

SENATE AGENDA

Friday, April 8, 2016

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: March 11, 2016
3. BUSINESS ARISING FROM THE MINUTES
4. READING and DISPOSING of COMMUNICATIONS
5. QUESTION PERIOD
6. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated March 31, 2016 be received.

PLANNING AND PRIORITIES COMMITTEE

• **March 18, 2016 Report**

MOTION 1: That the Report of the Planning and Priorities Committee dated March 18, 2016 be received.

MOTION 2: That Senate grant approval of the Stage 2 Major Modification for Child and Family Studies (CHFS) as outlined in the attached document.

MOTION 3: That Senate grant approval of the Stage 2 Major Modification for the BBA Finance Stream as outlined in the attached document.

MOTION 4: That the Quality Council Audit Report dated February 2016 be received.

MOTION 5: That Senate grant approval of the Final Assessment Report of the Political Science IQAP Review, as outlined in the attached document.

MOTION 6: That Senate grant approval of the Final Assessment Report for Economics, as outlined in the attached document.

• **April 1, 2016 Report**

MOTION 1: That the Report of the Planning and Priorities Committee dated April 1, 2016 be received.

- MOTION 2: That Senate grant approval of the Final Assessment Report for Religion and Cultures, as outlined in the attached document.
- MOTION 3: That Senate grant approval of the Final Assessment Report for Child and Family Studies, as outlined in the attached document.
- MOTION 4: That Senate grant approval of the Final Assessment Report for Gender Equality and Social Justice, as outlined in the attached document.
- MOTION 5: That Senate grant approval of the Final Assessment Report for Psychology, as outlined in the attached document.
- MOTION 6: That Senate grant approval of the Final Assessment Report for Biology and Chemistry, as outlined in the attached document.
- MOTION 7: That Senate grant approval of the Final Assessment Report for Philosophy, as outlined in the attached document.

7. OTHER BUSINESS

8. AMENDMENT of BY-LAWS

MOTION 1: That Article 6.3 of the Senate By-laws be amended as outlined below:

Current article reads:

6.3 Order of Business

(a) The order of business observed at all regular meetings of Senate shall normally be as follows:

- (i) Approval of the minutes of the previous meeting(s);
- (ii) Business arising from the minutes;
- (iii) Reading and disposing of communications;
- (iv) Question period;
- (v) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
- (vi) Other business (which includes substantive motions);
- (vii) Amendment of By-Laws;
- (viii) Elections;
- (ix) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;
- (x) New business (requiring a motion to consider);
- (xi) Announcements (President, PVPAR, Deans, Students, and Others); and
- (xii) Adjournment

(b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

(c) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent

may elect to answer the question at the next regular Senate meeting.

Revised article reads (changes in bold):

6.3 Order of Business

(a) The order of business observed at all regular meetings of Senate shall normally be as follows:

(i) Approval of the Agenda;

(ii) Approval of the minutes of the previous meeting(s);

(iii) Business arising from the minutes;

(iv) Reading and disposing of communications;

(v) Question period;

(vi) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;

(vii) Other business (which includes substantive motions);

(viii) Amendment of By-Laws;

(ix) Elections;

(x) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;

(xi) New business (requiring a motion to consider);

(xii) Announcements (President, PVPAR, Deans, Students, and Others); and

(xiii) Adjournment

(b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

(c) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

MOTION 2: That Article 9.6 of the Senate By-laws be amended as outlined below:

Current article reads:

9.6 Technology & Infrastructure Committee (T&I)

(a) Ex Officio Members:

(i) the Executive Director, Library Services, or designate; and

(ii) the Vice-President, Administration (non-voting).

(b) Members Elected by Faculty Council:

(i) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;

(ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and

(iii) two (2) student representatives from any Faculty.

(c) Terms of Reference:

(i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;

- (ii) to provide advice and priority-setting assistance to the VPFA regarding:
 - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 2) the need for, and design of, new or renovated teaching, learning and research space;
 - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 4) the allocation of the annual budgets in technology and academic infrastructure areas;
- (iii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
- (iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
- (v) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

Revised article reads (changes in bold and strikethrough):

9.6 Technology & Infrastructure Committee (T&I)

- (d) Ex Officio Members:
 - (iii) the Executive Director, Library Services, or designate; and
 - (iv) the Vice-President, Administration (non-voting).
- (e) Members Elected by Faculty Council:
 - (iv) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
 - (v) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
 - (vi) two (2) student representatives from any Faculty.
- (f) Terms of Reference:
 - (vi) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations ~~to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;~~
 - (vii) to provide advice and priority-setting assistance to the **VPADMIN** regarding:
 - 5) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 6) the need for, and design of, new or renovated teaching, learning and research space;
 - 7) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 8) the allocation of the annual budgets in technology and academic infrastructure areas;
 - (viii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
 - (ix) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and

- (x) to deal with such other matters as may be assigned from time to time ~~by the Teaching & Learning Committee or~~ by Senate.

Rationale: Senate approved a bylaw change to make the Technology & Infrastructure Committee a full committee of Senate instead of a sub-committee of the Teaching & Learning Committee but not all references to the Teaching & Learning Committee were removed from the terms of reference of the new committee. This change clarifies the reporting structure of the new committee.

MOTION 3: That Article 6.6(b) of the Senate bylaws be amended as outlined below:

Current article reads:

- 6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting at the discretion of the Speaker, and shall be permitted to speak either:
- (i) with the prior approval of the Senate Executive Committee; or
 - (ii) by Senate vote on a motion to that effect, which shall not be debatable.

Revised article reads (changes in bold and strikethrough):

- 6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting ~~at the discretion of the Speaker, and shall be permitted to speak either:~~
- (i) with the prior approval of the Senate Executive Committee; or
 - (ii) at the discretion of the Speaker; or**
 - (iii) by Senate vote on a motion to that effect, which shall not be debatable.

Rationale: Clarifies the language.

MOTION 4: That Article 9.5 of the Senate bylaws be modified as outlined below:

Current article reads:

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

- (i) the Executive Director, Library Services, who shall be Chair.

(b) Members Elected by Faculty Council:

- (i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;
- (ii) one (1) faculty Senator from the regional campuses; and
- (c) One (1) student representative;
- (d) Terms of Reference:

- (i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
- (ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:

- 1) procedures and practices related to the acquisition and maintenance of the Library's collections;

- 2) the provision of Library support services to faculty and students; and

- 3) the allocation of the annual Library budget;

- (iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;

- (iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;
- (v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and
- (vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;

Revised article to read (changes in bold and strikethrough):

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

(i) the Executive Director, Library Services, who shall be Chair.

(b) Members Elected by Faculty Council:

(i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;

(ii) one (1) faculty Senator from the regional campuses; and

(c) One (1) student representative **to be appointed by Nipissing University Student Union (NUSU)**.

(d) Terms of Reference:

(i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;

(ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:

1) procedures and practices related to the acquisition and maintenance of the Library's collections;

2) the provision of Library support services to faculty and students; and

3) the allocation of the annual Library budget;

(iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;

(iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;

~~(v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and~~

~~(vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;~~

Rationale: This request comes from the Library Advisory Subcommittee. The original article does not specify how student representative would be selected. Terms of Reference v) and vi) are not, according to the subcommittee, within its purview.

9. ELECTIONS

- Elect one (1) tenured faculty member, from the Faculty of Applied and Professional Studies to serve on the search committee for the Dean of Graduate Studies and Research.

10. REPORTS FROM OTHER BODIES

- A. (1) Board of Governors
- (2) Alumni Advisory Board
- (3) Council of Ontario Universities (Academic Colleague)

- B. Reports from Senate members participating on other university-related committees

11. NEW BUSINESS12. ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science
- (e) Dean of Education
- (f) Student Representative
- (g) Others

13. ADJOURNMENT

List of Attachments:

Senate Executive Committee Report dated March 31, 2016
Planning and Priorities Committee Report dated March 18, 2016
Planning and Priorities Committee Report dated April 1, 2016
Stage 2 Major Modification CHFS
Stage 2 Major Modification BBA Finance Stream
Quality Council Audit Report dated February 2016
Final Assessment Report for Political Science
Final Assessment Report for Economics
Final Assessment Report for Religion and Cultures
Final Assessment Report for Child and Family Studies
Final Assessment Report for Gender Equality and Social Justice
Final Assessment Report for Psychology
Final Assessment Report for Biology and Chemistry
Final Assessment Report for Philosophy

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE

March 31, 2016

There was a meeting of the Senate Executive Committee on Thursday, March 31, 2016.

Members present: H. d'Entremont (Vice-Chair), N. Colborne, L. Frost, S. Renshaw, M. Tuncali,
R. Vanderlee, J. Andrews

Regrets: M. DeGagné (Chair), C. Richardson, R. Vernescu

Recording Secretary: S. Landriault

The purpose of the meeting was to set the agenda for the April 8, 2016 Senate meeting.

The Provost advised that PPC will be submitting eight Final Assessment Reports for Senate approval. Five more Reports are expected to be completed by May 31, 2016.

Notification was received advising that the APS rep. who was acclaimed for the Dean of Graduate Studies and Research Search Committee at the March 11, 2016 Senate meeting was not tenured and therefore not eligible. An election for an APS rep. will be held at the April 8, 2016 Senate meeting.

A brief discussion was held regarding whether NUSU elects or appoints students for committees.

Respectfully submitted,

Original signed by:

H. d'Entremont
Vice-Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated March 31, 2016.

**Report of the
PLANNING AND PRIORITIES COMMITTEE**

Friday, March 18, 2016

COMMITTEE MEMBERS:

Harley d'Entremont (Chair)	Blaine Hatt	Aroha Page
Nancy Black	Alex Karassev	Matti Saari
Glenn Brophrey	Laurie Kruk	Murat Tuncali
Greg Brown	Sydney Lamorea	Rick Vanderlee

Regrets: Christine Cho, Jamie Graham, Chris Hachkowski, Carole Richardson, Janet Zimbalatti

Recording Secretary: S. McGinn

The Provost reported that at the March 18, 2016 Planning and Priorities Committee meeting the following programs received Stage 2 Major Modification approval:

- Child and Family Studies (CHFS)
- BBA Finance Stream

The Provost discussed the Quality Assurance Audit Report. Thirteen program reports are due by May 31, 2016. A Special PPC meeting will be scheduled to ensure the reports go to Senate before the deadline. The Provost suggested that PPC meet 1-2 weeks prior to the Senate meeting in order to facilitate motions going forward in a timely manner.

Members approved recommending to Senate, after some revisions, the following Final Assessment Reports:

- Political Science
- Economics

Respectfully submitted,

Harley d'Entremont, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated March 18, 2016, be received.

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Motion 5: That Senate grant approval of the Final Assessment Report of the Political Science IQAP Review, as outlined in the attached document.

Motion 6: That Senate grant approval of the Final Assessment Report of the Economics IQAP Review, as outlined in the attached document.

**Report of the
PLANNING AND PRIORITIES COMMITTEE**

Friday, April 1, 2016

COMMITTEE MEMBERS:

Harley d'Entremont (Chair)	Chris Hachkowski	Carole Richardson
Nancy Black	Alex Karassev	Matti Saari
Glenn Brophay	Laurie Kruk	Murat Tuncali
Greg Brown	Sydney Lamorea	Rick Vanderlee
Christine Cho	Aroha Page	

Regrets: Jamie Graham, Blaine Hatt, Janet Zimbalatti

Recording Secretary: S. Landriault

Members approved recommending to Senate, after some revisions, the Final Assessment Reports for the following programs:

- Religion and Cultures
- Child and Family Studies
- Gender Equality and Social Justice
- Psychology
- Biology and Chemistry
- Philosophy

Respectfully submitted,

Harley d'Entremont, PhD
 Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated April 1, 2016, be received.

Motion 2: That Senate grant approval of the Final Assessment Report of the Religion and Cultures IQAP Review, as outlined in the attached document.

Motion 3: That Senate grant approval of the Final Assessment Report of the Child and Family Studies IQAP Review, as outlined in the attached document.

Motion 4: That Senate grant approval of the Final Assessment Report of the Gender Equality and Social Justice IQAP Review, as outlined in the attached document.

Motion 5: That Senate grant approval of the Final Assessment Report of the Psychology IQAP Review, as outlined in the attached document.

Motion 6: That Senate grant approval of the Final Assessment Report of the Biology and Chemistry IQAP Review, as outlined in the attached document.

Motion 7: That Senate grant approval of the Final Assessment Report of the Philosophy IQAP Review, as outlined in the attached document.

Stage 2 Proposal
Major Program Modification
Child & Family Studies
March 2016

**Stage 2 IQAP Process for Major Modification of an Existing Program
for the
Bachelor of Arts, Child and Family Studies Program**

This Stage 2 proposal is required as outlined in the NU-IQAP approval process (June 2013) and it follows Senate's approval of the Stage 1 Letter of Intent on January 15th, 2016.

RATIONALE FOR TRANSFER OF PROGRAM (Major Modification)

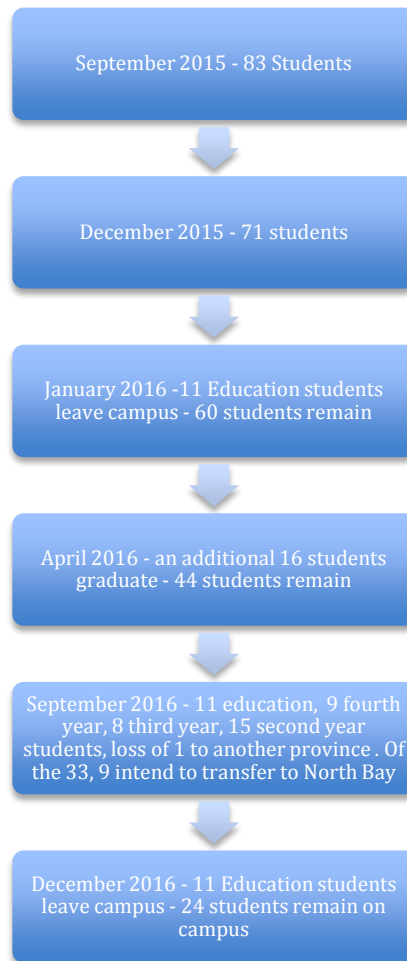
Since its inception, the Bachelor of Arts in Child and Family Studies (CHFS) program has been offered exclusively at the Muskoka Campus since 2002/3. However, the forthcoming and recent decision by the University's Board of Governors to close Nipissing University's Muskoka campus scheduled for July 1, 2016 has triggered an immediate need to relocate the program to the University's main campus in North Bay. According to the NU-IQAP policies and procedures, the establishment of a degree program at another location is considered a major modification.

Although the closure of the Muskoka campus necessitates the move of the CHFS program for obvious reasons, there are a number of other positive factors that bolster the argument for relocation that include:

- on-going program sustainability (physical re-alignment of resources, faculty, students and program offerings within the Faculty of Applied and Professional Studies' School of Human and Social Development);
- program expansion (expansion of CHFS/Concurrent to include all three divisions - Junior/Intermediate and Intermediate/Senior - and not just P/J; and increased access to CHFS/Consecutive);
- cost savings (i.e. offering cross-listed and cross-coded courses with other North Bay campus programs and decreased program administration costs);
- improved extra-curricular life for students (e.g. access to library, campus clubs, gymnasium, etc.);
- and improved more direct access to student services (rather than periodic access to student services from a distance).

The campus closure is the primary reason for the need to transfer the remaining number of CHFS students and program from the Muskoka campus to the North Bay campus as of FW 2016/17. The diagram below shows the number of full-time CHFS and CHFS/Concurrent students currently progressing through the program. Assuming no attrition of students, there would only be 24 full-time students at the Bracebridge campus by December 2016. It seems logical and prudent to note that the operational cost to maintain a full campus with amenities for such a small cadre of CHFS students is costly and not fiscally responsible, hence the transfer of the program to the main campus.

Audit of current CHFS Students at Muskoka campus (assuming no attrition):



CHFS PROGRAM – program description

The CHFS program is built on an multidisciplinary framework that draws on subject areas such as psychology, social welfare, political science and social work. Each of these disciplines already has an established presence on the North Bay campus which can only serve to strengthen and enhance the CHFS program in the form of greater breadth of course offerings for students and additional faculty support.

The Child and Family Studies Program is a unique program with a particular focus on two thematic areas of study:

1. Human Development and Learning; and
2. Child and Family Well-Being: Issues, Services, and Social Justice. Students can pursue a General or Honours program of study.

One of the founding objectives of the program is to provide students with a solid educational basis upon which to pursue their future goals, whether it means further education or career focused aspirations. Moving the program to North Bay will allow CHFS students more direct access to student support services to help them achieve their goals as well as the opportunity to seamlessly transition into other cognate programs such the new Bachelor of Social Work program or a BA in Social Welfare & Social Development, Sociology or Psychology.

With respect to academic oversight, the program is presently housed under the School of Human and Social Development within the Faculty of Applied and Professional Studies. The program would remain under this umbrella in its new location, allowing for continuity in operations and administration. In addition, the move will facilitate collaboration among faculty members from all disciplines with respect to teaching and research by eliminating geographical barriers.

The CHFS program in Bracebridge has typically been a destination program for students, attracting a high number of college graduates looking to obtain a degree related to their field of study. Therefore, it is not anticipated that moving the program to North Bay would negatively impact enrollment; in fact, the greater number of amenities, more course offerings, enhanced student life and additional student services available on the North Bay campus will serve to entice more students (beyond college graduates) and may in fact result in increased enrollment. The offering of the program on the North Bay campus will also provide students with a 'fuller' or richer University experience primarily outside the classroom.

Over time, the Child and Family Studies program has proven to be an academic and financial asset to the University and has the potential to grow even stronger on the North Bay campus where there is increased support for students and faculty alike.

As noted in a recent (2013) IQAP review by the external reviewers: "Nipissing University's Child and Family Studies is a successful and growing program that contributes significantly to the field of child and family studies in Ontario. It has found a niche in offering a degree program to college transfer students and high school graduates from all over Ontario who wish to study in a small campus environment that has smaller class sizes and more opportunity to connect with other students and Faculty. The Review Team commends the dedication and commitment of the Program's Faculty and staff."

CHILD AND FAMILY STUDIES: MISSION, PHILOSOPHY, AND OBJECTIVES

CHFS Program Mission - Alignment with University Mission & Objectives

CHFS mirrors the fundamental mission of the university as a whole, as articulated in the current strategic plan:

Nipissing University will provide an exceptional and personalized student experience by:

- *Exemplifying the highest standards in scholarship, teaching, and research;*
- *Encouraging students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities;*
- *Recognizing our particular role in supporting northern communities, and Aboriginal, first generation, and international learners.*

Faculty in CHFS have put this mission into practice within the CHFS program and have also committed themselves to central values of the university:

Nipissing University students, faculty, and staff exemplify a values-based culture in their pursuit of excellence. As reflected in our Coat of Arms, we believe that Integritas, defined as principled, honest, and sincere, is a motto upon which all else is built. We are committed to collegiality, respect, and transparency in working together and with our community partners. We embrace academic freedom (Academic Calendar).

Child and Family Studies constantly seeks to create a learning community characterized by a collegial, supportive and intellectually stimulating environment.

CHFS Program Philosophy

CHFS' program philosophy is reflected in the program structure and organization, as well as in course content. The program is committed to providing students with a unique and personal educational experience that emphasizes first and foremost critical thinking as the underlying basis of learning and intellectual development. Their philosophy also incorporates a strong belief in achieving a balance between theoretical knowledge and practical experience and application. This can be illustrated through the rapid growth and provision of applied courses and course content and the launching of three new Applied Certificates. Providing students with a critical sensibility while at the same time relating theoretical learning to practice environments is at the heart of our program philosophy. In common with other multidisciplinary programs with a theoretical and applied foundation, the CHFS program emphasizes breadth of learning and practice relevance in order to prepare students for future educational pursuits and employment aspirations in related fields.

CHFS Program Objectives

A main objective of the Child and Family Studies is to provide students with critical awareness and develop their critical thinking capacities. This emphasis is clear right at the beginning of the program in the introductory course (CHFS 1006); the course description begins with the

following statement: “This course provides an introduction to child and family studies. We begin by examining the important and foundational nature of critical thinking in education, emphasizing in particular the central place of critique and evaluation within the field of child and family studies.” This emphasis on critical thinking continues throughout the curriculum.

Other general objectives are the following:

- Provide a program that gives graduates a broad educational experience, integrating knowledge and approaches from disciplines and fields such as psychology, sociology, social welfare, political science, and social work
- Provide a common academic focus on children and families, and develop a broad and in-depth understanding of issues and themes related to children and families, youth, young and aging adults; with integration across the lifespan
- Provide graduates with the educational and practical advantages associated with an multidisciplinary perspective and background
- Integrate critical thinking and theoretical frameworks with application across human and social services sectors
- Provide a focus on individual development and systems-level development through the integration of multidisciplinary frameworks and world-views
- Build on and leverage the traditional strengths of Nipissing University, such as education and areas of social science related to human development (psychology and sociology) and social justice (sociology, social welfare and social development, and gender equality and social justice)
- Develop competency in identified thematic areas of the program, presently the Human Development and Learning area and the Social Justice area
- Constant and innovative program development to provide graduates with first-rate preparation for future educational aspirations and employment goals in related areas – for example, social work, mental health and teaching
- Provide a program that generally gives graduates the critical awareness, background, and knowledge to enter graduate and professional programs
- Develop an awareness of the meaning and significance of diversity, including culture, race, religion, gender, age, and sexual orientation
- Enhance communication skills, both oral and written
- Develop competency in research methods, design, and analysis
- Develop the ability of graduates to undertake academic research, articulate arguments, and participate in discussion and debate in a respectful and collegial manner
- Develop a passion for citizenship and active participation to enhance the well-being of children, families, and communities at the domestic and international levels

Child and Family Studies: Program Structure and Requirements

Evolution of CHFS Program Curriculum

Beginning in the spring of 2012, in accordance with the new Common Degree Structure for Nipissing University, CHFS began offering students four Degree options. Currently, then, there is

a Minor Program, a Major Program, a Specialization Program, and an Honours Specialization Program. Program and course development has been ongoing over the relatively short history of the CHFS program. The structure of the CHFS program is characterized by a slate of required core courses, and the program's two thematic coursework areas – Human Development and Learning; and Child and Family Well-Being: Issues, Services, and Social Justice. The first year of the program is quite prescriptive, with students being required to take the CHFS introductory course, along with introductory courses in three related disciplines (Psychology, Sociology, and Social Welfare). There are core 'gateway' courses taken in second year (CHFS 2106/7 & CHFS 2206) that leads into the two thematic coursework areas; as well as core courses in research methods and analysis (CHFS 2026 & 3035), and fourth year core seminar, research essay, and senior research thesis courses (CHFS 4005, 4105, 4505).

In terms of the CHFS thematic groupings, courses were added over the years in a strategic way in niche areas, to facilitate 'connections' with growing fields of practice and employment. For example, the Human Development stream has grown tremendously, with courses such as autism and fetal alcohol spectrum disorders (CHFS 3116 and CHFS 3127); applied behaviour analysis (CHFS 3136 & CHFS 3137); ethics and professional development (CHFS 3036); program evaluation and outcomes management (CHFS 4016); applied developmental neuropsychology (CHFS 4206) and several practicum courses (CHFS 4017, CHFS 4205; CHFS 4305; CHFS 4316), to list but a few; adding substance to the aforementioned thematic grouping. It is important that we continue making strides to enhance the relevance of the program for prospective students and employers, in this case connecting the program more closely to areas of practice across applied developmental, mental health, clinical, and education fields. In relation to our social justice/well-being grouping, we also continue to facilitate coursework 'connections' to areas of social work, a program on the horizon within the Faculty of Applied and Professional Studies. We will build on existing coursework in the area of child welfare (CHFS 3105), for example, by adding relevant courses to enhance the symbiotic relationship between CHFS and Social Work, just as we have sought ways to enhance the CHFS/Concurrent Ed. option.

The logical connection between the CHFS Degree and education has been borne out in the expressed aspirations of students, with many viewing the Degree as a 'stepping-stone' to a consecutive B.Ed. even prior to the advent of our CHFS/Concurrent Ed. Option (2009/10). In a questionnaire distributed across CHFS Degree courses in the spring of 2007, close to 70% of CHFS students answered 'yes' when asked if a bachelor of education degree was in their future plans. At present, the CHFS H.B.A/B.ED.PJ (Concurrent – primary/junior) option is only open to ECE transfer students, but it may make sense to explore the possibility of expanding opportunities beyond this limitation, given the logical connection between CHFS and education, a connection widely recognized at other institutions with similar programs (Brock University, for example). At the same time, the increasing numbers of students in the program has meant greater diversity in terms of expressed future aspirations and goals, and in order for CHFS to provide a solid foundation in this regard, program and course development needs to reflect other related fields of practice, particularly when there is an existing or emerging need for employees in those areas.

CHFS Program Curriculum

Full Course descriptions of CHFS courses are listed in the University Calendar:

<http://academiccalendar.nipissingu.ca/~Catalog/ViewCatalog.aspx?topicgroupid=1045>

Core Courses

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2106	Human Development: Children and Youth	3 cr.
CHFS 2107	Human Development: Adults and Aging	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
CHFS 3035	Statistics in Behavioural and Social Sciences	6 cr.
Six credits from the following:		6 cr.
CHFS 4005	Honours Seminar	
CHFS 4105	Research Essay	
CHFS 4505	Honours Research Thesis	
CHFS Group 1		9 cr.
CHFS Group 2		12 cr.

4.2.2 Thematic Area Courses

Group 1 Human Development and Learning

Group 1 Human Development and Learning	
CHFS 3017	Case Management in Social and Health Services
CHFS 3036	Ethics and Professional Standards
CHFS 3116	Autism Spectrum Disorders
CHFS 3127	Fetal Alcohol Spectrum Disorders
CHFS 3136	ABA I: Introduction to Behaviour Analysis
CHFS 3137	ABA II: Advanced Topics in Applied Behaviour Analysis
CHFS 4016	Program Evaluation and Clinical Outcomes Management
CHFS 4017	Practicum: Applied Research and Evaluation
CHFS 4106	Assessment and Intervention Planning
CHFS 4206	Applied Developmental Neuropsychology
CHFS 4205	Practicum in ABA-Lifespan
CHFS 4306	Special Topics: Human Development and Learning
CHFS 4305	Practicum in EIBI-ASD
CHFS 4316	Fieldwork in ABA
PSYC 2020	Developmental Psychology for Educators
PSYC 3405	Psychology of Education
PSYC 3626	Psychological Disorders in Children
SOCI 2006	The Child and Society
SOCI 2007	The Adolescent and Society
SOCI 2036	Introduction to Social Gerontology
SOCI 2037	Sociology of Family and Household Relationships
SOCI 2091	Sociology for Educators I: Social Theory and Education
SOCI 2092	Sociology for Educators II: Social Issues in Education??

Group 2 Child and Family Well-Being: Issues, Services, and Social Justice

CHFS 2216	Children's Rights
CHFS 2217	Selected Topics in Children's Rights
CHFS 3017	Case Management in Social and Health Services
CHFS 3037	Multiculturalism, Race, and Childhood
CHFS 3105	Child Welfare: Critical Reflections
CHFS 3106	Youth and Social Justice
CHFS 3206	Case Studies: Marginalized Groups of Children
CHFS 3216	Caregivers and the Welfare of Children and Families
GEND 2276	Kid Media
SWLF 2006	Ideology and Social Welfare
SWLF 2007	Poverty and Social Policy in Canada
SWLF 3406	Colonialism in First Nations' Communities
SWLF 3407	Social Development in First Nations' Communities
SWLF 3446	Women and Social Welfare
SWLF 3806	Family Violence
SOCI 3186	Health and the Family
SOCI 3506	Social Problems
CHFS 4307	Special Topics: Social Justice

CHFS Degrees: Organization and Structure

Minor Program

A Minor in Child and Family Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Child and Family Studies. In addition to the requirements listed below, please refer to the Minor Requirements section of the academic calendar.

Students must complete a minimum of 18 credits in Child and Family Studies as follows:

CHFS 1006	Introduction to Child and Family Studies	3 cr.
CHFS	upper level	15 cr.

Major Program

Graduation Requirements

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements

- Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Child and Family Studies.

- Students admitted to this program with advance standing from a related college diploma program, for example Early Childhood Education, Child and Youth Worker, Social Services Worker, will be required to take 9 credits of: PSYC 1106 / PSYC 1107, SOCI 1016, and SWLF 1006.
- Students may complete an Honours BA double major if they obtain an overall average of 70% in each Major, and complete an additional three credits (minimum) at the 4000 level in each Major. Please refer to the Degree Requirement section of the Calendar for further information.

Students must complete a minimum of 36 credits in Child and Family Studies as follows:

Students must complete 36 credits in the Major as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
CHFS 2106	Human Development: Children and Youth	3 cr.
CHFS 2107	Human Development: Adults and Aging	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
CHFS Upper level (including courses in Groups I and II)		12 cr.

Breadth Requirements

ACAD 1601	3 cr.
Humanities	3 cr.
Science	6 cr.

Specialization Program

Graduation Requirements

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements

- Students will need to achieve a minimum 60% average in the 54 credits presented for the Honours Specialization in Child and Family Studies.
- Students admitted to this program with advance standing from a related college diploma program, for example Early Childhood Education, Child and Youth Worker, Social Services Worker, will be required to take 9 credits of: PSYC 1106 / PSYC 1107, SOCI 1016, and SWLF 1006.

Students must complete 120 credits including a minimum of 54 credits in the Specialization program as follows:

Students must complete 120 credits including 54 credits in the Specialization as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2106	Human Development: Children and Youth	3 cr.
CHFS 2107	Human Development: Adults and Aging	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
CHFS 3035	Statistics in Behavioural and Social Sciences	6 cr.
CHFS Group 1		9 cr.
CHFS Group 2		12 cr.

Breadth Requirements

ACAD 1601	3 cr.
Humanities	3 cr.
Science	6 cr.

Honours Specialization Program

Graduation Requirements

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours) degree requirements, which include regulations on first year and subject maximum and breadth requirements.

Program Requirements

- Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Child and Family Studies.
- Students admitted to this program with advance standing from a related college diploma program, for example Early Childhood Education, Child and Youth Worker, Social Services Worker, will be required to take 9 credits of: PSYC 1106 / PSYC 1107, SOCI 1016, and SWLF 1006.

Students must complete 120 credits including a minimum of 60 credits in the Honours Specialization program as follows:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2106	Human Development: Children and Youth	3 cr.
CHFS 2107	Human Development: Adults and Aging	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
CHFS 3035	Statistics in Behavioural and Social Sciences	6 cr.
Six credits from the following:		6 cr.
CHFS 4005	Honours Seminar	
CHFS 4105	Research Essay	
CHFS 4505	Honours Research Thesis	
CHFS Group 1		9 cr.
CHFS Group 2		12 cr.

Breadth Requirements

ACAD 1601	3 cr.
Humanities	3 cr.
Science	6 cr.

Concurrent Education (BA/Bed) for Early Childhood (ECE) Graduates

Faculty of Applied and Professional Studies and Schulich School of Education

Graduation Requirements

In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts (Honours)/Bachelor of Education (Concurrent) degree requirements. Please refer to the Degree Requirement section of the Calendar for further information.

Program Requirements

- In the 120 credits required for the Bachelor of Arts (Honours) in Child and Family Studies, students will normally take 24 credits in year 1, 30 credits in year 2 and year 3, and 6 credits in year 4. Within the 120 credits students will take their required Core Degree Courses and Group requirements as outlined in the Bachelor of Arts (Honours) – Honours Specialization in Child and Family Studies program requirements. Students must also include the following: MATH 1070; six credits of Canadian History at the 1000, 2000 or 3000 level (and are restricted to a maximum of 12 credits of 1000 level History); six credits of Geography; and SOCI 2091 and SOCI 2092 (normally taken in year 4). Students are required to take six credits of Humanities. Six credits of English Studies are highly recommended.

Students must complete a minimum of 153 credits (P/J Division) and a total of 120 credits for a Bachelor of Arts degree (honours). The requirements for an Honours Specialization in Child and Family Studies are specified above. The minimum 33 credits (P/J Division) or 36 credits (J/I Division) required for the Bachelor of Education (Concurrent) are as follows:

Year 1

EDUC 4102 (P/J) Education and Schooling	3 cr.
EDUC 4434 (P/J) Curriculum Methods I	2.5 cr.

Year 2

EDUC 2123 (P/J) Observation and Practice Teaching II*	1 cr.
EDUC 4112 (P/J) Language Arts	3 cr.
EDUC 4103 (P/J) Educational Psychology and Special Education	3 cr.

Year 3

EDUC 3123 (P/J) Observation and Practice Teaching III*	1 cr.
EDUC 4113 (P/J) Language Arts	3 cr.
EDUC 4444 (P/J) Curriculum Methods II	2.5 cr.

Year 4

EDUC 4133 (P/J) Observation and Practice Teaching V* (13 weeks)	3 cr.
EDUC 4244 (P/J) Visual Arts	1.5 cr.
EDUC 4254 (P/J) Music Education	1.5 cr.
EDUC 4264 (P/J) Health and Physical Education	1.5 cr.
EDUC 4274 (P/J) Mathematics Education	1.5 cr.
EDUC 4284 (P/J) Science Education	1.5 cr.
EDUC 4294 (P/J) Social Studies	1.5 cr.

Note:

- *In order to practice teach in Ontario schools, students must provide a clear criminal reference check.
- Student may choose a three credit option course in Education in year 2 or 3: EDUC 1526 (P/J) Religious Education in Roman Catholic Schools

Child and Family Studies: Program Expectations and Course Outcomes

Given the history and origins of the CHFS program, and the fact that it is an multidisciplinary program that to date continues to incorporate a number of other discipline-specific area courses (psychology, sociology, and social welfare), the task of relating course outcomes to program expectations is not as straightforward as it might be for programs that only incorporate their own discipline-specific courses.

PROGRAM EXPECTATIONS	BACHELOR'S DEGREE: SPECIALIZATION <i>This degree is awarded to students who have demonstrated the</i>	BACHELOR'S DEGREE: HONOURS SPECIALIZATION <i>This degree is awarded to students who have demonstrated the</i>
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	<i>following qualities and abilities:</i>	<i>following qualities and abilities:</i>
1. DEPTH AND BREADTH OF KNOWLEDGE	<p>a) a general knowledge and understanding of many key concepts, methodologies, theoretical approaches, and perspectives in Child and Family Studies</p> <p>b) a broad understanding of the multidisciplinary nature of Child and Family Studies, and how the incorporated disciplines may intersect with a common focus of study</p> <p>c) a broad, multidisciplinary understanding of theory, methods, research, and practice in Child and Family Studies, and the ability to gather, review, and evaluate sources</p> <p>d) a broad understanding of psychological and sociological theories of human development and learning</p> <p>e) a broad understanding of how social injustice impacts children and families</p> <p>f) critical thinking and analytical skills</p>	<p>a) a developed knowledge and critical understanding of the key concepts, methodologies, theoretical approaches, and perspectives in Child and Family Studies</p> <p>b) a developed understanding of the multidisciplinary nature of Child and Family Studies, and how the incorporated disciplines may intersect with a common focus of study</p> <p>c) a developed, multidisciplinary understanding of research methods in Child and Family Studies and the ability to gather, review, and evaluate sources, including while being engaged in guided and/or independent research</p> <p>d) a developed understanding of psychological and sociological theories of human development and learning</p> <p>e) a developed understanding of how social injustice impacts children and families</p> <p>f) developed critical thinking and analytical skills</p>
2. KNOWLEDGE OF METHODOLOGIES	<p>a) an understanding of the nature, purpose, and methods of critical enquiry</p> <p>b) an understanding of various theoretical approaches employed in Child and Family Studies, and the ability to evaluate the appropriateness of different approaches in assessing issues and solving problems</p> <p>c) an ability to formulate a clear thesis statement while devising and sustaining an argument</p> <p>d) an understanding of research practices and approaches employed in Child and Family Studies, including qualitative and quantitative methods, and the capacity to evaluate findings based on these methods</p> <p>e) an understanding of the principles and practices of academic scholarship, including proper citation, referencing, and the avoidance of plagiarism</p>	<p>a) an understanding of the nature, purpose, and methods of critical enquiry</p> <p>b) a developed understanding of various theoretical approaches employed in Child and Family Studies, and the developed ability to evaluate the appropriateness of different approaches in assessing issues and solving problems</p> <p>c) a developed ability to formulate a clear thesis statement while devising and sustaining an argument, and to do so in a manner that demonstrates an advanced level of theoretical insight</p> <p>d) a developed understanding of research practices and approaches employed in Child and Family Studies, including qualitative and quantitative methods, and the capacity to evaluate findings based on these methods</p> <p>e) an advanced understanding of the principles and practices of academic scholarship, including proper citation, referencing, and the avoidance of plagiarism</p>

<p>3. APPLICATION OF KNOWLEDGE</p>	<p>a) an ability to comprehend and interpret primary and secondary sources that enables the student to offer critical evaluation of the literature</p> <p>b) an ability to develop lines of argument, and to make sound judgments that utilize the major theories, concepts, and methods incorporated within the multidisciplinary field of Child and Family studies</p> <p>c) an ability to evaluate different theoretical approaches and propose answers to interpretive questions</p> <p>d) an ability to derive hypotheses and design and carry out simple experiments and write up the results</p> <p>e) an ability to conduct academic research and make effective use of academic sources, including the ability to distinguish academic from non-academic sources</p> <p>f) an ability to evaluate the assumptions and values behind various approaches to issues and problems within a multidisciplinary enquiry</p>	<p>a) an ability to comprehend and interpret primary and secondary sources that enables the student to offer complex analytical commentary and evaluation of the literature</p> <p>b) an ability to develop lines of argument, and to make sound judgments that utilize the major theories, concepts, and methods incorporated within the multidisciplinary field of Child and Family studies</p> <p>c) an advanced ability to evaluate different theoretical approaches; and an ability to initiate interpretive questions and propose a variety of possible, even original, answers</p> <p>d) a developed and demonstrated ability to derive hypotheses and design and carry out more advanced experiments and write up the results</p> <p>e) a developed ability to conduct academic research and make effective use of academic sources, including the ability to distinguish academic from non-academic sources</p> <p>f) a developed ability to evaluate the assumptions and values behind various approaches to issues and problems within a multidisciplinary enquiry</p> <p>g) an ability to independently formulate relevant research projects</p>
<p>4. COMMUNICATION SKILLS</p>	<p>a) an ability to communicate, both orally and in writing, accurately and reliably to a range of audiences</p> <p>b) an ability to communicate information, ideas, and analytical comments orally and in writing, in a clear, coherent, logical, grammatically correct, and concise manner</p> <p>c) an ability to participate in a critical and scholarly discussion by listening actively and responding in an informed and appropriate manner</p> <p>d) an ability to describe the design, procedures, and results of experiments appropriately in oral form.</p>	<p>a) an ability to communicate, both orally and in writing, accurately and reliably to a range of audiences</p> <p>b) a developed ability to communicate information, ideas, analyses, and arguments in a clear, coherent, logical, grammatically correct, and concise manner</p> <p>c) an ability to initiate and engage in a scholarly critical discussion by independently raising important critical questions, listening actively to others, and responding in an informed and appropriate manner</p> <p>d) a demonstrated ability to design experiments, carry out, and analyze experimental data and write up the results, or be able to critically evaluate academic research in a critical manner.</p>
<p>5. AWARENESS OF LIMITS OF KNOWLEDGE</p>	<p>a) an understanding of the limits of their own knowledge and abilities, and an awareness of how these</p>	<p>a) an understanding of the limits of their own knowledge and abilities, and an awareness of how these</p>

	<p>might affect their own analyses and interpretations</p> <p>b) some understanding of a multidisciplinary sensibility, and an awareness that discipline-specific enquiry asks particular kinds of questions and reaches particular kinds of conclusions</p> <p>c) an awareness that knowledge is pursued and articulated in an historical and cultural context</p>	<p>might affect their own analyses and interpretations</p> <p>b) a developed understanding of a multidisciplinary sensibility, and an appreciation that discipline-specific enquiry produces bodies of knowledge that potentially enhance, complement, or exist in tension with one another</p> <p>c) an awareness that knowledge is pursued and articulated in an historical and cultural context, and an awareness of the contextual roots of various perspectives and methods employed in Child and Family Studies</p>
<p>6. AUTONOMY AND PROFESSIONAL CAPACITY</p>	<p>a) the exercise of good judgment, personal responsibility and accountability</p> <p>b) an ability to work effectively and collegially with others, participate in civil debate, and question beliefs and positions; behaviour consistent with academic integrity and social responsibility</p> <p>c) an ability to identify their own learning needs, including their goals for their degree and beyond</p> <p>d) an ability to be self-reflective and self-critical in a process of continuous learning and intellectual/personal development</p> <p>e) a demonstrated passion for engaged participation as active citizens and community members in advancing the welfare of children, adults, and families at the domestic and global level</p>	<p>a) the exercise of initiative, good judgment, personal responsibility and accountability</p> <p>b) a demonstrated and developed ability to work effectively and collegially with others, participate in civil debate, and question beliefs and positions; behaviour consistent with academic integrity and social responsibility</p> <p>c) an ability to identify their own learning needs, including seeking assistance to identify and address weaknesses; an ability to identify their goals for their degree and beyond, including selecting an appropriate program for further study</p> <p>d) a developed and demonstrated ability to be self-reflective and self-critical in a process of continuous learning and intellectual/personal development</p> <p>e) a demonstrated and developed passion for engaged participation as active citizens and community members in advancing the welfare of children, families, and communities at the domestic and international level</p>

PROGRAM RESOURCES

Both in terms of program organization and course offerings, CHFS at Nipissing will continue to carve out a particular niche even in relation to similar programs, since it has evolved within the context of Nipissing’s history, leveraged traditional areas of strength, – such as education and areas of social science related to human development (psychology and sociology) and social

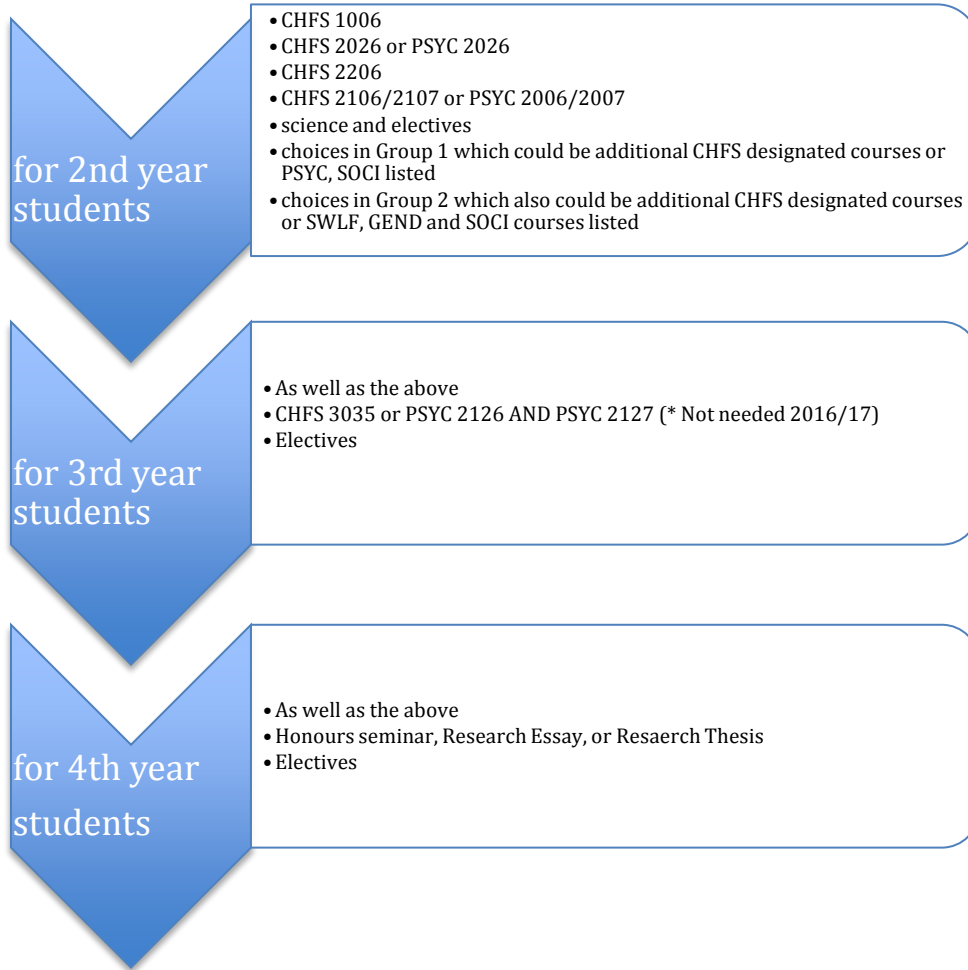
justice (social welfare and social development) – and been molded over time in relation to faculty backgrounds (research and experience).

CHFS Faculty

At present, there are three tenured or tenure-track faculty in the CHFS Program (Dr. Anne Wagner, Dr. Thomas Waldock, and Dr. Roxana Vernescu). There are also nine part-time contract faculty members and a majority of these faculty are long-serving part-time members who have made an important contribution over the years.

All of the full-time faculty members in the CHFS program are actively involved in their teaching, research, and university/community service responsibilities. Each of these faculty members combines a strong theoretical background in their respective program areas with corresponding practical/applied experience and research. Part-time faculty members together comprise a talented group of individuals with significant credentials. They are crucial to the delivery of the program, – many are long-serving members – and continue to make an important contribution in a variety of ways, not the least of which relates to the depth and diversity of their backgrounds in practical/applied areas related to the program.

Courses needed when program transfers to North Bay



Budget

The budget for CHFS is normally subsumed under the Muskoka Campus budget. See below:



MUSKOKA BUDGET – 2016

Fiscal Year 2016

GL Account	U/P	GL Description	Budgeted	Requisitioned	Encumbered	Actual	Funds Available
10-1600-42010		Bookstore Income : Muskoka	0.00	0.00	0.00	2,860.70-	2,860.70
10-1600-42146		ATM Revenue : Muskoka	0.00	0.00	0.00	55.08-	55.08
10-1600-42195		Misc. Income : Muskoka	0.00	0.00	0.00	300.00-	300.00
10-1600-61010		Faculty Salaries-Fulltime : Muskoka	547,270.00	0.00	0.00	345,500.05	201,769.95
10-1600-61020		Faculty Overload : Muskoka	0.00	0.00	0.00	1,766.00	1,766.00-
10-1600-61030		Faculty Salaries – Admin : Muskoka	0.00	0.00	0.00	10,000.00	10,000.00-
10-1600-61110		Faculty Salaries-Parttime : Muskoka	159,000.00	0.00	0.00	97,117.10	61,882.90
10-1600-61120		Honorariums : Muskoka	750.00	0.00	0.00	200.00	550.00
10-1600-63010		Admin Salaries-Fulltime : Muskoka	73,517.00	0.00	0.00	62,206.76	11,310.24
10-1600-65010		Support Staff Wages-Fulltime : Muskoka	86,960.00	0.00	0.00	73,581.20	13,378.80
10-1600-67010		Contract Wages : Muskoka	0.00	0.00	0.00	157.96	157.96-
10-1600-69010		Student Wages/Marking Asst : Muskoka	600.00	0.00	0.00	327.60	272.40
10-1600-69030		NU Work Wages : Muskoka	1,100.00	0.00	0.00	70.20	1,029.80
10-1600-69600		Fringe Benefits : Muskoka	154,283.00	0.00	0.00	66,367.72	87,915.28
10-1600-69700		Pension – Standard Life : Muskoka	0.00	0.00	0.00	34,959.14	34,959.14-
10-1600-71020		Travel – Administrative : Muskoka	2,500.00	0.00	0.00	1,096.45	1,403.55
10-1600-71110		Travel-Parttime : Muskoka	5,000.00	0.00	0.00	3,396.70	1,603.30
10-1600-74110		Postage : Muskoka	1,000.00	0.00	0.00	425.83	574.17
10-1600-74120		Photocopying : Muskoka	4,000.00	0.00	0.00	6,191.42	2,191.42-
10-1600-74130		Office Supplies : Muskoka	2,000.00	0.00	0.00	604.89	1,395.11
10-1600-74670		Service Contracts : Muskoka	300.00	0.00	0.00	46.53	253.47
10-1600-78580		Receptions : Muskoka	0.00	0.00	0.00	432.18	432.18-
10-1600-79078		Telephone : Muskoka	1,000.00	0.00	0.00	575.38	424.62
10-1600-79084		Bookstore : Muskoka	0.00	0.00	0.00	2,888.09	2,888.09-
10-1600-79130		Supplies : Muskoka	2,000.00	0.00	0.00	0.00	2,000.00
10-1600-86010		Art : Muskoka	250.00	0.00	0.00	0.00	250.00
10-1600-86110		Dept Head Allowance : Muskoka	10,600.00	0.00	0.00	8,833.40	1,766.60
10-1600-86155		Child & Family Studies : Muskoka	300.00	0.00	0.00	100.00	200.00
10-1600-91031		Provision – PD / PER / Int Res : Muskoka	11,550.00	0.00	0.00	11,550.00	0.00
		Costcentre Total	1,063,980.00	0.00	0.00	725,178.82	338,801.18

CHFS BUDGET (estimate) - 2016

Budget Code	Budget Description	Allocated Budget
1600-69010	Student Wages	\$ 600.00
1600-71010	Travel Full-time	\$ 7,000.00
1600-71110	Travel Part-time	\$ 8,000.00
1600-74110	Postage	\$ 100.00
1600-74130	Office Supplies	\$ 400.00
1600-74120	Photocopying	\$ 1000.00
1600-74140	Meeting Expense	\$ 100.00
1600-86155	Program development	\$ 300.00
	TOTAL	\$ 15,900.00

To date, the budget for CHFS relates to the campus budget as a whole, and the figures above were gleaned from the campus budget. The line 'program development' was added last year and is specific to CHFS, but overall there is no formal CHFS departmental budget. Having said that, administration both at the campus and in North Bay has always liaised with the Chair/Coordinator of the program regarding budget requirements, and the figures above do represent the budget figures for the program and associated costs.

For the sake of transparency and predictability, it is recommended that the program will have a separate departmental budget for CHFS in the future, whether this relates to the Applied and Professional School's (APS) budget overall, or a separate program budget.

Certification from Dean

The Dean of the Faculty of Applied and Professional Studies supports the relocation of the Child and Family Studies Program to the North Bay campus. A letter of support from Dean Rick Vanderlee is included with this proposal.

March 9, 2016

Dear Planning and Priorities Committee:

RE: Stage 2 Major Modification for CHFS

Please accept this letter as an indication of my full support for the Stage 2 major modification proposal to transfer the Child & Family Studies program from the University's Muskoka campus to the main campus in North Bay.

The Child and Family Studies (CHFS) is a successful and growing program that contributes significantly to the field of child and family studies in Ontario. In the Faculty of Applied & Professional Studies, the CHFS faculty members are productive researchers; and the CHFS program is a core academic program that brings stability and consistency to the School of Human and Social Development and also to the University as a whole.

Additionally, the rationale to transfer CHFS to North Bay has many benefits for students for a more fulsome University experience and outlined in the Stage 2 proposal.

I fully support this proposal.

Sincerely,



Dr. Rick Vanderlee
Dean, Faculty of Applied and Professional Studies

Office of the Dean, Faculty of Applied and Professional Studies

100 College Drive, Box 5002, North Bay, ON P1B 8L7
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Stage 2 Proposal

Major Program Modification

Bachelor of Business Administration - Finance Stream

March 2016

Stage 2 Proposal
Major Program Modification to an Existing Program:
Bachelor of Business Administration (Finance Stream)

1. Description and Rationale for Program Changes

Rationale for the Finance Stream

The arguments for developing a stream in Finance within the existing Bachelor of Business Administration (BBA) program finance are manifold. First, finance education is considered a cornerstone of undergraduate business education. This is evidenced by the fact that finance streams are offered at nearly all Ontario university business schools (16 of 20). Only Nipissing, Algoma, Trent and the Royal Military College of Canada fail to offer finance as an area of specialization. This academic gap in our current program offerings creates an ongoing content need for our students that must be addressed.

Second, a finance stream has the potential to attract a new pool of students who may have previously disregarded Nipissing as a choice for their business education based solely on the fact that finance was not offered as an area of specialization. Finance is an appealing area of study for students as it provides the basis for defined pathways to over 65 different professional designations or certifications post-graduation such as Certified Financial Planner (CFP), Certified Business Valuator (CBV), Chartered Investment Manager (CIM), Mutual Funds License (IFIC), among many, many others. Students graduating from the proposed Finance Stream will be well positioned to enter a variety of related fields including, financial planning, commercial banking, insurance brokerage and financial product sales.

Similarly, the School of Business has seen much previous success in its accounting stream substantially due to the fact that there is an external credential that can be pursued upon graduation. Historically, approximately 47% of Nipissing BBA students who have selected a stream are in the accounting stream. It is anticipated that similar success can be realized through the addition of a Finance Stream, which would likewise offer students well-defined paths to well established careers.

Furthermore, the addition of a finance stream would complement the School of Business' recent decision to offer an expedited degree completion option for graduates of AFOA Canada's Certified Aboriginal Financial Manager Diploma.

A finance stream would go a long way towards addressing the long-term gap in finance education that has been present within Nipissing's School of Business for far too long, and should allow us to attract additional students who seem to value external designations and a degree of certainty for their career path.

About the Proposed Finance Stream

The proposed Finance Stream has been developed in a way that allows students to choose one of two focused paths depending on their interests and career goals. These paths were established based on student and employer feedback as well as instructor expertise. The first path is intended to prepare students for careers in entrepreneurial finance where graduates would find employment in commercial banking or serve as financial controllers for small to medium-sized businesses. The second path would prepare students to work in financial product sales roles at banks, credit unions, brokerages and insurance agencies.

For both paths, employees in these fields have been long-standing needs in our municipality and throughout the region. Banks and insurance companies in particular have been significant employers of our past BBA graduates even without the specific financial knowledge and skills this stream proposes to provide to its graduates. This is a particularly important indicator of the Finance Stream's potential for success, when you consider that these employers have hired our past graduates even though they know these new employees will require extensive training to acquire the types of certifications our Finance Stream will have at least partially completed. In short, our stream graduates will be less expensive for them to recruit and train and they will be well positioned to meaningfully contribute to their organizations in a shorter time frame. We expect increased levels of hiring will result.

Stream Structure

In addition to the six credits of finance required in the BBA core (FINC 3116 and FINC 3117), students must complete 18 credits during their second, third and fourth years of study including Item 1; Item 2a OR 2b; AND Item 3 (described below).

Item 1 – 3 credits from:

FINC 2406 Principles of Finance with Excel

Item 2a - 9 credits from:

ACCT 2147 Managerial Accounting and Control II

ADMN 3306 Small Business Administration

ADMN 4917 Entrepreneurial Finance

OR

Item 2b – 9 credits from:

MKTG 2417 Communications: Selling and Sales Management

MKTG 3316 Investments

FINC 4706 Financial Portfolio and Wealth Management

And, **Item 3** – 6 credits from the following elective courses:

ECON 2017 Money, Banking and Canadian Financial System

ACCT 2106 Intermediate Financial Accounting

FINC 2116	Management of Financial Institutions
ACCT 2147	Managerial Accounting and Control II
MKTG 2417	Communications: Selling and Sales Management
ECON 3127	International Financial Management
ORGS 3146	Compensation and Rewards
MATH 3286	Mathematics of Finance
ADMN 3306	Small Business Administration
FINC 3316	Investments
FINC 3907	Insurance and Risk Management
FINC 4116	Fundamentals of Financial Derivatives
FINC 4917	Entrepreneurial Finance
FINC 4706	Financial Portfolio and Wealth Management
ADMN 4336	Directed Studies (iLEAD)

Timeline

The School of Business plans to welcome its first students to the BBA Finance Stream beginning in September 2017. This will allow sufficient time for the development of the new second year, Principles of Finance with Excel course that is required for the stream. Recruitment for the first cohort will be among 2016/2017 first year BBA students, so that first graduations for the program will occur in the 2019/2020 academic year.

It is hoped that our proposal will acquire the necessary approvals through Senate before June 2016, so that we can add Finance as a stream to our BBA offerings on the Ontario Universities' Application Centre forms to aid our recruiting of the 2017/2018 BBA entering class.

Admission Requirements

Admission to the BBA Finance Stream would be granted based on the same practices currently in place for all other BBA streams.

Finance Certificates

Students who satisfy the requirements for the Finance Stream will also qualify for one of two 15-credit certificates: the Entrepreneurial Finance Certificate or the Financial Product Sales Professional Certificate. While students studying outside the business discipline may obtain these certificates, only students enrolled in the BBA program of study may pursue the Finance Stream.

2. Resource Implications

In order to mount this new stream, minimal additional resources would be required. One new three-credit course (FINC 2406 Principles of Finance with Excel) would need to be developed and two other courses taught by part-time faculty would need to be offered more frequently. Existing full and part-time faculty could teach all courses within the stream.

The budget for the Finance Stream would be subsumed under the School of Business' budget. Upon the appointment of a new Director within the School of a business it is

likely that a review of all BBA streams will take place to determine other potential areas for future growth/efficiencies in stream offerings.

It is anticipated that the Finance Stream would attract approximately 15 students in the first year and would grow as word of mouth spreads among prospective students and the existing student body. Our estimate has been based on several factors:

- 1) The relative success of the accounting stream - We have assumed a smaller opening class but we fully expect that in time we will begin to approach the size of our accounting stream.
- 2) Several pieces of evidence of interest - This includes an in-class survey conducted by Dr. Anton Miglo, in his third year financial management class that revealed an interest among students for a more formalized finance program as well as interest in the specific topic areas of entrepreneurial finance and wealth/portfolio management. Highlights of this survey can be found in Appendix A. Additionally, the School of Business recently received a petition from students involved in a not-for-credit extracurricular investment club in which they expressed interest in additional finance course offerings from the School of Business (see Appendix B).

3. Alignment with Nipissing University's Vision, Mission and Strategy

The introduction of a Finance Stream supports the University's vision and mission in a number of ways. As with the other BBA streams, the BBA Finance Stream will provide students with an exceptional, personalized learning experience with an emphasis on high academic standards. It will also help students realize their full potential by providing a degree pathway that will enable them more readily achieve their personal and career goals.

Strategically, the BBA Finance Stream aligns with each of the university's three strategic pillars: Student Experience, Academic and Research Excellence, and Community Engagement. First and foremost, the Finance Stream will provide students with the same individualized student experience and academic rigour to which Nipissing students have become accustomed. It also has the potential to generate new and enhanced student and faculty research in the finance area that has been previously untapped. Furthermore, the Finance Stream, will support the University's aim to meaningfully contribute to the community by producing graduates with specialized skills and knowledge that are in demand in the marketplace.

4. Evidence of Consultation with Academic Units

Although the School of Business will offer the vast majority of courses for the Finance Stream, there is an elective course that students may choose to take from the mathematics department entitled MATH 3286 Mathematics of Finance. Consequently, the School of Business reached out to the mathematics department to confirm their support of including MATH 3286 as an elective within the Stream. Evidence of this consultation can be found in Appendix C.

Two economics courses are also offered as electives for the Stream including ECON 2017 Money, Banking and Canadian Financial System and ECON 3127 International Financial Management. Chris Sarlo, Program Coordinator for Economics, was consulted

and noted that the department welcomes the opportunity for these courses to be included as electives as it has the potential to bolster enrollment in these courses. The Economics Department will keep the School of Business informed regarding its cycling schedule for these particular courses.

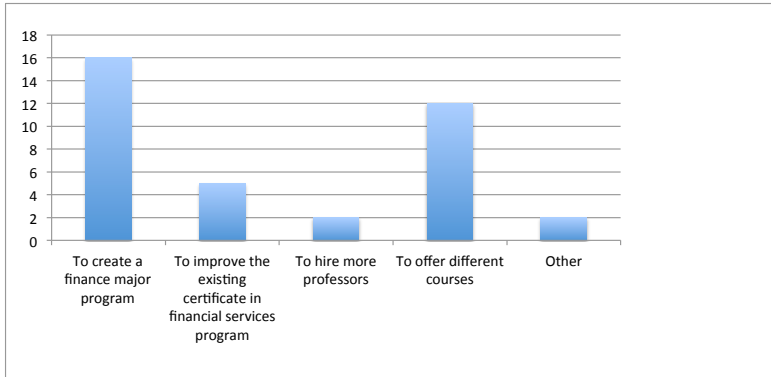
5. Certification from Dean

The Dean of the Faculty of Applied and Professional Studies supports the addition of the Finance Stream as proposed by the School of Business. A letter of support from Dean Rick Vanderlee is included in Appendix D.

Appendix A - In-Class Survey Results Highlights

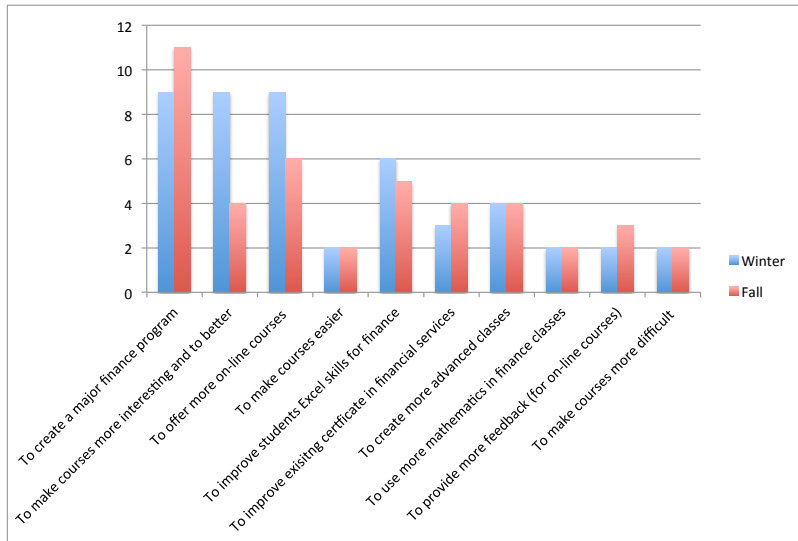
Fall 2014 Class:

Question: What can NU do to enhance your interest in finance?

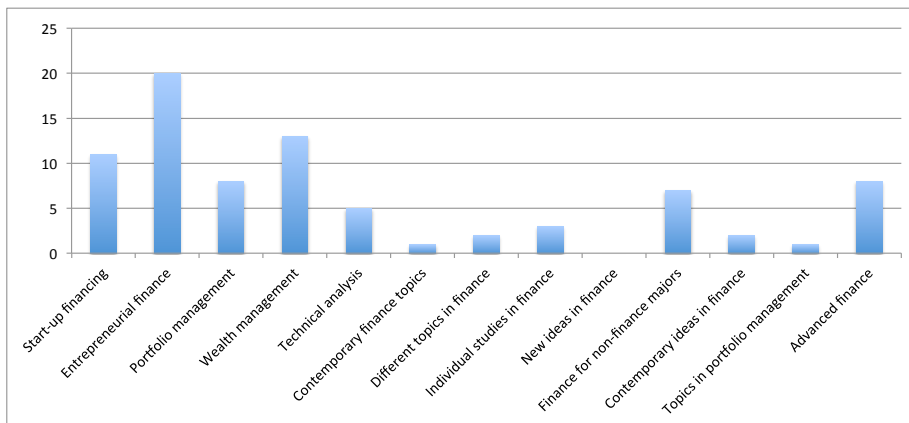


Winter and Fall 2015:

Question: What can NU do to enhance your interest in finance?



Question: The School of Business plans to create a new course in finance for 3-4 year students. If you had time and interest what would be your preferred course name (choose two)?



Dr. Glenn Brophy:

Objective: Student petition to convert Pierre Fournier's seminar on Investment as an official Directed Study or credited course.

As you already know, one mission of the Investment Club since 2010 has been to "complement" the School of Business/finance courses. For the second semester (Winter 2015 & 2016) the course Investment ADMN 3316 has been cancelled due to lack of student enrollment. On the other hand, more students have registered for Prof. Fournier's lecture/seminar on Investment (Investment Club) instead of the course ADMN 3316.

Prof. Fournier's seminar/lecture (Investment Club) is designed for students who want to build and manage a successful portfolio. Lectures demonstrate how to construct a balanced portfolio, adjust it for risk, and trade position as needed to maintain returns while minimizing your risk. There is also focus on how to protect and grow your investment by allocating your asset mix to the right places at the right time while generating a stable income from your portfolio.

Find below a few examples of topics covered by his seminar/lectures:

- Understand your risk tolerance
- Interpreting markets and all assets classes using fundamental analysis techniques
- Understand how different asset classes (stocks, bonds...) are interconnected and effect one another in your portfolio
- Building risk adjusted income driving portfolios
- Evaluate the global macro environment, economic cycle, earnings, and news to determine which asset classes and sectors are in or out of favor
- Building a portfolio based on your time horizon, risk tolerance, desired returns and market conditions
- Evaluate the performance of your portfolio

Rebecca Fishby
[Signature]

[Signature]
Charles Mercier

Francesca Sinicrop
[Signature]

Monica Bion
Monica Mione

Vanessa Rosta
Vanessa Rosta
Brandon Edmunds

[Signature]

Tim Hehn
Sabrina Morrison

Ariel
Ariel Bird
Calvin Green

Melissa Hoff
Melissa Hoff

Wes Kopp
Wes Kopp

Alex Wheeler
Alex Wheeler

Carly Torcotte
[Signature]

Don Frauley
Don Frauley

Regards,

[Signature]
Samuel White

[Signature]
Nick Johnston

[Signature]
Julie Latoria

[Signature]
Markus Hawco

[Signature]
Anna Phan

Jeremy Elomaa
Jeremy Elomaa

Lawen Leon
Lauten Keatin

[Signature]
Katie Barber

Rachael Haine
Rachael Haine

Blair Elliott

[Signature]

Brad Hicks

Brad Hicks
Grant Frey

Matt Cucullo
[Signature]



John Nadeau <johnn@nipissingu.ca>

Inclusion of MATH 3286 as an elective in the proposed Finance Stream of the BBA

Alexandre Karassev <alexandk@nipissingu.ca>
To: John Nadeau <johnn@nipissingu.ca>

Tue, May 26, 2015 at 9:55 AM

Dear John,

sure, that would be great. I did not formally bring this question to the departmental meeting, but I'm sure there will be no objections.

Sincerely,
Alex

On Tue, May 26, 2015 at 9:47 AM, John Nadeau <johnn@nipissingu.ca> wrote:

> Alexandre:

>

> I hope you are enjoying Spring.

>

> While I think we have talked about the inclusion of MATH 3286 (Mathematics of Finance) as an elective in the proposed Finance Stream of the BBA, I wanted to make sure that your department was okay with this. I can see this as potentially putting some students into your classrooms for that course.

>

> Please confirm or let me know if you have any questions.

>

> Regards,

> John

>

>

> John Nadeau, Ph.D.

> Director and Associate Professor

> School of Business

> Nipissing University

> 100 College Drive

> North Bay, Ontario, P1B 8L7

> tel:(705)474-3450 ext.4270

March 10, 2016

Dear Planning and Priorities Committee:

Please accept this letter as an indication of my support of the School of Business' proposal to develop a new stream in Finance as part of the existing Bachelor of Business Administration (BBA) program.

The addition of a finance stream will help address a current gap in our undergraduate business education and provides an opportunity for us to recruit a new pool of students interested in the financial field. Additionally, this stream will equip students to pursue a wide variety of external designations upon graduation thereby providing them with a clearly defined career path; something many students desire.

Additionally, the resources required to mount this stream, the development of one course, are minimal relative to the benefits that could be realized by offering it.

For these reasons, I support this proposal without reservation.

Sincerely,



Dr. Rick Vanderlee
Dean, Faculty of Applied and Professional Studies

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ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

**REPORT ON THE
QUALITY ASSURANCE AUDIT OF
NIPISSING UNIVERSITY**

FEBRUARY 2016

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INTRODUCTION

Nipissing University, located in North Bay, received its charter as an independent University in 1992 following a period from 1967 when it was affiliated with Laurentian University and known as Nipissing University College. The earliest roots of today's university were established with the North Bay Normal School. The University has a focus primarily on undergraduate education including programs in arts, science, professional programs including for example, teacher education, social work, business and nursing. Graduate programs are offered in Education (including Master's and a PhD program) and in History, Environmental Sciences/Studies and Mathematics.

Nipissing University offers programs through three faculties: Arts and Science; Education; and Applied and Professional Studies. Some of its programs are also available at off-site locations in Muskoka and Brantford. Total student enrolment as reported in fall 2103 was just over 4000 students, with 3387 in undergraduate programs, 81 in Master's level programs and 20 in the PhD program in Education.

Nipissing University is one of three universities to be audited in the third year of this first cycle of quality assurance audits under the Quality Assurance Framework (QAF). The University was audited under the Undergraduate Program Review Audit Committee (UPRAC) in 1999; with its second UPRAC audit taking place in 2006. The timetable for audits under the QAF was based on the timetable in place for UPRAC.

The auditors recognize and very much appreciated the enormous institutional commitment of time and human resources to ensure the preparation of all the documents required for the audit and also the willingness of those involved in the audit process in providing the audit team with additional information during the course of the audit. The audit team was impressed by the willingness of the Senior Administrative Team to discuss both the opportunities and the challenges of moving to the new Institutional Quality Assurance Process (IQAP). We would particularly like to thank Anne Bolger and Jamie Graham for their kindness and attention to details that made our site visit both pleasant and effective.

AUDIT PROCESS

The QAF specifies that each university in Ontario will be audited once every eight years with the objective of determining whether or not the institution, since the last audit, has complied with the provisions of its Institutional Quality Assurance Process (IQAP) for Cyclical Program Reviews as ratified by the Ontario Universities Council on Quality Assurance (Quality Council).

The Quality Council establishes a panel of auditors in collaboration with the Ontario Council of Academic Vice-Presidents (OCAV) (QAF 5.1).

A. Assignment of no fewer than three auditors

The first step in the audit process is the assignment of no fewer than three auditors, by the Executive Director of the Quality Council, to conduct the institutional audit (QAF 5.2.1). The auditors selected are at arm's-length from the institution that is undergoing the audit. They are accompanied on the audit visit by member(s) of the Quality Assurance Secretariat. The following comprised the audit team for the Nipissing University audit (see brief biographical information in [Appendix A](#)).

- Dr. Caroline Andrew
- Dr. Paul Axelrod
- Dr. Anne-Marie Mawhiney
- Dr. Donna Woolcott, Quality Council Secretariat support
- Ms. Hillary Barron, Quality Council Secretariat support

B. Auditors' independent selection of programs for audit

The next step in the audit process (QAF 5.2.2) involves the auditors independently selecting programs for audit, typically four undergraduate and four graduate cyclical program reviews. At least one of the undergraduate programs and one of the graduate programs will be a New Program or Major Modifications to an Existing Program approved within the period since the previous audit.

The Executive Director of the Quality Council authorizes the proposed selection, assuring, for example, a reasonable program mix. Specific programs may be added to the sample when an immediately previous audit has documented causes for concern, and when so directed in accordance with QAF 5.2.5 b. When the institution itself so requests, specific programs may also be audited. The auditors may consider, in addition to the required documentation, any other elements and related documentation stipulated by the institution in its IQAP.

The auditors selected the following Nipissing University programs for audit:

Cyclical Program Reviews:

- Social Welfare and Social Development: BA
- Native Studies: BA
- History: BA; MA

New Programs:

- Social Work: BSW

- Kinesiology: MSc

Major Modifications:

- Teacher Education: BEd
- Master of Education: MEd
- Geography and Environmental Geography¹: BA; BSc

C. Desk audit of institutional practices

Step 3 involves a desk audit of the institutional quality assurance practices (QAF 5.2.3). Using the institution's records of the sampled cyclical program reviews and associated documents, this audit tests whether the institution's practice conforms to its own IQAP, as ratified by the Quality Council.² It is essential that the auditors have access to all relevant documents and information to ensure a clear understanding of the institution's practices. The desk audit serves to raise specific issues and questions to be pursued during the on-site visit and to facilitate the conduct of an effective and efficient on-site visit. The documentation to be submitted for the programs selected for audit includes all documents and other information associated with each step of the institution's IQAP, as ratified by the Quality Council and the record of any revisions of the institution's IQAP, as ratified by the Quality Council. Institutions may provide any additional documents at their discretion.

During the desk audit, the auditors will also determine whether or not the institution's web-based publication of the executive summaries of the Final Assessment Reports, and subsequent reports on the implementation of the review recommendations for the programs included in the current audit, meet the requirements of QAF 4.2.6. The auditors undertake to preserve the confidentiality required for all documentation and communications and meet all applicable requirements of the *Freedom of Information and Protection of Privacy Act (FIPPA)*. A list of the documents reviewed by the audit team is included in Appendix B.

¹ The auditors selected this major modification for audit but have not included an analysis in the Audit Report because the program changes were undertaken prior to IQAP ratification.

² Changes to the institution's process and practices within the eight-year cycle are to be expected. The test of the conformity of practice with process will always be made against the ratified Institutional Quality Assurance Process that applies at the time the review is conducted.

D. On-site visit at institution

The auditors conducted an on-site visit at Nipissing University in North Bay from March 25 to 27, 2015. The site visit schedule is included in Appendix C. The purpose of the on-site visit is for the university to answer the auditors' questions and to address information gaps that may have arisen during the desk audit. The visit allows the auditors to get "a sufficiently complete and accurate understanding of the institution's application of its IQAP so that they can meet their audit responsibilities" (QAF 5.2.4).

E. Preparation of audit report

The audit report is produced following the site visit. As per QAF 5.2.5, the audit report provides a status report on the programs selected for audit. The status report will note the degree of compliance with the institution's IQAP as well as any notably effective policies or practices revealed in the course of the audit. Where appropriate, the report will make suggestions and recommendations and identify any causes for concern, as defined in QAF 5.2.5:

- **Suggestions** will be forward-looking, and are made by auditors when they identify opportunities for the institution to strengthen its quality assurance practices. Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good and, even on occasion, best practices. Institutions are under no obligation to implement or otherwise respond to the auditors' suggestions, though they are encouraged to do so.
- **Recommendations** are recorded in the auditors' report when they have identified failures to comply with the IQAP and/or there is misalignment between the IQAP and the Quality Assurance Framework. The institution must address these recommendations.
- **Causes for concern** are potential structural weaknesses in quality assurance practices that auditors may identify (for example, when, in two or more instances, the auditors identify inadequate follow-up monitoring; a failure to make the relevant implementation reports to the appropriate statutory authorities; or the absence of the Manual).

The auditors prepare a draft report and a summary of the principal findings suitable for publication. The Quality Council Secretariat forwards a copy of both to the institution for comment. This consultation is intended to ensure that the report and associated summary do not contain errors or omissions of fact. The institution submits a response to the draft report and associated summary within 60 days. The auditors may use this response to revise their report and/or associated summary before submitting them to the Executive Director of the Quality Council who presents them to the Audit Committee. The Audit Committee reviews the report and associated summary and recommends approval to the Quality Council (QAF 5.2.6).

The approved report and associated summary are forwarded by the Quality Council Secretariat to the institution, and to the Ontario Council of Academic Vice-Presidents (OCAV), the Council of Ontario Universities (COU) and the Ministry of Training, Colleges and Universities (MTCU) for information (QAF 5.2.7). The approved summary of the overall findings, together with a record of the recommendations, are posted on the website of the Quality Council. These are also forwarded to the institution for them to post on their website (QAF 5.2.8).

Within a year of the publication of the final audit report, the institution will inform the auditors, through the Secretariat, of the steps it has taken to address the recommendations. The auditors will draft a response commenting on the scope and adequacy of the institution's response, together with a draft summary of their commentary, suitable for publication. The auditors' response and summary are then submitted to the Audit Committee, which considers them and makes a recommendation to the Quality Council regarding the acceptability of the institutional one-year follow-up response (QAF 5.2.9). The auditors' summary of the scope and adequacy of the institution's response is posted on the Quality Council website and a copy is sent to the institution for publication on its website; copies are also sent to OCAV, COU and MTCU for information (QAF 5.2.10).

STATUS REPORT ON PROGRAMS AUDITED

This section of the report provides details of the audit results for each of the sampled programs audited. In each case, the report identifies any gaps in compliance with Nipissing University's Institutional Quality Assurance Process (NU-IQAP) as well as examples of notably effective policies and practices. The report on each review contains suggestions and recommendations, as appropriate. Nipissing University's IQAP came into effect when it was ratified by the Quality Council in June 2011. Following some changes by the University, the IQAP was re-ratified in June 2013. The Provost and Vice-President, Academic and Research (hereafter cited as VPAR) is the administrative authority responsible for the University's quality assurance policy and procedures for new and existing programs and is Nipissing University's authoritative contact for the Quality Council.

CYCLICAL PROGRAM REVIEWS

1. Social Welfare and Social Development: BA

Introduction:

Social Welfare and Social Development, known simply as “Social Welfare” until 2008, was created as a 3-year degree in 1986. A 4-year double major was added in 2008, and in 2012-13, a 4-year Honours Specialization was added (a “Single Major,” under former nomenclature). An enormous amount of program planning and development has occurred since 2012, and has been done in a way that complements the proposed creation of a Bachelor of Social Work program.

Initial Notification:

NU-IQAP v1 was in effect at the time of this cyclical program review. Page 7 states that, “The Office of the VPAR will notify the academic units responsible for review one year in advance of the commencement of the review. This follows consultation by the VPAR with the Deans and the Senate Committee on Policy and Planning (hereafter referred to as PPC).” According to the program coordinator, notice of the review was provided by the Dean. This was confirmed in an email dated January 26, 2012.

Self-Study:

NU-IQAP v1, p. 9 stipulates that, “The Dean of the relevant Faculty will review and approve the self-study to ensure that it meets the above (criteria).” Documentation received by the auditors includes approval by PPC of the self-study on November 23, 2012. PPC resolved at that meeting to send the report to external reviewers. According to the program coordinator, the Dean did approve the self-study, although there is no specific documentation indicating this. It is recommended that this process be recorded in written documents.

SUGGESTION 1: Nipissing University should consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.

Apart from the review and approval of the self-study by the PPC, there is no additional written documentation indicating that the Dean provided feedback to the Unit, although the program coordinator told the auditors that the report would have gone to the Dean for approval before being sent to PPC. It is suggested that this process be formally documented.

Similarly, the auditors did not receive documentation that the self-study was sent to or approved by the VPAR as is stipulated on page 7 of the NU-IQAP v1, although oral testimony indicates that it was. It is recommended that this process be recorded in written documents.

See SUGGESTION 1

The self-study is a very long and detailed document. It includes a comprehensive account of the history of the program. It was written by the program coordinator, with input from the other program faculty, and took some five months to complete. The self-study contained extensive reference to student input including results of surveys of current students and alumni, two focus group sessions with current students, and student evaluation feedback on courses. The external reviewers did meet with students at their site visit. The program is to be commended for its extensive efforts to incorporate student feedback into its program review.

The auditors heard contradictory responses to the question of whether there is a template for a self-study available to programs that are undertaking cyclical program reviews. The NU-IQAP v1, p. 8-9 contains a comprehensive set of instructions to programs on the information to be provided in the self-study.

SUGGESTION 2: Nipissing University should consider developing a template for self-studies for cyclical program reviews.

External Evaluation (Peer Review):

Selection of the Review Team

NU-IQAP v1, p. 10 describes the process whereby the external review committee is selected. Typically the review committee consists of four members, two external to the university and two members of the university but external to the program under review. The PPC will identify a ranked list of the most appropriate external reviewers and internal members after it reviews the self-study for the program, including a list of the proposed external reviewers. The auditors saw e-mail correspondence from the program to the Dean and then to the VPAR with four names (ranked by the program) for the two internal members and six names for the two external members. The cover memo from the program indicated that their top ranked person as an external nominee was a reviewer at the time of the last program review. The auditors note that it would not represent best practice to appoint a reviewer who had completed the previous review. In this case the university did not appoint that nominee.

It is not clear who made the selection of the reviewers but in their meeting with PPC at the site visit, the auditors were told that the VPAR ranks reviewers to be selected for Review Committees and that PPC does not play a role. It appears that there is a discrepancy between practice and the NU-IQAP on this step.

RECOMMENDATION 1: Nipissing University must comply with its IQAP to follow the processes for appointment of internal and external reviewers for cyclical program reviews or change the IQAP.

The auditors noted that the number of internal review members is larger than observed at some other universities and exceeds the requirements of the QAF which specifies at least one internal member. This might be a consideration if the university is finding it difficult to locate internal review members for each program review.

NU-IQAP stipulates that the Office of the VPAR will contact proposed external reviewers directly, confirm those willing to serve, and oversee the arrangements for a campus site visit. The auditors confirmed that these processes were adhered to and that the VPAR spoke to each of the reviewers in advance of the site visit to the campus. This presented an opportunity to provide clear instructions to the external reviewers on their roles and to respond to any questions. The auditors commend the VPAR for this exemplary practice.

Review Committee Instructions

The Office of the VPAR provided to each member of the Review Committee a copy of standard instructions with respect to the review and the preparation of the committee's report, which will direct the reviewers, for each program under review. As stated above the VPAR also spoke by telephone with the reviewers in advance of the site visit.

Review Materials

In compliance with NU-IQAP v1, p. 11, the Dean of the Faculty, in cooperation with the Chair/Director of the unit ensured that the external reviewers received all required information and documents. The Office of the VPAR included in e-mail correspondence dated November 28 and 29, 2012 with the reviewers a list of documents they would receive for review. The Reviewers' Report documents the information that was received for review.

Site Visit

The Office of the VPAR finalized the site visit schedule in consultation with the academic unit as described in NU-IQAP v1, p. 12. The site visit took place February 7-8, 2013.

Reviewers' Report

According to NU-IQAP v1, p. 13, the findings and recommendations of the review team should be presented in the form of a brief, concisely written report (with an executive summary) that will be received by the Vice-President, Academic and Research³ on behalf of PPC. A report (some 8 pages) was submitted by the external review committee on March 1, 2013, meeting the timeframe of 4 weeks following the site visit as specified in the NU-IQAP. The report did not include an executive summary. The Reviewers received a template for their report which was based on the evaluation criteria in the NU-IQAP. This is an example of best practice.

Program's Response to External Review Committee's Report:

The Department completed its response to the reviewers' report on April 20, 2013; the Dean completed his response on April 22, 2013. Both reports were submitted to the PPC and discussed at its September 20, 2013 meeting (NU-IQAP v1, p. 13).

Internal Response to External Review Committee's Report:

The University indicated that at this stage in the review process, NU-IQAP v2 came into effect. Page 15 of the IQAP indicates that following a full review of all reports, including the self-study, the VPAR (or his/her designate) shall prepare for PPC a report (excluding all personal information) that summarizes the findings and conclusions of the undergraduate and graduate quality review for the programs of the unit. There was no separate report from the VPAR to PPC as required by the IQAP, although the VPAR appeared to have had input into the Final Assessment Report through his participation on the PPC.

Final Assessment Report (FAR), including Executive Summary and Implementation Plan:

A Final Assessment Report was approved by the PPC on November 22, 2013. However, there is no documentation in the file indicating Senate approval of the Final Assessment Report (NU-IQAP v2, p. 16).

SUGGESTION 3: Nipissing University should clarify the role of the Provost and Vice-President, Academic and Research in the preparation of Final Assessment Reports to the PPC, and ensure that written documentation of Senate approval is included in the files.

Approval, Posting and Distribution of FAR and Implementation Plan:

³ This position title has been changed to Provost and Vice-President, Academic and Research

Although the NU-IQAP identifies that it is the role of the Office of VPAR to ensure the distribution of the Final Assessment Report (excluding all confidential information) and the associated Implementation Plan for the Unit, Senate and the Quality Council, it is not clear from the written documentation if this was done.

It is recommended that the completion of this process be documented in writing. Furthermore, the Institutional Executive Summary of the outcomes of this review and the associated Implementation Plan have not yet been posted on the website (NU-IQAP v2, p. 15). Nor has the Final Assessment Report and Implementation Plan been submitted to the Quality Council as is required in NU-IQAP v2, p. 15.

RECOMMENDATION 2: Nipissing University must prepare and post on its website the Institutional Executive Summary and Associated Implementation Plan for each cyclical program review. This is a Cause for Concern.

RECOMMENDATION 3: Nipissing University must prepare and send the Final Assessment Report and Implementation Plan for each cyclical program review to Senate and to the Ontario Universities Council on Quality Assurance. This is a Cause for Concern.

Provisions for Tracking of Implementation Plan:

NU-IQAP v2, p. 16 identifies that it is the Dean's office that will provide for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, or the scheduled monitoring reports. Although the Final Assessment Report indicates which recommendations will be implemented and which will not, there is no indication of a follow-up monitoring process.

RECOMMENDATION 4: Nipissing University must comply with its IQAP and implement the follow-up monitoring process identified in the IQAP for each program review. This is a Cause for Concern.

2. Native Studies: BA

Introduction:

According to the Nipissing University website, the BA (Native Studies) uses "a traditional, holistic framework for knowledge, insight and a guide to living life." The program provides an Aboriginal worldview through a number of specialized courses that are intended to provide students with a comprehensive understanding of the history and issues related to Aboriginal peoples from the perspective of Aboriginal worldviews. The University offers a major in Native Studies, comprising 36 credits, including three required courses: Introduction to Native Studies, Native Philosophy, and Native

Spirituality and Religions, and 18 upper year Native courses, some which may be from cross listed courses offered by other departments. The University also offers a minor in Native Studies, comprising 18 courses in Native Studies; cross listed courses are not approved as part of this minor.

Initial Notification:

Nipissing University has established mechanisms (NU-IQAP v2, p. 7) that ensure that proper notification to programs is made from the Office of the VPAR to initiate the cyclical program review. In the meeting with auditors, the department chair confirmed that notification had occurred as described in the IQAP. Documentation shows that the cyclical review was triggered by the Office of the VPAR on January 23, 2103, with a follow up written reminder on April 9, 2013.

Self-Study:

The auditors confirmed in their meeting with the Dean that she did review and approve the self-study. The documentation shows there was a meeting with the VPAR on August 15, 2013. A draft self-study went to the PPC and the minutes of the PPC meeting record that the department chair stated that the self-study was incomplete and would be ready January 2014. (NU-IQAP v2, p. 10)

See SUGGESTION 1

The auditors noted that the self-study was a very lengthy document (over 300 pages) consisting of several sections including text prepared by the program coordinator, photocopied sections of the university calendar, and other documents such as course outlines, and data on enrolments, alumni, etc. Creating a concise yet comprehensive self-study might be easier if a template was provided by the University for the self-studies for cyclical program reviews. The faculty member responsible for the self-study in this case indicated that it would have been helpful to have a template.

See SUGGESTION 2

External Evaluation (Peer Review):

Selection of the Review Team

The program coordinator confirmed that he provided a ranked list of external reviewers and internal members who could review the Native Studies program. Included in the list for external reviewers was someone who reviewed the program at the time of the previous cyclical review in 2008. On the list of the possible internal reviewers was someone described as “a regular collaborator and influential colleague for Native Studies faculty since his earliest arrival”. The auditors observe that the use of a previous reviewer and the close relationship of an internal reviewer are practices at

odds with the stated requirement that reviewers should be “at arm’s-length”. The documentation shows the selection of reviewers was initiated on September 12, 2013 and the selection process was completed by October 24, 2013 (NU-IQAP v2, p. 11).

RECOMMENDATION 5: Nipissing University must ensure that the external and internal reviewers appointed are at “arm’s-length” from the program to be reviewed.

Review Committee Instructions

The Office of the VPAR sent out packages to all review committee members on January 22, 2014. The VPAR confirmed that he contacted proposed external reviewers directly, selected the external and internal review members, and followed the required steps leading to the campus site visit. An external member visited via Skype. The VPAR confirmed at the auditors’ site visit that he had contacted the review committee members by telephone to provide standard instructions and orientation on requirements and expectations. Documentation supports this, showing that the VPAR spoke to external reviewers prior to the site visit on February 7, 2014 (NU-IQAP v2, p. 11).

Review Materials

The Review Committee received the self-study and related documents from the Office of the VPAR in conformity with NU-IQAP v2, p. 11, on January 22, 2014.

Site Visit

The site visit schedule was finalized and provided to the review team by the Office of the VPAR in conformity with NU-IQAP v2, p. 13. The site visit took place February 13-14, 2014.

Reviewers’ Report

The Reviewers’ Report was received by the University on June 9, 2014, several weeks beyond the four week period specified in NU-IQAP v2, p. 14. The report was written using the template provided by the University and addressed the evaluation criteria in the IQAP.

Program’s Response to External Review Committee’s Report:

The program chair confirmed with the auditors that he had seen the Review Committee’s report (NU-IQAP v2, p. 15) and prepared a response. The program response was sent to the VPAR on October 19, 2014. The IQAP indicates that the program should prepare its response in close partnership with the Dean. It is not clear to the auditors if this consultation with the Dean occurred. From the chronology

specified in the documents audited it appears that the Dean's response was prepared prior to the program response.

Internal Response to External Review Committee's Report:

The Interim Dean provided a written response to the Reviewers' Report dated, June 26, 2014. In her cover memo to the VPAR, she indicated that she had shared her response with the program coordinator.

The PPC received the Reviewers' Report and the two internal responses at a meeting on October 24, 2014. The Minutes of the meeting refer briefly to the Reviewers' Report and the Dean's response report.

Final Assessment Report (FAR), including Executive Summary and Implementation Plan:

The auditors found no evidence that there was a Final Assessment Report and Implementation Plan for this program review. The Provost and Vice-President, Academic and Research confirmed that he had not yet prepared any Final Assessment Reports and Implementation Plans for any reviews undertaken since he assumed the position in 2012.

The auditors note that there appeared to have been limited or no follow-up on the previous cyclical review of this program. It is of some concern that when there are serious issues that come to the attention of the University in the course of a review of an existing program, a plan to address these concerns should be implemented to protect the integrity of the program for students.

See RECOMMENDATIONS 3 and 4 These are Causes for Concern.

The NU-IQAP states that the Institutional Executive Summary of the outcomes of the review and the associated Implementation Plan shall be posted on the website and provided to the Senate of the University, with a copy provided to the Quality Council. This had not occurred at the timing of the auditors' site visit. (NU-IQAP, v2, p. 15)

See RECOMMENDATIONS 2 and 3 These are Causes for Concern.

Preparation and Adoption of Plans to Implement the Recommendations:

The auditors received no evidence that this step (Nu-IQAP v2, p.16) had occurred at the time of their site visit. The absence of a Final Assessment Report and implementation plan does not allow this important step to take place.

See RECOMMENDATIONS 2, 3 and 4 These are **Causes for Concern**.

Provisions for Tracking of Implementation Plan:

No implementation plans as required in NU-IQAP v2, p. 16 were in place at the time of the site visit by the auditors. The IQAP indicates that such follow-up should begin 15-18 months following PPC receipt of responses.

3. History: BA, MA

Introduction:

The History BA and MA programs are located in the Department of History and Classical Studies, one of the largest Departments in the Faculty of Arts and Science at Nipissing University. The MA program in History started in 2008 and was the first graduate program offered in the Faculty of Arts and Science. This is the first program review for the MA program since it was initiated. The last review of the 3 and 4 year BA – single and combined Major-History, 3 year single and combined Major- Classical Studies and MA – History was in 2006 before the new QAF came into effect. This combined review of the BA and MA programs was scheduled for Fall 2013 (NU-IQAP v2).

Initial Notification:

The NU-IQAP indicates that the office of the VPAR will notify the academic units responsible for programs scheduled for review one year in advance of the commencement of the review. On June 10, 2013, the Office of the VPAR notified the Department of History and Classical Studies that there would be separate IQAP program reviews for the History and Classical Studies programs (NU-IQAP v2, p. 7).

Self-Study:

NU-IQAP v2, p. 10 indicates that the Dean of the relevant Faculty will review and provide feedback to the Unit regarding the self-study to ensure that it meets the criteria in the IQAP. The auditors did not find any evidence of this step having occurred.

The NU-IQAP v 2 p. 10 also stipulates that, with or without revisions, the self-study will then be submitted to the VPAR who will also review, make changes as appropriate, and approve the self-study report. There was no written documentation of this step, but in the meeting with auditors the faculty indicated that they recall being asked by the VPAR to submit a missing chart for the self-study.

See SUGGESTION 1

The NU-IQAP v2 p. 10 indicates that if the unit does not agree with the VPAR's decision, the matter will be submitted to PPC for resolution.

The auditors learned that the PPC discussed the self-study but it was not clear whether the PPC was approving the self-study or resolving a disagreement between the Unit and the VPAR.

RECOMMENDATION 6: Nipissing University must ensure that the relevant officials (e.g. Dean; Provost and Vice-President, Academic and Research) review and provide feedback to the program on self-studies created for cyclical program reviews to ensure that the self-study contains the information required in the IQAP.

SUGGESTION 4: Nipissing University should clarify the role of the Planning and Priorities Committee in reviewing the self-study for cyclical program reviews.

External Evaluation (Peer Review):

Selection of the Review Team is described in NU-IQAP v2, p. 11. The auditors did not see evidence that the PPC identified a ranked list of the most appropriate external reviewers and internal members. From documentation available to the auditors, it is not clear who selected the reviewers. However, it is clear that the reviewers were chosen from the list proposed by the History Department, in a document dated June 25, 2013.

In the auditors' meeting with the PPC at the site visit, they were told that the VPAR ranks reviewers to be selected for Review Committees and that PPC does not play a role.

See **RECOMMENDATION 1**

The Office of the VPAR contacted the proposed external reviewers directly, confirmed those willing to serve, and oversaw the arrangements for a campus site visit. These steps were completed in conformity with the NU-IQAP v 2.

Review Committee Instructions

The Office of the VPAR provided to each member of the review Committee a copy of standard instructions with respect to the review and the preparation of the committee's report as stipulated in NU-IQAP v2, p. 11. The reviewers did receive a template for their report as well. The VPAR scheduled a teleconference with the Review Committee a few weeks prior to the site visit. As in previous cases audited, the VPAR manages this part of the review very commendably.

Review Materials

The NU-IQAP v2, p. 11 indicates that the Office of the VPAR, in cooperation with the Dean and the Chair/Director of the unit whose program(s) is (are) under review, will ensure that the external reviewers receive all required information and documents identified in the NU-IQAP, including any additional materials that the VPAR and the Dean may deem helpful to the assessment process. In this program review, there was no written evidence that the Dean or Director of the Unit was involved but the faculty interviewed by the auditors indicated that they would have sent the self-study to the Dean.

The IQAP names three levels of review of the self-study (Dean/Director; VPAR; PPC) for each program reviewed before it is sent to the Review Committee. If the University is looking for ways to streamline its processes, this step might be handled with more efficiency.

SUGGESTION 5: Nipissing University should consider clarifying in the IQAP who the final authority is to sign off on the documentation to be sent to the Reviewers for a cyclical program review.

External Review Committee Visit

The NU-IQAP v2, p. 13 states that the office of the VPAR finalizes the visit schedule in consultation with the academic units being reviewed which shall work jointly to provide a draft schedule listing the individuals to be interviewed and further details respecting availability. There was no documentation provided to the auditors that the Director played a role. The site visit for this review took place in February 2014.

Reviewers' Report

The Reviewers' Report was sent to the VPAR on March 25, 2014, within the one month timeframe specified in the NU-IQAP v2, p. 14. It appeared to the auditors to be quite comprehensive and included feedback as was required on both the BA and MA programs in History. One observation from the auditors was that there was very little reference in the Report to student outcomes for the programs being reviewed. This focus is an important feature of the new QAF.

Internal Response to External Review Committee's Report:

The NU-IQAP v2, p. 15 states that on receipt of the Reviewers' report, the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with PPC to review the report. The Dean will submit an independent response to PPC as described in NU-IQAP. Both the Program and the Dean prepared responses to the Reviewers' Reports as required in the IQAP. The Reviewers' Report and the Program's and Dean's responses to the Review were on the agenda of PPC meeting dated October 24, 2014. Minutes of that meeting include a very brief statement about the review.

The NU-IQAP also details the role of the PPC's Response (NU-IQAP v2, p. 14) but the auditors saw no evidence that this step has occurred yet.

Final Assessment Report (FAR), including Executive Summary and Implementation Plan:

At the time of this report, the approval, posting and distribution of the program's FAR and Implementation Plans as well as the provisions for tracking the Implementation Plan have not been done.

See RECOMMENDATIONS 3 and 4 These are Causes for Concern.

CYCLICAL PROGRAM REVIEW SCHEDULE

The auditors compared the list provided by Nipissing University of the undergraduate and graduate programs it offers against its cyclical program review schedule. The auditors found a few examples of programs, some of the newer ones, had not yet been included on the schedule. For example, the auditors could not find the BA program in Anthropology or the PhD program in Education on the schedule. These gaps should be remedied. Given that some programs are offered both in North Bay and at other locations (Bracebridge and Brantford), the location(s) of delivery should be identified on the review schedule.

RECOMMENDATION 7: Nipissing University must review its list of programs offered against its cyclical program review schedule to ensure the review schedule is up-to-date and that every program is scheduled for review at least once every eight years.

NEW PROGRAMS

1. Social Work: BSW

Introduction:

For a number of years, once Nipissing became a stand-alone university, faculty members at Nipissing University have proposed the development of an honours bachelor of social work degree. Prior to independence Nipissing University College, an affiliate of Laurentian University, provided the first two years and some upper year electives of Laurentian University's BSW and students completed the final two years of required courses at Laurentian University.

Stage I - Letter of Intent:

Based on the documentation presented for audit, a proposal was submitted for Stage 1 approval on December 11, 2009 which pre-dates the ratification of the NU-IQAP. The auditors are auditing the University's practices since the ratification of its IQAP in June 2011 and therefore will not comment on the steps taken in Stage I.

Stage II - Presentation of the Proposal Following the Completion of Stage I:

Stage II of program development took place under the NU-IQAP v1 and v2 beginning in early 2012 and ending with final approval in 2014 by the Quality Council.

The NU-IQAP v1, p. 17 indicates "the New Program Proposal will focus on the aspects outlined as the required information for PPC..." which is described in a section titled, Resource and Planning Information. This section includes reference to Appendix E of the NU-IQAP v1, which contains evaluation criteria to be addressed in a new program proposal and Appendix F includes Senate Criteria for Program Development.

The auditors noted that the initial proposal that went to PPC on February 23, 2012 was for two BSW programs- one to be offered on the North Bay campus as a four year program; the other to be offered in Muskoka as a one year program. The level of detail in the proposal did not appear to always be in conformity with the requirements in the NU-IQAP v1.

Prior to the proposal going for external review, the NU- IQAP (v1, p. 18) specifies that PPC should give conditional approval to the New Program Proposal. The auditors saw evidence of this approval in the March 2, 2012 agenda and minutes of PPC.

Administration and Coordination of External Review of New Programs

NU-IQAP v1, p. 18 specifies that at least one arm's-length external reviewer is required for new undergraduate programs and that a site visit is required. The NU-IQAP v1 requires that the proposing unit provide 4-6 nominees for the external member(s) to the VPAR with a brief description of each nominee. The auditors did not see evidence of this nomination process but did see email communications (March and April 2012) from the Interim VPAR to two external reviewers who both agreed to serve as reviewers for the BSW proposal.

During the site visit the auditors learned from the lead proponent of the program, the Dean and the VPAR that all steps in the nomination process had taken place (though written records of all of them were not available). For future audits it is recommended that records be kept of all stages required in the IQAP.

Site Visit

The Office of the VPAR confirmed the review and site visit with the external reviewers by e-mail on April 20, 2012. On April 27 the Office of VPAR confirmed with the reviewers the dates and schedule for the site visit (North Bay campus on May 14, 2012 and the Muskoka campus on May 15, 2012). The schedule of meetings was set up by the program proponents and the Office of the VPAR as described in NU-IQAP v1, p.19.

Reviewers' Report

NU-IQAP v1, p. 19 indicates that the reviewers should prepare a joint report that appraises the standards and quality of the proposed program against the criteria in Appendix E and Appendix F. The auditors did not receive documentation about what instructions were given to the reviewers about the review and the Reviewers' Report other than what was contained in an e-mail dated April 20, 2012 from the VPAR to the reviewers (which included the proposal as an attachment and a link to the university website where the IQAP could be found and a note that these documents would also be couriered to the reviewers).

The Reviewers' Report was received by the Dean of the Faculty of Applied and Professional Studies (and not the VPAR) on August 28, 2012, later than the four weeks stipulated in the IQAP (NU-IQAP v1. p. 19). The Reviewers' Report identified a number of issues and made a number of recommendations.

SUGGESTION 6: Nipissing University should ask external reviewers to send their Reviewers' Report to the Provost and Vice-President, Academic and Research.

Internal Response

NU-IQAP v1, p. 19 indicates that the VPAR will invite the unit proposing the program and the relevant Dean and, others as appropriate, to respond to the Reviewers' Report. The documentation presented for audit indicates that the Dean of the Faculty of Applied and Professional Studies asked the Office of VPAR to set up a meeting "of our committee" to draft a response, shift the proposal and finalize a submission to the Ministry. The auditors were provided with documentation including the Response to the External Review prepared by the Interim Director of Social Work (undated) and the response prepared by the Dean and dated October 22, 2012.

Final Approval:

The BSW proposal, Reviewers' Report and the responses to the Reviewers' Report by the program and the Dean were on the agenda for the October 26, 2012 meeting of PPC. PPC sought clarification on a number of identified issues. The response to this request was reviewed at the November 23, 2012 meeting of PPC (NU-IQAP v1, p. 19).

At this meeting, PPC recommended to Senate Stage II approval "after suggested minor revisions have been made". Senate approved the proposal on December 14, 2012 and the Board of Governors approved financing and ancillary fees in January 2013. The University submitted the proposal for approval to the Quality Council on May 1, 2013. Each of these steps was undertaken in conformity with the NU-IQAP v 1. The Quality Council approved the program to be offered in the four year format on the North Bay campus in March 2014. The approval process included several interactions between the Appraisal Committee and the University and some changes to the proposal.

The University plans to admit the first students to the BSW program in fall of 2015 so the process of monitoring as a new program as described in the NU-IQAP has yet to begin.

2. Kinesiology: MSc

Introduction:

Nipissing University has had a Bachelor of Physical and Health Education program for several years with an enrolment of some 300 students. Student interest in a Master of Science program in Kinesiology has been strong, and the Department contends that faculty research interests would support such an initiative. The program would be located in the School of Physical and Health Education. The new program was approved by the Quality Council on December 18, 2014.

Stage I - Letter of Intent:

This step in the approval process took place under the first ratified version of NU-IQAP v1, p. 16 and 17. The University provided the auditors with a timeline document that indicated that this step was undertaken with the revised IQAP v2 but the auditors do not see how this would have been possible given that Stage I took place in 2012 and the re-ratification by the Quality Council did not occur until June 28, 2013. The IQAP (both versions) calls for approval by the sponsoring Faculty Council. If this step occurred, it was not documented for the auditors. In the NU-IQAP version under which this Stage I step was taken there was not a requirement for Graduate Studies Council approval of the letter of intent (that was added to the NU-IQAP v2 ratified in 2013). A proposal for a Master of Science in Kinesiology was received and approved by the Graduate Studies Council on October 15, 2012. The documentation included a letter of intent, as well as a description of the ways in which the program would fit with the Faculty's plan and priorities, and with the University's vision statement. Pertinent details of the program's plan were included in the report. At its meeting of October 26, 2012, PPC recommended to Senate Stage 1 approval of the Master of Science in Kinesiology. The auditors received documentation indicating Senate's approval of the Stage I

program proposal in an extract of the minutes of the Senate meeting of November 16, 2012.

RECOMMENDATION 8: Nipissing University must ensure that there is formal documentation of the approval of relevant governance bodies including Faculty Council, Senate Committees and Senate for quality assurance processes that require these approvals.

Stage II - Presentation of the Proposal Following the Completion of Stage I:

Resource and Planning Information

The University indicated that this stage took place under NU-IQAP v2 but as noted above, this stage began during the period in which NU-IQAP v1 was in effect. PPC received the revised Stage II Kinesiology Proposal on April 29, 2013 for consideration, which, once approved, would then be forwarded to Senate. There was to be a vote on the motion at the May 10, 2013 meeting of PPC. However there was no quorum. An electronic vote was subsequently held on May 15 and passed unanimously, and evidently sent to Senate, though there is no documentation of this in the file. It turns out that Stage II support should not have been sought from Senate until after the external review had been completed. This was subsequently corrected, and the report was re-submitted to Senate following the completion of the external review. (NU-IQAP v1. p. 19)

Administration and Coordination of External Review of New Programs

This step occurred after the re-ratification of the IQAP by the Quality Council and thus it was audited under NU-IQAP v2. The IQAP specifies that the proposing unit will provide the names of four to six nominees including a description of their qualifications and a rationale for their participation in the review to accompany the submission. The auditors received documentation that the School Director supplied to the Office of VPAR the names and contact information and general research interests of twelve potential reviewers by memo dated September 12, 2013. According to the NU-IQAP v2, the VPAR will consult with the Dean to select the reviewers. There is no documentation that this step occurred. Two reviewers from the list of nominees were invited by the VPAR in September 2013. They were sent a template for their Reviewers' Report on October 17, 2013 and the program proposal on October 23, 2013.

Site Visit

The schedule of interviews during the visit was developed by the proposing unit with input from the office of the VPAR (NU-IQAP v2, p. 21). The site visit took place November 7-8, 2013.

Reviewers' Report

All the steps regarding the Reviewers' Report were followed. The Reviewers used the template to complete their report and submitted it to the University on December 4, 2013, in conformity with the timelines in NU-IQAP v2, p. 21.

Internal Response

The Department's response to the report was submitted to the VPAR on February 4, 2014. There were no other written responses to the Reviewers' Report included in the documentation for audit. It is not clear whether the Dean and other units and/or post-secondary institutions, etc. were invited to respond and chose not to or if their responses were conveyed in a different form, for which there is no record. No letters of invitation are in the files. If the institution believes that any of these IQAP required invitations are extraneous⁴, it might consider modifying the IQAP requirements (NU-IQAP v2, p. 22).

Final Approval:

PPC discussed the proposal at its meeting on March 21, 2014. A motion to submit the program to the Senate for Stage II approval was approved. The auditors were provided an extract from the minutes of the Senate meeting of April 11, 2014 that a motion to approve the Stage II proposal was passed. The auditors did not see documentation of the program proposal being submitted or approved by the Audit and Finance Committee of the Board. (NU-IQAP v2, p. 22)

See **RECOMMENDATION 8**

The program proposal was submitted to the Quality Council Appraisal Committee on October 3, 2014. The Appraisal Committee sought clarification on November 4, 2014, which was provided on November 27, 2014 along with a revised program proposal. There was one additional request for information before the Quality Council issued its approval of the program on December 18, 2014 (NU-IQAP v2, p. 22).

⁴ The QAF does require a relevant Dean's (or delegate's) response to the External Reviewers' report.

MAJOR MODIFICATIONS

1. Teacher Education: BEd

Introduction:

The Bachelor of Education program is a signature program at Nipissing University and it has played a significant role in teacher education in Northeastern Ontario.

Stage I - Letter of Intent:

The program modifications were initiated as a result of a Provincial government policy that required teacher education programs to increase in length from one to two years. In consultation with sister education programs and the Quality Council, the University determined that the changes in teacher education program requirements could appropriately be made through the protocol for major modifications rather than as a new program development.

The modifications were made under NU-IQAP v2, p. 25. The auditors noted that the processes used at Stage I conform to the IQAP. The Letter of Intent was approved by the Faculty Council on October 29, 2013 and then by PPC on November 22, 2013. PPC forwarded a motion to Senate recommending approval to progress to Stage II. An extract of minutes of the Senate meeting of December 13, 2013 indicates approval of this motion.

Stage II – Proposal:

A comprehensive proposal was prepared using the relevant evaluation criteria in Appendix C and Appendix I (NUQAP v2, p. 25). The proposal was considered by the Senate Undergraduate Studies Committee (USC) on November 20, 2013 and December 3, 2013. On December 9, 2013 the proposal was sent from USC to PPC which approved it on December 13, 2013. Extracts from the minutes of the Senate meeting of January 17, 2014 indicate that Senate approved the major modifications to the BEd Concurrent and Consecutive programs.

Annual Report to the Quality Council:

The Office of the VPAR provided a report on this major modification in the 2013-14 Annual Report of Major Modifications at Nipissing University to the Quality Council (NUQAP v2, p. 26).

Summary:

From both the documentation that was provided in advance of the site visit and from meetings with the Dean and Registrar and Institutional Planning, the auditors have concluded that this major modification followed the University's IQAP process at all stages with the possible exception of having moved to Stage II before it appears Senate had approved this action.

2. Master of Education: MEd

Introduction:

Curricular changes were made in the requirements for the MEd program in response to the expectations and needs of a more diverse student constituency. The modification changed the number of required and elective courses in the program (now two mandatory and eight elective courses vs three mandatory and seven elective courses). The change was implemented in Fall 2012. The auditors examined the process for this major modification for conformity with NU-IQAP, v1.

Stage I - Letter of Intent: (NU-IQAP, v1, p. 23)

There was no letter of intent from the program because the program officials were not aware that the proposed change was a major modification. The Graduate Studies Council approved the curriculum change at its May 10, 2012 meeting and forwarded its recommendation to the Senate. There is no indication from the file that PPC received the proposal or issued its approval. According to the Graduate Program Director, the proposal was viewed as a minor modification and was approved on this basis.

Stage II – Proposal: (NU-IQAP, v1, p. 23)

The file contains no evidence of a Stage II proposal being prepared or filed. However, the Graduate Program Director said that she was not aware that the change was filed as a major modification.

Governance: (NU-IQAP, v1, p. 23)

There is no documentation of PPC's approval of the changes in the file. Documentation is provided that Senate approved the change to the program on June 1, 2012. But it is not clear when and in what way the decision was made to forward this as a major modification. The changes to the program were reported as major modifications in the University's Annual Report on Major Modifications to the Quality Council on July 31, 2013.

Summary:

The changes made to this program signals a need for Nipissing to clarify and refine the distinctions between minor modifications, major modifications, and program changes. The University might consider the appointment of an arbiter to determine these distinctions. The respective roles of the Graduate Studies Council and the PPC in assessing and approving program changes also requires clarification. Academic reasons for changes such as those made to the Master of Education Program should be included in the documentation.

SUGGESTION 7: Nipissing University should consider naming an arbiter to assist in identifying when a program change is a major or minor modification or a new program.

CONCLUSION

In general, the auditors found that Nipissing University has been working diligently in following many of its processes in its IQAP. The auditors commend the University for engaging students throughout the review processes. They also commend the Provost and Vice-President, Academic and Research for briefing external reviewers in advanced of campus visits. The auditors were impressed by the willingness and candor of the Senior Academic Team to discuss both the opportunities and challenges in implementing a new Quality Assurance Program and IQAP. The notable problem that emerged across all cyclical program reviews audited was the absence of final assessment reports and implementation plans. The creation, approval, posting and distribution of the program's FAR and Implementation Plans as well as the provisions for tracking the Implementation Plan had not been done at the time of the auditors' visit for any programs reviewed. These are "Causes for Concern" as defined in the Quality Assurance Framework (QAF 2.5.2). The absence of decisions and action on recommendations to improve a program or remedy serious program deficiencies may be affecting the quality of student learning and, as observed by the auditors, is having an effect on the morale of faculty in these programs.

The audit report makes eight recommendations in areas where the auditors found that the University was not undertaking its quality assurance practices in conformity with the IQAP. Three of these recommendations are flagged as "Causes of Concern." The shortcomings identified in these recommendations require immediate action." The Report includes seven suggestions about how quality assurance practices might be improved.

The following are the auditors' recommendations and suggestions for Nipissing University's quality assurance process:

RECOMMENDATIONS

Nipissing University must:

1. comply with its IQAP to follow the processes for appointment of internal and external reviewers for cyclical program reviews or change the IQAP;

2. prepare and post on its website the Institutional Executive Summary and Associated Implementation Plan for each cyclical program review;
3. prepare and send the Final Assessment Report and Implementation Plan for each cyclical program review to Senate and to the Ontario Universities Council on Quality Assurance;
4. comply with its IQAP and implement the follow-up monitoring process identified in the IQAP for each program review;

CAUSES FOR CONCERN

5. ensure that the external and internal reviewers appointed are at "arm's-length" from the program to be reviewed;
6. ensure that the relevant officials (e.g. Dean; Provost and Vice-President, Academic and Research) review and provide feedback to the program on self-studies created for cyclical program reviews to ensure that the self-study contains the information required in the IQAP;
7. review its list of programs offered against its cyclical program review schedule to ensure the review schedule is up-to-date and that every program is scheduled for review at least once every eight years; and
8. ensure that there is formal documentation of the approval of relevant governance bodies including Faculty Council, Senate Committees and Senate for quality assurance processes that require these approvals.

SUGGESTIONS

Nipissing University should:

1. consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved;
2. consider developing a template for self-studies for cyclical program reviews;
3. clarify the role of the Provost and Vice-President, Academic and Research in the preparation of Final Assessment Reports to the PPC, and ensure that written documentation of Senate approval is included in the files;
4. clarify the role of the Planning and Priorities Committee in reviewing the self-study for cyclical program reviews;
5. consider clarifying in the IQAP who the final authority is to sign off on the documentation to be sent to the Reviewers for a cyclical program review;
6. ask external reviewers to send their Reviewers' Report to the Provost and Vice-President, Academic and Research; and
7. consider naming an arbiter to assist in identifying when a program change is a major or minor modification or a new program.

Appendix A: Auditors

Dr. Caroline Andrew

For over 30 years, Dr. Andrew has led an academic and professional career at the University of Ottawa. She is currently a full professor at the School of Political Studies as well as the Director of the Centre on Governance. Dr. Andrew was also Dean of the Faculty of Social Sciences from 1997-2005 and she was appointed a Distinguished University Professor for 2006-2007. As Dean, Dr. Andrew oversaw the cyclical review of several undergraduate programs in the Faculty of Social Sciences, including Psychology, Women's Studies and Sociology. Over the course of the reviews, her responsibilities included working in collaboration with the program directors to submit the auto-evaluations, meeting with the external evaluators and ensuring all program recommendations were met.

Dr. Andrew played a key role in the creation of the University of Ottawa's Women's Studies program. In addition, Dr. Andrew is part of an evaluation team for *Youth Futures*, a program she established that offers summer employment, leadership training and exposure to post-secondary education to high school students from families with little to no experience with post-secondary education. Dr. Andrew received the Ontario Francophonie Award (Francophile) in 2011 for her significant contribution to the advancement of the French language and culture in Ontario.

Dr. Paul Axelrod

Dr. Axelrod is a Professor and former Dean (2001-2008) in the Faculty of Education at York University. He is the author of numerous publications on higher educational history and policy development. His books include *Scholars and Dollars: Politics, Economics and the Universities of Ontario, 1945-1980*; *Making a Middle Class: Student Life in English-Canada during the Thirties*; *The Promise of Schooling: Education in Canada, 1800-1914*; *Values in Conflict: The University, The Marketplace, and the Trials of Liberal Education*, and (co-editor) *Making Policy in Turbulent Times: Challenges and Prospects for Higher Education*. He is the recipient of a number of academic honours, including the 2007 Smith Award for contributions to research and public policy on higher education awarded by the Council of Ontario Universities. His extensive administrative and service work includes, most recently, the chairing of York's Academic Planning, Priorities and Research Committee.

Dr. Anne-Marie Mawhiney

Dr. Mawhiney is currently on leave from Laurentian University, having completed a six month term as acting Vice President Research from July 2014 to January 2015 and a four year term as Special Advisor to the President. In this role she was responsible for projects delegated by the President, including leading work on the 2012-2017 Strategic Plan, and on "Have your Say: Striving for Organizational Excellence 2011," the first survey on Laurentian faculty and staff engagement.

From October 2012 to October 2013 she was Acting University Secretary and Legal Affairs in addition to her role as Special Advisor. From 2002 to 2009, Dr. Mawhiney was Dean of the Faculty of Professional Schools, and previously led the Institute of Northern Ontario Research and Development as Director, initiating and coordinating numerous social scientific research projects.

With a background in social policy and a special interest in Indigenous policy, Dr. Mawhiney was instrumental in the development of the Honours Bachelor of Social Work (Native Human Services) program at Laurentian. She has edited, authored or co-authored three books and a number of book chapters and peer reviewed articles.

Appendix B: List of Documents Reviewed by Auditors

All documents were provided in electronic format, or links were provided to the appropriate web address:

- Quality Assurance Framework
- Nipissing University's IQAP (ratified June 2011 and re-ratified June 2013)

General Documents Reviewed

- Nipissing University's Schedule of Cyclical Academic Program Reviews
- List of undergraduate and graduate degree programs as of September 29, 2014
- Status Report of 2012-2013 and 2013-2014 (for PPC)
- Status Report of 2013-2014 and 2014-2015 (for PPC)
- Annual Report on Major Modifications – 2011-2012
- Annual Report on Major Modifications – 2012-2013
- Annual Report on Major Modifications – 2013-2014
- Minutes of the meeting of the Nipissing University Audit Team – October 28, 2014 and February 24, 2015
- Nipissing University's Membership List and Terms of Reference for its committees: Planning and Priorities Committee (PPC); Undergraduate Studies Committee (USC); and Graduate Studies Committee (GSC)
- Nipissing University Senate Bylaws

Program Documents for Social Welfare and Social Development

- Unit reminder regarding review – email from January 26, 2012
- PPC Agenda and Minutes from November 23, 2012
- Self-Study Brief November 8, 2012
- Unit's suggested list of internal and external reviewers – emails from April 27, 2012
- Invitations/responses: internal and external reviewers – emails from June 16, June 26, July 19, July 31, 2012
- Confirmation of review dates – email from July 12, 2012
- Sample Report Template provided to the review team – email from February 1, 2013
- Sample Report Template
- Self-Study sent to external reviewers – email from November 28, 2012
- Self-Study sent to internal reviewers – email from November 29, 2012
- Site Visit Agenda sent to review team – email from January 18, 2013
- Site Visit Agenda
- External reviewers' Report and Email – March 1, 2013
- Unit Response and Email - May 9, 2013
- Dean's Response and Email - May 9, 2013
- PPC Agenda and Minutes from September 20, 2013
- PPC Agenda from November 22, 2013

- PPC Recommendation of Final Assessment Report to Senate (Draft Report to Senate, November 22, 2013)

Program Documents for Native Studies

- Unit reminder regarding review – emails from January 23, April 9, and June 10, 2013
- Unit/Dean meeting with the VPAR to review self-study document – email from July 30, 2013
- PPC Agenda and Minutes from December 13, 2013
- Self-Study Brief December 13, 2013
- Units suggested list of internal and external reviewers – emails from September 13, October 18, October 29, and October 31, 2013
- Confirmation of review dates – email from October 24, 2013
- Sample Report Template provided to review team – email from February 4, 2014
- Teleconference with the VPAR – email from February 5, 2014
- Self-Study sent to review team – emails from January 22, 2014
- Site Visit Agenda
- External reviewers' Report and Email – June 9, 2014
- Unit Response and Email – October 19, 2014
- Dean's Response from June 26, 2014
- Dean's Email from July 2, 2014
- PPC agenda and minutes from October 24, 2014

Program Documents for History

- Unit reminders regarding review – emails from January 23, 2013 and April 9, 2013
- Meeting to discuss review procedures – email from February 13, 2013
- History and Classical Studies to be reviewed separately – email from June 10, 2013
- Unit/Dean meet with VPAR to review self-study document – email from July 9, 2013
- PPC agenda and minutes from November 22, 2013
- Self-Study Brief November 1, 2013
- Unit's suggested list of internal and external reviewers – emails from July 9, 2013
- Invitation to internal and external reviewers – emails from July 12, August 2, September 18, and September 19, 2013
- Confirmation of review dates – email from August 13, 2013
- Reviewers' Report Template sent to review team – email from February 25, 2014
- Self-Study sent to review team – emails from December 5, 2013 and February 5, 2015
- External reviewers' Report and Email – March 25, 2014
- Unit Response and Email – April 11, 2014
- Dean's Response from October 19, 2014
- Dean's Email from October 17, 2014
- PPC agenda and minutes from October 24, 2014

Program Documents for Social Work

- Stage 1 New Program Proposal (under UPRAC, 2008)
- Academic Planning Committee (APC) Meeting Agenda and Minutes – December 11, 2009
- APC Report to Senate – December 11, 2009
- Senate Minutes – December 18, 2009
- Stage II New Program Proposal – February 23, 2012
- PPC Meeting Agenda and Minutes – March 2, 2012
- Email Notifying Unit of External Reviewers' Selection – April 19, 2012
- Email Invitation to External Reviewers – March 28, 2012 and April 16, 2012
- Email Confirmation of Review Dates – April 27, 2012
- Email of Program Proposal and Site Visit Agenda to External Reviewers – April 20, 2012
- Site Visit Agenda – May 14 and 15, 2012
- External reviewers' Report and Email – August 28, 2012
- Unit Response to the External Reviewers' Report – undated
- Deans' Response to the External Reviewers' Report – October 22, 2012
- PPC Agenda and Minutes – October 26, 2012 and November 23, 2012
- Senate Minutes – December 12, 2012
- Audit & Finance Committee Minutes – January 14, 2013
- Appraisal Committee Letter to University – June 20, 2013
- University Response to Appraisal Committee (Letter and Email) – January 27, 2014
- Appraisal Committee Letter to University – January 15, 2014
- University Response to Appraisal Committee (Letter and Email) – February 19, 2014
- Quality Council Email and Letter to University – March 13, 2014

Program Documents for Kinesiology

- Stage I Letter of Intent – September 2012
- GSC Minutes – October 15, 2012
- PPC Agenda and Minutes – October 26, 2012
- PPC Report to Senate – October 26, 2012
- Senate Minutes – November 16, 2012
- GSC Minutes- April 29, 2013
- GSC Motion for PPC Email – April 30, 2013
- PPC Agenda – May 10, 2013
- PPC Memo to GSC – May 23, 2013
- Stage II Program Proposal – May 2013
- Unit Email and List of External Reviewers – September 12, 2013
- Email Invitation to External Reviewers – September 17, 2013
- Email Confirmation of Review Dates – September 19, 2013
- Email of Sample External Reviewer Report Template – October 24, 2013

- Site Visit Agenda – November 7 and 8, 2013
- Email of Program Proposal to External Reviewers – October 23, 2013
- Email of Site Visit Agenda to External Reviewers – November 1, 2013
- External reviewers' Report and Email – December 4, 2013
- Unit Response Report – February 4, 2014
- PPC agenda and minutes from March 21, 2014
- PPC Report to Senate – March 21, 2014
- Senate Minutes – April 11, 2014
- Email of Program Proposal Brief to Appraisal Committee – October 3, 2014
- Appraisal Committee Letter to University – November 4, 2014
- University Response Letter to Appraisal Committee – November 27, 2014
- Revised Program Proposal Brief – November 27, 2015
- Email from Appraisal Committee to University – December 8, 2014
- Email from University to Appraisal Committee – December 9, 2014
- Quality Council Email to University – December 18, 2014
- Quality Council Letter to University – December 18, 2014

Program Documents for Teacher Education

- ARCC minutes – October 4, 2013
- ARCC report to the Education Faculty Council – October 4, 2013
- Letter of Intent – September 4, 2013
- Faculty Council Minutes - October 29, 2013
- PPC Agenda and Minutes - November 22, 2013
- PPC Report to Senate - November 22, 2013
- Senate minutes - December 13, 2013
- USC minutes - November 20, 2013 and December 3, 2013
- PPC agenda and minutes - December 13, 2013
- PPC Report to Senate - December 13, 2013
- Program Proposal Brief – December 13, 2013
- Senate Minutes - January 17, 2014)
- 2013-14 Major Modifications Report July 31, 2014
- Quality Council Letter from September 22, 2014)
- PVPAR response email from September 29, 2014)
- NU Letter to Quality Council - September 29, 2014)
- List of approved courses)
- List of courses by division
- Year 1 and Year 2 courses

Program Documents for Master of Education

- MEd Program Degree Requirements Proposal 2012

- GSC Minutes - May 10, 2012
- GSC Report to Senate - May 10, 2012
- Senate Minutes - June 1, 2012

Program Documents for Geography and Environmental Geography

- Report of the Academic Planning Committee - December 10, 2010
- Senate agenda and minutes – December 10, 2010
- Academic Regulations and Curriculum Committee (ARCC) minutes – November 10, 2011
- USC Minutes and report – December 15, 2011
- Senate minutes – February 2, 2012
- 2011-12 Major Modifications Report to the Quality Council

Appendix C: Schedule of Auditors' Site Visit

Auditors: Caroline Andrew Quality Assurance Secretariat:
 Paul Axelrod Donna Woolcott
 Anne-Marie Mawhiney Hillary Barron

Wednesday, March 25, 2015

Time	Participants	Location
9:00 am	Audit Team Planning Meeting	F307
10:00 am	Harley D'Entremont, Provost and Vice-President, Academic & Research Jamie Graham, Assistant Vice President, Institutional Planning and Quality Assurance	F303
11:00 am	Bachelor of Social Work Program Anne Wagner, Chair	F303
12:00 pm	Audit Team Meeting	F303
1:00 pm	Bachelor of Education Program (Teacher Education) Carole Richardson, Interim Dean Jamie Graham, Assistant Vice President, Institutional Planning and Quality Assurance	F303
2:00 pm	Graduate Studies Council Murat Tuncali, Interim Dean of Arts and Science Carole Richardson, Interim Dean of Education Hilary Earl- Graduate Coordinator MA Michelann Parr- Graduate Coordinator MEd Jeff Dech- Graduate Faculty in Social Science Jennifer Barnett- Graduate Faculty in Education Nancy Black, Library Jamie Graham, Registrar	F303

Thursday, March 26, 2015

Time	Participants	Location
9:00 am	MSc Program in Kinesiology Jim McAuliffe, Director, Physical & Health Ed Carole Richardson, Dean of Education	F303
10:00 am	Meeting with Student Senators Jordan Andrews (BSc Psychology – 4 th year) Kerri Sawyer (BA Marketing – 3 rd year) Ian Hall (BA Criminal Justice – 4 th year)	F303
11:00 am	Meeting with Deans Carole Richardson- Education Murat Tuncali- Arts and Science	F303
12:00 pm	Audit Team meeting	F303
1:00 pm	Graduate program in History Katrina Srigley, Chair Françoise Noël	F303
2:00pm	Senate Planning and Priorities Committee Murat Tuncali Roxana Vernescu Greg Brown Glenn Brophey Matti Saari Uldis Kundrats Aroha Page Elizabeth Ashworth Jamie Graham Nancy Black	F303
3:00 pm	BA/BSc Geography/Environmental Geography Sean O'Hagan, Chair Dan Walters	F303
4:00 pm	BA Social Welfare and Social Development Larry Patriquin, Chair	F303

Friday, March 27, 2015

Time	Participants	Location
9:00 am	Program in Native Studies Terry Dokis, Program Coordinator	F303
9:45 am	MEd program Michelann Parr, Graduate Studies Chair	F303
10:30 am	Senate Undergraduate Studies Committee Jamie Graham Matti Saari Murat Tuncali Astrid Steele James Abbot Anne Wagner Tara-Lynn Scheffel	
11:30 am	Meeting with President and Vice Chancellor: Dr. Mike DeGagné	F303
12:30 pm	Audit Team wrap up meeting	F303
1:30 pm	Audit Team de-brief with Provost and Vice-President, Academic and Research and Assistant Vice-President, Institutional Planning and Quality Assurance	F303

Final Assessment Report

Academic Review

Political Science Program Cyclical Review 2014-15

A. Summary

- i. The Self Study was reviewed by the P-VPAR on March 10, 2015.
- ii. The Review Committee consisted of two external reviewers: Dr. Ingrid Makus, Brock University and Dr. Thomas Bateman, St. Thomas University and two internal reviewers, Dr. Richard Wenghofer and Dr. James Abbott.
- iii. The site visit occurred on March 30 and 31, 2015.
- iv. The Reviewers' Report was received on May 26, 2015.
- v. The Department's response was received on September 14, 2015.
- vi. The Faculty Dean's response was received on September 10, 2015.

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

BA Honours Specialization
BA Specialization
BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following regarding the strengths of the program/academic unit: *"We found a relatively new, small, highly functional undergraduate Political Science Program that successfully offers a Bachelor of Arts and Bachelor of Arts Honours Degree in Political Science. The main strength of the Program is that it consists of exceptionally devoted faculty who are passionate about teaching, committed to excellence in research and scholarship, and actively engaged in various capacities both inside and outside the University. Combining excellence in teaching and research is particularly challenging in small departments where faculty resources are limited. They have met this challenge head on by drawing on their shared expertise in a foundational area of Political Science – political theory - to ground their teaching, scholarship and service. This is highly commendable.*

Most striking is the collegiality and productive working relationship among the faculty in the department, which has benefitted the students."

C. Opportunities for Improvement and Enhancement

The Review Team offered the following specific recommendations:

1. That the NU Political Science Program be maintained with at least three full-time positions.

In its response, the Department advised that *“this is required to maintain the expertise needed to teach effectively in all 5 sub-disciplines of Political Science so as to adequately prepare our students for graduate school, and to offer enough course credits for student to graduate.”*

The Faculty Dean noted that *“combined with Nipissing’s budgetary issues and the enrolment challenges in the Political Science program, it is not realistic to have a three full-time faculty complement immediately. The only way to address the challenges will be by taking a long-term view of the program, and start working on the other recommendations.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

2. That the Program consider the addition of new courses to give the Program greater breadth and appeal.

3. That the Program periodically review its list of cross-listed courses to ensure that courses taught in other programs advance the goals of the Political Science Program.

4. That the Program consider the introduction of a second first-year course to attract students to Political Science.

The Department and the Faculty Dean responded to the above recommendations (2 – 4) as follows:

The Department stated that *“in the short term, this observation will prompt a review of those cross-listings and discussions with other departments, but in the medium to long term, the point emphasizes the importance of academic autonomy in developing a rigorous and cohesive curriculum.”*

We welcome the reviewers’ advice to offer new courses of interest to Political Science students and as electives to students from outside of the discipline. For 2015/16 we have 2 new distance education courses on the books, with courses on peace and conflict studies speaking to pressing, real world issues. One of these courses, Conflict Resolution, is targeted to Nursing students, and the other, Negotiating International Agreements, is intended in part as an attractive elective for Business students. Thinking forward, the suggestion of a second 3-credit introductory course would boost numbers in the first year while drawing more students to the discipline, and will be taken up as a curriculum development initiative, as will the insistence (echoing our students) that a statistics and methods course fill in a gap in our curriculum, perhaps with an appropriate cross-listing included there.”

The Faculty Dean noted that “*recommendations 2-4 (above) are mainly suggestions about curriculum. I am in support of these suggestions. However, given the faculty complement, even assuming that there are three full-time faculty, recommendation 3 may not be realistic in the short term. Therefore, I strongly suggest that the faculty follow through recommendations 3 and 4 together with a plan of cycling of courses in the short term.*”

PPC response is as follows: **In terms of curriculum, PPC recommends that the Department reviews its current list of cross-listed courses as well as consider the addition of other relevant cross-listed courses in order to ensure greater opportunities for students. Moreover, PPC notes that the Department has already added a second first year course.**

5. That the Program make concerted efforts to bring the Political Science Program and its offerings to the attention of NU students.

The Department responded that “*it is interesting to reflect on the consideration of choice in course offerings. At present, there is little to no choice for our students; because so few Political Science courses are offered (36 credits worth in 2015/16) our students are obliged to take all the courses offered. This limited choice obviously makes the promotion of the degree challenging, especially within the rubric of a student-centered learning model. That said, and though we would like to offer at least some choices to our students, the reviewers’ comment concerning other, older models of curriculum development is interesting and may be applicable.*”

The Faculty Dean supports this recommendation.

PPC response is as follows: **PPC concurs with suggestion that the Department make concerted efforts to bring its offering to the attention of both students as well as other academic units for use as electives.**

6. That the Program consider ways in which participation in quality practical activities like Model NATO and Model UN exercises can garner academic credit.

The Department noted that “*the observation of the success of our students at model NATO and UN assemblies, and in internships at the American Consulate and the UN, along with the suggested development of experiential learning opportunities for our students, illustrates an obvious path for enriching our curriculum. We will engage in the new service learning courses within the Faculty of Arts and Science while cultivating relationships with external bodies where our students could be placed, while raising the profile of the program through increased promotion of these exciting options for students.*”

The Faculty Dean supports this recommendation.

PPC response is as follows: **PPC recommends that the Department evaluates how academic credit could be given for “quality practical activities” such as Model NATO and Model UN.**

7. Political Science faculty should be more proactive in bringing to the attention of students opportunities for student publication, attendance at student conference, scholarship opportunities, and other external events that will deepen their academic experience.

The Department noted that *“our faculty will continue to produce collaborative research at the cutting edge of Political Science, with this research informing the teaching we do. Not only do our publications and political analysis in the media raise the profile of Nipissing University, they are also the basis of a real bond of collegiality that exists between our 3 full time faculty members. Because there are so few of us, we must get along and work together! The fact that we have made a habit of writing together core to our scholarship (with a new collection as part of the Regimes series due for completion this fall between Professors Koivukoski, Tabachnick and Teixeira) adds cohesiveness to our small program, with students exposed to innovative research based in political theory and directed towards understanding contemporary global politics.”*

The Faculty Dean supports this recommendation.

PPC response is as follows: **The University has organized an Undergraduate Student Conference for the past number of years. The Department should encourage the participation of students in these and other activities.**

D. PPC RECOMMENDATIONS

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

PPC Recommendations	Responsible	Projected Completion Date
(1)That the Department reviews its current list of cross-listed courses as well as consider the addition of other relevant cross-listed courses in order to ensure greater opportunities for students.	Department	June 2017
(2)That the Department evaluates how academic credit could be given for “quality practical activities” such as Model NATO and Model UN.	Department	June 2017

Final Assessment Report

Academic Review

Economics

A. Summary

- i. The Self Study was reviewed by PPC on March 10, 2015.
- ii. The Review Committee consisted of two external reviewers: Dr. Livio Di Matteo, Lakehead University and Dr. Michael Charette, University of Windsor and two internal reviewers, Dr. Jamie Murton and Dr. David Hemsworth.
- iii. The site visit occurred on November 17 and 18, 2014.
- iv. The Reviewers' Report was received on December 5, 2014.
- v. The Unit's response was received on February 17, 2015.
- vi. The Faculty Dean's response was received on February 17, 2015.

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

BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following in relation to the strengths of the Economics program: *"The Economics Program at Nipissing provides a high quality education in economics with a modest set of resources. The Economics faculty must be commended for doing much with little. The Economics program is a small program within a small department at what is, of course, a small university, and as a result has evolved to be responsive to the broader needs and opportunities of the university. Economics makes an important contribution to Nipissing University's liberal arts and science offerings. Economics provides important service courses to the Business program. This is a common structure at smaller and mid---sized universities: a relatively small number of Economics majors combined with a relatively large amount of service teaching."*

C. Opportunities for Improvement and Enhancement

The Review Team offered the following specific recommendations:

1. Average grades in the economics program are lower than the average for all Arts and Sciences courses, especially in first year. This pattern is not unfamiliar to economics programs at other Ontario universities that have substantial service enrollment with students reflecting a range of preparation and abilities as well as other programs with technical and analytical demands that are challenging for their students. Given that it has been pointed out that students in first year often lack the analytical tools to do well, more resources need to be expended on support for students in first year either through additional remedial course requirements or perhaps tutorials.

In its response, the Department noted that *“we are in favour of remedial mathematics resources and tutorials to supplement our first-year courses and have asked for these resources in the past.”*

The Faculty Dean responded that *“student success and retention are challenges for Economics, in particular for the 1st year courses. I support the recommendation of the reviewers in terms of developing additional remedial course requirements or tutorials. I will discuss this further with the Economics faculty.”*

PPC response is as follows: **PPC recommends that the Department develops options to provide first-year students with remedial courses or tutorial help to ensure they have the analytical skills to succeed in the Economics program.**

2. With respect to long term planning and hiring, as department renewal occurs, some consideration should be given to acquiring some faculty expertise in areas of special interest to northern Ontario such as natural resource economics, environmental economics, transportation, regional economics or the economics of First Nations. This would also complement the university’s mission as a university in the north. Some of this new expertise could be gained through selective hiring at the sessional or contract level as the opportunity arises.

The Department responded that *“we agree that a third position in economics is necessary if we are to continue to achieve our mission, maintain our close relationship with our students, increase enrolments, expand our course and program offerings to include a 4-year Honours Specialization, and contribute to interdisciplinary programs with Political Science, Philosophy and Mathematics. An additional faculty member would allow us to expand our course offerings to include senior microeconomic and macroeconomic theory courses, and econometrics, as well as increase our research expertise in areas of special interest to northern Ontario.”*

The Faculty Dean responded that *“the growth of Economics will require new upper--year courses and hence a new faculty position. Considering the budget issues Nipissing is facing, and the enrollment issues, the addition of a new faculty position and the creation of new programs need to be carefully planned. I believe that the potential to create a third position is there given the number of service courses offered in Economics.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its**

program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process. However, PPC recommends that the next hire in Economics should reflect the University’s mission as a university in the North.

D. PPC RECOMMENDATIONS

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

PPC Recommendations	Responsible	Projected Date
(1)That the Department develops options to provide first-year students with remedial courses or tutorial help to ensure they have the analytical skills to succeed in the Economics program.	Department	June 2017
(2)That the next hire in Economics should reflect the University’s mission as a university in the North.	Dean	No specified date

Final Assessment Report

Academic Review

Religions & Cultures

A. Summary

- i. The Self Study was presented (electronically) to the PPC on November 22, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Donna Seamone, Acadia University and Dr. Scott Kline, St. Jerome's University and two internal reviewers, Dr. Sarah Winters and Dr. Manuel Litalien.
- iii. The site visit occurred on March 24 and 25, 2014.
- iv. The Reviewers' Report was received on August 12, 2014.
- v. The Department's response was provided on, November 18, 2014.
- vi. The Faculty Dean's response was received on, November 16, 2014.

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

BA Honours Specialization
BA Specialization
BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following regarding the strengths of the Department of Religions and Cultures: *"The Department of Religions and Cultures currently has 3.5 full-time tenured or tenure-track faculty members who are, on the whole, excellent teachers who communicate their enthusiasm for the broad field of religions and cultures to their students through "innovative, high impact pedagogy" (see Self Study, pp. 14-15). Religions and Cultures students are, in turn, enthusiastic about their area of study and the pursuit of learning. One discernable strength of the Religions and Cultures program is the quality of its faculty and their commitment to work with students to develop an academically rigorous and yet student-centred curriculum.*

The review team is especially impressed by the development of the department since its inception in 2004. With few faculty resources, especially in the early years of the program, and with virtually no administrative support staff, the Department of Religions and Cultures has established a vibrant interdisciplinary program that offers a broad range of appealing, innovative courses to Nipissing students. For students who wish to focus their studies in the religions and cultures, Religion and Cultures offers minor, major, and honours options."

C. Opportunities for Improvement and Enhancement

1. To capture the distinctiveness of the Religions and Cultures program in recruitment literature, the review team recommends that Integrated Marketing and Communications work closely with Religions and Cultures to revise its promotional material. The review team recognizes that NU must adhere to visual standards and produce literature that reflects NU's look; however, the review team contends that the RLCT promotional material does not communicate the uniqueness and vibrancy of the program.

The Review Team offered the following specific recommendations:

In its response, the Department advised that *“the Chair will arrange meetings of the Department of Religions and Cultures with External Relations - Marketing to increase mutual involvement and understanding of Religions and Cultures. The Department would also like to pursue a RLCT Facebook page to connect to students and market itself within the university community. The process for gaining approval for initiatives such as a RLCT Facebook page is not, however, straightforward and support has not been forthcoming.”*

The Faculty Dean *“supports the actions proposed in the departmental response. Similar issues were raised for other programs. As the Faculty of Arts and Science, we are working with Integrated Marketing and Communications to develop better promotional material for a number of programs, and in general for the programs in Arts and Science.”*

PPC response is as follows: **PPC considers that while the suggestions are useful, they fall outside the scope of a program review. Nevertheless, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

2. The review team recommends that the department consider a 3-credit introductory course as a means to allow greater student exposure to RLCT courses and the RLCT program. Under 1.3.1 above, the review team presented two options—there are, of course, other ways to address this recommendation.

The Department advised that *“this is an important recommendation that has sparked a broader conversation within the Department about pedagogical principles and the operating assumptions of the discipline of Religions and Cultures. We will assess the introductory course again this year in the context of declining enrolments before making significant curricular changes. At the very least we will develop a 3 credit introductory course as a gateway into the program (it will be developed for 2016-17). In addition, we may split the present introductory course into two first-year 3 credit courses or we may delete it and re-envision the comparative study of religion (presently done in this introductory first year course) as fitting better in the second year.”*

The Faculty Dean *“supports this recommendation and the actions proposed by the department.”*

PPC response is as follows: **PPC agrees that Religion and Cultures split the six-credit into two three-credit introductory courses, and it has been done.**

3. The review team recommends that the department consider a second-year required course (3-credits) for minors, majors, and honours that addresses the various approaches to the study of religion.

The Department responded that *“this course will be developed in time for the 2016-17 academic year and may replace the theory course (RLCT 3206) already on the books at the third year level.”*

The Faculty Dean *“supports this recommendation and the actions proposed by the department.”*

PPC response is as follows: **PPC supports this recommendation and notes that the Department has already begun the changes required.**

4. The review team recommends that resources be made available to enhance experiential, community-based, and international service learning. During our interviews, students cited this lack of opportunity as one of the major deficiencies in the program and in the NU RLCT student experience.

The Department noted that *“some of the groundwork for implementing this recommendation has been laid. For example, in Dr Srigley’s course on “Death, Dying and Spirituality” (RLCT 2066) 4 students volunteered with the Near North Palliative Care Network in 2013. One of those student volunteers was later employed by the Near North Palliative Care Network for a summer position. Dr. Renshaw took 6 students from her Animal Rites class to Hong Kong in June 2014. Students were placed in the Wildlife Animal Rescue centre at the Kadoorie Farm and Botanical Garden and with the SPCA in Hong Kong. Their volunteer placements formed the basis of the course Sanctuary and Salvation. Dr. Renshaw plans to continue this international involvement in future years. We have begun preliminary discussion with Dr. Scott Kline (one of the External Reviewers), VP Academic and Dean of St. Jerome’s and Chair of Project Ploughshares, exploring the option to work within a consortium of smaller Religious Studies faculties in order to pool resources. This would allow us to participate in programmes in which students travel abroad. These initiatives are time-intensive and require additional institutional support for their implementation.”*

The Faculty Dean *“would like to note that we are currently in the process of developing a generic 3-credit course to accommodate experiential learning in programs offered by the Faculty of Arts and Sciences.”*

PPC response is as follows: **PPC endorses this recommendation and notes that the Faculty of Arts and Science has already introduced a three-credit course to enable experiential learning courses for all disciplines within the faculty.**

5. The review team recommends that the department consider a limited number of online offerings to deal, particularly, with students wishing to take RLCT courses over the spring and summer.

The Department advised that *“the implementation of this recommendation is already underway as Dr. Colborne is presently offering RLCT 2026 (The Roots of Evil) simultaneously on campus and online. The success of this initiative will be assessed at the end of the term and other offerings may be developed. It is already clear, however, that successfully offering an online course requires significant investment in time and resources.”*

The Faculty Dean advised that *“the Faculty of Arts and Science is currently working on creation of a support position for development and delivery of online courses.”*

PPC response is as follows: **PPC considers that the decision to offer online Spring and Summer courses depends largely on potential student registrations. PPC notes that the Faculty of Arts and Science is offering more online courses in Spring/Summer 2016 in a number of disciplines, including Religion and Cultures.**

6. The review team recommends that the Executive Director of the Library and the liaison librarian assigned to RLCT meet formally with the Department of Religions and Cultures to create a list of priorities that will guide the acquisition of library and research resources that will better support the RLCT program. In particular, the review team strongly recommends that the University consider purchasing a subscription to the American Theological Library Associate Religion Database (ATLA RDB). This is a standard research database that would support not only Religions and Cultures research but also research in Native Studies, Anthropology, Political Science, Psychology, Sociology, and Social Welfare and Social Development.

The Department responded that “*the RLCT program will continue to advocate for library resources to support not just our own students but students throughout the Humanities and Social Sciences. Improving our library collection is a common theme in student feedback for all departments in the university.*”

The Faculty Dean “*supports the recommendation. Even if current budgetary constraints do not allow our subscription to the database, we should have a plan in place to subscribe to the database in the near future.*”

PPC response is as follows: **The Executive Director of the Library has reviewed the acquisitions budget related to Religion and Cultures to ascertain whether or not the ATLARDB can be acquired. Database has been acquired.**

7. The review team, in agreement with the department’s proposed recommendation, recommends that, given the pattern of sabbaticals (Prof. McCann 2015-16, Prof. Renshaw [.5 in RLCT] 2016-17, Prof. Colborne [6 month sabbatical] 2016-17, and Prof. Srigley 2017-18), the University approve a three-year limited term appointment, which would reasonably provide the necessary resources to address the loss in capacity created by course releases and sabbaticals.]

The Department advised “*it has applied for a three year LTA in the next budget. The RLCT Department operates with a minimal faculty complement and must offer a minimum number of courses simply to maintain its program, let alone offering some amount of choice in courses to students. Sabbatical replacements for the next three years will be a necessity.*”

The Faculty Dean noted that “*the request for this position is already included in the budget requests for the 2015-2016 year. The request will be brought to the budget committee. From the point of program delivery, having such a position will bring continuity and stability to the department, which will also be important for student recruitment.*”

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

D. Specific Recommendations

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding

the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty of Arts and Science has the overall responsibility for ensuring that the recommended actions are undertaken..

PPC Recommendations	Responsible	Projected Date
(1) That Religion and Cultures split the six-credit into two three-credit introductory courses.	Department	September 2016
(2) That the department consider a second-year required course (3-credits) for minors, majors, and honours that addresses the various approaches to the study of religion.	Department	September 2016
(3) That the Faculty and the Department should consider offering online courses in Religion and Cultures for Spring/Summer 2017.	Dean	May 2016
(4) That the Executive Director of the Library review the acquisitions budget related to Religion and Cultures to ascertain whether or not the ATLARDB can be acquired.)	Executive Director of the Library	June 2015 (completed)

Final Assessment Report

Academic Review

Child & Family Studies

A. Summary

- i. The Self Study was presented to the PPC on January 18, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Judy Finlay Corkum, Ryerson University and Dr. Tom O'Neill, Brock University and two internal reviewers, Dr. Greg Brown and Dr. Tracey Curwen.
- iii. The site visit occurred on February 14 and 15, 2013.
- iv. The Reviewers' Report was received on April 2, 2013.
- v. The Department's response was provided on October 21, 2013.
- vi. The Faculty Dean's response was received on October 21, 2013.

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

BA Honours Specialization
BA Specialization
BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following regarding the strengths of the CHFS program:
"Nipissing University Child and Family Studies is a successful and growing program that contributes significantly to the field of child and family studies in Ontario. It has found a niche in offering a degree program to college transfer students and high school graduates from all over Ontario who wish to study in a small campus environment that has smaller class sizes and more opportunity to connect with other students and Faculty. The Review Team commends the dedication and commitment of the Program's Faculty and staff."

C. Opportunities for Improvement and Enhancement:

The Review Team offered the following specific recommendations:

1) The Faculty complement needs to be expanded. The current plan to add an additional Faculty member to address the Human Development and Learning is to be applauded, but the University should consider additional positions commensurate with the growth of the Program. Given that a significant amount of this growth seems to be attributable to the concurrent BA/Bed program, a Faculty hire in the area of education would be desirable.

In its response, the Department stated *“CHFS agrees that the full-time Faculty complement needs to be expanded beginning with the Human Development and Learning Stream.”*

The Faculty Dean advised *“that in the short-term, the program requires at least one additional faculty member in the area of human development and learning stream. For the longer term, all Schools and Departments in the Faculty are currently working on five-year Faculty HR Plans. Additional staffing requests will be dependent on program growth.”*

It should be noted that, starting in 2014, the School of Education has decided to end enrolments in the concurrent BA/Bed program. Contrary to the suggestion from the Reviewers, a faculty hire in the area of education would not be desirable in the future. The impact of this decision on future growth of the CHFS program has not been fully realized not articulated yet”.

PPC response is as follows: Since the Bracebridge campus is being closed, this recommendation may no longer be pertinent. The recommendation will be reconsidered after the transfer of the program to the North Bay campus as part of the normal budgetary process.

2) The part-time Faculty needs to be further developed. Much of the curriculum will continue to be delivered by part-time staff for the foreseeable future, and the CHFS Program should explore ways to ensure that they deliver this curriculum in a manner consistent with the overall Program. Sharing past course syllabi, for example, would help new instructors understand the role each course plays in the Program and reduce overlap; full-time Faculty mentors assigned to part-time instructors and team teaching are other means of assuring the quality of the courses they deliver.

The Department stated that *“Part-time faculty members make an important contribution to the program, and we are fortunate to have many long-serving, experienced teachers, with experiential, practical knowledge and expertise in related fields of employment. We do collect syllabi that are available to part-time instructors, but we need to formalize this process (make it part of an orientation); the additional suggestions provided by reviewers are excellent.”*

The Faculty Dean suggested that *“they agree that the needs of part-time Faculty should be further developed, on this campus and the North Bay campus. The University needs a centralized Teaching Learning Center who would support the professional development needs of all staff. Part-time staffing is critical and crucial for all programs, especially CHFS because of its location away from the main campus and because of the heavy reliance and need for stable, long-term part time faculty members. In the meantime, the sharing of syllabi and mentorship from full-time faculty has been in place for many years.”*

PPC response is as follows: Since the Bracebridge campus is being closed, the recommendation is no longer pertinent.

3) Nipissing University should consider the diversification of admissions to the CHFS Program to ensure the program is sustainable regardless of shifts in the economic or political landscape in Ontario. This would include admissions from a range of Faculties at Nipissing University and other provincial universities. The capacity to offer courses to other Faculties at the North Bay campus may encourage broader interest in the Program.

In its response, the Department agrees *“that this is a priority, and simply notes that this requires a commitment of faculty/administrative resources, as well as an overall commitment to the Muskoka campus. We have noted several initiatives currently undertaken by our faculty in this regard, and we strongly support the recommendation of diversification as a notable contribution to long-term sustainability and success.”*

The Faculty Dean advised they *“are not quite sure what the Reviewers mean by this recommendation. The CHFS program is a multi-disciplinary program that is already diversified. The program is the primary program that stabilizes the Muskoka campus so any and all initiatives to further this program is welcomed.”*

PPC response is as follows: **Since the Bracebridge campus is being closed, the recommendation may no longer be pertinent. The recommendation will be reconsidered after the transfer of the program to the North Bay campus.**

4) The curriculum of the CHFS Program is offered by means of core courses and two thematic coursework areas: Human Development and Learning and Child and Family Wellbeing: Issues, Services and Social Justice. This curriculum is consistently under review and courses are added strategically based on current developments in the field. Curriculum related to younger children is well-developed and a partnership with the developing Social Work Program will ensure adequate focus on families. Youth is an essential field of study when considering the life span and there is an obvious gap in the curriculum related to this field. It is strongly recommended that the CHFS Program include youth and services specific to youth as a core area of focus in the curriculum.

The Department advised that *“while we do not have an obvious gap in curriculum for youth, perhaps we can re-title some of our courses to emphasize the fact that we do cover a wide range of youth-related issues in various courses. We could also consider additional courses. But it needs to be recognized that CHFS is not a Child & Youth only program and our lifespan approach needs to be maintained. The lifespan approach is deliberate and we view it as a program strength that allows us to situate program and course content within a more comprehensive and ‘continuous’ framework – for example, human development within a lifespan context, rather than limiting the focus or context by prescribing an age ‘cutoff’.”*

The Faculty Dean advised they *“would support and echo the response from the Department in this area. However, given the shift in demographics and increased number of older people, I would add that the ‘human development with a lifespan context’ approach be strengthened in the area of gerontology rather than youth. The area of youth, as described by the Department, is adequately covered in the program.”*

PPC response is as follows: **PPC recommends that the Department reviews its curriculum to see how a stronger emphasis on youth and services specific to youth could be included as a core area of focus in the curriculum. Given the transfer of the program to the North Bay campus, additional resources may already be available which would enable this to be done easily.**

5) The Review Team strongly recommends that a meaningful partnership be maintained between the CHFS Program and the Social Work Program during all phases of its development and introduction to Nipissing University and the Bracebridge campus. The sharing of resources and curricula serves to enhance both Programs in the interest of students.

The Department *“strongly agrees with this recommendation. We have fostered this connection for many years, both in our programming and in our hiring of individuals with educational (M.S.W.’s), practical, and research experience related to social work. The Social Work program will be integral both to CHFS and the Muskoka Campus, and a strong first step in terms of developing more breadth of programming and greater opportunities for students.”*

The Faculty Dean stated *“as described the business case for a Social Work program, the three sister academic programs under a School of Human and Social Development structure, within the Faculty of Applied & Professional Studies will be CHFS, Social Work, and Social Welfare & Social Development. There is and will always be a strong partnership and direct relationship between CHFS program and a Social Work program. As highly recommended by the Quality Assurance Council, when approved by the Ministry, the University intends to build the Social Work program on the North Bay campus first before any expansion is considered on the Muskoka campus.”*

PPC response is as follows: **The University is in the process of transferring the CHFS program to the North Bay campus. PPC therefore recommends that the Chairs of both CHFS and Social Welfare and Social Development, as well as the Director of Social Work, evaluate areas of close collaboration among all three programs.**

6) The CHFS Program should develop a range of “service learning” opportunities for its students within the existing curriculum such as community placements.

The Department advised that *“while this would be ideal, we require a great deal more faculty and administrative capacity to do this. We are also conscious of competing with Social Work for placement options (a professional and applied program), and it likely makes sense for us to wait until we build the Social Work program and secure our placement partnerships with the community in that program, before we develop such opportunities for CHFS.”*

The Faculty Dean noted that *“the suggestion of more “service learning” opportunities for current students should be considered and explored by CHFS faculty. Service learning, or practical learning, should be part of all APS programming.”*

PPC response is as follows: **See response to Recommendation 5.**

7) Consistent with other similar programs in Ontario, the CHFS Program should consider incorporating case management, advocacy in child and youth services and program evaluation as additions to the curriculum.

The Department responded that *“such courses would have to fit the context of a lifespan program, but having said that, case management (across the lifespan) and program evaluation (for lifespan programs) are courses already in development as part of the Human Development and Learning stream, courses which will map seamlessly with the incoming Social Work offerings and program mandate.”*

The Faculty Dean advised that *“it is my understanding that the CHFS Program already incorporates case management, advocacy in child and youth services and program evaluation within the curriculum.”*

PPC response is as follows: **See response to Recommendation 5.**

8) The CHFS Program should make elective courses more available, either by finding ways of students to take courses in the Liberal Arts or Arts and Culture programs in Bracebridge, or by on-line or courses at the North Bay campus or by letter of permission from elsewhere.

The Department advised that *“additional course offerings on campus would be ideal. This would require more breadth of programming at the campus, and FT or PT faculty capacity (i.e. more resources). We already allow students to take on-line courses, or courses in NB or from elsewhere; doing more of this is feasible, but would also require administrative/faculty resources.”*

The Faculty Dean noted that *“the Muskoka campus is not diverse enough in overall programming but it does offer electives within a set limited numbers of course electives currently offered within the University. The program also utilizes distance learning technologies and offerings from other institutions as best as possible but adding more electives means decreasing core content within the program. An academic and strategic plan for the campus is being developed within the context of the University’s strategic planning process.”*

PPC Response is as follows: **Since the Bracebridge campus is being closed, the recommendation is no longer pertinent. With a transfer of the CHFS program to the North Bay campus, more elective courses will be available.**

9) The Review Team strongly recommends that Nipissing University and the CHFS Program investigate distance education as an alternative teaching modality. This will broaden accessibility to the Program. There is an array of models for providing distance education that are practiced throughout the province and Canada.

The Department advised that *“at present, we are limited by having a small FT faculty complement and limited administrative support. More FT faculty capacity and administrative support would allow for exploration of some of these initiatives in a*

conscientious way. Our priority – and struggle at times – is to build/maintain a quality ‘on-the-ground’ program for students; focusing on distance education, at least at this point, would be impractical.”

The Faculty Dean responded “*as noted above, and in the Departmental response, there are limited resources and capacity to expand the program to a distance learning modality. I would not support this suggestion or direction for the CHFS program because the program currently stabilizes the Muskoka campus.”*

PPC response is as follows: **Since the Bracebridge campus is being closed, this specific recommendation is no longer pertinent. The University is in the process of transferring the CHFS program to the North Bay campus.**

10) Faculty members of the CHFS Program should develop methods of integrating their research projects into the classroom in meaningful ways to enrich student learning. This will engage students in research activity at the undergraduate level in preparation for graduate studies and encourage this practice when they are working in the community.

The Department responded that “*we already do this to some degree, in terms of introducing or including research in classroom discussions/activities, and we have recently added a Muskoka-specific research fair, with presentations at times related to classroom work and research-focused discussions. But we agree that there may be ways to enhance this integration for the benefit of students, and this is something that could be explored.”*

The Faculty Dean responded that “*it is my understanding that faculty members of the CHFS Program do integrate their research into the classroom in meaningful ways to enrich student learning.”*

PPC response is as follows: **PPC considers that this is a worthy objective, but notes that faculty members have the ultimate decision as to what pedagogical activities will be integrated into the classroom.**

11) Nipissing University should ensure resources are in place that supports the research agenda of Faculty members. It was evident to the Review Team that Faculty members are fulfilling their responsibility to teaching and community service. However, there appears to be less emphasis on research enterprise due to a lack of necessary resources.

The Department advised that “*faculty responsibilities to CHFS and the campus can be onerous on the teaching/service front, particularly since there are relatively few faculty members and limited administrative supports. Despite these teaching/service commitments, faculty members – as the reviewers note – each have ‘active research programs’. The reviewers call for the support of a ‘research culture’ is welcomed, and while Nipissing generally is attempting to foster this through various initiatives, campus participation also needs to be prioritized. We have provided some suggestions (p. 6) in this regard.”*

The Faculty Dean suggested that “*because of the inherent impact of working on a smaller campus coupled with a limited number of faculty, staff and resources, CHFS faculty members are required to do more administrative and service work than faculty on the main campus. Despite this context, each FT faculty member, and some PT staff, have full research agendas. I*

do not agree with the reviewers that CHFS faculty members place less emphasis on research. And, CHFS faculty has the same access and support from the University's Research Office as any other faculty member on the other two campuses."

PPC response is as follows: **Since the Bracebridge campus is being closed, this specific recommendation is no longer pertinent. All faculty will have access to resources at the North Bay campus.**

12) The CHFS Program should ensure consistency in the preparation of syllabi related to the provision of course objectives, rubrics, course schedules and methods of evaluation.

The Department advised that they *"agree that this is a priority."*

The Faculty Dean also *"agrees that the CHFS Program should ensure consistency in the preparation of syllabi related to the provision of course objectives, rubrics, course schedules and methods of evaluation and the department has indicated they will work on this suggestion."*

PPC response is as follows: **PPC suggests that faculty should ensure consistency in the preparation of syllabi related to the provision of course objectives, rubrics, course schedules and methods of evaluation.**

13) Nipissing University and the CHFS Program should find ways of making support services more available, on a regular basis, at the Nipissing campus. This includes student advising, counseling, and career services etc., which are available to students on a full-time basis on the North Bay campus, but only periodically on the Bracebridge campus.

The Department advised that they *"agree that this is a priority."*

The Faculty Dean advised that *"this is a constant and consistent request made by the campus administrator on the Muskoka campus. The University is making headway in making support services more available by working more closely with student services. Additional student and campus services have been added this year."*

PPC response is as follows: **Since the Bracebridge campus is being closed, this specific recommendation is no longer pertinent.**

14) The Bracebridge campus should make study resources more available to its students. One important part of this is making more comfortable study and group work space available on campus, and expanding the hours in which these spaces could be accessed (late hours and weekends).

The Department advised that *"we will take this under consideration and may be able to facilitate access to study rooms, with recent expansion of the campus via the purchase of the Victoria street property."*

The Faculty Dean advised that *“The Lakehouse space has been converted this year into comfortable study space this year. As well, the campus is in the process of refreshing all computers in the classroom and around campus. As well, the addition of more student space is being considered within the new building on Victoria Street.”*

PPC response is as follows: **Since the Bracebridge campus is being closed, this specific recommendation is no longer pertinent.**

15) The convocation ceremonies for the CHFS Program should be held on the Bracebridge campus.

The Department advised that they agree. *“This is a good idea, particularly since student/alumni feedback was the source of this request.”*

The Faculty Dean suggested that *“this recommendation is something to consider when the Muskoka campus has the critical mass of graduating students to justify the costs involved in having a separate event.”*

PPC response is as follows: **Since the Bracebridge campus is being closed, this specific recommendation is no longer pertinent.**

D. Specific Recommendations

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

PPC Recommendations	Responsible	Projected Date
(1) That the Department reviews its curriculum to see how a stronger emphasis on youth and services specific to youth could be included as a core area of focus in the curriculum	Department	June 2017
(2) That the Chairs of both CHFS and Social Work evaluate areas of close collaboration between both programs, including “service learning opportunities”, case management, advocacy in child and youth services and program evaluation as additions to the curriculum.	Dean	October 2017

Final Assessment Report
Academic Review
Gender Equality & Social Justice

A. Summary

- i. The Self Study was presented to the PPC on March 22, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Ann Braithwaite, University of Prince Edward Island and Dr. Anne Forrest, University of Windsor and two internal reviewers, Dr. Larry Patriquin and Dr. John Long.
- iii. The site visit occurred on April 4 and 5, 2013.
- iv. The Reviewers' Report was received on May 21, 2013.
- v. The Department's response was provided on October 22, 2013.
- vi. The Faculty Dean's response was received on October 21, 2013.

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

BA Honours Specialization
BA Specialization
BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following regarding the strengths of the Department:

"The Department of Gender Equality and Social Justice (GESJ) is a strong and dynamic department that delivers well beyond its size in terms of teaching and pedagogy, in terms of curriculum design and delivery, and in terms of impact on students from across a range of majors and minors at Nipissing. GESJ models Nipissing University's motto of "one student at a time" and its focus on flexible student-centered teaching and learning in its commitment to offering the most current versions of the discipline in innovative and exciting ways. The major strength of the department is its "value-added" role on the university campus, where its reach and impact extend well beyond the students majoring or minoring in the field. GESJ clearly positions itself as outward looking, and sees itself as part of an interdisciplinary Arts education broadly, rather than simply an education in a particular field. The review team strongly endorses the department and lauds its ability to do so much with what it has—attributed largely to the

strength and dedication of its faculty resources and their commitment to both the field and to Nipissing students.”

C. Opportunities for Improvement and Enhancement

The Review Team offered the following specific recommendations:

1: That the university administration convert the LTA2 position in GESJ to a tenure track position. This position would bring a needed stability to the department's 13 curricular offerings, expand its capacity to offer crosslisted courses, and further support the University's commitment to Aboriginal and First Nations students.

In its response, the Department advised that “the Vice President Academic has acknowledged that adequate resourcing is essential to the successful delivery of programming. While GESJ has and will continue to ‘deliver beyond our size’ we cannot accomplish what this actually entails—maintaining active research agenda, securing tri-council and other funding, regular cycling of course offerings, development of innovative and relevant new courses, development of innovative assessment and delivery models—without the conversion of the LTA2 position. The position was developed in response to the need to offer foundational courses in critical race, post-colonial, indigenous and settler studies. This is programming that is not only essential to a discipline like GESJ but is programming that has been designed in order to support other disciplines like Native Studies and Political Science as well as Social Welfare. At a time when the university is publicly declaring an increased commitment to first generation and Aboriginal Students, as well as to strategically internationalizing the curriculum and the campus, this kind of programming is essential to the university’s ability to deliver on those promises. Moreover, as the Faculty of Arts & Science moves ahead with the development of an interdisciplinary BA in Human Rights and State Violence, the courses offered through this position will complement those already being offered through the Human Rights and Social Justice stream in GESJ. One of the challenges of offering an interdisciplinary degree on the model of the new Human Rights BA is being able to consistently cycle courses in a way that makes the program viable. GESJ can significantly contribute to this kind of stability with the conversion of the LTA2.

It is worth noting that there are significant disadvantages to continuing with the LTA rather than converting to tenure track not the least of which is the compromise to research potential. Faculty in LTA positions are often burdened by a disproportionate degree of new course preparation which significantly compromises their research potential. Perhaps even more importantly, they are in a very poor position to apply for external and/or Tri-council funding. This is a structural barrier that affects not only the individual in the position but the department overall. Moreover, funds have largely already been committed to LTA positions making them close to budget neutral when it comes to conversion. We would urge the administration to support the Reviewer’s first recommendation to convert the existing LTA2 in Critical Race Studies in GESJ as a matter of priority.”

The Faculty Dean stated that *“it is a matter of priority that the LTA2 in Critical Race Theory be converted to a tenure- track position. The curricular and research contribution of the position links to the University mission, as well as the strategic aim of supporting aboriginal, First Nations and indigenous initiatives.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the**

academic unit's use of existing human, physical and financial resources in delivering its program(s)". In making this assessment, reviewers must recognize the institution's autonomy to determine priorities for funding, space, and faculty allocation." Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.

2: That the university administration work with GESJ to advertise the ways in which the department reflects Nipissing University core values: i.e., that it is student-centered ("one student at a time"), that it has a demonstrated strength in pedagogy and pedagogical innovation, that it focuses on student experiential learning, etc. GESJ could be one of Nipissing's 'niche' programs used in advertising the university as a "destination."

The Department stated that it *"has again taken the initiative to develop a poster campaign on campus to raise the profile of the program with existing students. This is something we have done in the past in recognition of the fact that few students entering university know what they could expect from a program like GESJ. This is in fact true of many university level programs but is a significant disadvantage that has to be managed when compared with what students perceive to be vocational programs like Nursing or Business, bracketing for a moment whether or not they actually are vocational. We have decided to engage in a year long campaign which began with highlighting the Introductory course in particular but will move on to focus on drawing student's attention to what courses might help them accomplish their goals. One poster might highlight law and list the various courses in GESJ that would help someone interested in policing, criminal justice, or becoming a lawyer. Others will focus on different professions. The goal of this campaign is to begin to help students see the pragmatic face of the studies they undertake in the Arts and Humanities. This strategy will to some degree address recommendation #4 as well. The final stage of the campaign will focus on next year's courses.*

We believe GESJ is very well positioned to function as a destination program for Nipissing and we would welcome the opportunity to work with the Media unit and advancement on creating a campaign should this be an option. While we understand that the university is challenged to create a 'brand identity' for itself overall, we believe that "selling" individual programs is consistent with this goal. For example, we have, in the past, suggested that GESJ could spearhead a contest for Year 12 students across the province. The contest would be to submit a proposal for a social justice campaign relating to a list of possible issues that we would provide. The contest could potentially be judged by distinguished and qualified Canadians - Margaret Atwood, David Suzuki, , someone from Greenpeace and/or Edward Burtynsky? These are just some of the possible names we could suggest. The university would need to contribute the carrot - free tuition! Not only would an event like this provide numerous media opportunities to profile the university, it would also profile the program itself. We are aware that tuition could not be tied to the winner undertaking the GESJ program. That wouldn't be necessary to gain the publicity advantage of an opportunity like this. GESJ has many ideas for promotion of the program and indeed the university."

The Faculty Dean advised that *"GESJ has taken to heart elements key to pedagogical innovation and student experience. It is a student-centred program with exceptional instruction and experiential opportunities. I would encourage other departments in the Faculty of Arts and Science (and across the institution) to examine and reflect on what GESJ has done, particularly*

with respect to interdisciplinary and its philosophy of cross-listing (the impetus here seems to run counter and, in fact, provides a counter-model to the territoriality which Dickeson cautions against). I would encourage Marketing and Advancement to promote GESJ, among other Arts and Science programs, as exceptional.”

PPC response is as follows: **PPC considers this recommendation to be somewhat outside the scope of the program review. However, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

3: That GESJ become central to the discussion in the Faculty of Arts and Science about its own self-definition. In our discussion with the Dean of Arts and Sciences, he noted that he wanted the Faculty to identify a few “key things” it does really well, that would act as a type of “brand” for the Faculty. We believe that GESJ can and should be at the forefront of this endeavour, given the breadth of its programming and the scope of its reach to students. The key now is to get to the forefront of that discussion and ensure that its focuses (such as that on human rights) are well reflected on that list.

The Department advised that *“we are at the mercy of the administration on this recommendation. The faculty in GESJ have long expressed a willingness to be part of the discussion about ‘branding’ Arts and Science and we continue to embrace being part of that discussion. There is a genuine need to put structures in place that will facilitate this kind of endeavor - structures that go beyond the existing Faculty Council, which at this time is a pale shadow of what it could be as a forum for faculty to engage with strategic planning in Arts and Science. A more effective use of faculty resources, of late, can be found in the smaller sub-committees which have been given very specific mandates—the Spring/Summer subcommittee and the Outreach Committee are examples. What we in GESJ do exceptionally well is interdisciplinary, student-centred curriculum development and delivery that is relevant, and meaningful to students, that has an applied and practical dimension, and that can be a model of and for transferrable skills for students as they move into the workplace. We would welcome any opportunity to deliver this message.”*

The Faculty Dean noted that *“the Faculty is moving forward with an exercise to define what it does well, in preparation for an Academic Plan. Part of the process of capturing an “academic snapshot” will be determining key areas of strength, along with what we do well. As well, discussions about a Human Rights major are currently underway.”*

PPC response is as follows: **PPC notes that any comment on the centrality of GESJ in any self-definition of the Faculty of Arts and Science would be premature, given that the Faculty has yet to finish that process.**

4: *That GESJ work to identify (with student input) and advertise the ‘skills’ GESJ (and Arts students more generally) acquire in the department – as way for students and faculty to talk about the value of this program and field, and that can aid in the above recommendation about “branding.”*

The Department advised that *“this recommendation is tied to the one above but is also part of a much broader problem with the way Arts and Sciences are currently engaging with the specific challenges of the contemporary university culture as it turns more and more towards vocational language. We are very interested in initiating discussions with students, graduates, and others who can contribute to developing strategies to more effectively communicate the essential nature of the kinds of skills taught in the Humanities, Arts and Social Sciences.”*

The Faculty Dean noted that *“they look forward to reading the Department’s work at defining ‘skills’ in Arts programming.”*

PPC response is as follows: **PPC recommends that the Department undertakes a review of its curriculum to identify the core skills and competencies acquired by students as part of their studies in GESJ.**

5: That the administration, along with GESJ, continue to work to build interdisciplinary connections and possibilities for students, especially across Faculties: i.e., by more departments now cross listing or cross coding GESJ courses for their own curricula too, by expanding into other Faculties to continue to challenging the tendency to “silo” knowledge and knowledge production in the university. Making these connections material/official makes evident the added value of this department and its relevance across a range of fields/interests, and demonstrates the interdisciplinary and the ‘team player’ quality of the department.

The Department advised that it *“was significantly involved in the planning, development and execution of the interdisciplinary Spring (2013) course, UNIV 2005: Dirt. We will again be closely involved with the development of the second iteration of the same course for 2014. Beyond these specific courses there is considerable interest from some faculty in continuing to develop and integrate team taught interdisciplinary courses at other year levels. UNIV 2005 is a second year course; there is room to consider what such a course might look like as a first year entry level course and also as a 3rd year upper level course.*

GESJ is very interested in developing interdisciplinary Professional Certificates in Sexuality Studies, something we think would be of value not only to existing students in degrees like Nursing, Psychology and Social Welfare but also for professionals already working in the field. GESJ alone has a significant number of appropriate classes already in regular rotation and there are numerous courses offered in other disciplines which could contribute to a rich and challenging opportunity for students who would like to develop greater specialization.

GESJ would welcome the opportunity to discuss the ways in which we can facilitate foundational learning for students already committed to other programs. For instance, many courses in GESJ would be of significant value to students in Criminal Justice. We are interested in opening a conversation with Criminal Justice around a: developing courses that their students could take as electives and b: signposting to students existing courses that would complement their studies. The same opportunities exist in other professional programs - namely Nursing and Business. The Reviewers suggested that one way of embedding this kind of cross-faculty learning is for the Calendar to list recommended courses in other programs. This is something we are intending to pursue more explicitly over the coming year.

As always, we will continue to develop new programming that can serve other programs via cross-listing. We continue to be very interested in collaborations with the sciences. One way forward with this might be to develop a Dialogue course.

Finally, we continue to work on developing our role at the Muskoka Campus. As of this academic year we have a faculty member on a 10 month LTA contract splitting her teaching between North Bay and Muskoka. She is teaching some of our highest enrolment media courses on both sites (courses that consistently max out enrolment and do double duty for English and Education students) at the same time as she is involved in piloting alternative/blended delivery methods at the Muskoka campus. We are very keen to see these opportunities continue and they are key to the strategic direction of the university but without ongoing faculty dedicated to this work the possibilities for innovation are significantly compromised. With this in mind, we are requesting that the 10 month LTA between North Bay and Muskoka be converted to a 2 year LTA, commencing July 2014.”

The Faculty Dean noted that “*interdisciplinary/interdepartmental collaboration provides a way for the Faculty to build on strength and develop coherent curricula, research partnerships, and a collegial (rather than a competitive) environment for resources.*”

PPC response is as follows: **PPC notes that curriculum development is driven largely by the academic unit in question. Having said that, PPC encourages the use of cross-listed and cross-coded courses. As a result, PPC recommends that the Faculty of Arts and Science reviews the existing list of cross-listed and cross-coded courses within its Faculty with the aim of increasing the number of such courses.**

D. Specific Recommendations

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

PPC Recommendations	Responsible	Projected Date
(1) That the Department undertakes a review of its curriculum to identify the core skills and competencies acquired by students as part of their studies in GESJ.	Department	June 2017
(2) That the Faculty of Arts and Science reviews the existing list of cross-listed and cross-coded courses within its Faculty with the aim to increase the number of such courses.	Dean	October 2017

DRAFT

Final Assessment Report

Academic Review

Psychology

A. Summary

- i. The Self Study was presented to the PPC on October 26, 2012.
- ii. The Review Committee consisted of two external reviewers: Dr. Ann Bigelow, St. Francis Xavier University and Dr. Tammy Ivanco, University of Manitoba and two internal reviewers, Dr. Jeff Dech and Dr. David Borman.
- iii. The site visit occurred on November 22 and 23, 2012.
- iv. The Reviewers' Report was received on December 21, 2012.
- v. The Department's response was provided on March 11, 2013.
- vi. The Faculty Dean's response was received on April 22, 2013.

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

BSc Honours Specialization
BSc Specialization
BSc Major
Certificate in Neuroscience
BA Honours Specialization
BA Concurrent Education with an Honours Specialization
BA Specialization
BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following regarding the strengths of the Psychology Program:

"The Review Team finds the faculty of the Psychology Department at Nipissing University to be dedicated teachers, with active research programs. The program offered contains a number of innovative and creative features, with ample hands-on research experience for students. Indeed, students have high praise for the Psychology faculty and are generally pleased with the program.

Department's strengths

- *Faculty commitment to teaching.*
- *Lab component in Introduction to Psychology course.*
- *Students have opportunities to work in faculty research labs, contribute to the research, present the findings at conferences, and co-author papers.*
- *Empirical thesis option for honours students.*
- *Statistical and methodology courses.*
- *Neuroscience courses and Certificate.”*

C. Opportunities for Improvement and Enhancement

1. More Psychology courses be offered at the upper levels, especially the 4000 level.
Recommendations for the University:
 - a. Add more tenure-track positions to the Psychology Department.
 - b. Recognize that some departmental resources are dedicated to service courses for other faculties/departments, which jeopardizes the Department's program offerings.
 Recommendations for the Department:
 - a. Allow existing faculty to teach in their areas of expertise, which may mean unloading service courses to other departments.
 - b. Formulate a strategic plan to articulate the areas of expertise needed to fill out the Department complement.

The Review Team offered the following specific recommendations:

In its response, the Department stated that “as we consider the first recommendation it is important to note at the very outset that the Program is under significant internal threat because of some recent changes to the Collective Agreement, which will negatively impact on our capacity to offer an appropriate diversity of courses. This is discussed more fully below. In our view the Department has been at the forefront of encouraging undergraduate research at Nipissing. In fact, the Department has successfully adopted what has been called “A Graduate Model in an Undergraduate Institution”. This has led to substantial research productivity for our undergraduates and great success in gaining entrance to post graduate programs. Hopefully, we will be able to generate creative solutions to the dilemma of either seeing a contraction in our course offerings or a reduction in the numbers of students who wish to carry out undergraduate research under the supervision of a faculty member. This makes Recommendation 1a (the addition of more tenure-track positions to the Psychology Department) critical, as faculty resources become strained and courses reduced, and as we struggle to follow the letter of the new collective agreement. Unfortunately the wording of the new collective agreement was not available to the reviewers. It should also be noted that, unlike many other departments, psychology faculty complement has not grown significantly in the recent history. Currently, we have the highest average student per faculty ratio of any of the other departments. Since the last review (2003), at which time more faculty resources were also recommended, the department has not grown significantly faculty complement. In 2003 we had six full time faculty members and seven part time instructors. Some of these part-time instructors taught more than one course. In the years between the two program reviews we have moved from a high reliance on part-time instructors to more full-time faculty. In 2001, for example 17 half course equivalents were taught by part time-faculty. This year that number is only seven, a positive development that was implemented as per the 2003 review recommendations.

Today, our full-time faculty complement has risen to 9. Unfortunately this does not translate into an ability to teach more courses because of the impact of past and current collective agreements. At the time of the

previous Program Review the normal teaching load for faculty was 3/3 and the Psychology Faculty routinely taught overload and supervision of individualized courses was encouraged. The university has since moved to a normal work-load of 3/2 or 2/2 for research-intensive loads and the number of individualized course supervision is limited to 18 credits. Furthermore, when a faculty member elects to supervise individualized courses he/she is compensated through a 3-credit course release and is not eligible for overload. Other factors that further prohibit overload are found in section 27.7b of the current Collective Agreement. Specifically, members may not teach overload if they are: i) on a research-intensive load; ii) on a tenure-track appointment; iii) if they have course releases for any other reasons; or iv) Chairs or Directors of academic units. Although the rationale for limiting overload is desirable and laudable, the above-noted restrictions will necessarily lead to a reduction in the number of courses offered or the number of students supervised until such time when additional faculty resources are secured.

The faculty input suggests that we are in favour of this recommendation regarding the creation of more fourth year courses but this is tempered by the realization that this increase in courses can really only be accomplished through an increase in the faculty complement. Barring new faculty, cycling some non-required courses that are currently offered every year may help. Cycling may have to be instituted in any event because the impact of the collective agreements will be to reduce the number of courses that can be mounted. Even the suggestions involving team taught courses may run into the problem of overload restrictions. We also agree that discussion of the dedicated service courses is worthwhile.”

The Faculty Dean did not add any additional information.

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

(1)However, the Department is encouraged to development a faculty staffing strategy to be submitted to the Dean in the event of additional resources being made available as part of the normal budgetary process. (2)The Department is also encouraged to prepare a plan to cycle more second and third year courses in order to be able to offer more fourth year courses.

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| <ol style="list-style-type: none">2. The Department be provided with administrative assistance.
Recommendations for the University:<ol style="list-style-type: none">a. Assign an administrative assistant to the Chair of the Department. |
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The Department noted that “there is good consensus around this recommendation and some faculty see the role of the assistant as meeting several other recommendations such as updating faculty and departmental WEB pages, proving information to students, and other non-teaching duties that arise in the department. We support this recommendation.”

The Faculty Dean stated that “an administrative assistant could assist with providing initial advising to students, with updating the web on a timely basis, thus providing students with more knowledge of the

research opportunities, career opportunities etc, and assist with certain types of the administrative task that can distract from teaching and research.”

PPC response is as follows: **PPC notes the issue of administrative support is an administrative matter. PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

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| <ol style="list-style-type: none">3. The Department be considered in long-term building and renovation plans.
Recommendations for the University:<ol style="list-style-type: none">a. In consultation with the Department, plans be formulated to move the Psychology Department offices and labs to a centralized location. |
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The Department noted *“again, there is good consensus around this recommendation and we see such an opportunity at a time when the university is building and renovating other areas. Departments at other universities generally are located in a distinct area and we agree that Nipissing ought to follow that model. We understand, however, that the past practice of allocating office space on the basis of seniority and academic rank has resulted in a situation where faculty offices are dispersed among several wings of the buildings. Central to the co-localization of offices ought to be a central office for the administrative assistant. There may be an excellent opportunity to centralize the department given that we are in a period of growth and that least one department (Physical Education) will be moving in the not too distant future. This may give the university an opportunity to realize this recommendation.”*

The Faculty Dean stated *“in terms of lab space, this issue is being actively addressed, and new lab space should be available in the spring or early summer. Related to this is the need for collocated space and dedicated administrative support for the department. This is an issue raised by more than one department, and over the longer term needs to be addressed.”*

PPC response is as follows: **The primary object of this recommendation is outside the scope of the IQAP program review. However, it should be noted that the University agrees that offices for faculty within the same academic unit should be grouped together to create what could be described as “departmental space”.**

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| <ol style="list-style-type: none">4. Steps be taken to facilitate the research of the Psychology faculty.
Recommendations for the University:<ol style="list-style-type: none">a. Provide adequate lab space for all Psychology faculty.b. Bolster the Office of Research Services so that they can fulfill their mandate to promote partnerships, develop research initiatives, and help faculty seeking grants and contracts.Recommendations for the Department:<ol style="list-style-type: none">a. Promote links between the Psychology Department and existing staff within the Office of Research Services.b. Encourage faculty to acquire adjunct status at larger universities in order to supervise graduate students. |
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The Department stated that *“the issue of suitable research space is common at most, if not all universities. It is clear that some of the department’s current space needs improvement. The current administration has been sensitive to our needs with respect to research space and we expect to have new space that is being renovated this spring for Dr. Chow’s use. The Administration is also aware that we will have a new tenure stream faculty member join us for the next academic year and they know that this new colleague will also require space. In addition, consideration of research space for Psychology also needs attention at our satellite campus, for faculty who at the present moment have no designated research and/or laboratory space for corresponding research agendas.*

The Psychology faculty is fully engaged in research but recently we have not been successful in getting tri-council funding. During the last review we had two NSERC operating grants so we need to work with the Office of Research Services to explore not only tri-council but other funding sources and research partnerships. It is important to note that a number of faculty have been successful with finding support from other than tri-council sources and that we are optimistic at finding other sources. Our research productivity continues to be high and undergraduate students continue to have the opportunity of working in our laboratories. With respect to recommendation 4b some of our faculty (Dr. Weeks for example) are actively seeking adjunct status in order to supervise graduate students at Nipissing who are enrolled at larger institutions, and others (Dr. Vernescu for example) already have long-standing adjunct appointments at major institutions with substantial graduate programs.”

The Faculty Dean did not add any other information.

PPC response is as follows: **Laboratory space for all faculty at the University is allocated on the basis of need and existing space, with priority given to those with funded research. However, this is subject to available space and funding for needed renovations. As for the Office of Research Services, faculty from the Department of Psychology have access to the same level of services as other faculty. The issue of applying for adjunct status at another university is an individual decision on the part of faculty members and ultimately the decision is taken by the other university, based largely on the perceived research contribution of the applicant.**

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| <p>5. Enhance the honours program.
Recommendations for the Department:</p> <ul style="list-style-type: none">a. Require that honours students in both the empirical and non-empirical thesis streams have opportunity to present their final theses to the faculty and fellow students. |
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The Department noted that *“this recommendation has been under consideration by the department, and in fact this was the intent when the Honours Theses option was originally introduced. For many years many of the Honours Theses were presented at various local, provincial, national and international conferences; most often as posters, but sometimes as talks. A few years ago, Nipissing created our Undergraduate Research Conference and some of our thesis students have presented their work at that venue. Nevertheless, we agree that it would be good to have a session, dedicated to the Empirical Thesis students where they can present their results. One suggestion is that this be made mandatory for them. It has to be acknowledged that under Dr. Curwen’s direction the students in the non-empirical thesis course already have that requirement. The psychology faculty and the Dean are invited to this formal conference-like venue. The results are all presented as talks.”*

The Faculty Dean noted *“to further enrich the program, the reviewers suggested that students in the empirical thesis option of the program present their findings to the Department, perhaps at one-day conference (or even perhaps, I would suggest, as an add-on to the undergraduate conference). Such a practice would be consistent with other programs across Canada, and in fact is already in place for students in the non-empirical option. The Reviewers failed to note (see page 13, where in fact the Reviewers wrongly note that these students do not present their work) that students in the non-empirical course present their work over two days at a conference, which has been supported by the Dean’s office. Perhaps students doing an empirical thesis could also participate in this event.”*

PPC response is as follows: **Based on the responses of the Unit and the Dean, it appears that what is being recommended is already occurring. PPC encourages the Department to continue its practice in this regard.**

6. The student concerns be addressed.
 Recommendations for the Department:
- a. Ensure that students get information on (1) faculty research interests, especially opportunities for volunteering in faculty labs; (2) academic advising in Psychology, including the cycling of specific courses; (3) professional/career options in Psychology; and (4) graduate school and graduate scholarship applications. An updated Department website would facilitate these communications.

The Department advised that *“the response of the faculty to this recommendation was mixed although some seemed sympathetic to the main thrust of the recommendation. Yet it is arguable that some of the suggestions by the reviewers went a bit too far. For example, the student concerns about access to SPSS and preferred e-mail accounts may have been accepted by the reviewers too readily as bona fide concerns. There was empathy for better communication between the department and students on all matters that may have an impact on them. Again, the administrative assistant may prove to be invaluable in providing this link.”*

The Faculty Dean advised that *“the reviewers noted that the department covers the basic cores areas of Psychology at the second year level but selection at the third and fourth year is somewhat limited. Some areas, like neuroscience, statistics, which obviously reflect strengths of the department are well served, but other areas, like Developmental, Cognitive, Social, Forensic and Evolutionary Psychology, are absence, even though some of these areas, like forensic and evolutionary psychology, represent research strengths of certain faculty. The students themselves expressed frustration at this lack of diversity. Thus, there is a real need to expand the diversity of course offerings at third and fourth year. This can partially be achieved in two ways, by a more systematic cycling of courses (I would suggest the department establish a three to five year cycling plan so students can anticipate what courses will be offered in what years; such plans have been effectively implemented by other departments in Arts and Science) and secondly by assigning service courses, like Psychology 1036 (for Nursing students) and Psychology 2020 (for Education students) to part-time faculty, as was done in the past; this will free up some teaching by full-time faculty that can be dedicated to upper year courses. In the end, though, the department will need to expand its full-time complement in order to broaden the program more fully.”*

PPC response is as follows: **PPC notes that the website has been updated.**

D. Specific Recommendations

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

PPC Recommendations	Responsible	Projected Date
(1) That the Department develop a faculty staffing strategy to be submitted to the Dean in the event of additional resources being made available as part of the normal budgetary process.	Department	December 2016

(2) That the Department prepare a plan to cycle more second and third year courses in order to be able to offer more fourth year courses.	Department	February 2017

DRAFT

Final Assessment Report

Academic Review

Biology & Chemistry

A. Summary

- i. The Self Study was approved by the Provost.
- ii. The Review Committee consisted of two external reviewers: Dr. Linda Corkum, University of Windsor and Dr. Athar Ata, University of Winnipeg and two internal reviewers, Dr. Dan Walters and Dr. Sean O'Hagan.
- iii. The site visit occurred on March 14 and 15, 2013.
- iv. The Reviewers' Report was received on April 12, 2013.
- v. The Department's response was provided on October 21, 2013.
- vi. The Faculty Dean's response was received on October 18, 2013.

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

BSc Honours Specialization in Biology
BSc Specialization in Biology
BSc Major in Biology
BSc Minor in Biology
Certificate in Neuroscience
BSc Minor in Chemistry

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following in relation to the strengths of the Department: *The "Biology/Chemistry Department of Nipissing University (NU) has a dedicated faculty and staff, who provide an excellent training for undergraduate students. Students appreciate the small classes, the opportunity to interact closely with instructors, and the large number of laboratory and field experiences associated with many of the courses. The natural setting around the university provides an ideal opportunity for teaching ecology. The nearby ALCAN field station is a particular asset, but appears to be underused.*

Facilities are new. Both teaching and research equipment are exceptional. Many students, who graduate, go on to graduate school. The Environmental Biology and Technology program in which students spend their second year of study at Canadore College (the College and the

University share the same building) is an excellent program and serves as a model for other universities.”

C. Opportunities for Improvement and Enhancement

The Review Team offered the following specific recommendations:

1. A departmental committee should be struck to continually review the curriculum so that students receive a balanced offering of courses each year.

A long-term plan of course offerings is needed. This is an urgent need and one that students at other universities in Canada expect and receive. It is essential for students to have information about the curriculum so that they can effectively plan their 4-year undergraduate program. The schedule can simply be in the form of a table, indicating the departmental course offerings for the next four or five years. This table should be made available as a handout to students in their first year of study as well as being available on the departmental website.

In its response, the Department stated that the “we agree that the curriculum is in need of a holistic review that takes account of the core requirements for a Biology degree, and also takes advantage of the special areas of advanced knowledge, experience and techniques of the individual Tenured and Tenure-Track faculty. This academic year the Department will begin a full curriculum review. We will start by examining the content of our first year courses and reviewing how the first year Biology courses (BIOL 1006 and 1007) and first year Chemistry (CHEM 1006 and 1007) link to upper year courses ensuring the first year courses are serving their intended purpose. The Department will then identify major gaps in our curriculum not only in terms of courses, but identifying the fundamental principles that our students should be getting by the time they graduate from our program. In some cases new courses may be required; in other cases we may be able to add missing content to existing courses or merge existing courses. Identification of core courses, both existing and needed, as well as elective courses at the third and fourth year level will allow us to offer a flexible and balanced program. We also need to identify core principles that are missing from our program and address any areas of content overlap.

One major gap in our program is the lack of a course in Evolution which is the foundation of Biology and a core course at other Universities. The Department is currently developing a course in Evolution to be offered in the 2014-2015 school year. Additionally, to address the lack of Molecular Biology and Physiology courses in our program, the Department is engaged in talks with the Biotechnology Program at Canadore College. We are looking to devise a shared program similar to the Environmental Biology and Technology (ENBT) program we currently have. In the ENBT program students take years 1, 3 and 4 at Nipissing University and year 2 at

Canadore College. Once completed students receive their 4 yr degree from Nipissing and a diploma from Canadore. In a shared Biomed program potentially students would take years 1, 2 and 4 at Nipissing and year 3 at Canadore where they would have the opportunity to take several Biomed courses which we cannot offer. Working with Canadore College on a shared program also fits the current vision of the MTCU of increased collaboration between Universities and Colleges.

A thorough re-examination of our program will also allow us to address other issues brought forward such as students reporting too many 3h lectures instead of 2 x 1.5h. In certain cases e.g., upper year courses, where discussion is an important component of the course, a single 3h lecture will be optimal; however we do acknowledge that for most lecture-based courses the 2 x 1.5h format is better for student learning. We will also examine the issue of course overlap to determine whether true overlaps exist and redundancy can be removed or if what students perceive as overlap is in fact reinforcement of a core/fundamental principle. The development of a 4- year "Planning Horizon" table to help students plan their program will be examined and the feasibility of constructing a reliable table will be assessed, with the caveat that we would need to retain the flexibility to make adjustments on a year-to-year basis depending on personnel, resources and enrollment. Once this process is complete it will also facilitate production of the course master in partnership with the Dean's office.

However, the issue of balancing courses may not be logistically possible because we have to also balance the teaching loads of existing Tenured and Tenure-track faculty. Existing faculty may not be able to fill all of the gaps in our program, and we cannot add new elective courses if they simply spread the same number of students across a larger number of (under-enrolled) courses. In any event, despite the issues raised by the reviewers and our students, the enrollment numbers in Biology and Chemistry are increasing despite the gaps in our program; we believe a strong case can be made for additional faculty in the Chemistry and Molecular Biology areas, and for the equipment and supplies necessary to give our students high quality laboratory experiences that match those in the ecological areas."

The Faculty Dean noted that "the reviewers' concerns are many with respect to curriculum: there are too many ecology courses with overlapping content and an insufficient number of molecular biology, physiology and chemistry courses; a high percentage of courses taught by sessional instructors; and scheduling issues coupled with a lack of a long-term plan that would allow students to plan their degrees.

The sessional instructors in Chemistry/Biology are exceptional teachers, so the department is comfortable with the amount of teaching they have assumed over time. There seems to be no reason to reallocate sessional instructors or to reduce their teaching roles at this time; the reviewers' comments address workload not quality of teaching.

Of the set of concerns presented, the priority is to redress the imbalance between ecology, molecular and physiological biology. A four-year plan may help the chair better organize resources, secure commitments from faculty for future teaching assignments (allow course prep, etc.), but there is some urgency to a committee of the whole refining the course offerings, stripping out redundancy (where there is no pedagogical value), and restoring molecular/cell

and physiological biology course to the roster of routine. It should be noted, the ecology and environmental science is a promoted area of expertise and recruitment for students. This context potentially explains how the imbalance occurred.

Given the teaching and research expertise of current faculty, with a rearrangement of assignments, with an explicit focus on greater balance between ecology, molecular/cell and physiological biology, we may be able to accomplish the desired end without a new hire. That determination can only be made once the curricular work at the department level is complete.”

PPC response is as follows: (1) the Department needs to adopt a multi-year course planning strategy, although at this point a two or three year planning scenario is all that PPC would require. This would allow students to know in advance which upper-year courses are scheduled to be offered over the next two or three years. (2) Moreover, PPC requests that the Department provide more balance within its course offerings by reducing the number of Ecology courses offered. If that is not possible in the short-term due to existing staffing, new hires need to take that into account.

2A. The Biology/Chemistry department should be encouraged to hire a faculty member in Chemistry

The Department responded that “we agree that a new hire in Chemistry is needed. The University needs to expand its Chemistry offerings to provide a more robust science experience. We have in the past lost students to other Universities when they sought more in-depth chemistry coursework. Expansion in Chemistry could also offer support for the Master’s in Environmental Science and potential future programs such as Chemical Engineering. The Department currently offers a Minor in Chemistry and would like to expand that to a Major, and later the Honours Specialization. To facilitate a balanced Chemistry offering we require additional core courses. Currently we are missing Physical Chemistry although we have significant offerings in the applied area of Analytical and Environmental Chemistry, and we need a hire in this area to bolster teaching and research. Hiring a Physical or Biophysical Chemist would enhance the range of research experiences available for students, it would allow us to offer the 12-course major in Chemistry, and it would elevate the program diversity and research profile of the University.”

The Faculty Dean advised “that a physical chemist would be a good complement to current resources (to both teaching and research) in Biology and in Geography; however, the student numbers do not support a hire at this time. The argument is presented that in the absence of a major in chemistry, students are not taking the minor. It is hard to determine real/pent up interest if this is true. Moreover, a new hire would represent a profound challenge to lab capacity.

As a future hire, a physical chemist makes good sense, esp. once we have been able to reconfigure the labs to house the possibility. The priority should be to equip a second chemistry lab with another lab instructor.”

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

2B. The university should create a second equipped chemistry laboratory.

The Department responded that they “*agree that the Department urgently requires a second Chemistry teaching lab to accommodate more students in upper year chemistry courses. With only one chemistry teaching lab we are severely constrained. Students taking chemistry are mainly majoring in Biology and there are often conflicts between Chemistry and Biology courses. This requires that the Registrar recognize that Biology and Chemistry are usually taken together (it is, after all, a joint Department) and therefore course conflicts should not be allowed in the scheduling program. If we had a second chemistry teaching lab we could potentially draw more students into Chemistry.*”

The Faculty Dean’s response was included in the above response to recommendation (2A).

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

3. The department should be both supported and encouraged to increase its research culture.

The Department responded that “*the reviewers point out that the research culture currently in the Department needs improvement. Some members of the Department show strong productivity, while others do not. Increased support from the Research Office particularly in terms of identifying alternate funding sources would help us to increase productivity within the Department. This is particularly important since Tri-Council funding has become more difficult to obtain for faculty in small Universities (although the many undergraduate honours thesis students we support are regarded as HQP as well as the Master’s students in the new MESC program). Additional support in grant writing would also be helpful. Many Universities have dedicated grant writers in their Office of Research Services who help researchers to formulate their grant proposals. This is something that is very much needed at Nipissing University. We are beginning to implement an in-house peer-review process where senior faculty who have held and reviewed NSERC grants in the past volunteer to provide editorial suggestions to*

colleagues. The Department needs a dedicated staff member to support major research facilities such as the Plant Growth Facility. There is currently no technical support for our greenhouses. The provision of such support would significantly increase research potential and productivity.”

The Faculty Dean advised that “it is concerning that no one in Biology currently holds NSERC funding. Chemistry faculty do have funding. While it may be increasingly difficult to access tri-council funding given the nature/realities of the fund, especially for faculty without track records of success at securing funds, the University has someone dedicated to developing links with government and industry (Anthony Rota) who can certainly help faculty tap into other sources of funding. Members of the department should ask for assistance from either the office of the Dean, or Research Services, to foster their research agenda.

Recent hires have been provided with more opportunities to do research by virtue of the structuring of their contracts and SURG grants, and they have been successful. Having said this, we may have corrected the situation for new hires; we need to redress some of the systemic issues for longer-standing hires.

Once I have read and responded all the Faculty Annual Reviews, I will meet with all faculty without funding or research plans to discuss strategies for developing proposals and partnerships”.

PPC response is as follow: **PPC notes that faculty in Biology and Chemistry have access to the same institutional resources as faculty from other Departments.**

4. The high calibre research equipment needs to be maintained and upgraded.

The Department responded “that it has been successful in obtaining Canada Foundation for Innovation (CFI) grants in the past to purchase high calibre analytical equipment. Most of our CFI equipment has now gone past the initial 5 yr maintenance period and those funds are no longer available. The Department would urge the University to assist in providing funds to maintain equipment and facilities, particularly those that are intensively used in undergraduate courses, and student and faculty research. Equipment that is not maintained and becomes non-functional seriously undermines research productivity. New equipment is also needed and would increase our analytical capability, especially if we seek the OA/QC provincial accreditation that is required in order to provide fee-for service analyses for outside companies, government agencies and other organizations.”

The Faculty Dean advised that “the Assistant Vice-President, Research is working on a strategy to maintain and upgrade equipment purchased through CFI grants. This is an issue of concern for a number of departments.”

PPC response is as follows: **the University will continue to use its CFI allocation strategically, but the amount available is a function of Tri-Council funding and therefore limited.**

5. The university should provide space and resources for a staffed Biology office.

In the last 2004 departmental review, there was a recommendation for the University to provide a Biology Department Office. This recommendation has not been addressed.

There is still no Biology office. Students require a discipline specific office staffed with a knowledgeable person to obtain counselling advice (or make counselling appointments with faculty), as well as to receive information about specific course offerings, scholarship applications and postgraduate opportunities. Students are disappointed with the present counselling advice offered by the Registrar's office.

The Department responded that it *“agrees that such an office would be an important resource for students and faculty. The same recommendation was made in the 2004 Departmental Review and 8 yrs later still has not been addressed. A Department office is instrumental to assist students with counselling and program information, scholarship information, postgraduate and employment opportunities. Currently most students are uninformed about how to seek career advice, especially in relation to graduate and professional school. The academic advisors in the Registrar's office are limited in scope to general information about undergraduate program requirements. Furthermore, the department does not have a central location in which to store departmental records; earlier records have been retained, or discarded by past chairs in a haphazard manner. A Department office would provide continuity and make the department run more efficiently. It would also help us to provide more effective advising and guidance for our students, supporting more effective student progress, retention, graduation, and career placement, which, in the long term would provide better use of resources and enhance the reputation of the University.”*

The Faculty Dean advised that they *“believe plans are underway to allocate to departments shared secretarial support.”*

PPC response is as follows: **the primary object of this recommendation is outside the scope of the IQAP program review. However, it should be noted that the University agrees that offices for faculty within the same academic unit should be grouped together to create what could be described as “departmental space”. The issue of how to provide logistical support is under review. As to the issue of academic advice, PPC considers that part of that responsibility belongs to the Chair of the Department and faculty in general, in addition to the advice that can be provided by a more generic academic advising office.**

6. The Biology department head should have more authority.

The Department responded that *“the business of the Department is coordinated by a chair and not directed by a head. Relative to other Universities, Department Chairs at Nipissing University do not have the same level of authority in regards to managing Departments. Decisions are made in a collegial fashion by the Department. In contrast to other universities, Nipissing chairs remain members of the Faculty union during their tenure, which prevents them from being regarded as “supervisors”. However, this is a matter for collective bargaining and will not be discussed further here.”*

The Faculty Dean advised that *“the role of Nipissing University Chairs is a matter of the Collective Agreement.”*

PPC response is the following: **the issue of the authority of the Chair of the Department is covered in the Collective Agreement with NUFA, and no further action is warranted as a result of this Review.**

7. There should be student representation on departmental, faculty and university committees.

The Department responded that *“they agree with the Reviewers’ recommendation that student representatives should be included on committees and attend department meetings. We have already spoken with the President of the Biology Students’ Society and have extended an invitation to their executive members to participate in departmental committees and meetings.”*

The Faculty Dean advised that *“the Collective Agreement does not restrict membership of departmental committees to faculty. Student representatives should be elected to the primary committee of the department, and appointed to hiring committees and any subcommittees of the whole where appropriate. Student representatives are prescribed on many university committees by Senate by-law.”*

PPC response is as follows: **PPC encourages the Department of Biology and Chemistry to include student representation in Departmental committees and meetings.**

8. Insure that scholarship students in the Environment Biology and Technology program retain their awards.

The Department responded that *“they agree that students should not lose their University status when going over to Canadore College in the ENBT program. We have raised this concern with the Dean and Registrar and don’t believe this will be a difficult issue to resolve.”*

The Faculty Dean responded as such: *“In brief, it seems unclear who would redress/repair the implications of this policy decision that was made some time ago. My understanding is that students are completing the EBT program in year 2 or 3 and returning to Nipissing University for 1 or 2 years. It would make sense that they should be able to pick up their scholarships upon their return.”*

PPC response is as follows: **PPC notes that according to Quality Assurance Framework, Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.”** Notwithstanding, PPC recommends that Financial Aid review its policy concerning scholarships for students in the Environment Biology and Technology program.

9. Encourage and support thesis students to participate in Ontario Biology Days, an undergraduate conference for thesis students.

The Department advised that *“our Department used to attend Ontario Biology Days (OBD) regularly in the past, but we have not attended for more than 5 yrs. Once Nipissing started its own Undergraduate Research Conference the dates often conflicted. Notices regarding OBD are circulated to faculty, but there has been little interest in follow-up from students.”*

The Faculty Dean suggested that *“the timing of Ontario Biology Days has conflicted with the University’s Undergraduate Research Conference.”*

PPC response is as follows: **PPC agrees that students should be encouraged to participate in Ontario Biology Days, but does not recommend any other action.**

10. Participate in the Ontario Summer Field Course program

The Department *“agrees that participation in the Ontario University Program in Field Biology would enhance the profile of the Department and the University. At our Departmental meeting in March 2012 Dr. James Staples, the coordinator for the Ontario Summer Field Course Program, was invited to provide us with an overview of the program so we are aware of the general format and expectations. All courses must be in the form of a 14 day module. The*

Department will consider converting one of our field camp courses into a 14 day module to allow us to enter the program; however several budgetary and logistical issues will have to be resolved before this can happen. We understand that any student across the province can take a summer field course at any other participating University and that it counts for a course credit on all participating Ontario University transcripts.”

The Faculty Dean advised that *“the department is looking to participate in the Ontario Summer Field Course program. The Lake Talon Field Station would need a considerable upgrade before inviting people from other universities to the site. Regardless of participation in OSFC, the Lake Talon Field Station should be upgraded and more use by faculty should be encouraged—it is under-used.”*

PPC response is as follows: **PPC recommends that the Department investigates how it could participate in the Ontario Summer Field Course program.**

D. Recommendations

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

PPC Recommendations	Responsible	Projected Date
(1) That the Department adopt a multi-year course planning strategy, two or three years.	Department	February 2017
(2) That the Department provide more balance within its course offerings by reducing the number of Ecology courses offered.	Department	May 2017
(3) That the Department of Biology and Chemistry reviews how to include student representation in Departmental committees and meetings.	Department	December 2016
(4) That Financial Aid review its policy concerning scholarships for students in the Environment Biology and Technology program.	Financial Aid	December 2016
(5) That the Department investigates how it could participate in the Ontario Summer Field Course program.	Department	May 2017

Final Assessment Report

Academic Review

Philosophy Program Cyclical Review 2014-15

A. Summary

- i. The Self Study was reviewed at PPC on January 23, 2015.
- ii. The Review Committee consisted of two external reviewers: Dr. Real Fillion, University of Sudbury and Dr. John MacKinnon, Saint Mary's University and two internal reviewers, Dr. Darren Campbell and Dr. Gyllian Phillips.
- iii. The site visit occurred on March 5 and 6, 2015.
- iv. The Reviewers' Report was received on April 8, 2015.
- v. The Department's response was received on May 7, 2015.
- vi. The Faculty Dean's response was received on May 12, 2015.

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

BA Honours Specialization
BA Specialization
BA Major
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

B. Strengths

The Review Team noted the following in relation to the Philosophy Program's strengths: *"At the time of this report, the Philosophy Program is delivered by two dedicated full-time tenured faculty, a cross-appointed tenure-track faculty with responsibilities to both the Philosophy Program and the Political Science Program, and a part-time instructor. This amounts to very limited resources to deliver its various programs, which includes an Honours program. And yet, with such limited resources, the program manages to offer a wide variety of courses, partly through the inclusion of a number of cross-listed courses, but mostly through the energy, commitment, and leadership of the faculty to ensuring that students are exposed to a variety of approaches and issues. This commitment, together with a supportive administration and an obviously engaged and appreciative cohort of students, reflects the governing ideals featured in the University's mission and vision statements, as well as its declaration of values."*

C. Opportunities for Improvement and Enhancement

The Review Team offered the following specific recommendations:

1. That appropriate distinctive administrative support and appropriately located office spaces be considered for the Philosophy program.

In its response, the Department advised that recommendations (1-6) concern decisions which must be taken by the administration of the University.

The Faculty Dean advised that *“this recommendation appears in all Arts and Science IQAP reviews. I support the recommendation. However, this will depend on the availability of resources for the Faculty of Arts and Science.”*

PPC response is as follows: **the primary object of this recommendation is outside the scope of the IQAP program review. However, it should be noted that the University agrees that offices for faculty within the same academic unit should be grouped together to create what could be described as “departmental space”. The issue of how to provide logistical support is under review.**

2. Given the small number of faculty dedicated to the programs of philosophy, it is recommended that sabbatical replacements be secured in order to maintain a regular delivery of offerings.

The Faculty Dean *“supports the recommendation. Such sabbatical replacements will be more crucial in the upcoming years in order to attract and retain students, in particular in programs with a small number of faculty.”*

PPC response is as follows: : **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

3. Given the role that cross-listed courses play in the ability of faculty to deliver all of its programs, including an Honours program, it is recommended that the course syllabi of the cross-listed courses and the curriculum vitae of those contributing to the program be included in the documentation submitted to future reviewers so that they can assess the full scope of the offerings contributing to the philosophy degree.

The Faculty Dean *“fully supports this recommendation.”*

PPC response is as follows: **PPC agrees with this recommendation for all program reviews.**

4. That the provision of writing assistance become an institutional priority across programs.

The Faculty Dean noted that as an institution, *“we took some steps towards making sure that academic writing is a priority across programs with the introduction of academic writing courses. We need to examine our support in developing writing skills. I will be following up on this matter with Casey Philips, Assistant Vice-President Students, and the Arts and Science Executive.”*

PPC response is as follows: **PPC notes that the existing ACAD courses and writing skills assistance (Student Development Services) are provided at this time.**

5. That the University consider authorizing the Philosophy Program to invite applications for tutorial positions, or perhaps a single tutorial position, from recently completed doctoral students in Ontario, or indeed across the country, to assist in the running of large first-year introductory courses.

The Department responded to the above five (5) recommendations as such: *“The members of the Philosophy program enthusiastically support these recommendations. In particular, we wish to note that the failure to provide a sabbatical replacement for Dr. Borody’s sabbatical in 2011-12 had a demonstrably negative affect on the number of courses offered in the program, the number of students enrolled in philosophy, and on the amount of revenue Philosophy contributed to the University. The philosophy program requires the equivalent of 3 full-time regular teaching loads on a yearly basis, and meeting this requirement involves not only the provision of sabbatical replacement teaching, but ensuring that Dr. Borman’s obligations to the Political Science program do not excessively impact his contribution to Philosophy.”*

The Faculty Dean *“supports this recommendation. Having such positions will depend on our budget.”*

PPC response is as follows: : **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

6. That the University give consideration to consulting faculty members in all academic programs on matters concerning the marketing and branding of the Nipissing University.

The Faculty Dean stated that *“the issue of the marketing and branding of Nipissing University, in particular, the Faculty of Arts and Science, as well as consultation with faculty members on matters concerning marketing, has been brought up in many forms. The Dean and the Arts and Science Executive will again be discussing this issue in the upcoming months to come up with more effective communication and marketing strategies for the programs in Arts and Science.”*

PPC response is as follows: **PPC considers this recommendation to be somewhat outside the scope of the program review. However, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

7. That the Philosophy Program consider initiating discussions with colleagues at other universities in northern Ontario to found a regional Philosophy society, with a view to arranging annual, or at least occasional, conferences, where hosting duties would rotate among member institutions.

The Faculty Dean *“fully supports this recommendation. This is an excellent idea to increase the ties among the Philosophy programs in Northern Ontario.”*

PPC response is as follows: **PPC considers this to be outside the scope of a program review.**

8. That the University, bearing in mind the benefits of establishing ties with the Bora Laskin Faculty of Law at Lakehead University, give serious long-term consideration to hiring a specialist in the philosophy of law, to be cross-appointed with Philosophy and Criminal Justice, or perhaps Philosophy, Criminal Justice and Political Science.

The Department advised that *“as we mentioned in our self-study, one of our core course offerings has already been included in the new Minor in Law program, and we would indeed like to develop a course in the philosophy of law, in which the Law program has expressed an interest. However, at present, it is unclear whether we would have the resources to actually offer it. Finally, we endorse the idea of making explicit contacts with the new school of law at Lakehead (where one of our students began his studies this year) to discuss their entrance desiderata, our program, and so on.”*

The Faculty Dean responded *“although I strongly support this recommendation, creation of a new faculty position will be difficult under current budgetary conditions.”*

PPC response is as follows: : **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

D. PPC RECOMMENDATIONS

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

recommended actions are undertaken. In this case, there are no specific actions recommended to be undertaken.

PPC Recommendations	Responsible	Projected Date

DRAFT