lakers community celebrated International Pronouns Day (October 20th) to create awareness and action towards making our campus a safe(r) space for all. Gender pronoun buttons, designed by Nipissing BFA graduate Jasper, were distributed by mail, picked up in B210, and at our table in the NUSU Student Centre on Wednesday. No buttons remain!
- SVPE collaborated with the Teaching Hub to collate and distribute gender-inclusive teaching resources for faculty and Human Resources to encourage staff and faculty to participate in two training opportunities provided by SVPE, Gender 101 and Bringing in the Bystander.



Alumni Report to Senate

The NUAAB met in September to kick off the 2021/2022 academic year. We have made some updates to our Terms of Reference in an effort to use committees more effectively. We approved our budget for the year and continue to work on our strategic plan set out in 2019.

With the help of the Marketing department, we have just relaunched our improved and upgraded webpages. The goal was to make navigating alumni services and information easier for alumni we have received good feedback so far. Please visit www.nipissingu.ca/alumni to view the new alumni website.

We are thrilled to be announcing the 2021 Alumni Award winners in the coming weeks. These 5 individuals are exemplary alumni who are doing amazing things in their communities. Stay tuned for a future announcement in early December.

November is Career Month and the NU Café has lots going on. Join the network to view the Office Hours tab with a listing of all the events for alumni, students, industry partners, staff and faculty of the University. As usual, our platform will match individuals monthly. The next round of introductions will take place November 16th. The hub is always accepting new members. Join today! www.nipissingu.ca/nucafe

**NUSU Student Centre**

221 College Drive, North Bay, ON P1B 0G1

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

Web: www.nusu.com**Academic Senate Report****November 12th, 2021****Academic Week**

NUSU, in collaboration with Nipissing University, hosted Academic Week virtually from October 25th to 29th. We held nine sessions, in addition to the Post-Graduate Information Day. We were pleased to see that students attended the sessions and enjoyed them. Thank you to everyone who participated and supported our students.

Santa Claus Parade

NUSU is participating in this year's Santa Claus Parade and we invite all faculty, staff and students to participate. For anyone interested in joining, please go to nusu.com/2021events.

NUSU & NBPS

NUSU and the North Bay Police Service have partnered on a new initiative, "Be Bright At Night".

The premise of the project is to encourage pedestrians to wear reflective patches or items of clothing when walking at night. This initiative will not be just for students but also for the community.

Food Bank

Nipissing University, in partnership with the Nipissing University Student Union (NUSU), is organizing a food drive to support students during the Holiday Season. During the month of November, we encourage each department to sponsor one (or more) Food Bank Baskets. Participants can contribute items (e.g. crackers, cookies, mittens, hats, etc.) that will be donated and packaged by NUSU and provided to students who frequent the Food Bank. As some students may need extra assistance through the exam period and the holiday break, we ask that all items be received in the Office of the President no later than November 30, 2021.

Night Owl Study Sessions

NUSU will be hosting "Night Owl Study Sessions" on November 23rd, 25th, 29th and December 1st. The Student Centre will be open to midnight on these nights. Students will be able to use our bar/restaurant area to study, as well as other spaces around our building.

**Board of Governors
Academic Senate Report – December 10, 2021**

The Board of Governors met on November 19, 2021 for their regular meeting followed by the annual retreat, held at the splendid new Student Centre. The retreat included a tour of the facility, a social, and a brainstorming session on a variety of topics including national reputation; continuing and extended education; ancillary services; and alumni.

To kick-start spirit of Giving Tuesday, donations from the participants were collected on Saturday morning with proceeds going to the scholarship fund. A photo from the steps of the Student Centre shows the generous spirit evident even through their masks. The in-person meeting was the first since COVID began and was a very warm welcome back for the participants.

Thanks to the NUSU team which included Warren as Director of Services and Sarah as the Director of Communications as well Abby Blaszczyk, Maggie Horsfield and Christine Dowdall for coordinating this fine event.

COU Executive Committee Report – Douglas Ivison and Catherine Carstairs

The Executive Committee met via Zoom on Friday, September 24.

COU President Steve Orsini gave a report, in which he emphasized the leadership role of the university sector in lobbying for and implementing a vaccination mandate.

He also discussed the COU's pre-election strategy as the province prepares for the June 2022 provincial election and its strategy for the current budget cycle. COU is emphasizing the regional economic impact of Ontario's universities; the role that universities can play in meeting the need for highly-skilled workers in the years to come; and the role of universities in producing highly-educated citizens and resilient learners.

Other advocacy priorities for COU include:

- 1) Responding to the government's proposed Intellectual Property regulations for the university sector, which are a challenge to academic freedom and institutional autonomy;
- 2) Advising the MCU on the role of universities in the development of microcredentials, emphasizing that such initiatives should complement not replace degree programs;
- 3) Emphasizing the importance of institutional autonomy in the context of the Laurentian situation and the creation of NOSM and Hearst as stand-alone universities, particularly given that these new universities were created by regulation not legislation.

In the discussion that followed there was a lengthy discussion of the challenge to institutional autonomy resulting from concerns about universities' financial sustainability. Committee members also discussed how best to link the university sector's priorities to those of the government in this pre-election period. The discussion emphasized the importance of addressing issues like accessibility and affordability, and speaking to the concerns of business leaders and parents in the GTA.

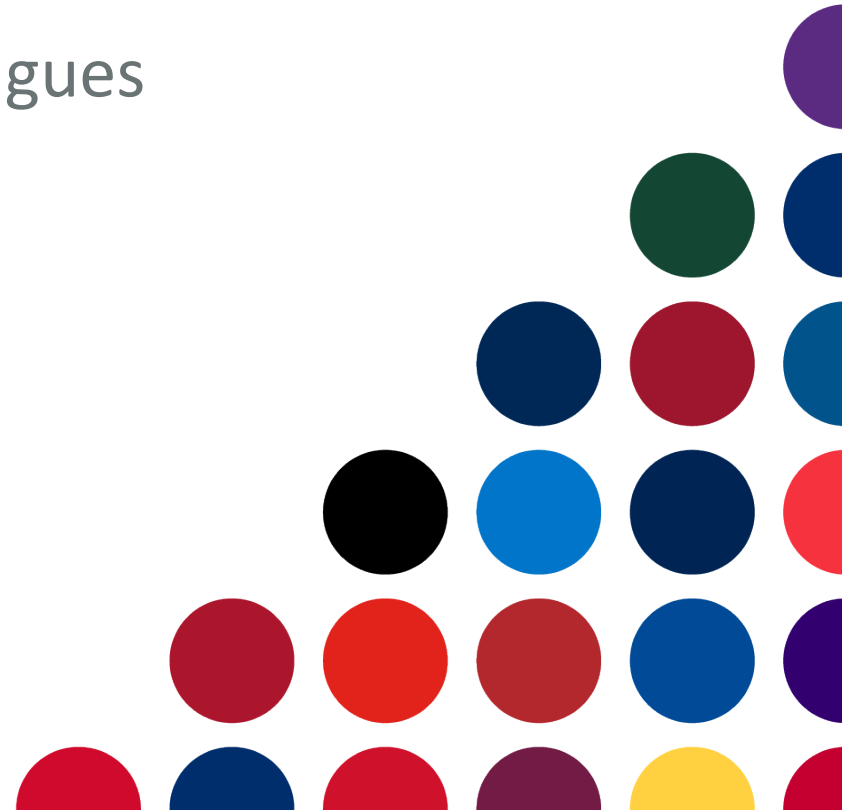
The Committee then discussed the topic for the October 22 meeting of Council. The Executive Heads thanked the Academic Colleagues for identifying topics for discussion and indicated that all were worthy topics. They did suggest, however, that many of the proposed topics might be better addressed to the Provosts (OCAV) rather than the Executive Heads, as they were more focused on the implementation of policy initiatives. The Executive Heads were most keen on focusing our discussion on the topic of the role of universities, particularly in the context of the budgetary cycle and the lead up to next June's provincial election. They expressed an interest in discussing how to tell the story of the value of universities, including disciplines like the arts and the humanities, in an environment in which it can be challenging to make that case to the current government and in a political context in which the skilled trades are often privileged at the expense of the university sector.



Private Institutions and the Degree-Granting Landscape in Ontario

Briefing for Academic Colleagues

October 20, 2021





Legal Framework for Private Degree-Granting in Ontario

- Publicly-assisted universities in Ontario have authority to grant degrees established in their individual legislative acts.
- The *Post-Secondary Education Choice and Excellence Act, 2000* (PSECEA) provides authority for the minister responsible for postsecondary education to allow organizations, including publicly-assisted colleges, and offshore and private institutions, to provide degree-level education in Ontario.
- PSECEA allows use of university nomenclature and degree-granting only to institutions authorized by an Act of Legislature (a.k.a. publicly-assisted universities) or those which have received ministerial consent.
- PSECEA established the Postsecondary Accountability Quality Assessment Board (PEQAB), whose mandate is to develop recommendations to the minister regarding granting of consents.



Ministerial Consents to Private Universities (2008–present)

- Currently there are six private institutions which have been granted ministerial consent to use “university” in Ontario.
 - Two are **Canadian-based private institutions**:
 - Yorkville University
 - International Business University
 - Two are **US-based private institutions**:
 - Niagara University
 - Northeastern University
 - Two are **Canadian-based Christian institutions**:
 - Redeemer University
 - Tyndale University



Private University

Degree Offerings in Ontario

- **Yorkville University**
 - Bachelor of Business Administration
 - Bachelor of Interior Design
 - Bachelor of Creative Arts
- **International Business University**
 - Bachelor of Commerce
- **Niagara University**
 - Bachelor of Professional Studies in Education
 - Master of Science in Educational Leadership
 - Master of Business Administration
 - Master of Science (Finance; Information Security)
- **Northeastern University**
 - Master of Professional Studies (Analytics; Informatics)
 - Master of Science (Information Assurance; Project Management; Regulatory Affairs; Health Informatics)
- **Redeemer University**
 - Bachelor of Arts
 - Bachelor of Science
 - Bachelor of Education
- **Tyndale University**
 - Bachelor of Education
 - Bachelor of Arts (English; History; Linguistics; Music; Psychology; Philosophy, etc.)
 - Undergraduate and graduate certificates and degrees in divinity, theology and ministry.



Current PEQAB Applications of Note

- In May 2021, the **Humanities Digital Degree Project** submitted an application for use of “university” and to offer Bachelor degrees in History, Philosophy, English, and French.
- In June 2021, **Global University Systems Canada** submitted a series of applications to operate as “Niagara Falls University” and offer Bachelor and Master’s degrees in Digital Media, Business, Data Analytics, and Biomedical Sciences.
- OCAV submitted letters urging rejection of the two applications. Both applications are currently pending.

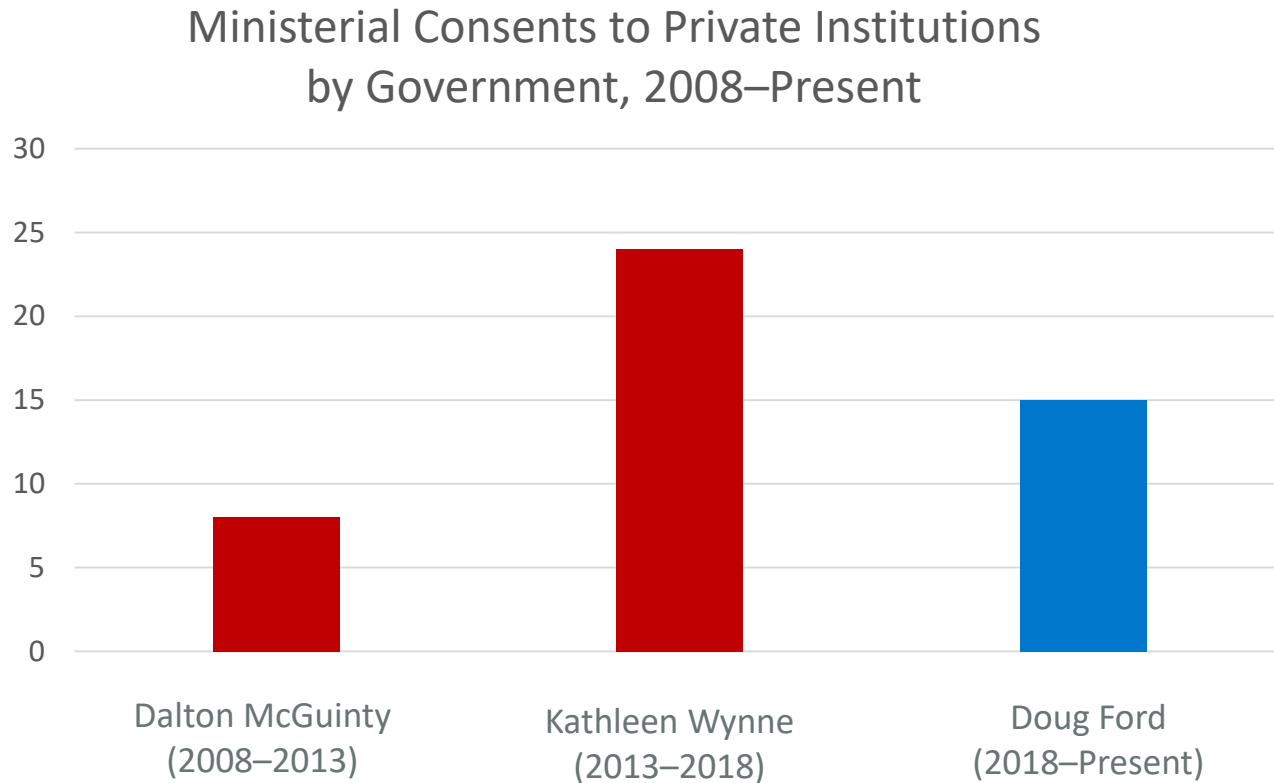


Denial of Ministerial Consent (since 2008)

- There have been seven cases of private organizations withdrawing their PEQAB applications.
- There has only been one instance where PEQAB recommended that the minister deny consent and the consent was denied.
 - Lawrence Technological University, Renewal of Consent for MBA (2016).
- There have been three instances where PEQAB recommended denying ministerial consent and the consent was granted:
 - Algoma University, Application for Honorary Degrees (2010).
 - Hearst College, Use of “University” (2014).
 - Pontifical Institute of Mediaeval Studies, Doctor of Mediaeval Studies (2013).



Ministerial Consents to Private Institutions by Government since 2008





Private Universities: Tuition Fees

Institution and Program	Domestic Tuition	Ontario Average	International Tuition	Ontario Average
IBU, B. Comm.	\$11,000	\$9,500 [1]	\$17,000	\$34,000 [2]
Yorkville, B.B.A.	\$54,000 (program cost)	\$9,500	\$67,000 (program cost)	\$34,000
Tyndale, B.A.	\$16,000	\$6,000		
Tyndale, B.Ed.	\$30,000 (program cost)	\$6,500		
Redeemer (B.Ed.)	\$17,300	\$6,500		
Redeemer (other)	\$9,800	\$6,000	\$17,300	\$30,000
Niagara, B.Ed.	\$16,000	\$6,500		
Niagara, M.B.A.	\$24,000	\$27,000 [3]		
Northeastern M.PS & M.Sc.**	\$33,000–\$38,000 (program cost)	\$8,000–\$12,000	\$39,000–\$45,000 (program cost)	\$25,000–\$30,000

*All fees are per year, unless otherwise stated.

**All programs, two years.

[1] Average figure belies the significant disparity in Ontario institutions, ranging from \$5,800 (Algoma) to over \$15,000 (Queen's, Toronto, Waterloo, Western).

[2] Ranges from \$18,000 (Algoma) to \$64,000 (Western).

[3] Brock, Carleton, Lakehead, Laurentian, McMaster, Ryerson and Windsor charge less. Ottawa, Toronto, Western, Wilfrid Laurier and York charge significantly more.



Private Universities: Admission Requirements

Institution and Program	Entrance Requirement	Public Ontario Admissions
IBU, B. Comm.	70%	Low 70s–90%
Yorkville, B.B.A.	65%	70%+
Redeemer, B.Ed.	70%	Low-mid 70s
Tyndale, B.A.	65%	70%+
Tyndale, B.Ed.	70%	Low-mid 70s
Niagara, B.Ed.	3.0 GPA	Low-mid 70s
Niagara, M.B.A.	3.0 GPA	3.0 GPA
Northeastern M.PS & M.Sc.	Unspecified	75%+



Appeal of Private Universities

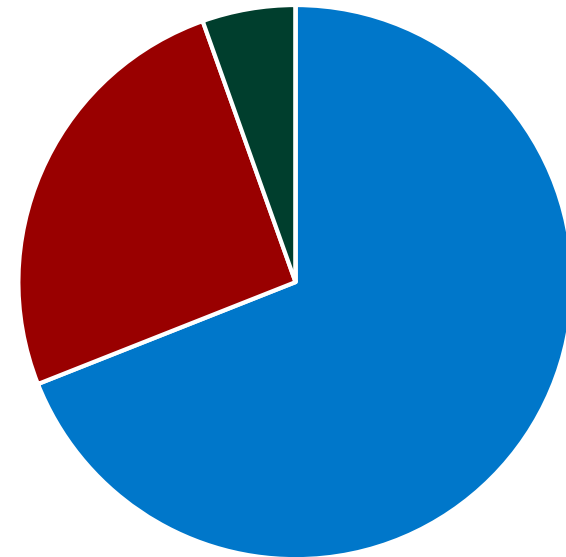
- Lower admission averages for programs with capped enrolment and high student demand (e.g., education).
 - Niagara, Redeemer and Tyndale are recognized by the Ontario College of Teachers (OCT).
- High domestic tuition but lower international tuition.
- Studying in Canada is appealing to many international students as it is a route to immigration.
- Post-Graduation Work Permit (PGWP)-eligible institutions include:
 - A public post-secondary institution, such as a college, trade or technical school, university, or CEGEP; and
 - A Canadian, private institution authorized by provincial statute to confer degrees, such as an associate, bachelor's, master's or doctoral degree, but only if the student is enrolled in a program of study leading to a degree, as authorized by the province, which may not include all programs of study offered by the private institution.
- The following Ontario private universities have PGWP-eligible programs:
 - Yorkville, Niagara, Northeastern, Redeemer, Tyndale.



Private University Enrolment

- Private university enrolment data is not publicly available.
 - Redeemer (789)
 - Tyndale (1,361)
 - Niagara (ca. 3,000 – all)
 - Northeastern (ca. 27,000 – all)
- Compare to:
 - Universities (570,000)
 - Colleges (211,000)
 - Private career colleges (45,000)

Institutional Enrolment
in Ontario



- Universities
- Colleges
- Private Career Colleges
- Private Universities (known)



Degree-Level Programming in Ontario (Offshore Public & Ontario Colleges)

- 8 public universities from other jurisdictions:
 - 5 from other Canadian provinces:
 - Athabasca; Cape Breton; Dalhousie; Mount Saint Vincent; UNB.
 - 3 from other countries:
 - Central Michigan University (US); Institute of Technology Sligo (Ireland); and University of Mannheim (Germany).
- 17 of 24 of Ontario's publicly-assisted colleges:
 - 60% of college degree programs are concentrated within 4 colleges in the Toronto–Waterloo corridor (Conestoga, Humber, Seneca, Sheridan).
 - Enrolment: ~23,000 in 2018-19 (fall term FT headcounts).
 - This represents less than 10% of total college enrolment.
 - Compare to ~394,000 university bachelor enrolment for the same year (fall term FT headcounts).



Offshore and College Degrees: Tuition

	Institution and Program	Domestic Tuition	Ontario Average	International Tuition	Ontario Average
CAN	Cape Breton, B.B.A.	\$9,500	\$9,500	\$18,500	\$34,000
	Dalhousie, M.B.A.	\$19,000	\$27,000		
	MSVU, M. Ed.	\$6,000	\$8,000	\$13,000	\$23,000
	UNB, B. Nursing	\$8,800	\$6,000	\$13,000	\$31,700
USA	Central Michigan, M. Ed.	\$22,500 (program cost)	\$8,000		
ON Colleges	Conestoga, B. Eng.	\$6,800	\$10,800	\$14,700	\$40,000
	Humber, B.Sc. Nursing	\$8,000	\$6,000	\$20,000	\$31,700
	Seneca, B. Comm.	\$7,000	\$9,500	\$19,000	\$34,000
	Sheridan, B. Comp. Sci.	\$7,900	\$7,900	\$20,900	\$31,000



Offshore and College Degrees: Admission Requirements

Institution and Program	Entrance Requirement	Vs. Ontario
Cape Breton, B.B.A.	65%+	70%+
Dalhousie, M.B.A.	3.0 GPA	3.0 GPA
MSVU, M. Ed.	3.0 GPA	Mid-70s
UNB, B.Sc. Nursing	70%+	75–90s+
Central Michigan, M. Ed.	2.7 GPA (67%)	Mid-70s
Conestoga, B. Eng.	65%	75–Mid-80s+
Humber, B. Nursing	75%	75–90s+
Seneca, B. Comm.	65%	Low 70s–90+%
Sheridan, B. Comp. Sci.	65%	Low 70s–90+%



Private Career Colleges in Ontario

- There are over 500 private career colleges (PCCs) in Ontario. The sector consists of approximately 45,000 students and annually produces more than 33,000 graduates.
- PCCs are governed by the [*Private Career Colleges Act, 2005*](#), and their vocational programs must be approved by the Superintendent of Private Career Colleges.
- Approximately 150 PCCs (with 240 campuses in 80 communities) are members of [Career Colleges Ontario](#) (CCO).



What Do Private Career Colleges Offer?

- According to the [Government of Ontario](#), PCCs often appeal to people who:
 - Need specific job skills to join the workforce.
 - Have academic qualifications and want to add to their practical skills to become more competitive in the job market.
- PCCs work with small groups rather than large classes and offer:
 - Flexible learning schedules.
 - Enrolment at many different times during the year.
 - Compressed programs that deliver training over a short time.



Discussion



Katarina Todic
Senior Policy Analyst
Council of Ontario Universities
✉ ktodic@cou.ca
☎ 416-979-2165, ext. 218

COU Update for Academic Colleagues – October 13-20, 2021

2021-22 Provincial Advocacy

COU is currently finalizing a comprehensive advocacy campaign in support of key sector interests. This work is ongoing and captures work intended to influence the Spring Budget and the Provincial election currently scheduled for June 2, 2022.

COU's advocacy is taking place within the context of a provincial election in less than a year, and a government that is primarily focused on ensuring a successful school year, and avoiding another major economic shutdown. These factors, paired with the growing concern regarding the Delta variant have created a challenging environment for advocacy with much of the political "bandwidth" occupied with these drivers.

The strategy for advocacy is to advance the sector's recommendations by following a two-pronged approach that leverages both internal and external advocacy. Internally, COU will engage the government to discuss options for revenue flexibility that can ensure the financial sustainability and competitiveness of Ontario universities. Externally, COU will develop a public-facing advocacy campaign to help build consensus in the public about the role universities play in developing a skilled workforce, attracting investment and talent, and as drivers of the provincial and local economies.

The Financial Sustainability and Competition Working Group (FSC WG) was struck to lead the sector's review and analysis of internal policy and advocacy recommendations linked to university funding and support. The WG met over the summer to consider government, student and institutional interests and priorities, and to develop sector-wide specific policy/advocacy options for consideration by Executive Heads.

COU will provide the sector with more information over the coming weeks.

Red Tape Bill: Supporting People and Businesses Act

On October 7, the provincial government released Bill 13, [Red Tape Bill: Supporting People and Businesses Act](#). The [corresponding announcement](#) outlines several new government-wide initiatives that will be included in the Bill and that directly or indirectly impact universities.

Of particular note are three key advocacy asks for the college sector:

- **Expansion of college degree-granting caps;**
- **Exploring options for expanding the degree-granting authority of colleges;** and
- **Exploring options to expand credentials in the public college system to include "applied" Master's degrees**

The Ministry is also exploring options to reduce the administrative burden associated with multiple transfer payment agreements to the same transfer payment recipient. The government is seeking, where possible, to include multiple grants into a consolidated transfer payment agreement. COU advocated for these changes in our red tape recommendations to the government.

Other announcements

- **Creating tuition fee transparency for university and college students:** The government is aiming to provide students with increased accountability, transparency and clarity by providing details of tuition fees at Ontario's postsecondary institutions.
- **Reducing duplication of reporting requirements for the Ontario Student Opportunity Trust Fund / Ontario Trust for Student Support:** The legislation will remove the online reporting requirements for endowments to reduce duplication and benefit colleges and universities by easing the administrative burden. The requirement for reporting through audited financial statements will remain in place to ensure adequate oversight and accountability.
- **Removing barriers to entrepreneurial activities for postsecondary educational institutions:** The government is seeking to simplify how Ontario's postsecondary institutions enrol international students, specifically for registered private career colleges and Indigenous institutes. These institutions will face less barriers in achieving designation as learning institutions under Ontario's International Student Program.
- **Reviewing the Ontario Student Assistance Program performance requirements for private postsecondary institutions:** The Ministry will review the performance requirements for private postsecondary institutions approved for the Ontario Student Assistance Program (OSAP) to ensure they continue to be "...*relevant and responsive to student needs within a growing and evolving sector.*" The Ministry anticipates this review will create new opportunities and reduce red tape for private postsecondary institutions approved for OSAP.
- **Supporting digital learning for private career colleges:** The Ministry is proposing changes to approvals for online delivery of training at private career colleges to support continued flexible delivery options to students.

COU has raised concerns about specific items in the bill with the government and will be consulting with members on a path forward. We will also undertake a deeper analysis for additional impacts in the coming days.

Strategic Management Agreements

During the early stages of the pandemic, the ministry announced the de-coupling of funding from performance for the first two years of SMA3 to mitigate the impact of COVID on SMA3 performance evaluations. Reporting and evaluation of performance continue as normal.

The ministry is starting the Year 2 performance evaluation process. Once that is finished, there will be an opportunity for the sector to review Year 3 allowable performance targets and to amend institutions' weighting of metrics for future years.

The ministry has announced a technical engagement later this year to discuss the two reporting metrics that will be activated in Year 3: Skills and Competencies, and Faculty Activity.

COVID and Re-Opening

COU advocated throughout the summer for Public Health Directive/MCU mandate for vaccination for on-campus activities to permit a safe campus re-opening. On Aug. 24, the

Council of Ontario Medical Officers of Health wrote to University and College Presidents and Principals strongly recommending mandatory vaccination for all on-campus activities, as soon as operationally possible. On Aug. 31, MCU released their Postsecondary Education Health Measures Framework for Fall 2021, followed by a technical briefing on Sept. 2. The Ontario Medical Officer of Health's directives were included and formed the basis of the Framework. In the guidance, institutions with mandatory vaccination policies for on-campus activities are no longer required to enforce a two-meters distance within their instructional spaces. Masks are still required indoors. Institutions continue to develop employment policies and Medical and Human Rights exemptions procedures.

The Value of the Arts and Humanities: The Creative Industries and Three New Programs at McMaster



The Value of the Arts and Humanities

- The world from the vantage of the human condition: objective & subjective
- Self-reflection; thought, language, representation, and culture; complexity; plurality
- Analysis, explanation, interpretation, understanding, meaning, value
- Praxis
- E.g., history, critical theory, philosophy, art
- Argumentation, expression, critical reflection, empathy, imagination
- Personal value, social value, economic value

The Future of Work

- RBC, *Bridging the Gap*: “92% of recruiters say that soft skills matter as much as or more than hard skills.”
- RBC, *Humans Wanted*; Capgemini report; *Foundational Skills Needs and What Social Sciences and Humanities Need to Know*: foundational skills and the future of work: human, social, perennial, transferable

- Analytical skills
- Capacity for continuous learning
- Critical thinking
- Creativity
- Cultural and intercultural awareness
- Effective communication
- Integrity
- Judgement
- People skills
- Problem solving
- Self-management
- Teamwork

Innovation; adaptability; ethical, social, and emotional intelligence

- Microsoft: ““As computers behave more like humans, the social sciences and humanities will become even more important. Languages, art, history, economics, ethics, philosophy, psychology and human development courses can teach critical, philosophical and ethics-based skills that will be instrumental in the development and management of AI solutions.”
- Steve Jobs: “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our hearts sing.”

- **STEM TO STEAM:** “The aggregate evidence from various sources, including the peer-reviewed literature, suggests that integration of the arts and humanities with STEM at the undergraduate level leads to certain positive learning outcomes, such as critical thinking, communications skills, the ability to work well in teams, content mastery, improved visuospatial skills, and improved motivation and enjoyment of learning. Additional positive outcomes include improved retention, better GPAs, and higher graduation rates”.

Three New Programs at Mac

- iArts:
- Integration across media and practices; integration of practice with critical theoretical and historical perspectives; social justice, community engagement, and collaborative practice
- Perspectives, Projects, Investigations, Modules
- Variety of possible careers; growth in the cultural industries

- Arts & Tech:
- Software engineering, human-centred design, innovation, community-engagement, co-op
- AI, Information and Communications Technology, Digital Media (inter alia)

- Rehabilitation, Health, and Humanities:
- Medical science, foundational skills, social and cultural determinants of health and well-being
- Art and music therapy
- Relationship-based culture, creativity and human experience, foundations of clinical reasoning, communication and inclusive excellence, ethical reasoning and professional conduct, evidence-based practice, and local and global perspectives of community engagement and impacts

Anders, G., *You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education* (Backbay Books, reprint ed. 2019)

Capgemini, *Emotional Intelligence: The Essential Skill Set for the Age of AI* (Capgemini Research Institute, report 2019)

Hartley, S., *The Fuzzy and The Techie: Why the Liberal Arts Will Rule the Digital World* (Houghton Mifflin Harcourt, reprint ed. 2017)

Lapointe, S., Clausen, C., et al., *Foundational Skills Needs and What Social Sciences and Humanities Need to Know* (report, 2021)

Lehrer, J., “Steve Jobs: Technology Alone Is Not Enough” in *The New Yorker* Oct. 7, 2011

Madsbjerg, C., *Sensemaking: The Power of the Humanities in the Age of the Algorithm* (Hachette, 2017)

National Academies of Sciences, Engineering, and Medicine, *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree* (report, The National Academies Press, 2018)

RBC, *Humans Wanted: How Canadian Youth Can Survive in the Age of Disruption* (RBC, Office of the CEO, report, 2018)

-----*Bridging the Gap: What Canadians Told Us About the Skills Revolution* (RBC Thought Leadership, report, 2019)

Academic Colleagues Meeting Notes

October 13 & 20, 2021: Zoom Meeting

*Materials provided for items marked***

Evening meeting, Wednesday, October 13, 2021, 6:00 – 8:30 pm

Conversation with Sean Corner, Associate Dean (Academic), Faculty of Humanities, McMaster University**

Dr. Sean Corner joined the colleagues to discuss the value of arts and humanities, focusing on the creative industries and three new programs at McMaster.

An education in the arts and humanities promotes skills and values such as critical thinking, analysis, problem-solving, communication, historical and cultural perspectives, creative expression and self-examination. These values contribute to a richer existence and are recognized by employers as desirable “soft skills.”

With this in mind, McMaster University has introduced three new programs that integrate hard skills training with humanities-focused education: iArts, Arts and Technology, and Rehabilitation, Health and Humanities.

In the discussion that followed, Colleagues discussed the role of the humanities in developing emotional intelligence, the challenge of communicating the value of a liberal arts education to a skills-focused job market, and the importance of valuing benefits of education other than job-readiness.

****See Attachment 2**

Preparation for Council Meeting

Colleagues discussed potential topics for the Council meeting and contributed ideas on the topic of how Ontario universities have contributed innovative thinking to the issues of equity, COVID and future pandemics, and addressing climate change.

Colleagues meeting, Wednesday, October 20, 2021, 9:00 am – 12:30 pm

1. Planning for Council Meeting

Colleagues continued planning the presentation on “The Role of Universities in Society” for the Council Meeting.

2. COU Update (Cecilia Brain)**

***See Attachment 3*

3. Presentation by Katarina Todić on Private Institutions and the Degree-Granting Landscape in Ontario **

COU Senior Policy Analyst Katarina Todić presented her research on private universities and colleges in Ontario, including degrees offered, current PEQAB applications, tuition and admission requirements.

***See Attachment 4*

4. Committee Reports

Executive Committee (Doug Ivison and Catherine Carstairs)

***See Attachment 5*

5. Other business

Next meetings: December 7, 6-9pm and December 8, 9-12pm.

The December meetings will be held on Zoom, and we will tentatively plan to return to in-person meetings in February.

The April Council meeting will not be held at a university. We will discuss the scheduling of the April pre-council meetings in December, with a tentatively plan to hold a Zoom meeting one week before Council, and an in-person meeting the day before Council.

Upcoming land acknowledgments: December 7: Darren Ivison; February 15: Jingyu Li

Attachments:

- 1) Agenda
- 2) Sean Corner presentation
- 3) COU Update
- 4) Katarina Todic presentation
- 5) Executive Committee Report

NIPISSING UNIVERSITY
REPORT OF THE SENATE EXECUTIVE COMMITTEE

December 2, 2021

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

The following members participated:

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

Regrets: J. Allison, M. Litalien

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

A discussion took place regarding the inability to fill the EPS faculty Senator vacancy on the By-laws and Elections Committee. Calls for nominations have been sent out from the Dean's office, and the election has appeared in the last three Senate agendas with no nominations received. The election will be included in the December 10 Senate agenda.

A Notice of Motion that Senate By-laws, Articles 9.1 and 9.2, be amended to create a stand-alone Academic Appeals and Petitions Committee and a stand-alone Academic Awards Committee will be included in the Senate Agenda.

The NUSU VP Academic and Awareness requested that an additional student Senator position be added to the proposed new stand-alone Academic Awards Committee. The additional position would provide an added student voice on the committee as well as provide back up in the case of a conflict of interest.

Moved by D. Iafrate, seconded by N. Colborne, that the Senate Executive Committee approve that the proposed new stand-alone Academic Awards Committee be amended to include a Student Senator position.

Carried

A Notice of Motion that Senate By-laws, Articles 9.1 and 9.2 be amended to allow full-time instructor representatives and Librarian Senators to serve on Senate Standing Committees will be included in the Senate Agenda.

Further discussion took place regarding hybrid Senate meetings where Senators attend meetings both online and simultaneously face-to-face. Procedures and suggested practices were reviewed and will be discussed further at the next By-laws and Elections Committee meeting. Dependent on Public Health guidelines and the interest of Senators, hybrid Senate meetings may be offered starting in January. It was also noted that offering hybrid Senate and Senate standing committee meetings would provide further opportunities for participation of our distance learning students.

The reports of the Academic Curriculum Committee, By-laws and Elections Committee, Honorary Degrees Committee, Joint Committee of the Board and Senate on Governance (Draft) 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:

- By-Laws and Elections Committee (one EPS faculty Senator)
- Senate Budget Advisory Committee (one A&S or EPS faculty Senator) (*J. Muterera was nominated and acclaimed at the November 12 Senate meeting, but is already a member on the committee*)

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 list of Honorary Degree recipients. The President will provide information on the recipients.

Motion 1: Moved by K. Wamsley, seconded by N. Colborne that the Senate Executive Committee approves the December 10, 2021 Senate Agenda.
CARRIED

Respectfully submitted,

K. Wamsley
Chair
Senate Executive Committee

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

**Report of the
Academic Curriculum Committee**

November 18, 2021

Members:

Arja Vainio-Mattila
Pavlina Radia
Douglas Gosse
Debra Iafrate
Nancy Black

Darren Campbell
James Murton
Rosemary Nagy
Charles Anyinam
Chris Greco

Julie Corkett
Alexandre Karassev
Sarah Pecoskie-Schweir
Madalyn Murray
Mercedes Parsons

Regrets:

Blaine Hatt

Guests:

David Borman, Margaret Owens, Murat Tuncali

Sandy Landriault, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,



Dr. Arja Vainio-Mattila
Provost & Vice-President, Academic Research

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated November 18, 2021.

Faculty of Arts and Science

Philosophy

Non-Substantive:

That the prerequisites for **PHIL-2306 “The Pre-Socratics and Plato”**, and **PHIL-2307 “Aristotle and the Schools”**, be removed.

- 1) PHIL-2306 - The Pre-Socratics and Plato
Current Prerequisite: either PHIL-1116 or PHIL-1117
New Prerequisite: None
- 2) PHIL-2307 - Aristotle and the Schools
Current Prerequisite: either PHIL-1116 or PHIL-1117
New Prerequisite: None

Rationale:

None of our other 2000-level courses have prerequisites, and many of them are popular elective choices for students in other programs. The proposed change thus brings PHIL 2306 and PHIL 2307 in line with PHIL 2246, PHIL 2506, PHIL 2507, PHIL 2526, PHIL 2706, PHIL 2716, and PHIL 2717.

Non-Substantive:

That the prerequisites for **PHIL-3336, PHIL-3337, PHIL-3467, PHIL-3616, PHIL-3706, PHIL-3707, PHIL-3756** be changed as outlined below, to any “3 credits in Philosophy”.

Current Prerequisites:

- 1) PHIL-3336 Reason and Experience – “6 credits of 1000-level Philosophy”
- 2) PHIL-3337 Idealism and Its Critics – “6 credits of 1000-level Philosophy”
- 3) PHIL-3476 Existentialism I – “PHIL-1116 and PHIL-1117”
- 4) PHIL-3616 Philosophy of Religion – “PHIL-1116 and PHIL-1117”
- 5) PHIL-3706 Eastern Philosophy I – “PHIL-1116 and PHIL-1117”
- 6) PHIL-3707 Eastern Philosophy II – “PHIL-1116 and PHIL-1117”
- 7) PHIL-3756 Special Topic in Social and Political Philosophy– “PHIL-1116 and PHIL-1117”

New Prerequisite for all of the above: Any 3 credits in Philosophy

Rationale:

Many students who now enroll in PHIL courses do so for the first time in one of our 2000-level courses, rather than in one of the Introductory, 1000-level courses, and they often do so in their second year of study. Such students then find it difficult to continue to take additional PHIL courses, whether as part of a Minor, a Major, or as an elective, because of the current prerequisite structure, which requires them to go back, often in their third year, and take a 1000-level course. Our 3000-level PHIL courses often have low enrollments, as a result. Students in 3000-level courses will ideally have some familiarity with philosophical approaches; but there is no reason to require a particular PHIL course as the source of that familiarity. The proposed changes reflect this, as well as eliminating some inconsistencies in the current prerequisite language.

Non-Substantive:

That the prerequisites for **PHIL-4206 “Seminar in Philosophy”** and **PHIL-4207 “Seminar in Philosophy”**, be changed as outlined below, to “12 credits in Philosophy”

Current Prerequisites:

- 1) PHIL-4206 – PHIL-2305, 3336 and 3337
- 2) PHIL-4207 – PHIL-2305, 3336 and 3337

New Prerequisite for PHIL-4206 and PHIL-4207: 12 credits in Philosophy

Rationale:

There is no justification for the current discrepancy in the prerequisites for our 4000-level seminars (PHIL 4217 and PHIL 4217 list “restricted to 4th year students in an honours program”), and PHIL 2305 is no longer offered at all; thus some change is needed. As a result of enrollment issues, we have also initiated a plan to cycle the seminars, offering just one (3 credits) per year; this requires that 3rd year honours students take a seminar in their 3rd year, which some of our current prerequisites do not allow. The Program changes described below will also require that Majors and Specializations in PHIL have access to the seminars. The new prerequisite structure accommodates these changes.

Non-Substantive:

That **PHIL-4216 “Seminar in Philosophy”** and **PHIL-4217 “Seminar in Philosophy”** be banked.

Rationale:

We were wrongly informed when we introduced these courses that students who had taken an honours seminar could only do so again under a different code. Since that it is not the case, provided the topic has changed, these additional 4000-level seminars are unnecessary.

Motion 2: That Senate approve that the degree requirements for a Specialization in Philosophy be changed, as outlined in the attached supporting documentation.

Motion 3: That Senate approve that the degree requirements for a Major in Philosophy be changed, as outlined in the attached supporting documentation.

Rationale:

As noted earlier, many of the students who decide to take some form of PHIL degree—especially one short of the honours major—do so only after taking a PHIL elective course, often in their second year. The requirement for 6 credits at the 1000-level thus presents a difficulty for them, often requiring them to go back in their 3rd year to take two 1000-level required courses. The proposed changes will at least lessen that difficulty by requiring 3 credits, instead of 6 credits. In its place, requiring participation in the 4000-level seminar will bolster enrollment in that course, but is also typical of other Philosophy programs: it is unusual to be able to satisfy the requirements for a double-major, including Philosophy, without taking any 4000-level courses. The proposed changes will rectify this.

Motion 4: That Senate approve that the degree requirements for a Minor in Philosophy be changed, as outlined in the attached supporting documentation.

Rationale:

There is no specific rationale for requiring both PHIL 2306 and PHIL 2307 as part of the Minor. Those courses cover important historical periods, but so do PHIL 3336 and PHIL 3337. The move to require either PHIL 2306 or PHIL 2307 will make the Minor program somewhat more flexible for students looking to pursue other interests within Philosophy.

Gender Equality and Social Justice

Motion 5: That Senate approve that the 3-credit course **GEND-3106 “Race and Gender in Popular Culture”** be added to the calendar as outlined in the attached supporting documentation.

Rationale:

This course provides a focused discussion of intersectional critical race issues as they appear in popular culture. While these are issues embedded in and across the curriculum in GESJ, there is a need for increasing our course offerings which focus primarily on race issues.

Motion 6: That Senate approve that the existing course **GEND-3236 “Memory and Violence”**, be cross-listed with History as outlined in the attached supporting documentation.

Rationale:

The course deals with public violence, often in a historical context and including things like state violence both in a historical context - think here of the Holocaust and various other wars - as well as in contemporary contexts.

English Studies

Motion 7: That Senate approve that the program requirements for the Honours

Specialization in English Studies be changed as outlined in the attached supporting documentation.

Rationale:

The discipline of English Studies has deemphasized British literary history. We are revising our requirements to align with wider disciplinary shifts and to meet the needs and interests of our students.

Motion 8: That Senate approve that **ENGL-2006: British Literature Before 1800** be added to the ENGL Literary History Group I list for the Major, Specialization, and Honours Specialization in English Studies as outlined in the attached supporting documentation.

Rationale:

When ENGL 2006 was a required course, it was not part of English's Literary History Groups. Literary History Group I concentrates on early literary history and texts and ENGL 2006 is an appropriate fit for that group. Adding ENGL 2006 to Group I increases choice and flexibility for students.

Non-Substantive:

That the prerequisites for 2000 level ENGL courses (excluding 1-credit courses and those that cannot be counted toward a program in English Studies) be changed as outlined below.

New prerequisite:

Three credits of 1000 level ENGL (excluding ENGL 1501, ENGL 1502) or any 18 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).

Old Prerequisite:

Three credits of 1000 level ENGL (excluding ENGL1501 and ENGL 1502).

Rationale: This change opens up additional pathways into our 2000-level courses and increases flexibility for students.

Non-Substantive:

That the prerequisites for **ENGL-2207 "Gender, Literature, and Culture"** be changed as outlined below.

Old Prerequisite:

Three credits of 100 Level ENGL (excluding ENGL 1551 and ENGL 1552) or six credits of 1000 level GEND.

New Prerequisite:

Three credits of 1000 level ENGL or any 18 credits completed (excluding ENGL 1551 and ENGL 1552).

Rationale:

This change opens up additional pathways into the course. The Departmental Curriculum Approval Form is included in the attached supporting documentation.

Non-Substantive:

That the prerequisites for 3000 level ENGL courses (excluding ENGL-3516 and ENGL-3517) be changed as outlined below.

New prerequisite:

Six credits of 2000 level ENGL (excluding ENGL 2001, ENGL 2011) or any 45 credits completed (excluding ENGL 1501, ENGL 1502, ENGL 2001, ENGL 2011).

Old Prerequisite:

Six credits of 2000 level ENGL (excluding ENGL 2001 and ENGL 2011)

Rationale:

This change responds to our recent IQAP review. It opens up additional pathways into our 3000 level courses and increases flexibility for students.

Current 3000 level courses affected:

ENGL 3036: Topics in Media Studies
ENGL 3047: Topics in Digital Culture
ENGL 3056: Topics in Canadian Literature
ENGL 3066: Get Smart: Strategies for Understanding Culture
ENGL 3093: Bawdy Politics: Writing the Restoration
ENGL 3097: Vice and Folly; The Age of Satire, 1660-1730
ENGL 3126: Writing for Mass Media
ENGL 3127: Writing for Digital Media
ENGL 3146: Topics in Postcolonial Literature
ENGL 3176: Falling Apart: British Literature 1900-1950
ENGL 3177: Contemporary British Literature
ENGL 3196: Dangerous Liaisons: The 18-Century Novel
ENGL 3217: Topics in Literature, Culture, and Sexuality
ENGL 3246: Desire and Identity in Early Modern Literature
ENGL 3247: Transgressing Boundaries in Early Modern Literature
ENGL 3276: Indigenous Literatures on North America
ENGL 3277: Topics in the Indigenous Literatures of North America
ENGL 3346: The Romantics
ENGL 3347: The Victorians
ENGL 3486: Topics in Genre
ENGL 3487: Topics in Poetic Genres
ENGL 3496: Topics in Dramatic Genres
ENGL 3497: Topics in Prose Genres
ENGL 3606: Topics in Popular Culture
ENGL 3617: Topics in Popular Fiction

Non-Substantive:

That the prerequisites for **ENGL-3516: Creative Writing Poetry** and **ENGL-3517: Creative Writing Prose** be changed as outlined below.

New prerequisite:

Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552).

Old prerequisite:

Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552). Students who register in this course are also required to submit for assessment a selective portfolio of their creative work or an essay demonstrating creative reasons for wishing to take the course to the Department Chair by the first week of January and approval to register in the course will be granted by mid-February.

Rationale:

Removing the portfolio requirement increases access to the course and serves the needs and interests of students.

Non-substantive:

That the prerequisites for **ENGL-2001 “Sex, Death and Textuality”** and **ENGL-2011 “Short Stories: Snapshots of Life”** be changed as outlined below.

New prerequisite:

Any 15 credits.

Old Prerequisite:

Any 18 credits.

Rationale:

We have offered these courses for over 5 years and are revising our prerequisite based on that experience.

Academic Curriculum Committee Meeting - November 18, 2021

Supporting Documentation

Faculty of Arts and Science

Philosophy

Motion 2: That Senate approve that the degree requirements for a Specialization in Philosophy be changed, as outlined below.

Existing Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL Upper level		30 cr.

New Requirements:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PHIL 1116 or PHIL 1117	Introduction to Western Philosophy/ Values and the Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Its Critics	3 cr.
PHIL 4206 or PHIL 4207	Seminar in Philosophy	3 cr.
PHIL Upper level		30cr.

Motion 3: That Senate approve that the degree requirements for a Major in Philosophy be changed, as outlined below.

Existing Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Philosophy.

Students must complete 36 credits in the Major as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
PHIL 1117	Values and the Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Critics	3 cr.
PHIL Upper level		12 cr.

New Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Philosophy.

Students must complete 36 credits in the Major as follows:		
PHIL 1116 or PHIL 1117	Introduction to Western Philosophy/ Values and the Human Condition	3 cr.
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL 2506	Thinking Clearly	3 cr.
PHIL 2507	Bullshit, Bias, and Propaganda: Reasoning about the Irrational	3 cr.
PHIL 3336	Reason and Experience in Modern Philosophy	3 cr.
PHIL 3337	Idealism and Critics	3 cr.
PHIL 4206 or PHIL 4027	Seminar in Philosophy	3 cr.
PHIL Upper level		12cr.

Rationale:

As noted earlier, many of the students who decide to take some form of PHIL degree—especially one short of the honours major—do so only after taking a PHIL elective course, often in their second year. The requirement for 6 credits at the 1000-level thus presents a difficulty for

them, often requiring them to go back in their 3rd year to take two 1000-level required courses. The proposed changes will at least lessen that difficulty by requiring 3 credits, instead of 6 credits. In its place, requiring participation in the 4000-level seminar will bolster enrollment in that course, but is also typical of other Philosophy programs: it is unusual to be able to satisfy the requirements for a double-major, including Philosophy, without taking any 4000-level courses. The proposed changes will rectify this.

Motion 4: That Senate approve that the degree requirements for a Minor in Philosophy be changed, below.

Existing Requirements:

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2306	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	3 cr.
PHIL Upper level		9 cr.

New Requirements:

Students must complete 18 credits in Philosophy as follows:		
PHIL 1116	Introduction to Western Philosophy	3 cr.
OR		
PHIL 1117	Values and the Human Condition	
PHIL 2306 OR	The Pre-Socratics and Plato	3 cr.
PHIL 2307	Aristotle and the Schools	
PHIL Upper level		12 cr.

Rationale:

There is no specific rationale for requiring both PHIL 2306 and PHIL 2307 as part of the Minor. Those courses cover important historical periods, but so do PHIL 3336 and PHIL 3337. The move to require either PHIL 2306 or PHIL 2307 will make the Minor program somewhat more flexible for students looking to pursue other interests within Philosophy.

Gender Equality and Social Justice

Motion 5: That Senate approve that the 3-credit course **GEND-3106 “Race and Gender in Popular Culture”** be added to the calendar as outlined below.

Rationale:

This course provides a focused discussion of intersectional critical race issues as they appear in popular culture. While these are issues embedded in and across the curriculum in GESJ, there is a need for increasing our course offerings which focus primarily on race issues.

A) Descriptive Data:

Course Code	GEND-3106	
Course Title	Race and Gender in Popular Culture	
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify	
Course Description	Students examine how race and gender are represented in popular culture with a specific focus on how racism and sexism are depicted in contemporary film and television. Reading and analyzing post-race, post-feminist and post-closet discourses as they appear in popular culture and critical media studies, students evaluate how each approach frames contemporary social inequality and social justice.	
Course Prerequisite	Any 18 credits completed	
Course Corequisite	Click here to enter Course Corequisite	
Antirequisite	Click here to enter Antirequisite	
Restriction	Click here to enter Restriction	
Instructional Method	<input checked="" type="checkbox"/> lecture OR <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input checked="" type="checkbox"/> online delivery
Hours of contact time expected per week	3 hours lecture	
Hours of contact time expected per term	36	
Program Implications (ie. changing a required 6 credit course to a 3 credit course)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Group 1 Culture and Criticism	
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will: 1. analyze review and evaluate reflect on theoretical perspectives in critical cultural studies 2. analyze consider and evaluate explore the implications specifically of post-feminism, post-race discourses and critical cultural studies for representational politics 3. demonstrate an understanding that social differences including sex, gender, race, class and sexuality are categories with discursive force that can be seen in, and are produced through, media representations	

	<p>6. craft develop an original analysis of a media representation through the application of major theoretical perspectives in critical media studies</p> <p>5. develop apply a critical understanding of how power operates through representations of sex, gender, race, class and sexualities in film and television</p> <p>7. develop create evidence-based and original written and oral arguments regarding post-discourses, and utilize perspectives in critical media studies</p> <p>4. interpret and analyze media texts representing diverse sexes, genders, races, classes and sexualities as they relate to questions of power and social justice</p>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Budget Implications: None. The course will be part of regular course cycling in GESJ offered by a tenured faculty member.


Motion 6: That Senate approve that the existing course **GEND-3236 “Memory and Violence”**, be cross-listed with History as outlined below.

Rationale:

The course deals with public violence, often in a historical context and including things like state violence both in a historical context - think here of the Holocaust and various other wars - as well as in contemporary contexts.

Cross-List Approval Form for GEND 3236 Memory and Violence
DEPARTMENTAL CURRICULUM APPROVAL FORM

(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
History	Katrina Srigley (Chair)		1 April, 2020

English Studies

Motion 7: That Senate approve that the program requirements for the Honours Specialization in English Studies be changed as outlined below.

New Requirements:

Students must complete 120 credits including 60 credits in the Honours Specialization, as follows:

ENGL 1000 level: 3 credits

ENGL Literary History I: 9 credits

ENGL Literary history II: 9 credits

ENGL: 33 credits

ENGL Honours Seminars: 6 credits

Old Requirements:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
ENGL 1000 level		3 cr.
ENGL 2006	British Literature Before 1800	3 cr.
ENGL Literary History I		9 cr.
ENGL Literary History II		9 cr.
ENGL		30 cr.
ENGL Honours Seminars		6 cr.

Rationale:

The discipline of English Studies has deemphasized British literary history. We are revising our requirements to align with wider disciplinary shifts and to meet the needs and interests of our students.

Motion 8: That Senate approve that **ENGL-2006: British Literature Before 1800** be added to the ENGL Literary History Group I list for the Major, Specialization, and Honours Specialization in English Studies as outlined below.

Rationale:

When ENGL 2006 was a required course, it was not part of English's Literary History Groups. Literary History Group I concentrates on early literary history and texts and ENGL 2006 is an appropriate fit for that group. Adding ENGL 2006 to Group I increases choice and flexibility for students.

Non-substantive

Moved by S. Srigley, seconded by D. Borman that the Arts & Science Executive recommend to the ACC that the prerequisites for **ENGL-2207 "Gender, Literature, and Culture"** be changed as outlined below.

Old Prerequisite:

Three credits of 1000 Level ENGL (excluding ENGL 1551 and ENGL 1552) or six credits of 1000 level GEND.

New Prerequisite:

Three credits of 1000 level ENGL or any 18 credits completed (excluding ENGL 1551 and ENGL 1552).

Rationale:

This change opens up additional pathways into the course. The Departmental Curriculum Approval Form is included below.


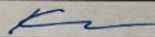
DEPARTMENTAL CURRICULUM APPROVAL FORM

(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)

Motion #4: That the Academic Regulations and Curriculum Committee recommend to the Faculty Executive that the prerequisites for ENGL 2207 Gender, Literature and Culture be changed as outlined below.

Old prerequisite: Three credits of 1000 level ENGL (excluding ENGL 1551 and ENGL 1552) or six credits of 1000 level GEND.

New prerequisite: Three credits of 1000 level ENGL or any 18 credits completed.

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
GESJ	Sal Renshaw (Chair)		22 nd Sept 2021
ENGL	Kristin Lucas (Chair)		23 Sept/21

Nipissing University

Report of the By-laws and Elections Committee

November 23, 2021

There was a meeting of the By-laws and Elections Committee on November 23, 2021 at 2:00 p.m. via Zoom conference.

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

Guest: D. Iafrate

Recording Secretary: S. Landriault

Moved by T. Sibbald, seconded by M. Saari that the agenda of the November 23, 2021 By-laws and Elections Committee meeting be approved.

Carried

Moved by T. Sibbald, seconded by A. Vainio-Mattila that the Report of the October 5, 2021 By-laws and Elections Committee meeting be accepted.

Carried

The Registrar brought forward the following proposal to create a stand-alone Academic Appeals and Petitions Committee and a stand-alone Academic Awards Committee. In 2019, the Undergraduate Standing & Petitions Subcommittee, Undergraduate Services & Awards Subcommittee, Undergraduate Student Appeals Committee, Graduate Leave & Time Extensions Subcommittee and the Graduate Standing & Petitions Subcommittee were condensed and combined into the Academic Awards, Appeals and Petitions Committee. The merging of these committees created a great deal of work for the faculty members on the committee and the academic awards being determined by faculty and students only, which has been identified as a gap by the members. Revisions in bold and strikethrough:

9.1 Academic Awards, Appeals and Petitions Committee

(a) *Ex Officio* Members:

- (i) the Registrar, who shall be Chair;
- (ii) **the NUSU VP Advocacy and Awareness, or designate;**
- ~~(ii) a Dean appointed by the PVPAR;~~
- ~~(iii) two (2) undergraduate student representatives, one elected from each Faculty by NUSU;~~
- ~~(iv) one (1) graduate student representative elected by NUSU.~~

(b) Members Elected by Senate, Faculty Council:

- (i) four (4) Faculty Senators, **with at least one** from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;
- ~~(ii) a member of the NUSU Executive;~~
- (ii) two (2) non-Senator Faculty; one elected from each Faculty;

(c) Terms of Reference:

- (i) to consider and rule on petitions and appeals by undergraduate and graduate students for exceptions to University academic regulations;
- ~~(ii) to consider and recommend undergraduate and graduate awards for those that require the committee review;~~
- (ii) to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards, appeals, and petitions;
- (iii) to recommend to Senate, as deemed by the Chair in consultation with the Vice-Chair, revisions to academic regulations;
- (iv) to deal with such other matters as may be assigned from time to time by Senate.

New Committee:

9.2 Academic Awards Committee

(a) *Ex Officio* Members:

- (i) the Registrar, who shall be Chair;
- (ii) the NUSU President, or designate from the NUSU Executive;
- (iii) the Assistant Vice-President, Students;
- (iv) the Director, Office of Indigenous Initiatives;
- (v) the Manager, Financial Aid and Financial Services, or designate;

- (vi) the Manager, University Advancement.
- (b) Members Elected by Senate or Faculty Council:
 - (i) two (2) Faculty Senators, one from each Faculty;
 - (ii) two (2) non-Senator Faculty; one elected from each Faculty.
- (c) Terms of Reference:
 - (i) to consider and recommend undergraduate and graduate awards for those that require the committee review;
 - (ii) to convene appropriate ad hoc committees to ensure compliance with regulations and responsibilities respecting awards;
 - (iii) to consider and rule on petitions by undergraduate and graduate students for exemptions to University academic scholarships and awards.

Moved by T. Sibbald, seconded by A. Vainio-Mattila, that the amendment of Senate By-laws Articles 9.1 and 9.2, as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the December 10, 2021 Senate Agenda.

Carried

As follow-up to the discussion from the October 5, 2021 By-laws meeting, Senate committee membership changes to allow instructor and Librarian Senators to serve on Senate committees was discussed. As no language currently exists in the Senate By-laws to allow full-time instructor representatives and Librarian Senators to serve, the following suggested language was agreed upon: (revisions in bold)

9.1 Academic Awards, Appeals and Petitions Committee

- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) Faculty Senators, two from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

To:

9.1 Academic ~~Awards~~, Appeals and Petitions Committee

- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) Faculty Senators, **with at least one (1)** from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair;

9.2 Academic Curriculum Committee

- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) faculty Senators*, two from each Faculty elected by Senate;

To:

9.2 Academic Curriculum Committee

- (b) (i) four (4) faculty Senators*, **with at least one (1)** from each Faculty elected by Senate;

9.10 Teaching and Learning Committee

- (b) (i) four (4) Faculty Senators, two from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;

To:

9.10 Teaching and Learning Committee

- (b) (i) four (4) Faculty Senators, **with at least one (1)** from each Faculty, one of whom shall be elected by the Committee to serve, on an annual basis, as Chair and one of whom shall be elected to serve as Vice-Chair;

Moved by T. Sibbald, seconded by A. Vainio-Mattila, that the amendment of Senate By-laws Articles 9.1(b)(i), 9.2(b)(i) and 9.10(b)(i), as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the December 10, 2021 Senate Agenda.

Carried

As follow-up to the discussion from the October 5, 2021 By-laws meeting regarding a request for clarification of the process of Senate motions passed over email, the Chair provided the following proposed template for email voting:

PLEASE DO NOT VOTE ON THE FOLLOWING MOTION UNTIL THE QUESTION PERIOD HAS PASSED

The following motion has been moved by _____ and seconded by _____. Due to its time-sensitive nature, it is eligible to be approved by email. Senators (or committee members) have until (date

two days later) to ask questions about the motion. Email voting will take place over the two days following that period.

MOTION:

Follow-up email two days later:

Senators (or committee members) are now able to vote on the motion distributed two days ago. Please respond to this email with a 'Yes' or 'No.' A simple majority of votes is sufficient to approve a motion over email but the total number of votes cast must make up a quorum of the committee, so please remember to vote.

The following motion has been moved by _____ and seconded by _____.

MOTION:

A suggestion was made that the time be included in the email advising when voting will close.

As follow-up to the discussion from the October 5, 2021 By-laws meeting regarding Hybrid Senate meetings where Senators are attending both online and, simultaneously, face-to-face, the Vice-Chair provided the following information, procedures and suggested practices for discussion:

- In a hybrid Senate meeting, when a Senator is attending virtually and speaking, where feasible, they should have their camera turned on as a matter of Senate decorum.
- If chat is enabled, chat comments should not disrupt the flow of the proceedings. In particular, there should be no commentary while a speaker is speaking. Additionally, to maintain a single focus for Senate discussions, conveying relevant details through chat should follow the traditional process of only contributing when the Speaker has acknowledged the speaker and, even then, chat is only to be used if auditory means are not feasible. Chat is appropriate for signaling that a Senator wishes to ask a question if other means (i.e.: raise hand) proves awkward.
- Senators will use their proper name as their identifier when attending meetings virtually.
- Development of a voting procedure when a secret ballot is required, and a hybrid environment implies that there are members both in person and online.
- The use of Microsoft Forms with the availability of anonymous surveys, participants are allowed to vote only once, scrutineers are able to view the results, and co-hosts can edit and vote.

Issues such as, anonymity, the perception of secrecy not being obvious, secrecy that could be circumvented and Senate voters that don't use a Nipissing University email address were discussed. The Vice-Chair will separate the Senate procedures and determine how best the changes fit into the By-laws. This agenda item will be discussed further at the next By-laws and Elections Committee meeting.

A discussion took place regarding the storage and accessibility of the approved Senate minutes. The Senate Secretary read out the following Senate Article:

6.2 (g) A hard copy of all Approved Senate minutes shall be signed by the Chair of Senate and kept as the official, permanent record of Senate proceedings. These proceedings shall be available for consultation in the Office of the President during regular business hours.

As electronic copies of the Senate minutes are available on the Senate website, members agreed that keeping hard copies of the Senate minutes is not necessary. Suggestions included storing the hard copies of the Senate minutes in the Library archives, saving files in an Adobe archived format and using a digitally approved process moving forward. The Chair will develop language for discussion at the next By-laws and Elections Committee meeting.

New Business

It was noted that there are several out of date policies listed on the Senate Policy website. The Senate Secretary will work with the Registrar's Office to remove these policies from the website.

MOTION 1: That Senate receive the Report of the By-laws and Elections Committee dated November 23, 2021.

Respectfully submitted,
Original signed by:

Dr. Nathan Colborne
Chair
By-laws and Elections Committee

NIPISSING UNIVERSITY
REPORT OF THE HONORARY DEGREES COMMITTEE

November 17, 2021

Members

K. Wamsley
A. Vainio-Mattila
C. Greco
J. McIntosh
P. Radia
M. Berube

Absent with Regrets

O. Atari

Resource Guests

Abby Blaszczyk
Maggie Horsfield

As per past practice, an e-mail was sent out to the University community in August to solicit names of potential candidates to add to the master list.

At the meeting on November 17, 2021, additional names were received from the solicitation. The committee agreed to forward four (4) individuals to Senate for approval at an in-camera meeting.

Respectfully submitted,

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

Kevin Wamsley, Chair
Honorary Degrees Committee

The Joint Committee of the Board and Senate on Governance

****DRAFT****

The Standing Joint Committee of the Board and Senate on Governance met on Monday, November 1, 2021, at 10:00 a.m. via Zoom remote conferencing.

Members Present: Marianne Berube (Board)
Darren Campbell (Senate)
Bobby Ray (Board)
Joe McIntosh (NUSU)
John D'Agostino (Board)
Susan Srigley (Senate)
Kevin Wamsley (President & Vice-Chancellor)
Sarah Winters (Senate)

Recording Secretary: Maggie Horsfield (Executive Assistant, Office of the President)

1. Declaration of Conflict of Interest

Kevin Wamsley, President & Vice-Chancellor, filled the role of Chair for the meeting. The Chair offered a traditional land acknowledgement. A call for any conflicts of interest was made; there were no such declarations.

2. Approval of the Agenda

The Chair called for the approval of the November 1, 2021, meeting agenda. The agenda was approved. He remarked on the unique structure of the Joint Committee and spoke to the importance of continued collegiality and the promotion of good governance.

3. Review of the minutes from the March 29, 2021, meeting of the Joint Committee.

The minutes from the March 29, 2021, meeting of the Joint Committee were circulated electronically and subsequently approved.

4. Review of the Committee Terms of Reference

The Chair reviewed the Terms of Reference, focusing on the importance of enhancing the University's governance processes on an ongoing basis. No questions or concerns were raised.

5. Brief Overview of the Joint Committee

Dr. Susan Srigley, Senator, provided a historical summary of the Joint Committee of the Board and Senate on Governance, noting the committee was struck following labour action by the Nipissing University Faculty Union in 2015. A memorandum of agreement was established through the Special Governance Commission (SGC) to explore ways to review the structures of governance at the University. The SGC report included eight recommendations, including the establishment of a Budget Advisory Committee, the creation of the Joint Committee, annual joint orientation sessions and a Board and Senate approved Statement of Collegiality. The Joint Committee has implemented all the recommendations from the SGC report.

A discussion ensued which stemmed from the March 29, 2021, meeting of the Joint Committee and the presentation on the Ontario Confederation of University Faculty Associations Ad-Hoc Governance Committee. The Ad-Hoc Committee was formed to discuss collegial governance between faculty and administration in the university sector and one of the questions raised questioned if the Board of Governors members at the institution had adequate exposure to faculty research and engagement opportunities. While the Nipissing University Board of Governors does invite short presentations from faculty members on their research, it was determined that a more formalized process to allow faculty members the opportunity to present would be beneficial. Further ideas were shared on how the Board could learn about faculty research and engagement opportunities, including invitations to workshops hosted through the Teaching Hub.

6. Other Business

A concern was raised regarding transparency in the virtual livestream format that has been adopted for Board meetings over the past several months. The Board of Governors has reviewed, and continues to explore alternate options, but the COVID environment and technical logistics have proved challenging. Suggestions were discussed, including utilizing the Joint Orientation sessions for questions and discussion, or allowing 5-10 minutes to field questions from the floor following Board meetings.

7. Next Meeting

A Doodle-Poll will be circulated amongst the committee to determine availability for the next meeting of the Joint Committee.

8. Adjournment

The meeting adjourned at 10:56 a.m.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

October 13, 2021

The following members participated:

Graydon Raymer (Chair), Amanda Burk (Vice-Chair), Pat Maher (Dean of Teaching), Veronika Williams, Alex Karashev, Nancy Black, John Allison, Madelyn Murray, Mercedes Fichaud, Lorrie Tunney Maxwell (Recording Secretary).

Guests: Heather Carroll, Sarah Pecoskie-Schweir

Absent: Roxana Vernescu

The Teaching and Learning Committee (TLC) received an update from Heather Carroll on the development of an institutional syllabus template, in particular on the addition of policy and other statements from relevant departments that would be included at the end of the syllabus. Discussion followed on relevant elements to be included in the template, and the creation of a “how-to” guide for instructors that would support the implementation of the template. The TLC would “test” the template using their own courses as samples and share this experience with Heather for an update/discussion at the next TLC meeting.

The Dean of Teaching provided a brief update on the Virtual Learning Strategy projects currently underway, of which \$500,000 Nipissing are lead on, and another \$1,500,000 that we are collaborators on. Pat also shared about progress on student and faculty nominations for 3M Fellowships, the Professional Learning Communities “Book Club”, and the successful \$500,000 Global Skills Opportunity proposal to support international exchanges, and student/faculty mobility with select partner institutions. Finally, Pat noted that the Teaching Hub is now physically open from 8:00 a.m. – 4:00 p.m., Monday through Friday, under some occupancy limits.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated October 13, 2021.