



Meeting Book - December Academic Senate Meeting

Senate Agenda

-
- | | | |
|---|-----------------|----------------|
| 1. Acknowledgement of the Traditional Territory | | Senate Speaker |
| <i>As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.</i> | | |
| <hr/> | | |
| 2. Approval of the Agenda | Motion | Senate Speaker |
| <i>That the agenda of the December 13, 2024, Senate meeting be approved.</i> | | |
| <hr/> | | |
| 3. Adoption of Minutes | Motion | Senate Speaker |
| <i>That the minutes of the Senate meeting of November 8, 2024, be adopted.</i> | | |
| i. November 8, 2024 Draft Senate Minutes and Reports.pdf | | |
| <hr/> | | |
| 4. Business Arising from the Minutes | | |
| <hr/> | | |
| 5. Reading and Disposing of Communications | | |
| <hr/> | | |
| 6. Reports from Other Bodies | | |
| i. President | | |
| <i>oral report</i> | | |
| ii. Provost & Vice-President Academic | | |
| a. Provost's Senate Report December 8, 2024.pdf | | |
| iii. Vice-President Finance and Administration | | |
| <i>no report</i> | | |
| iv. Board of Governors | | |
| <i>no report</i> | | |
| v. Alumni Advisory Board | | |
| <i>no report</i> | | |
| vi. Council of Ontario Universities (Academic Colleague) | | |
| <i>no report</i> | | |
| vii. Joint Committee of the Board and Senate on Governance | | |
| <i>see 'Reports of Standing Committees and Faculty Councils'</i> | | |
| viii. Nipissing University Student Union (NUSU) | | |
| <i>no report</i> | | |
| ix. Other | | |
| <hr/> | | |
| 7. Question Period | | |
| <hr/> | | |
| 8. Reports of Standing Committees and Faculty Councils | | |
| i. Senate Executive Committee | | |
| <i>That the report of the Senate Executive Committee dated December 5, 2024,</i> | | |
| | Motion 3 | |

be received.

a. Senate Exec Report and Work Plans December 5, 2024.pdf

b. Work Plans

Motion 2: That the 2024-25 Graduate Studies Work Plan be received for information.

Motion 3: That the 2024-25 Honorary Degrees Committee Work Plan be received for information.

Motion 4: That the 2024-25 Research Committee Work Plan be received for information.

Motion 5: That the 2024-25 Teaching and Learning Committee Work Plan be received for information.

Motion

ii. Academic Quality Assurance and Planning Committee (AQAPC)

Motion 6: That the Report of the Academic Quality Assurance and Planning Committee dated November 1, 2024, be received.

Motion 7: That the Report of the Academic Quality Assurance and Planning Committee dated November 22, 2024, be received.

Motion 8: That the Quality Assurance Audit - Institutional Self-Study Addendum for submission to the Quality Council be received for information.

Motion 9: That the recommendations of the Academic Quality Assurance and Planning Committee, the School of Nursing, and the Education and Professional Studies Executive, to formally close the Scholar Practitioner Program be received.

Motion

a. AQAPC Senate Reports Nov 1&22, 2024 & docs.pdf

iii. Graduate Studies Committee

Motion 10: That the Report of the Graduate Studies Committee dated September 25, 2024, be received.

Motion 11: That the Report of the Graduate Studies Committee dated October 23, 2024, be received.

Motion 12: That the Report of the Graduate Studies Committee dated November 20, 2024, be received.

Motion

a. GSC Report to Senate - September 2024.pdf

b. GSC Report to Senate - October 2024.pdf

c. GSC Report to Senate - November 2024.pdf

iv. Honorary Degrees Committee

Motion 14: That the Report of the Honorary Degrees Committee dated December 3, 2024, be received.

a. 2024-12-03 Hon Deg Report.pdf

Motion

v. Joint Committee of the Board and Senate on Governance

That the Report of the Joint Committee of the Board and Senate on Governance dated December 9, 2024, be received.

a. 2024-12-09 - JC Report.docx

b. Final Program Suspension Procedure v.2 (1).pdf

c. Regulations for the Administrative Suspension of Admission to Academic Programs (1).pdf

Motion

vi. Senate Research Committee

Motion 15: That the Report of the Senate Research Committee dated September 25, 2024, be received.

Motion 16: That the Report of the Research Committee dated November 7,

Motion

2024, be received.

a. SRC September 2024 Report to Senate.pdf

b. SRC November 2024 Report to Senate.pdf

vii. Teaching and Learning Committee

Motion 17: That the Report of the Teaching and Learning Committee dated November 25, 2024, be received.

Motion

Motion 18: That the Senate approve the revised Institutional Syllabus Template as circulated.

a. TLC Report to Senate and attachments 20241125.pdf

9. Other Business

Senate Speaker

10. Amendments of By-Laws

11. Elections

Notice of Election to fill a vacancy on the Joint Committee of the Board and Senate on Governance.

Notice of Election

12. New Business

Motion 19: That Senate endorses the status of Nipissing University as a signatory to the Canadian Military Veteran and Family Connected Campus Consortium.

Motion

Rationale: To contribute to a network of institutions which focus on the transformative potential of post secondary education for those who have served or are serving. Provide advice and support for transition into education, provide information on, scholarship and bursary opportunities, help with advanced standing and transfer credits where applicable, assist with well being. There is no financial commitment.

Motion 20: That Senate move in camera.

Motion 21: That Senate approve the list of Honorary Degree recipients.

Motion 22: That Senate move out of camera.

13. Announcements

14. Adjournment

Nipissing University
Minutes of the Academic Senate Meeting
November 8, 2024
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), B. Law, J. Barker, G. Raymer, D. lafrate, N. Black

J. Abbott, L. Chen, R. Gendron, A. Hatef, S. Kariuki, G. McCann, G. Phillips (Deputy Speaker), S. Renshaw, K. Srigley, T. Smith, N. Stevens, T. Stewart, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

A. Adler, C. Anyinam, S. Cairns, K. Ferguson, C. Greco, D. Hay, T. Horton, P. Millar, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams

C. Irwin, O. Pokorny

F. Couchie

R. Hehn

T. Miller, B. Brown, D. Cassanto

Absent With Regrets:

A. Graff, R. Hacquard, N. Colborne, H. Texiera, L. Sinclair, J. Allison, T. McParland, R. Veli, H. Panchal, M. DeVuono, P. English, E. Bonneau

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: November 8, 2024

Motion 1: Moved by R. Wenghofer, seconded by G. Phillips that the agenda of the Senate meeting of November 8, 2024 be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: October 11, 2024

Motion 2: Moved by M. Sullivan, seconded by V. Williams that the minutes of the Senate meeting of October 11, 2024 be adopted with the following amendments.
CARRIED

Motion 3: Moved by S. Winters, seconded by R. Gendron that OPPOSED be removed from Motion 8.
CARRIED

Motion 4: Moved by R. Gendron, seconded by T. Horton that the question and answer regarding new program proposals receiving final approval from the Board of Governors asked during Other Business be amended.
CARRIED

Reports From Other Bodies

The President's report, appended to the minutes, highlighted a recent meeting with the Minister's office on SMA4, and updates were provided on the efficiency review, the EAPT Taskforce and the scheduled meeting of the Joint Committee of the Board and Senate on Governance.

The President also thanked the staff, faculty members and volunteer students who welcomed more than 400 students and their families to the Fall Open House. He was also pleased to announce that the Nipissing Lakers women's soccer team won in the consolation round, advancing to the championship match. He expressed his pride in the team's performance and achievements.

The Board of Governors provided a report. The report is appended to the minutes.

The Council of Ontario Universities Academic Colleague provided a report. The report is appended to the minutes.

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

Question Period

A question was asked regarding an email sent by the Assistant Vice-President, Students on September 3 with updates to the Code of Student Rights and Responsibilities, and whether the updates were brought to Senate. The following response was received: "The Code is not an academic policy so does not go through Academic Senate for approval." It was noted that one change to the Code is "Respondents found responsible for Code violations may be required to participate in educational programs[.]" Considering the fact that any education delivered by the university to its students may overlap with the academic mission of the university, shouldn't this information have been brought to Senate to allow for questions?

Senator Raymer, Interim Dean of Education and Professional Studies, noted that as the AVP Students was absent, the question will be directed to the AVP Students and new Interim AVP Students, Lindsay Sullivan.

In follow-up to the President's report, a request was made for an update on the Equity Audit. President Wamsley reported that three firms are being shortlisted, and in-person interviews are underway. The selection process should be completed in the next 10 days.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 5: Moved by K. Wamsley, seconded by R. Wenghofer that the Report of the Senate Executive Committee dated October 31, 2024 be received.
CARRIED

Academic Curriculum Committee

Motion 6: Moved by G. Raymer, seconded by N. Black that the Report of the Academic Curriculum Committee dated October 1, 2024 be received.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 7: Moved by G. Raymer, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated October 18, 2024 be received.
CARRIED

Motion 8: Moved by G. Raymer, seconded M. Sullivan that Senate receive the Quality Assurance Audit – Institutional Self-Study for submission to the Quality Council for information.
CARRIED

Motion 9: Moved by G. Raymer, seconded by N. Black that Senate receive the Mathematics IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.
CARRIED

Senate Budget Advisory Committee

Motion 10: Moved by R. Wenghofer, seconded by R. Gendron that the Report of the Senate Budget Advisory Committee dated October 7, 2024 be received.
CARRIED

Motion 11: Moved by R. Wenghofer, seconded by S. Winters that the Report of the Senate Budget Advisory Committee dated October 28, 2024 be received.
CARRIED

Teaching and Learning Committee

Motion 12: Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated September 23, 2024 be received.
CARRIED

Elections

- Elect one (1) faculty Senate representative to serve on the Board of Governors for a three-year (3) term which ends June 30, 2027.
ACCLAIMED: Dr. Katrina Srigley
- Elect one (1) tenured faculty member from a faculty other than the one for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Education and Professional Studies.
ACCLAIMED: Dr. Tzvetalin Vassilev

- Elect three (3) tenured faculty members from the faculty for which the Dean is being selected (elected by Senate) to serve on the Search Committee for the Dean of Education and Professional Studies.

ACCLAIMED: Dr. Veronika Williams

ACCLAIMED: Dr. Kurt Clausen

ACCLAIMED: Dr. Kristen Ferguson

Adjournment

Senate was adjourned at 3:02 p.m.

.....
K. Wamsley (Chair)

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

President's Senate Report

8 November 2024

Good afternoon Senators. I have a few items to report today. First, I want to thank all of the staff and faculty members and the volunteer students who welcomed more than 400 students and parents to our Fall Open House last Saturday. We had a very large contingent of Nipissing folks to answer questions and to provide information to potential students who travelled from across the province.

As you know, we have been mandated by the Province to conduct an efficiency review – fortunately the costs are fully covered. As noted in the email to faculty and staff, there are five areas to be assessed. Governance will be assessed separately by Cheryl Foy – all Senators will have the opportunity to participate in the survey. The NOUS Group, which has frequently worked with Canadian Universities will be examining the remaining areas which are Administrative and Student Services, Academic Programming, Physical Assets and Facilities, Collaborative Procurement Opportunities, and Revenue-Generating Opportunities.

The President's office has been working overtime to set a meeting of the Joint Committee. We have looked 30 possible meeting times over the past 3 weeks and I'm pleased to say that we will meeting on November 26. Thank you to Patricia for that. I have been insistent that we need all members to attend. I will bring back a report for the December Senate meeting.

This week we travelled to Toronto to meet with the Minister's office on SMA4. The main points of our presentation were to once again argue for corridor grant funding, particularly in our areas of strength such as Education – our unfunded seats account for a gap of \$1.5m annually. Our share of the Northern Grant based on enrolment creates a funding gap of \$3.34m annually. We had an extended conversation about how our strengths can be used to our advantage for the period of the next agreement.

The EAPT Taskforce has started its interviews with potential candidates to perform an equity audit this week and those will continue in the coming week. Once a candidate has been selected, we will be working to encourage as much participation in the audit as possible for campus members. Look for updates on how you can be involved at the next community forum. I continue to applaud the tireless work of this taskforce which is working to make this campus more inclusive.



Board of Governors Report to Senate – November 2024

Board of Governors Meeting September 26, 2024

The Board of Governors met on Thursday, September 26, 2024, In the President's Boardroom (F303) and via Zoom remote conferencing.

The Draft Audited Financial Statements and Audit Findings report were presented for the year ended April 30, 2024. The Vice-President, Finance and Administration noted that KPMG has provided an unqualified and clean opinion of the financial statements and the Board of Governors accepted the recommendation of the Audit & Finance Committee to approve the Consolidated Audited Financial Statements as presented.

The President was pleased to announce a surplus in funds for the 2023-24 year-end of \$3.5 million.

The Board of Governors resolved to approve the Academic and Operational Plan as well as the President's Goals and Priorities for 2024-25.

The Board of Governors next meets on November 28, 2024, at 5:30 p.m.



Council of Ontario Universities – Academic Colleague Report

From: Dominika Flood <dflood@cou.ca>

Sent: Friday, October 18, 2024 10:28:59 AM

To: ACAD COLLEAGUES - GRP <ACADCOLLEAGUES-GRP@cou.ca>

Subject: COU Statement: Impact of Federal Changes to International Student Study Permits

Colleagues,

COU posted a statement on the impact of the federal government changes to the international student study permits this morning. The statement includes the sector-wide financial impacts of the cap for this year and next year

and is available here: <https://ontariosuniversities.ca/news/cou-statement-impact-of-federal-changes-to-international-student-study-permits/>

You can find COU's social posts here:

- X: <https://x.com/OntUniv/status/1847261424264868128>
- LinkedIn: <https://www.linkedin.com/feed/update/urn:li:activity:7253027204865880066>
- Facebook: <https://www.facebook.com/share/p/soUJ2rivA8MQzUpm/>

Please feel free to share with your networks and on your own digital and social channels to help amplify the message.

COU has also shared the statement with select media contacts. You can find links to the Globe and Mail and Toronto Star articles below, which we will be amplifying on social:

- Globe and Mail: <https://www.theglobeandmail.com/canada/article-international-student-cap-cost-ontario-universities/>
- Toronto Star: https://www.thestar.com/news/canada/drop-in-international-students-leads-ontario-universities-to-project-1b-loss-in-revenues-over-2/article_95778f40-8cd2-11ef-8b74-b7ff88d95563.html

Thank you and please contact me with any questions

Dom

Dominika Flood | Chief of Staff and Strategic Advisor

Council of Ontario Universities

T: 416-979-2165 ext. 203 | **E:** dflood@cou.ca

180 Dundas Street West, Suite 1800, Toronto, ON M5G 1Z8

ontariosuniversities.ca | cou.ca | Follow us: [@OntUniv](https://twitter.com/OntUniv)





NUSU Academic Senate Report: November 2024

Wellness Week

The first Wellness Week is occurring between Nov 4th-Nov 8th. We have a goosechase that students can participate in. As well, we will have info booths again with different departments of the university. There are evening events throughout the week and during the day! Lookout for a review on how it went! If you ever have any questions regarding Wellness Week, please contact vpadvocacy@nusu.com.

Diwali Dhamaal 2024

This year's Diwali Dhamaal event will be held on Nov 8th starting at 6:00pm. We are grateful to continue this tradition for our third year. This event is a time to celebrate light over darkness with a ceremony, buffet, games, and open dance floor, and more. We hope it brings good wealth and positive energy to Nipissing University! We appreciate our distinguished guests and those that have helped plan this event!

Out of Town Event

This year, NUSU had the pleasure of bringing a group of students to Toronto to celebrate Halloween by going to Canada's Wonderland for the Halloween Haunt! It was an amazing time, and we are glad to have this opportunity to bring these students!

Gallery Reception

We are pleased to have two more student exhibitions this semester! Olivia Fetterly held her exhibition reception on October 25th. Ren Silverthorn will be holding their exhibition reception on Nov 22nd. We are pleased to see students expressing their artistic creativity!

Provost's Report to Senate

November 28, 2024

1. Congratulations to faculty who have received internal research awards:

| Researcher | | Title | Awarded |
|---------------------------|--------------------|--|-----------------|
| Aimable Nkurunziza | Nursing | Post-Government Regionalization and Dispersal Policies: Community-Based Participatory Project to Identify Solutions of Newcomers' Health and Healthcare Challenges in Rural and Northern Ontario | \$7,000 |
| Anna Przednowek | Social Work | PARN Research Camp Photo Elicitation Evaluation Study | \$8,000 |
| Tyson Stewart | Indigenous Studies | "Playing Indian" in the Era of Truth and Reconciliation: Satirizing Pretendians in Indigenous News Media and Popular Culture | \$6,000 |
| Richard Wenghofer | History | Archaeology and History of Greek Colonization of Ancient Thrace | \$4,000 |
| | | | \$25,000 |

2. For 2025-26 enrollment, the recruitment team and faculty have supported efforts at the Ontario University Fair (OUF – October 5-6) and a campus Open House (November 2). The recruiters have also travelled to Nigeria, Ghana, and Jakarta, Indonesia as a part of a new initial to diversify Nipissing's international imprint.

OUF

2024 OUF Attendance was 70,653 (-18.15% from 86,318 in 2023)

Scans at the Nipissing booth were up 7.77% from last year for a total of 1674.

This is our highest ratio of scans for the past 5 years representing a connection with 2.37% of event attendees (we connected with 1.81% of attendees at the event in 2023)

Fall Open House

Total Registrations: 386 (2023 registrations: 273)

Attendance: 285 (2023 attendance: 199)

Attendance rate: 73.8% (2023 rate: 73.3%)

Ontario High School Fall Travel

Recruiters completed 60% more visits this year than the previous fall, and the number of leads collected across visits is up 77%

Applications

Undergraduate applications are up approximately 5.2% from this time last year

Ontario High School applications are up 7.8% from this time last year

For Winter 2025, with modest confidence, the Registrar is anticipating 5 new international admissions, 20 new domestic starts (general), and 100 Nursing starts in Winter 2024.

3. The Strategic Enrollment Management (SEM) Working Group has been established and convened (Action #23 complete, APOP). And the SEM Plan 2024-27 is being finalized. Phase 1 has been to accurately profile with data NU's position and student composition. Phase 2 will align KPIs to the Strategic Plan commitments, APOP, and Project Integrate. At the Faculty level, SEM Faculty Groups are being composed by the Deans and we look forward to working integratively.

4. Lindsay Sullivan is the acting AVP, Students.
5. With respect to the academic governance review, Cheryl Foy has been on-campus for the week of November 18-22 to conduct interviews with both Board members and Senators. Thank you to all members who have made the time to meet with Cheryl. And to those who were unavailable within the week, interviews will continue for invited participants by Zoom.
6. Congratulations to the Nipissing Laker's Women's Soccer Team who finished the season second in Ontario (nail biter in Ottawa) and fifth in the country (a series of really fabulous games in Halifax)!



APOP UPDATE

28 of 45 actions identified as academic are underway. 1 action is complete. By way of examples, work on Action #14: Develop process maps for program innovation and new program development that respond to the Ministry requirements for market research, business plan, resource commitments from existing programs with clear templates setting out what is required and which office will provide it, has guided our work on two new programs (one already with Ministry approval) and one current program that required significant redesign.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

December 5, 2024

A meeting of the Senate Executive Committee took place in person and by Zoom conference on December 5, 2024.

The following members participated:

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

Regrets: G. Phillips (Deputy Speaker) A. Adler, T. Miller

The purpose of the meeting was to set the agenda for the December 13, 2024 Senate meeting.

The 2024-25 Work Plans of the Graduate Studies Committee, Honorary Degrees Committee, Research Committee, and Teaching and Learning Committee were received by the Senate Executive Committee and will be included in the Senate agenda for information.

The Reports of the Academic Quality Assurance and Planning Committee dated November 1, 2024 and November 22, 2024 were provided to the Senate Executive for inclusion in the Senate agenda.

The Reports of the Graduate Studies Committee dated September 25, 2024, October 23, 2024, and November 20, 2024 were provided to the Senate Executive for inclusion in the Senate agenda.

The Reports of the Research Committee dated September 25, 2024 and November 7, 2024 were provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Honorary Degrees Committee dated December 3, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Joint Committee of the Board and Senate on Governance including a recommendation regarding the Administrative Suspension of Admission to Academic Programs will be included in the Senate agenda under Reports of Standing Committees.

A notice of election for a vacancy on the Joint Committee of the Board and Senate on Governance will be included in the Senate agenda.

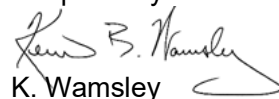
Under New Business, the Chair will speak to the Motion regarding Nipissing University signing on to the CMVF3C – Canadian Military, Veteran, and Family Connected Campus Consortium.

Also, under New Business, and in camera, a request will be made to approve the list of Honorary Degree recipients.

Moved by K. Wamsley, seconded by A. Graff that the Senate Executive Committee approves the December 13, 2024 Senate agenda.

CARRIED

Respectfully submitted,



K. Wamsley
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated December 5, 2024.

**Graduate Studies Committee Workplan
2024-2025**

Policies, Procedures and Regulations

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Graduate Studies Governance Policy (Renewal December 2024) | | | | R | V | | | | | |
| Visiting Graduate Student Researcher Policy | | | | R | V | | | | | |
| OCGS Regulation for Undergraduate Courses - Process | | | | | | | | | | |
| External Examiner Policy (Renewal May 2025) | | | | | | | | R | V | |
| Thesis Defence Regulation (Renewal July 2027) | | | | | | | | | | |
| Graduate Studies Awards Funding Model (December 2024) | | | R | V | | | | | | |
| Review Graduate Student Awards management plans | | | | | | | | | R | |
| Thesis template for creative works | | | | | | | | R | | |

Graduate Program Review and Revisions

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Review internal regulations/policies for individual graduate programs | | | | | | | | | | R |
| Review graduate program admissions policies | | | | | | | | | | R |

Graduate Curriculum

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| On-going curriculum mapping, reviews and updates | | | | | | | | | | |
| Review Graduate Studies and Graduate Program Vision and Mission Statements | | | | | | | R | | | |

Reports

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Review of Annual Report on Graduate Studies' Activities | | | | | | | | R | | |
| Time to Completion Requirements & Adherence | | | | | R | | | | | |
| Project Integrate - Graduate | | | | | R | | | | | |
| Review of Annual Graduate Program Review Template | | | R | | | | | | | |

Awards and Nominations

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Review nominations from internal graduate awards committee (for information, review, or approval as required by award criteria) | | | | | | | | | | |

For Information

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---------------------------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| SMA – Graduate Funding and Enrollment | | | | | | | | | | |
| Artificial Intelligence guidelines | | | | | | | | | | |
| Review curriculum updates process | | | | | | | | | | |

R = review; V = vote

Work Plan
Honorary Degrees Committee
2024-2025

August '24 Nov '24 Feb '24

Criteria and Procedures

| | | | | | |
|---|--|---|--|--|--|
| Review criteria and procedures for the awarding of Honorary Degrees, Emerita/Emeritus and other honours | | X | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Nominations

| | | | | | |
|--|---|---|---|--|--|
| Call for nominations for honorary degrees and other university honours | X | | | | |
| Review and recommend candidates to Senate for approval | | X | X | | |
| | | | | | |
| | | | | | |

SRC Workplan 2024-2025

| Content | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY |
|--|-------------------|--------------|--------------|------------------------------------|------------------|------------------------------------|----------|--|----------|
| Research Planning & Support | | | | | | | | | |
| Strategic Research Plan | Process Plan | Launch | | | | | Draft | Vote | Senate |
| Research Data Management Strategy Review | | | | | Discussion | Vote | | | |
| FOR INFORMATION/CONSULTATION ONLY | | | | | | | | | |
| Research Month (UGRC, NU360, 3MT) | | | | | For info | For Info | | | |
| Research Rendezvous | | | | | | | | Discussion - reflection & to inform planning for next year | |
| Research Policies & Process | | | | | | | | | |
| Centres and Institutes (renewal) | Revision review | | Discussion | Vote | | | | | |
| Intellectual property policy (renewal) | | | | | Revision review | | Vote | | |
| Commercialization policy (renewal) | | | | Revision review | | Vote | | | |
| CRC EDI Action Plan (new requirements expected in Fall/Winter 2024-25) | | | | Discussion/Information share | Plan development | | | | |
| FOR INFORMATION/CONSULTATION ONLY | | | | | | | | | |
| Research addition to Office Space Policy | | | | | | | For info | | |
| Research Security processes (attestations) | | | | For info | | | | | |
| Policy & Process Map | | | | | For info | | | | |
| GRF Management Plan/Process | | | | | | For info | | | |
| Responsible Conduct of Research (renewal) | | | | Consultation - review of revisions | | | | | |
| External Granting Agencies | | | | | | | | | |
| FOR INFORMATION/CONSULTATION ONLY | | | | | | | | | |
| Report on annual external grant submissions & success rates | for info | | For info | | | For info | | | For info |
| CRC search | | | For info | | | | | | |
| CFI-JELF Competition | | | | | For info | | | | |
| Internal Funding Applications | | | | | | | | | |
| ARSCAs: Recommendation for recipients | | | Voting | | | | | | |
| Internal Research Grants (IRG) competition | | | | | | | | Voting | |
| SSHRC SIG competition | | | | | | | Voting | | |
| USRA competition | | | | | | | | Voting | |
| FOR INFORMATION/CONSULTATION ONLY | | | | | | | | | |
| Internal Award Harmonization Process | | For info | | | | | | | |
| Reports | | | | | | | | | |
| Annual Report (Senate) | | | | | | | | | Voting |
| AI in Research (new working group) | Discuss formation | | | | | potential policy/guidelines/report | | | |
| FOR INFORMATION/CONSULTATION ONLY | | | | | | | | | |
| Annual Commercialization Reporting | | | | Review results of June 2024 report | | | | | |
| Education/Presentations | | | | | | | | | |
| FOR INFORMATION/CONSULTATION ONLY | | | | | | | | | |
| SMA & RSF | | Presentation | Presentation | | | | | | |
| Research Security | | | | | | STRAC and provincial attestations | | | |

**Work Plan: Teaching and Learning Committee
2024-2025**

| | 20240923 | 20241125 | 20241216 | 20250120 | 20250218 | 20250325 | 20250428 | 02250526 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| Discuss and Report to Senate | | | | | | | | |
| Library Services | | | | | | | | |
| Evaluation of Teaching | | | | | | | | |
| Persistence and Retention | | | | | | | | X |
| Academic Standing and Progression | | | | | | | X | |
| Other Matters Related to Teaching and Learning | | | | | | | | |
| Interprofessional Education | | X | | | | | | |
| Policy and Process Review | | | | | | | | |
| Digital Learning and Field Trips Policy | | | X | | | | | |
| Academic Integrity | | | | | X | | | |
| Directive on the Costs of Educational Materials | | X | | | | | | |
| Student Course Experience Survey | | | | | | X | | |
| Matters Assigned by Senate | | | | | | | | |
| Academic Misconduct | | | | X | | | | |
| Record of Student Development (APOP #32) | X | | | | | | | |

**Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)
Academic Year 2023-2024**

November 1, 2024

A special meeting of the Academic Quality Assurance and Planning Committee of 2024-2025 was held on Friday, November 1, 2024 in person and via Teams conference.

COMMITTEE MEMBERS:

| | | |
|---------------------------|---------------------------------|-------------------|
| Ann-Barbara Graff (Chair) | Stephen Tedesco | Charles Anyinam |
| Jane Barker | Nancy Black | Alireza Khorakian |
| Barbie Law | Judy Smith | Brendan Brown |
| Graydon Raymer | Nathan Kozuskanich (Vice-Chair) | |
| Debra lafrate | Veronika Williams | |

Regrets: Nathan Colborne, Andrew Ackerman, Prasad Ravi, Tyandra Miller, Emma Bonneau

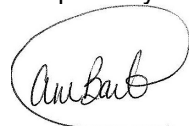
Guests: Beth Holden, Robin Gibson, Kari Rasmussen, Christine Benoit

Recording Secretary: S. Landriault

A Special meeting of the AQAPC was called to discuss the Political Science IQAP Self-Study. The Provost advised that the past practice in Cyclical Program Review Process is that two AQAPC members review the Self-Study using the Quality Assurance Framework Compliance Checklist, feedback is provided and by virtue of a motion from AQAPC it is approved to be sent to the External Reviewers.

The Political Science unit sought and received an extension for the Political Science IQAP Self-Study.

Respectfully submitted,



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

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

Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE
Academic Year 2024-2025

November 22, 2024

The fourth meeting of the Academic Quality Assurance and Planning Committee of 2024-2025 was held on Friday, November 22, 2024 in person and via Teams conference.

COMMITTEE MEMBERS:

| | | |
|---------------------------|---------------------------------|-------------------------|
| Ann-Barbara Graff (Chair) | Debra Iafrate | Charles Anyinam Alireza |
| Nathan Colborne | Nancy Black | Khorakian |
| Graydon Raymer | Andrew Ackerman | Prasad Ravi |
| Barbi Law | Nathan Kozuskanich (Vice-Chair) | Brendan Brown |

Regrets: Stephen Tedesco, Judy Smith, Veronika Williams, Tyandra Miller, Emma Bonneau

Guests: Robin Gibson, Kari Rasmussen, Christine Benoit

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

The AQAPC Vice-Chair advised that he and the Associate Dean of Arts and Science met with the Political Science Unit to discuss the Political Science IQAP Self-Study and a productive conversation was held.

An addendum to the Quality Assurance Audit – Institutional Self-Study was reviewed and approved. The Provost expressed her appreciation to the Manager of Quality Assurance and Program Innovation and to all those that assisted in compiling the information.

Motion 1: Moved by A. Ackerman, seconded by N. Colborne that the AQAPC approve the Quality Assurance Audit – Institutional Self-Study Addendum for submission to the Quality Council.
CARRIED

Motions were received from the School of Nursing and the Education and Professional Studies Executive to formally close the Scholar Practitioner Program. A motion will be forwarded to Senate and the Board of Governors.

Motion 2: Moved by N. Kozuskanich, seconded by G. Raymer that the AQAPC accepts the recommendations of the School of Nursing and the Education and Professional Studies Executive to formally close the Scholar Practitioner Program.
CARRIED


The Dean of Arts and Science submitted a new undergraduate program proposal in Sustainable Planning. Members reviewed the proposal and a few housekeeping revisions were suggested.

Motion 3: Moved by N. Kozuskanich, seconded by N. Black that the AQAPC recommends to Senate the creation of a new undergraduate program in Sustainable Planning, as submitted by the Dean of Arts and Science, subject to Ministry and Board approval. The new program proposal will be submitted to Senate for approval once it has been externally reviewed.
CARRIED

The Provost thanked members for volunteering to review the following IQAP Self-Studies for compliance:

Social Work – V. Williams & P. Ravi
Kinesiology – N. Black & A. Khorakian
Indigenous Studies – A. Ackerman & C. Anyinam
Anthropology – N. Black & B. Law

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Ann-Barbara", enclosed within a hand-drawn oval.

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

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 22, 2024.

Motion 2: That Senate receive the Quality Assurance Audit – Institutional Self-Study Addendum for submission to the Quality Council for information.

Motion 3: That Senate receive the recommendations of the Academic Quality Assurance and Planning Committee, the School of Nursing, and the Education and Professional Studies Executive, to formally close the Scholar Practitioner Program.

Institutional Self-Study

Institution Name: Nipissing University

Name of institution contact: Robin Gibson

Date of new IQAP approval: May 5, 2023

Date of submission of the Addendum to the Self Study: November 22, 2024

1) Preparation and Approval of this Institutional Self-Study (half-page)

Describe the consultation done in preparation of the Institutional Self-Study.

On September 25, 2024, Cindy Robinson, Ontario Universities Council on Quality Assurance Director Operations, Quality Assurance Secretariat and the Nipissing Audit Team requested an addendum to Nipissing University's Institutional Self Study, submitted to the QA Council October 28, 2024. As per the request, the following addendum additionally answers Question 2 with regards to the 2014-15 cyclical audit. Review and input was provided by the Provost and Vice President, Academic and the AQAPC.

2) Specific Outcomes of the Last Audit after Quality Council approval (1-3 pages)

In the spirit of continuous improvement, how have the items reported in your last institutional audit been further addressed and/or updated after the Quality Council approved the result of the last audit (full or focused)? Items that might be discussed include:

- best practices,
- commendations,
- suggestions,
- recommendations,
- causes for concern.

Updates below respond to the February 2016 Audit Report recommendations and suggestions.

Recommendation #1:

Nipissing University must comply with its IQAP to follow the process for appointing of internal and external reviewers for cyclical program reviews or change the IQAP.

Current Cyclical Program Reviews follow the NU-IQAP, re-ratified May 5, 2023, Protocol for Cyclical Program Reviews, Process Step 4 – Nomination, Ranking and Selection of External Reviewers. This process is now overseen by the Provost Office and the Manager, Quality Assurance and Program Innovation and is documented and recorded by Program, according to requirements for Phase 2 documents requested for audit. Documenting the Quality Assurance process in both formal ways, in the form of templates and academic committee meeting minutes, or informal records, such as copies of emails, has not been followed consistently in the past. Learnings from the audits have helped to inform and guide our current processes to ensure evidence is provided to confirm each step is completed.

Recommendation 2 (Cause for Concern):

Nipissing University must prepare and post on its website the Institutional Executive Summary and Associated Implementation Plan for each cyclical program review.

The Final Assessment Reports for all Nipissing Cyclical Program Reviews undertaken since the 2014-15 audit have been completed and posted to the Provost section of the Nipissing website <https://www.nipissingu.ca/academics/provost-vpar/quality-assurance/executive-summaries>

Recommendation 3 (Cause for Concern):

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.

The Final Assessment Reports for all Nipissing Cyclical Program Reviews undertaken since the 2014-15 have been carried through Senate and this practice has been documented. **** Note: we have reached out to the Quality Council to confirm receipt and await their response.**

Recommendation 4 (Cause for Concern):

Nipissing University must comply with its IQAP and implement the follow-up monitoring process identified in the IQAP for each program review.

All Programs that have undergone a Cyclical Review since the 2014-15 audit and have reached the two-year threshold requiring formal written follow-up, have submitted a Two Year Follow Up Report that has been approved at Senate. Going forward, the Manager of Quality Assurance will be working with the Deans to review the current process, from

the CPR external review guidelines to implementation of recommendations and a more sustained monitoring process to ensure programs are actively executing against the key performance indicators that will advance the continuous improvement of their program.

Recommendation 5:

Nipissing University must ensure that the external and internal reviewers appointed are at “arms length” from the program to be reviewed.

All External Reviewers who agree to participate are asked to respond to a questionnaire by email to confirm they are at “arms length” from the program. Although there is inconsistent documentation of this practice from Cyclical Programs aligned to past NU IQAPs, this protocol is being recorded for all current CPRs in progress, as set out in the NU-IQAP re-ratified May 5, 2023.

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.

The University created a new Self Study Template in 2022 that requires a signature from the Dean confirming review and approval. This template was updated again in September 2024 and has been used for all current, in-progress CPRs. Our Quality Assurance process now ensures gathering all email records confirming Provost, Vice President Academic review and approval prior to submission to AQAPC for review.

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.

As was noted by the auditors in the 2020 focused audit, the University has been working to ensure all programs are brought up to date in the cyclical review process. The University is committed to ensuring all programs adhere to a review schedule of eight years or less. The most current review schedule brings all programs up to date.

Recommendation 8:

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

For purposes of this addendum, all programs that have undergone CPRs since the 2014-15 audit were reviewed to confirm that an AQAPC compliance checklist template

was consistently filled out to provide evidence of review by two members of the committee. We note that all Programs but one have documented the AQAPC Review. However, missing from this template is a section requiring a review date to confirm completion and submission. This will be added going forward. We can also confirm through copies of formal minutes that the Final Reports and Implementation Plans for all the programs were approved by Senate.

With regards to proposals for new programs, the 2014-15 audit revealed several inconsistencies in tracking formal documentation of approvals by relevant governing bodies. New Programs introduced since the audit include Data Science BSc. Review for the purpose of this addendum and the current audit confirms Stage 1 approval by the Department of Computer Science and the Arts and Science Executive Committee and the PPC, and Stage 2 Approval of the PPC and Senate, as per the NU-IQAP, ratified 2013. Sustainable Planning is a current new program in development that has used a newly developed template and the Manager of Quality Assurance is following and tracking the protocols set out in the NU-IQAP, ratified May 2023. Nipissing is committed to continuing improvements to the tracking of QA processes.

Suggestion #1:

Consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.

Nipissing's new Self Study Template requires the Dean's signature to confirm approval. This template is used for all current CPRs

Suggestion #2:

Consider developing a template for self-studies for cyclical program reviews.

A new Self Study Template was Finalized in 2022 and updated in September 2024.

Suggestion #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 all files.

The Provost's role is clearly identified in Steps 13 and 14 for Cyclical Program Reviews, in the NU-IQAP, re-ratified May 5, 2023, including the Provost's signature on the final FAR. The Manager of Quality Assurance has added Senate Minutes pertaining to approval of FARS to all Program files.

Suggestion #4:

Clarify the role of the Planning and Priorities Committee (AQAPC) in reviewing the self study for cyclical program reviews.

AQAPC review of self studies is identified in Step 8 of the CPR process in the NU-IQAP, re-ratified May 5, 2023. An AQAPC Compliance Checklist Template is provided to reviewers and has been recently updated to require a date of completion.

Suggestion #5:

Consider clarifying in the IQAP who the final authority is to sign off on the documentation to be sent to the Reviewer for a Cyclical Program Review.

As per the protocol for CPRs, NU-IQAP, re-ratified May 5, 2023, the Provost Office is responsible for providing external reviewers with the following:

- Nipissing's Institutional Program Quality Assurance Policy (IQAP) – that will include Evaluation Criteria and Degree Level Expectations
- Self-Study and Appendices (course syllabuses, faculty CVs, data, student surveys, library statement of support)
- Template for External Reviewers' Report. The template includes all Evaluation Criteria set by the Quality Council
- Site Visit Schedule

Suggestion #6:

Ask external reviewers to send their Reviewer's Report to the Provost and Vice-President, Academic and Research

As per the protocol for CPRs, NU-IQAP, re-ratified May 5, 2023, external reviewers are requested to send their reports to the Provost and Vice President Academic.

Suggestion #7:

Consider naming an arbiter to assist in identifying when a program change is a major or minor modification or a new program.

As per Section 4.2, page 38 of the NU-IQAP, re-ratified May 5, 2023: The Provost, in consultation with the Deans and the Office of the Registrar, will determine what constitutes a significant modification, and hence qualifies as a major modification, or is a minor modification or a new program.

Motion – Moved by Karey McCullough, seconded by Nancy Stevens that the Education and Professional Studies Executive recommends to the Academic Quality Assurance and Planning Committee that the Scholar Practitioner Program be closed as outlined below:

Discussion: Members of EPS Exec expressed strong dissatisfaction with how the suspension of enrollment in SPP occurred, particularly as the decision was made without consultation with the School of Nursing. Members of EPS Exec expect the process for suspension of enrollment be transparent and consultative in future cases.

4 in favor, 0 abstentions, 1 opposed

Carried

Motion:

The faculty in the School of Nursing recommends that the Scholar Practitioner Program be formally closed.

Rationale for SPP Closure Motion:

At the March 24, 2023 AQAPC meeting, the Provost (Dr. Richardson) reported that admission into the BScN Scholar Practitioner Program (SPP) was suspended. Senate received the AQAPC report at the April 14, 2023 meeting. Reasons for the suspension of admissions were reported as: 1) of the original partnerships with a number of teaching/research hospitals that supported the SPP delivery, only University Health Network (UHN) remained; 2) approximately \$0.5M financial investment (in addition to ongoing partnerships costs) was required to secure classroom space in a building not owned by Nipissing University; 3) a 47% decrease in applications (as of March 2023) for the September 2023 intake in the context of a target intake of 50 students that had only been met once; and, 4) the SPP was approved by the CNO for face-to-face course delivery but had mostly been offered online since COVID.

Prior to the decision to suspend admission to the SPP, the School of Nursing regrets there was no opportunity to collaboratively explore strategies to ensure the financial sustainability of the SPP. As it was, the decision to suspend enrollment occurred without consultation with instructors and staff in the SPP program, School of Nursing faculty and staff, or SPP Partners. A new procedure for suspending enrolment in an academic program has been created as a result, and that procedure going forward begins with the Dean presenting a recommendation to the Provost and Vice-President, Academic (PVPA) for consideration. The Dean is committed to ensuring a transparent and consultative suspension process by gathering input from affected individuals, exploring alternatives, assessing impacts on institutional goals, and developing communication and graduation plans in collaboration with the Provost and Registrar. The Dean then communicates the decision and its rationale to all relevant stakeholders, including Faculty Councils, Senate, and the academic community. If endorsed, the recommendation is shared with the Senior Executive Team and the Registrar. The Dean then notifies the Academic Quality Assurance and Planning Committee (AQAPC), along with conveyance to Senate.

In the period of time since the decision was made to suspend admission to the SPP, the Dean of EPS engaged the School of Nursing, directly and through the Associate Dean and Chair of the School, to explore opportunities to relaunch the SPP. Through these engagements, it became clear that the SPP cannot be relaunched in Toronto given the concerns listed above nor can it be offered locally due to the fundamental program design of a one-to-one preceptorship model. Specifically, a large health network and/or teaching hospital capable of managing volumes of students in a one-to-one preceptorship model is necessary for the SPP, which our local partners including the North Bay Regional Health Centre cannot support.

The decision, therefore, by the School of Nursing is to close the SPP program. Faculty in the School of Nursing continue to teach in the online and on-campus BScN program, with the search for another tenure-track faculty member underway. Throughout the conversations about SPP, the School of Nursing has indicated that it is interested in exploring other innovative program proposals, for example accelerated undergraduate and course-/research-based graduate programs that would meet future educational and healthcare needs.

New Undergraduate Program Proposal

| | |
|---|---|
| Name of proposed program (as it will appear on the student's transcript): | Sustainable Planning |
| Degree Designation/Credential (e.g., BA, BSc, BEng): | BSc |
| Cost Recovery Program? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Externally Accredited Program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Faculty (where the program will be housed): | Arts & Science |
| Collaborating Programs (if applicable): | <p>Collaborating Academic Units</p> <ul style="list-style-type: none"> • Dept of Biology, Chemistry and Geography • Dept of History, Anthropology and Ancient Studies • Dept of Mathematics and Computer Science • Dept of Political Science, Philosophy and Economics • School of Business <p>Collaborating Programs</p> <ul style="list-style-type: none"> • BSc Environment and Physical Geography • BSc Environmental Sciences (new) • BSc Environmental Biology and Technology • BSc Data Science • BSc Computer Science • BA Environmental Geography • BA History • BA Anthropology • BA Political Science • Bachelor of Business Administration |
| Program Delivery Location: | North Bay |
| Collaborating Institution(s) (if applicable): | N/A |
| Proposed Program Start Date: | September 2026 |
| Proposal Contact: | Dr. April James |

| | | |
|--------------------------|---|-------------|
| Submission Date: | 6 November 2024 Revised 3 Dec 2023 | |
| Approved by Dean: | Signature | Date |

For Provost Office Use Only:

| | |
|--|--|
| Date of Academic Council Approval: | |
| IQAP Version Used: | 2021 QAF |
| <input type="checkbox"/> External reviewers' report <input type="checkbox"/> Program's and Dean's response (with date) <input type="checkbox"/> Summary of changes | <input type="checkbox"/> Final, revised proposal <input type="checkbox"/> CVs, course outlines, and other supporting material (as appendices) |

| | |
|---|-----------|
| 1. INTRODUCTION | 4 |
| A) PROGRAM ABSTRACT | 4 |
| B) BACKGROUND AND RATIONALE | 4 |
| C) CONSISTENCY OF PROGRAM OBJECTIVES WITH UNIVERSITY MISSION, VISION, STRATEGIC PLAN, AND STRATEGIC MANDATE AGREEMENT | 8 |
| D) STUDENT DEMAND | 10 |
| E) ENROLMENT INFORMATION | 11 |
| F) SOCIETAL NEED | 11 |
| G) DUPLICATION | 14 |
| 2. PROGRAM REQUIREMENTS | 16 |
| A) ADMISSION REQUIREMENTS | 16 |
| B) ASSESSMENT OF TEACHING AND LEARNING | 17 |
| C) PROGRAM CONSIDERATIONS | 24 |
| 3 CONSULTATION | 27 |
| RESOURCE REQUIREMENTS (QAF 2.1.2.6, 2.1.2.8 A) | 28 |
| a.) General Resource Considerations | 28 |
| b. Faculty Members - Current and New Faculty Requirements | 28 |
| c. Additional academic and non-academic human resources | 30 |
| d. Supporting information for online and hybrid programs | 31 |
| e. Existing student supports | 32 |
| f) Physical resource requirements | 34 |
| g) Physical resource requirements | 34 |
| h) Human resources requirements | 35 |
| 4 CLOSING STATEMENTS REGARDING PROGRAM QUALITY (QAF) | 37 |
| APPENDICES | 40 |

1. Introduction

a) Program Abstract

Provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces). The overview needs to include:

- A clear statement of the purpose of the program
- Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major
- Any distinctive elements, including alternative modes of delivery (including online)
- Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?

Nipissing University's Sustainable Planning program provides tomorrow's planners with highly relevant skills and knowledge to inform planning for today, tomorrow and beyond. Focusing on Planning for small to mid-sized communities, northern regions, and Indigenous communities, and acknowledging the impact of planning activities on the environment while ensuring human activities are sustainable and respectful of the communities and the land, our future graduates will offer highly sought after perspectives and experience.

This program provides opportunities to engage in the field through co-operative education (co-op) work experience and a capstone project that enables the transition from the classroom to the field. In addition, this program ensures that our graduates are on the path to becoming professional planners.

Graduates will be part of the solution to the challenges of northern rural and urban regions with the ability and experience in planning to meet the world's challenges today and for generations to come.

b) Background and Rationale

- Identify what is being proposed, the program objectives¹ (recommend 5), and the academic rationale for the proposed program

¹ [Program objectives](#) describe the goals of the program

This proposal is to add a program in Sustainable Planning within the **Bachelor of Science Degree**.

The Sustainable Planning program will culminate in a BSc degree with pathways to the workforce, becoming a professional planner and/or to continue graduate studies. The goals of this program are to:

- Provide historical perspective of planning and the impact to both societies and cultures.
- Ensure graduates have the skills and knowledge to engage in ethical planning focusing on land use, infrastructure and small to mid-sized communities.
- Recognize the importance of Indigenous cultural and historic perspectives and land-centred relationships, along with treaty and inherent rights throughout the planning process.
- Provide opportunities to leverage current technology as part of the planning process.
- Focus on the design of sustainable plans for land use, infrastructure, urban planning for small to mid-sized communities as well as resource use and extraction.
- Include the role of legislative and regulatory frameworks and the importance of the modification or creation of policy within the field of planning.

Students will also meet competencies in creative and conceptual thinking, leadership, strategic decision making, communication, empathy, and the expectations of being a professional.

This program will meet the accreditation standards established by the Professional Standards Board (PSB) for Planning Profession in Canada, enabling the path to accreditation through the Canadian Institute of Planners (CIP). This accreditation will enable students to engage in their path towards their professional designation (Registered Professional Planner or RPP) across Canada (apart from Quebec). In addition, the PSB has reciprocal agreements with Australia and the US enabling the ability to engage in professional activities in both countries. Further, students with research aspirations or academic interests will have multiple pathways to graduate studies.

- Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc. (**QAF 2.1.2.1a/b**)
- Describe the program's approach or structure required to meet the program objectives.
 - Part-time/Full-time
- Describe the mode of delivery and how it will support students in achieving the Degree Level Expectations and program outcomes (**QAF 2.1.2.2c**)
 - Online/Blended/Face to Face
 - Synchronous/Asynchronous
 - Continual/Semester registration
 - Cohort/Individual approach

- Level of instructional presence
- Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University
- Describe any unique curriculum or program innovations, creative components, or significant high impact practice

What is Sustainable Planning?

The Canadian Institute of Planners defines the field of Planning as “...the scientific, aesthetic and orderly disposition of land resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities...” (<https://www.cip-icu.ca/>).

Sustainable development has at its foundation the aim to “meet the needs of the present without compromising the ability of future generations to meet their own needs...” (iisd.org). The 17 United Nations Sustainable Development Goals (SDGs) defined in the 2030 Agenda for Sustainable Development recognizes the foundational dimensions of economic, social and environmental (<https://sdgs.un.org/2030agenda>).

"Good professional planning is **forward thinking, comprehensive, informed, collaborative and inclusive**. Contemporary planning is very much a process involving many elements and stages that includes bringing together people, communities and the environment – all leading to desired results. **Sustainability – the balancing of long-term social, economic, and environmental elements** – is a key principle in contemporary planning practice"
-Planning Institute of British Columbia (www.pibc.bc.ca)

Program Degree Nomenclature

The proposed degree name and nomenclature for Nipissing University is a Bachelor of Science - Sustainable Planning. Comparable accredited undergraduate programs in Ontario and Canada have a variety of nomenclatures including TMU’s BURPI (Urban & Regional Planning) and University of Waterloo’s Bachelor of Environmental Studies in Planning (ES). Program naming tends to highlight or recognize specializations and variation in degrees conferred are all consistent with professional accreditation. The NU Bachelor of Science - Sustainable Planning proposed design includes 29 required courses (including 2 courses with narrowed ‘select from’ categories). Comparator programs, similarly, have a greater number of required courses compared to other BSc programs, consistent with degrees aligning with professional accreditation. Applicable STEM-base CIP codes (Classification of Instructional programs) include 30.44 (Geography and Environmental Studies), among other science – based CIP codes.

Program Approach and Structure

This program will follow the requirements for a BSc and sufficient coverage of the functional and enabling competencies laid out by the [Professional Standards Board](#) (PSB). In Years 1 & 2 students will be introduced to what Planning is, who does it, the history and practice of Planning in Canada, Planning theory and ethics, introduction to fundamental design tools, geospatial data collection, management and visualization. Additionally, Years 1 & 2 will also provide the foundational building blocks on landscape processes (e.g. physical, ecological, chemical) and

relationships between people and the environment. Years 3 and 4 will build knowledge and application in areas of Planning (e.g. Landuse, Environmental, Community), application of legislative acts (e.g. Environmental Impact Assessment) and further develop professionally relevant skills (e.g. conflict resolution, spatial analysis using GIS). A work-integrated learning cooperative education (co-op) work experience will be offered in Summer of Year 3. Student experience will culminate in a capstone project in Year 4 enabling students to draw from their full Nipissing experience and address relevant and real-world needs, preparing them for professional practice. A modular core structure with four thematic concentrations (1) Environment; 2) Geomatics, Data Visualization and Data Science; 3) Indigenous Perspectives; 4) Health and Wellbeing) will be adaptable and align with changing needs of the sector. Nipissing University's Centre for Teaching and Learning's expertise in pedagogical design will ensure compliance with the accreditation standard required for program certification and quality assurance.

Nipissing University's location in northeastern Ontario, the existing and anticipated new partnerships, and smaller class sizes offer unique opportunities to support experiential learning with a focus on sustainable planning. Classroom and field-based laboratory opportunities in the outdoor landscapes characteristic of the rich, complex and challenging landscape of northeastern Ontario (e.g., from Precambrian Shield to agricultural land) exist within meters of the campus and are relevant not only to rural and regional planning but also reflective of the needs of urban and First Nations' communities.

Co-op students will be able to capitalize on proximity to northern municipalities (e.g the city of North Bay), extractive industries (mining, forestry, agriculture), government (i.e., municipal, regional, provincial and federal), and local First Nation communities for a cooperative work experience placement, providing opportunities to support local, provincial and national needs. As the program matures, the program will aim to develop community partnerships to respond to the needs of North Bay and beyond. Formalized partnerships and designed experiential learning will facilitate the incorporation of land-based pedagogies and meaningful collaboration and consultation with First Nation Communities in the planning process. There is no equivalent program available in Northern Ontario giving Nipissing University the opportunity to create a unique model for sustainable planning in small to mid-sized communities with global appeal.

The program will be delivered in person on the Nipissing University campus, offering a high level of instructional presence. Student intakes will occur in the fall semester to enable a strategic 4-month co-op opportunity for all students at the end of their third year. The students will be maintained in a cohort model to provide a supportive and higher retention model for the students in the program.

Sustainable Planning - Building Across Nipissing University Programming

The addition of Sustainable Planning at NU will generate synergies with existing expertise and programming. A Bachelor of Science in Sustainable Planning will be supported by faculty affiliated with programming from across the sciences (e.g., Biology, Geography, Computer Science and Mathematics), social sciences and humanities (e.g., History, Anthropology, Indigenous Studies, Political Science, Economics, Philosophy), as well as existing graduate programming (e.g. Master of Environmental Studies and Master of Environmental Sciences, Sociology, PhD in Sustainable Education).

There are currently no planning programs at Nipissing University. Existing programming will help support concentrations in 1) Environment, 2) Indigenous Futures, 3) Geomatics, Data Visualization and Data Science, and 4) Health and Well-being. We currently offer several programs in environment-related fields that offer strong foundational support, including:

- BA in Environmental Geography
- BSc in Environment and Physical Geography
- BSc in Environmental Biology and Technology
- Master of Environmental Studies
- Master of Environmental Sciences

Additionally, a BSc in Environmental Sciences has been approved to start in September 2026 (subject to final Board and Ministry approval).

The Sustainable Planning program at Nipissing University will fill a critical gap in professional training in Ontario's and Canada's north. While professional schools and programs have been established in the north (Architecture (Laurentian), Medicine (NOSM), Public Health, and Law (Lakehead), there remains no professional Planning program. Initiating such training in the North is foundational for supporting sustainable growth in the North.

c) Consistency of Program Objectives with University Mission, Vision, Strategic Plan, and Strategic Mandate Agreement

- This section fulfills **QAF 2.1.2.1c**.
- Describe how the program contributes to the University's [Mission and Vision](#)
- Explain how the program aligns with the goals and priorities outlined in the [University's Strategic Plan: Pathways](#), as well as the Faculty's and University's Academic Plan (APOP)
- Identify how the program fits within one or more areas of strength or growth [in Nipissing University's Strategic Mandate Agreement](#)

This program will have a holistic focus on Sustainable Planning in urban, rural and remote communities, aligning with Nipissing University's commitment to "Nurture our Relationship with Water, Land, and Place" (p. 18) as outlined in the Nipissing University Strategic Plan.

Fulfilling our Responsibility to Truth and Reconciliation

Part of this work is accomplished through engaging in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation. Working in collaboration with First Nations communities and being responsive to the needs of communities, a planning program that integrates a concentration on Indigenous studies and governance (termed Indigenous Perspectives) and includes developing curricula and pedagogy that incorporate Indigenous knowledge, cosmologies, and ways of knowing clearly fits within the University's strategic plan. Furthermore, a generation of planners that can meaningfully engage and consult with Indigenous communities in planning will promote relationship building and trust.

Inspiring Innovative Growth & Development

Nipissing is committed to “establish innovative programs and partnerships that meet the needs of students and employers of the future, promoting civic engagement and regional responsibility” (p. 22).

A Planning program that involves active partnerships with community planning organizations and the Ontario Professional Planners Institute (OPPI) will provide new and unique student and professional opportunities to consider climate adaptation, community energy and natural heritage and land development. Incorporation of several forms of experiential learning in which students are engaged with professionals outside the classroom (e.g. cooperative work experience, capstone course) into the planning program will help meet the needs of students for hands-on, and applied experiences, as well as the needs of employers who, through participating in the training and mentoring of the students, may find future employees. During consultation conducted during the OPPI annual conference (Hamilton, Sept 25-27, 2024), professional planners from northern municipalities and private consulting firms provided strong attestation of the value of cooperative placements and capstone studio projects, as they contribute additional project-specific planning capacities and recruiting opportunities for northern employment opportunities.

Building Sustainable Futures

Pathway number 2 emphasizes the need to “strategically increase student enrollment to ensure our financial future” (p. 24).

An accredited planning program will attract more students to the university. Estimates from the OPPI suggest that in 2022 the existing accredited Planning programs (undergraduate and graduate combined) in Ontario received ~3 times more applicants than there are seats available (~ 1300 applicants to 460 seats available) per year. There were 185 graduates with a bachelor’s degree from an accredited planning program in Ontario and 246 graduates with a master’s degree. Further, information gleaned from the Government of Canada’s Job Bank suggests a positive labour market outlook for planners. The reasons for this positive outlook include employment growth that is expected to result in “a moderate number of new positions”, few retirements in the sector, and the fact that there are few unemployed planners. When broken down by economic region, the job prospects for planners are good in the Muskoka-Kawarthas and in the Northeast Region. Ontario’s labour market website also lists the market outlook for urban and land use planners as good, with over 2500 jobs posted in 2023 across Canada. Planners are employed in government (municipal, provincial/territorial, and federal levels), work as private consultants, or are employed by land development, engineering, and other consulting organizations.

Pathway number 6 states the need to “increase our visibility and reputation on provincial, national, and international levels” (p. 24).

The establishment of a planning program at Nipissing would establish the university’s reputation as a center of excellence in sustainable planning.

Inspiring Innovative Growth and Development

The Planning program at Nipissing may consider routes other than direct from high school, and by creating additional college pathways with college programs like Geographic Information Systems, Advanced Water Systems Operations and Management, and Environmental Technician, would

support the commitment towards “inspiring innovative growth and development” (p. 22). Specifically, it would address Pathway number 6 to “strengthen and increase the number of partnerships and articulation agreements with neighboring Canadore College and other colleges, universities, and Indigenous institutes” (p. 22).

With a commitment to “**Celebrating Who We Are**”, Nipissing University is committed not only to nurturing its identity as a small, student-centred university but also to embracing and celebrating its uniqueness in post-secondary education.

The addition of Sustainable Planning that puts the needs of students at the forefront through the establishment of meaningful co-op learning opportunities with industry partners, a holistic focus on sustainable planning – especially in northern and rural communities, with strategic concentrations of Environment, Indigenous Perspectives, Geomatics, Data visualization and Data Science, and Health and Wellbeing will help to ensure that Nipissing University maintains its reputation as a unique post-secondary experience for our future students.

Government of Canada (2024). Job Bank. [Planner in Ontario | Labour Market Facts and Figures - Job Bank](#)

Nipissing University (2023). *Pathways: Our Commitments to Water, Land, and People*. <https://strategicplanning.nipissingu.ca/>

d) Student Demand

- Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs, and identify where application rates consistently exceed available seats in similar programs at other Ontario universities; results from surveys/focus groups of existing students, graduates, or professionals in the field
- Include information about domestic and international student interest

OPPI has provided evidence of provincial student demand with estimates suggesting that existing accredited planning programs (undergraduate and graduate combined) in Ontario receive ~3 times more applicants than there are current seats available (~ 1300 applicants to 460 seats available) per year.

Specific to students within our existing captured audience, over the years, due to existing environmental planning-related courses (e.g. GEOG 3106 - Impact Assessment for Resource Management; GEOG 4806 - Natural Resource Development in Regional Planning; GEOG 4807 - Natural Resource Management), Nipissing University students graduating with degrees in Geography programming have regularly sought out continued education specific to Planning programs through Queen’s University’s Masters of Urban and Regional Planning program.

Since its start in January 2022, the Postbaccalaureate Diploma in Environment and Sustainability has become one of the most popular international student programs at Nipissing University, with 126 acceptances and 104 enrollments (in Winter 2022/23 and Fall/Winter 2023/24). While this diploma program requires students to already have graduated with a BSc degree, the strong

international student interest in programming related to the environment (including audiences with a science/technical background) signals strong potential interest in a professionally accredited Sustainable Planning program.

e) Enrolment Information

- Provide, in paragraph form, information regarding enrolment projections
- Complete Table 1 with further details on projected enrollment.
 - Add an asterisk (*) to the academic year that is the first year that enrollment is expected to be at a steady state.

Enrollment projections of ~60 students/yr appears plausible, assuming ~ 10% of current applicants currently not being accepted to existing programs (e.g. 1300 students/yr – 460 seats x 10%) would be approximately 84 students per year. Assumed immediate enrollment of 60 students/year) starting in fall 2026. Projections include assumptions of an overall year-to-year attrition typically included in Nipissing University program business plans (Yr 1-2 10%, Yr 2-3 5%, Yr 3-4 3%, Yr 4-5 3%).

Table 1: Projected Enrollment by Academic and Program Year

| Program Year | Academic Year | | | | | |
|-----------------------------|--------------------|-----------|-----------|------------|-----------|-----------|
| | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029* | 2029-2030 | 2030-2031 |
| | Number of Students | | | | | |
| 1 st year | | 60 | 60 | 60 | 60 | 60 |
| 2 nd year | | | 54 | 54 | 54 | 54 |
| 3 rd year (coop) | | | | 52 | 52 | 52 |
| 4 th year | | | | | 51 | 51 |
| Total Enrollment | 0 | 60 | 114 | 166 | 217 | 217 |

f) Societal Need

- Provide evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)
- Indicate up to three occupations in which graduates from this proposed program may be employed using the [Federal Job Bank](#) website; you may wish to review the [Ontario Job Futures](#) website and provide any relevant sector portfolio or local/community impact information
- Document if any employers support the need for this program
 - Attach any letter(s) of support as an additional appendix
- For professional (accredited) programs, describe the program's congruence with current regulatory requirements.

Evidence of Current Training and Employment Demand

In Ontario, almost 4,000 people work as urban and land use planners. About 40% have a bachelor's degree and 38% have a certificate, degree, or diploma above the level of the bachelor's degree (Government of Canada's Job Bank).

According to the Government of Canada's Job Bank, the main trends currently affecting employment as a planner include the high levels of residential construction, which is being driven by population growth. In the recently released 2024 Provincial Planning Statement, Ontario "...has set a goal of getting at least 1.5 million homes built by 2031..." (Provincial Planning Statement, 2024). Further, investments in redevelopment of transit, hospitals, and cultural spaces are also impacting the planning field, as are infrastructure projects designed to strengthen the management of stormwater and reduce risks like flooding caused by climate change. The continued need for planning-expertise around extractive industries is highlighted by recent federal funding announcements of new funding from the Critical Mineral Infrastructure Fund (\$11 million), supporting redevelopment and investment in mining infrastructure in northeastern Ontario and development of partnerships with First National communities (Sudbury Star, 12Oct 2024, Feds sink millions into critical mining sector).

Examples of Planning-related Societal Needs

Unparalleled planning-related challenges for communities across Canada, including northern Ontario, brought about by climate, environmental and societal change provide a compelling picture of societal need for Sustainable Planning at Nipissing University. The focus on the lack of affordable housing and the number of unhoused people in communities across Ontario are salient issues that illustrate the societal need for the work of planners. Recently, the Government of Ontario (2024) committed to providing funding for rural communities and municipalities to build more homes, strengthen local economies, and improve access to important services in rural areas. Planners will be integral to this process. Timmins is one such municipality in the north whose city council has passed a Housing Action Plan that presents a vision of where future development will be and how it can increase the variety of housing stock available to its citizens over the next decade (CBC, 2024a). To do this, planners will be involved in bringing this vision to fruition. With the push to meet housing needs come questions for communities on how to balance new policies on densification and more traditional neighborhood design (Anderssen, 2024). These issues are not unique to Canada. In Germany, communities across the country are wrestling with issues of how and where to build new housing, aiming to address concerns over affordability versus preservation of historical style, asking "To what degree should its future urban fabric be modelled on its history?" (Galea, 2024).

Planners and scientists are helping address the climate crisis and its deadly impacts in our communities by studying and applying local solutions (e.g. use of cooling stations for vulnerable populations in India during extreme heat, increasing green spaces and depaving cities ((Soliman, 2024)). In cities around the world, daylighting of streams, and restoring urban rivers has saved millions of dollars in water treatment (CBC, 2024c) but Canada is behind in applying this approach. Green spaces and water courses help address impacts of heat island effects and absorb storm water in urban areas.

Climate disasters see no boundaries. Communities in northeastern Ontario and Canada's north

have urgent questions and needs related to the impact of climate and environmental change as natural and human landscapes undergo unprecedented change in the North. Ontario's northern communities depend heavily on extractive industries including mining, hydropower, forestry, and agriculture. Northern Ontario communities are typically rural, geographically isolated, with "...limited economic diversity and relatively high dependence on climate-sensitive sectors..." (Barros et al., 2014). This makes them more vulnerable to climate change impacts and more limited in adaptation strategies. Northern communities not accessible by permanent roads or rail are facing transportation challenges for food, fuel and other critical supplies due to shortened ice-road seasons. Changes to fish and game populations may affect a critical way of life for Indigenous communities reliant on traditional food sources.

Climate experts predict with high confidence increasing impacts of extreme weather on most sectors with extremes in temperature, frequency and severity of weather events (ice storms, rainfall, heat, drought, wind) all projected for Ontario (ECO, 2012). Flooding during the spring of 2019 on the Ottawa river, Lake Nipissing and in the Muskoka region, and the intense 2024 summer storm flooding that occurred in Toronto due to delivery of more than 10 cm of water, leaving 167,000 customers without power and flooding the Don Valley Parkway provide recent compelling regional examples of how extreme events can affect communities here in Ontario alone (CBC, 2024b). The next generation of Planners are critical to the development and implementation of integrated planning including the use of nature-based solutions, defined at the UN Environmental Assembly in 2022, to include siting of protected and conserved areas, stream, wetland and shoreline restoration, and engineered solutions such as green roofs, rain gardens and storm ponds. Siting tools demonstrated recently by the Toronto and Region Conservation Authority (TRCA) at OPPI annual conference (Hamilton, Sept 25-27, 2024), illustrate the critical integration of spatial information on ecological and socio-economic considerations in support of decision-making (TRCA, 2024).

Due to an intersection of hazards of climate change and increasing development, forest fires are decimating towns and communities (e.g. Lytton BC in June 2021), the natural spaces we seek to spend time in (e.g. Jasper, summer 2024), and severely impacting extractive industries (e.g. lost oil production due to Fort McMurray fires worth C\$985 million in lost real GDP, Reuters Canada, 2016). However, communities are unprepared to protect infrastructure (e.g. Halifax, summer 2023; CBC, 2024d). Case studies of climate change impacts in the Canadian mining sector include examples of how climate events like low water levels/drought have slowed or stopped production due to lack of water for dust suppression or other water intake requirements, and how power outages due to ice storms and road access due to either thawing under higher temperatures, or flooding under intense rains have translated into large financial losses (Marshall et al, 2009). These environmental problems put at risk food and water security, livelihoods, and profoundly emphasize their complexity. Developing the next generation of planning-related expertise is nothing short of foundational to address these 'big questions' of our generation.

References

- Anderssen, 2024. Urban backyards are disappearing. Can we be happy without them?, The Globe and Mail, 24 Aug 24
- Galea, 2024. Germany's largest urban archeological dig in Molkenmarkt pits history against housing woes, Globe and Mail, 24 Aug 24.

Government of Ontario (2024). Ontario Helping Rural Communities Grow With More Jobs, Homes and Infrastructure | Ontario Newsroom

CBC (2024a). Timmins, Ont., housing plan aims to spur development | CBC News. Posted 16 July

CBC (2024b) Severe Toronto storm causes flooding, major power outages | CBC News. Posted 16 July, 2024.

CBC (2024c) The Hunt for Lost Waterways. What On Earth with Laura Lynch | Live Radio | CBC Listen, 25 August 2024.

CBC (2024d). The National. 26 August 2024.

Barros et al., 2014. Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects, Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Barros, VR, CB Field, DJ Dokken, MD Mastrandrea, KJ Mach, TE Bilir, M Chatterjee, KL Ebi, YO Estrada, RC Genova, B Girma, ES Kissel, AN Levy, S MacCracken, PR Mastrandrea, LL Whites (eds.)]. Cambridge University Press, Cambridge United Kingdom and New York NY, USA, pp. 688.

ECO 2012, *READY FOR CHANGE? An assessment of Ontario's climate change adaptation strategy*. Special Report to the Legislative Assembly of Ontario, March 2012. 24p.

Marshall et al., 2009. Climate Change and Canadian Mining: Opportunities for Adaptation. August 2009, David Suzuki Foundation, 160p.

Soliman A, 2024. Extreme heat is a huge killer — these local approaches can keep people safe (nature.com), 24 August 2024.

TRCA, 2024. Nature-Based Climate Solutions Siting Tool - Toronto and Region Conservation Authority. Toronto and Region Conservation Authority. Nature-Based Climate Solutions Siting Tool - Toronto and Region Conservation Authority (TRCA)

Reuters Canada. 2016. "Canadian wildfire shifts north, prolonging oil sands shutdown". May 17, 2016. Archived from the original on June 10, 2016. Retrieved May 17, 2016.

g) Duplication

- Describe how the program is distinct from other programs at Nipissing University
 - Is it reasonable to anticipate this program might affect enrolment in other related programs?
 - If so, how might this be addressed?

At Nipissing University, there are currently no planning programs at the undergraduate or graduate level. Existing programming provides support for a mix of both foundational non-PLAN courses and electives. Complementary programs in environment-related fields include:

- BA in Environmental Geography
- BSc in Environment and Physical Geography
- BSc in Environmental Biology and Technology
- Master of Environmental Studies
- Master of Environmental Sciences

A BSc. is offered in Data Science, a BA. and BSc. in Computer Science, and a BSc. in Environmental Sciences has received Quality Council approval (subject to final Nipissing University Board and Ministry approval). Certificates are offered separately in Environmental Management,

Forest Resource Management and Conservation and Geomatics.

BA. degrees are offered in Indigenous Studies, Political Science (with a certificate in conflict resolution and negotiations), and History (with a certificate in Study of Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories), Social Welfare and Social Development. As highlighted by Dr. Nancy Stevens from Indigenous Studies, there is an increasing awareness in professional programming in Canada for the need of a nuanced understanding of treaty history in Canada by all Canadians. In addition to those cited above, additional minors are offered in Legal Studies, Human Rights, Gender Equality and Social Justice.

The new program will complement these existing programs and will draw upon select courses to help support foundational and elective options for the new program (see Appendix B).

Complete Table 2 with any similar or complementary programs offered elsewhere in Ontario

- Be brief but specific in the table
- Avoid value-based statements

Table 2: List of Similar Programs in Ontario

| | |
|---|---|
| Institution Name: Toronto Metropolitan University | Credential Level and Program Name: Undergraduate, Bachelor of Urban and Regional Planning (BURPI) |
| Link to Program Web Page: Urban and Regional Planning (BURPI) - School of Urban and Regional Planning - Toronto Metropolitan University (torontomu.ca) | |
| Program is: <input type="checkbox"/> similar <input checked="" type="checkbox"/> complementary | |
| Brief Program Description: TMU offers a 4-year Bachelor of Urban and Regional Planning (among other forms). It offers students land-based planning applied to cities and regions with sub-areas of specialization including 1) Housing and Land Development, 2) Transportation Planning, 3) Environmental and Ecological Design, and 4) Urban Design. One of the oldest planning programs in North American and located in the GTA, this program offers studios, internship placements and research opportunities in one of the most diverse cities in the world. | |
| Describe how the new program can be differentiated from and/or complemented with this program: Nipissing’s Sustainable Planning programming will offer a complementary focus on small to mid-sizes cities. Location in northeastern Ontario, it will be the only Planning program in Ontario located outside the GTA, southern and southeastern Ontario, with closer proximity to northern communities and extractive industries of forestry and mining. | |
| Institution Name: University of Waterloo | Credential Level and Program Name: Planning (Bachelor of Environmental Studies) |
| Link to Program Web Page: Planning (Bachelor of Environmental Studies - Honours) (uwaterloo.ca) | |
| Program is: <input type="checkbox"/> similar <input checked="" type="checkbox"/> complementary | |
| Brief Program Description: University of Waterloo offers a Bachelor of Environmental Studies in Planning and is the largest cooperative Planning program in North America, with up to 5 work terms | |

integrated into a 5-year degree program. It offers specialization in Environmental Planning; 2) Land Use, Transportation, & Infrastructure Planning; 3) Social Planning & Community Development, 4) Urban Design.

Describe how the new program can be differentiated from and/or complemented with this program:

Nipissing's Sustainable Planning program will offer a complementary focus on small to mid-sized cities. Located in northeastern Ontario, it will be the only Planning program in Ontario located outside the GTA, southern and southeastern Ontario, with closer proximity to northern communities and extractive industries of forestry and mining.

- Provide a justification for duplication (if identified) example: applications consistently exceed available seats in similar programs at other universities.

In Ontario, there are six accredited planning programs, four graduate programs (Queen's University, University of Toronto, York University, University of Guelph) and two undergraduate programs (University of Waterloo, Toronto Metropolitan University). All of these programs are located in either the GTA or southern-southeastern Ontario and include expertise in regional planning. A number of programs have strong urban foci (e.g. York, TMU, U of T). In addition to two other specializations (Health and Social Planning and Land use and Real Estate), Queen's University offers specialization in Environmental Services. University of Guelph offers a Canadian stream of study focused on rural, Indigenous and remote communities in Canada.

Sustainable Planning at Nipissing University will identify a specific niche complementary to these other provincial programs by providing a focus on sustainable planning specific to the needs of small to mid-sized communities. With its northern location in direct proximity to both settler and Indigenous communities and extractive industries, the program will provide concentrations in Environment, Indigenous Perspectives, Geomatics, Data Visualization and Data Science, and Health and Well-being.

- Provide identified opportunities for complementary programs (if identified)

n/a

2. Program Requirements

a) Admission Requirements

- This section fulfills **QAF 2.1.2.5**
- Outline the formal admission requirements and explain:

- How these are appropriate for the program's purpose and the program outcomes
- How will they help to ensure students are successful?
- Explain any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc.
- Explain how the program recognizes prior work or learning experience (if applicable)
- If this is program does not support direct-entry from high-school program, please explain why

BSc Sustainable Planning Admission Requirements

Successful completion of the Ontario Secondary School Diploma (OSSD) with 6 4U/4M courses including English; Mathematics; Chemistry; and one of Biology, Physics or Earth and Space Science. Students applying from outside of Ontario will require equivalent courses.

Students transferring from another university may apply for transfer credits. As well, pathways for students with college diplomas wishing to join the Sustainable Planning program will be made available (consultation with the Registrar's Office and Teaching & Learning Centre is ongoing). This may facilitate attracting mature students from northern colleges such as Canadore, Cambrian as well as colleges with strong Environmental technician programs (e.g., Fleming). The credits transferred will be assessed on an individual basis. If enrollment pathways are heavily utilized, specific agreements for transfers from specific colleges will be considered.

b) **Assessment of Teaching and Learning**

- This section fulfills **QAF 2.1.2.2 a/b/d, 2.1.2.4** by mapping the program-level student outcomes² with Degree Level Expectations (DLEs) in Table 3.
 - DLEs are set by the Quality Council of Ontario and are not to be modified. These are presented in detail in the [Quality Assurance Framework \(Appendix 2\)](#).
 - **A detailed curriculum matrix will be provided in the Appendix** of this document noting which courses are aligned with each program-level student outcome and at what level of learning (Beginner, Intermediate and Advanced).
- Nipissing University Student-level outcomes will also be mapped against DLEs in Table 4. These are presented in detail in the [Quality Assurance Framework \(Appendix 2\)](#).
 - **A detailed curriculum matrix will be provided in the Appendix** of this document noting which courses are aligned with each program-level student outcome and at what level of learning (Beginner, Intermediate and Advanced).

If the program is to be accredited, also **include the accreditation requirements and a detailed curriculum matrix in the Appendix** of this document noting which courses are aligned with each accreditation outcome and at what level of learning (Beginner, Intermediate and Advanced).

² Program-level Student Outcomes

Table 3: Assessment of Learning (see Appendix B for full listing of program level student learning outcomes)

| Degree Level Expectations (Quality Assurance Framework) | Program-level Student Outcomes | Relevant courses (provide course code and course title) | Assessment of Learning Outcomes (e.g., test, presentation, self-assessment, etc.) |
|---|---|---|---|
| <p>Depth and breadth of knowledge</p> | <p>Graduates will...</p> <ul style="list-style-type: none"> Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples (1.a) Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability (5.a) Apply relevant legislation to the practice of planning (6.a) Adapt approaches to planning based on theories, ideals and principles of community planning and development (2.b) Evaluate planning decisions based on the economics of development and the relationship to local government finance (6.b) | <p>e.g. PLAN XXXX History & Practice of Planning,</p> <p>e.g. GEOG 2226 - Environment & Society</p> <p>e.g. GEOG 3106 Impact Assessment for Resources Management</p> <p><u>e.g. GEOG 4437 At Risk: The Geography of Environmental Hazards</u></p> <p>e.g. PLAN xxxx - Planning Theory & Ethics</p> <p>e.g. PLAN xxxx - Finance for Planners</p> | <p>Example 1: GEOG 2226 Environment & Society introduces students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. For example, students might be asked to show, in essay format, how river management challenges and options might differ according to market, collective action and environmental justice perspectives.</p> <p>Example 2: In GEOG 2107 Weather and Climate, students are introduced to our changing atmosphere. Students develop knowledge of natural and anthropogenic-derived changes in the atmosphere from geological to contemporary time scales. This includes regionally relevant examples (e.g. Sulphur emission reductions in the Sudbury) to larger scales (e.g. Ozone Hole and the Montreal Protocol) that include mitigation. Students identify sources of natural climate change (changes in solar output, atmospheric compositions, surface albedo), sources and predictions of anthropogenic climate change due to greenhouse gases, aerosols and landuse change. Assessment takes the form of lab assignments, quizzes and exams. As an example, an interactive activity has students researching and presenting on new stories targeting discussion of atmospheric processes.</p> <p>Example 3. In GEOG 4437, students learn about how different paradigms have predominated in addressing environmental hazards (e.g., the Engineering Paradigm, the Behavioural Paradigm) and how this has shaped both perception and management of hazards.</p> |
| <p>Knowledge of methodologies</p> | <p>Graduates will...</p> <ul style="list-style-type: none"> Determine the impact of historical small- and large-scale community planning including historical land use and planning by Indigenous Peoples (3.a) | <p>e.g. PLAN XXXX History & Practice of Planning</p> <p>e.g. PLAN xxxx - Land Use Planning and Policy</p> <p>PLAN xxxx - Planning Law</p> | <p>Example 1. In ENSC 1007 students are exposed to a basic background of various sciences - such as Ecology, Biology, Chemistry, and Geography - that are integrated as "Environmental Science" and used to study the environment and to solve environmental problems. Students use this knowledge to: learn about natural and altered ecosystems, consider issues stemming from human population growth & impact, and comprehend a host of problems associated with biodiversity, extinctions and invasive species. Students are evaluated on</p> |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> Utilize proven approaches and instruments in small- and large-scale planning and policy development (4.a) Evaluate policy formulation with a critical lens (6.c) Implement public policy and planning in Canada (6.d) | <p>PLAN xxxx - Community Planning and Engagement</p> | <p>participation in quizzes/discussions using classroom response systems, as well as by more traditional methods including exams. The lab section of the course emphasizes practical skills for which the students are evaluated based on assignments.</p> <p>Example 2. BIOL 3436. Conservation Biology. Students explore conservation biology as a crisis-based and mission-oriented science. Key concepts such as biodiversity, habitat destruction, invasive species, and extinction provide a biological basis from which to expand and address global, national, and regional conservation strategies from an interdisciplinary perspectives. Students are evaluated based on participation in a weekly online discussion forum of key developments in conservation science, writing micro-concept papers on innovative conservation approaches, and participating in a virtual poster symposium highlighting an at-risk element of biodiversity in Canada.</p> |
| <p>Application of knowledge</p> | <p>Graduates will...</p> <ul style="list-style-type: none"> Incorporate practices that support diversity, equity, and inclusion (2.a) Apply technological solutions to support planning analysis and activities, policy development and decision making (4.b) Combine knowledge and technical capacities to planning and policy development (2.c) Apply basic project management, finance and administration, and evaluation practices (2.d) Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e) | <p>e.g. INDG 1006 - Madjitang (In the Beginning) - An Introduction to Indigenous Studies</p> <p>e.g. GEOG 3056 – Spatial Analysis & GIS Space</p> <p>e.g. GEOG 4806 – Natural Resource Development in Regional Planning</p> <p>e.g. PLAN XXXX – Finance for Planners</p> <p>e.g. PLAN XXXX – Planning Studio</p> | <p>Example 1: GEOG 3056 Spatial Analysis-GIS. This systematic technique course is a lecture-lab course that covers advanced geographic information systems (GIS) operational techniques including the use of overlay analysis operations, hot spot analysis and numerous data enrichment operational tools. Students learn how to integrate raster based remotely sensed data into vector based GIS for environmental monitoring and assessment purposes. Additionally, students examine how spatially referenced socio-economic and environmental data can be integrated and analyzed for decision support systems. Issues that are examined include: the generation of spatial databases using socio-economic and environmental data; advantages and disadvantages of raster and vector GIS models; and selected algorithms for decision making in a GIS environment.</p> <p>Example 2: BIOL 4995. With the approval of the discipline, a student will individually plan and conduct a field and/or laboratory research project under the supervision of an appropriate faculty member. The student will also be required to present a seminar on the research, and to write the project up in dissertation form. All research projects must be supervised or co-supervised by a full-time faculty member of the Biology Department. Student project proposals and final seminars will be reviewed or evaluated by Departmental Committee. Students are evaluated based on their defence of the thesis at an annual poster symposium (open to the entire community) and on the quality of the dissertation they produce as a result of the work. Students are advised by a supervisor and a committee member through all stages of the project.</p> |

| | | | |
|--|---|---|--|
| <p>Communication skills</p> | <p>Graduates will...</p> <ul style="list-style-type: none"> Engage stakeholders in gathering input, reporting, presentations, and discussions (5.b) Determine recommendations based on authentic stakeholder engagement (2.f) Justify visions, plans, and policies (6.e) | <p>e.g. PLAN XXXX – Planning Studio; BIOL-4886 Internship I</p> <p>e.g. PLAN XXXX – Planning Studio</p> <p><i>e.g. PLAN XXXX, Professional Planning Practice and Ethics</i></p> | <p>Example 1: BIOL-4886 Internship I. This course provides students with the opportunity to gain work experience with government, industry or non-governmental organizations having expertise in a relevant field of biology. Students are supervised by a faculty member in Biology and Chemistry programing and are expected to maintain an activity log, submit a final written report, and give a presentation to the Department at the end of the internship. Students provide weekly logs of their experiences in the workplace, a seminar detailing the experience they gained through the internship, and a final report which highlights the contributions they made to organization they held the internship in. Both university faculty and the community partner consult on the student performance.</p> |
| <p>Awareness of limits of knowledge</p> | <p>Graduates will...</p> <ul style="list-style-type: none"> Decide on approaches that reflect best practices in risk management (5.c) | <p>e.g. GEOG 4437 – At Risk: The Geography of Environmental Hazards</p> | <p>Example 2 GEOG 4437 – At Risk: The Geography of Environmental Hazards. In this course, students become familiar with an analytical framework that shows how natural and social worlds intersect and lead to disasters. Examples include historical and contemporary case studies of hazards, such as earthquakes, floods, droughts pandemics and climate change. Finally, students analyze a hazard that has taken place using the framework mentioned above, or develop an analysis of potential hazard(s) from their own region.</p> <p>Students are evaluated through weekly quizzes that test their understanding of concepts and how they can be used to understand disasters described in that week's readings, as well presentation of a case study.</p> |
| <p>Autonomy and professional capacity</p> | <p>Graduates will...</p> <ul style="list-style-type: none"> Assess emerging trends and issues related to planning and policy development (5.d) Communicate with other planning professionals on trends and best practices. (5.e) | <p>e.g. PLAN XXXX – Planning Studio</p> <p>e.g. Co-operative education work placement</p> | <p>Example 1: BIOL-4886 Internship I. This course provides students with the opportunity to gain work experience with government, industry or non-governmental organizations having expertise in a relevant field of biology. Students are supervised by a faculty member in Biology and Chemistry programing and are expected to maintain an activity log, submit a final written report, and give a presentation to the Department at the end of the internship. Students provide weekly logs of their experiences in the workplace, a seminar detailing the experience they gained through the internship, and a final report which highlights the contributions they made to organization they held the internship in. Both university faculty and the community partner consult on the student performance.</p> |

With the support of **CTL: Teaching Hub** select a few examples from Table 3 above and provide further details on:

- Appropriateness of the program's structure and requirements to meet both the program objectives (goals) and program-level student outcomes.
- Appropriateness of the proposed methods for the assessment of student achievement of the intended program-level student outcomes and Degree Level Expectations (DLEs)³.
- Completeness and appropriateness of plans for monitoring and assessing:
 - o The overall quality of the program.
 - o Whether the program is achieving, in practice, its proposed objectives.
 - o Whether the students are achieving the program learning outcomes.
 - o How the resulting information will be documented and subsequently used to inform continuous program improvement.

Please see Guidance on Assessment of Teaching and Learning for advice on how to satisfy these criteria.

Example 1. ENSC 1007. Introduction to Environmental Science

Students further develop their knowledge of the environment to study causes, identify connections and evaluate proposed solutions associated with specific environmental problems. Students will consider key contemporary problems such as waste disposal, fossil fuel use, energy efficiency and the use of renewa

ble sources, food production, pesticide use, water pollution, air pollution and climate change from a scientific perspective. This course is scheduled in Year 1, supporting fundamental understanding of environmental systems that students then begin to consider in a larger context of social and economic factors that inform sustainable planning. Students are evaluated on participation in quizzes/discussions using classroom response systems, as well as by more traditional methods including exams. The lab section of the course emphasizes practical skills for which the students are evaluated based on assignments.

Example 2. INDG 2006 Indigenous Places – Changing Landscapes

In this course, students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples' relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge. This course is offered by the Indigenous Studies programming and will contribute to the Depth and Breadth of Knowledge, the Application of Knowledge, and the Communications Skills categories of program learning outcomes. Students are assessed through methods that emphasize Indigenous ways of knowing, being and doing, while balancing these with more conventional academic methods. Students will contribute to small group presentations focusing on how colonization and corporate actions are changing Indigenous lands. Examples of topic areas include: Temagami (Ontario); Site C Dam (British Columbia); sacred sites, such as Petroglyph Provincial Park and how they are "managed"; Kanasatake; Ring of Fire in northern Ontario; etc.

The group must address the following:

- A brief history of the territory that is being discussed.
- How UNDRIP, environmental assessments, etc., are used or ignored by the colonial state systems (e.g. courts, government).

³ How will students demonstrate they have learned and can do what we expect them to by the end of the program?

- Are there alternative means to ensure free, informed prior consent?
- Are there unique governance models being used to support Indigenous management of these resources or sites?
- What are the current challenges?
- What strengths are demonstrated?

General description of delivery and assessment

The proposed modes of delivery for the Honours Specialization program include lecture format, lab-based instruction in select classes across the sciences and experiential learning delivery which involves several delivery models (thesis, directed study, internship, studio). Lab-based experiments, internships and studios are particularly helpful in preparing students for the workplace. Students in the Honours program are provided with an option of fulfilling part of their 4th year requirements by doing a 4th year Thesis.

The standard methods for the assessment of student achievement depend on how each course instructor structures their class and include quizzes, tests, take-home assignments, and writing of lab reports. In some courses, students make group presentations in which comments are provided by the instructors and the rest of the audience. Such comments help students to improve on how they communicate their ideas in a clear and logical manner. Experiential learning opportunities require assessments from placement partners as well as self-assessment through reflective writing by the students themselves. For those students who do a thesis and/or internships, they will be assessed on how well they can make an oral-presentation of their research and/or work-experience.

c) Program Considerations

- Describe the ways in which the curriculum addresses the current state of the discipline

The Sustainable Planning curriculum design pulls from existing Nipissing University courses and introduces new PLAN courses that will reflect the current state of the discipline (Appendix B). In support of new PLAN courses, as part of the accreditation process, the program will recruit at least three faculty that hold this professional designation (Registered Professional Planner, RPP) and will lead design of PLAN courses.

The BSc Sustainable Planning program is structured to include:

- A set of core requirements that allow students to build and integrate fundamental knowledge from supporting sciences (ecology, geography, data science), in support of a focus on Planning.
- A set of core PLAN courses that specifically address the functional and enabling competencies of an accredited Planning program in combination with existing GEOG courses that align with an immediate focus on Planning (GEOG 4806 Natural Resource Development in Regional Planning; GEOG 3106 Impact Assessment for Resources Management)
- A required two-course introduction to Indigenous Perspectives, recognizing the importance of First Nation communities, treaties and their history to the Planning landscape.
- A sequence of interdisciplinary courses that prepare students to appreciate the inherently complex and interdisciplinary nature of Planning. This includes courses at the introductory level (e.g. ENSC 1007 – Introduction to Environmental Sciences), the second year (GEOG 2226 - Environment and Society), the third year (ENSC XXXX - Field Studies in the Environment).
- Dedicated work integrated learning components in the form of one 4-month co-op work placement at the end of Year 3 (credited towards co-op distinction only).
- Course-based experiential learning component integrated through Years 1-4 via labs and studio courses.
- A final capstone Studio course in which students work in groups on a real-world planning project in consultation with a client. Four thematic concentrations that allow students freedom to build unique and complementary elements based on their interests.

Recent reviews of contributing Nipissing University programming, including Geography (2019) and Biology (2021), provide very strong assessment of existing programs and curriculum, supporting the four identified thematic concentrations. In review of Geography programming, reviewers recognized recent realignment and modernization of the curriculum and the progression of material in the program from introductory to senior level courses, reflecting the current state of the discipline. Geography programming's excellence in environmental and geography research and education was flagged as a leading asset for Nipissing University. Reviewers noted that built into Geography courses, there is a significant field exposure throughout the program, where instructors take advantage of opportunities to use the natural environment that is Nipissing University's unique location. In their assessment of Nipissing University programming against national and/or regional comparators, reviewers indicated that NU geography programming "is arguably the leading centre for geographic and environmental education in northern Ontario", with expansion into graduate teaching and other degree offerings such as Environmental Science as being consistent with offerings at comparable institutions. They noted the successful integration of students into research labs and projects providing opportunities for research at both undergraduate and graduate levels; with individual faculty having research networks that have fostered opportunities, including relationship and applied research with community stakeholders (e.g. Agriculture Canada, Nipissing

First Nation, Dokis First Nation, the city of North Bay). Geographers have also recently opened Geomatics certification and instruction to non-geography students facilitating training opportunities across disciplines.

Four **thematic concentrations** are proposed based on their importance to contemporary planning and building on strengths that can be offered at Nipissing University. In addition to a focus on Environment, thematic interest in Geomatics, Data Visualization and Data Science are well supported by Geography programming and collaboration with programming in Data Science and Computer Science. This concentration recognizes the continued importance of the adoption of geographical information systems and data management systems in Planning. Recent review of the prospects of artificial intelligence in urban planning conducted by Sanchez et al. (2023) and involving both literature review and surveys of professional planners across members of the American Planning Association (APA) reported that AI-related techniques are not yet used by urban planners. However, survey of planners from the APA did indicate that professionals anticipate that AI will have a significant impact on their field. Including this thematic concentration will allow for continued evolution with technological changes in the sector.

The future of truly sustainable Planning in northern communities will be accomplished through engaging in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation. Working in collaboration with First Nations' communities and being responsive to the needs of communities, a planning program that integrates a concentration on Indigenous studies and governance (termed Indigenous Perspectives) and includes developing curricula and pedagogy that incorporate Indigenous knowledge, cosmologies, and ways of knowing clearly fits within the University's strategic plan. It also requires building an understanding of the legal landscape with respect to treaty and existing Indigenous/Aboriginal rights, the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and other federal legislation that impacts First Nations current and traditional territories. Furthermore, a generation of planners that can meaningfully engage and consult with Indigenous communities in planning will promote relationship building and trust.

Tied to the overall competencies of the accreditation will be the requirements for a Bachelor of Science which enables the students to be critical thinkers who can perform research and continue to learn past the program experience.

Sanchez TW, Shumway H, Gordner T, Lim T. 2023. The prospects of artificial intelligence in urban planning. *International Journal of Urban Sciences*, 27(2), 179-194.

- Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)

There will be three levels of experiential learning components included in the program:

- PLAN courses being developed for this program will include requirements that ensure students are engaged in practical activities in a studio environment (includes all students). Additional core courses from Geography, Biology, Computer Science include lab hours supporting hands-on learning related to working with data (field data collection, statistical and geomatic analyses, data visualization).
- Students may select co-op in their third year that will enable them to work in the field for 4 months during the summer between the 3rd and 4th year. Student eligibility will be determined

by meeting GPA requirements (e.g. $\geq 70\%$ GPA) and opportunities available year over year. Consultation with local organizations and government has been strongly supportive of co-op placements, in addition northern Ontario has a number of opportunities that are being identified including working with the Indigenous communities and resource extraction. Current estimates are that 75% of students will be engaged in Co-op. The Co-op work term is credited towards co-op distinction on their transcript (not credited towards program requirements)...

- All students will complete a capstone project in the 4th year. This group project will require the students to complete a project by selecting and utilizing the skills and knowledge acquired in the first 3 years of the program.
- As the program stabilizes in enrollments (2029-2030), building additional cooperative opportunities (e.g. at the end of year 2, and an additional term in Year 3) will allow the program to move towards an accredited cooperative program component.

- Describe how the principles of Equity, Diversity, Inclusion, and Indigenization have been considered:
 - o Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?
 - o Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?
 - o How has accessibility been considered⁴? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)?
 - o Will this program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?
 - o Have the principles of [Universal Design](#) and culturally responsive pedagogy (CRP) been considered?

The Centre for Teaching and Learning is initiating professional development and support for engaging with Faculty to include UDL and CRP in their design and delivery. As the program is focusing on small to medium size communities that include northern regions of the country, the inclusion of marginalized and/or culturally diverse aspects will be required to ensure that the students engage in ethical and sustainable planning in Ontario's and Canada's north. Drawing on the knowledge and expertise of our Indigenous Faculty, our Student Accessibility Support Centre, the Office of Indigenous Initiatives, will also help to ensure accessibility.

In addition, support for the program design and course design is available through the Centre for Teaching and Learning which is being utilized by the team engaged in the design and development of the program.

d. Calendar Copy with Program Map(s)

⁴ how potential need to provide accessibility accommodations has been considered in the development of this program; beyond services offered by Student Accessibility Services

- Provide, as an Appendix using the template provided by **Centre for Teaching and Learning: Teaching Hub**, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar
 - Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. [Pathway Calendar example](#)
 - New Minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items,

Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include a course map for new and existing courses. If you are making changes to existing courses, include instead a course change form. In an appendix noted below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.

Please see Appendix B for proposed calendar copy.
 Please see Appendix_B for a full list of courses in the program.
 RPP faculty will be responsible for full development of PLAN courses.

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Nipissing University and/or from other institutions/partners*
- *Describe any consultation undertaken regarding the principles of Equity, Diversity, Inclusion, and Indigenization.*
- *Identify who is responsible for developing any new courses.*

The Sustainable Planning Program is expected to attract a new student audience to Nipissing University and contribute to the development of new unique programming focused on Planning and its professional practice. This audience will have strong interests in overlapping concentrations of environment, Indigenous Perspectives, Geomatics, Data Visualization and Data Science, and Health and Wellbeing, all of which are well represented with existing Nipissing University programming. We expect that this new program will increase enrollments in existing Nipissing University courses integrated into the core program design and thematic electives, with implications for mapping of resource use. It is expected that new students and faculty will support exciting new directions for both collaborative teaching and research at both the undergraduate and graduate levels.

Consultation supporting program development has included 1) sessions conducted between July-November 2024 with faculty and administration from the Faculty of Arts & Science and the Faculty of Education and Professional Studies, Offices of Institutional Planning, Registrar, and the Harris Learning Library, and 2) one-on-one consultation with professional planners (see below).

Recognizing that a program in Sustainable Planning is inherently interdisciplinary in nature, and envisioning that a wide range of expertise on campus may contribute to proposal development, on 15 July, 2024, we reached out to all Nipissing University faculty for preliminary consultation on program development. We met on Monday, July 22nd for initial discussion, with faculty representation from the following programming/academic units: Political Science, Economics and Philosophy; Biology, Chemistry and Geography; Mathematics and Computer Science; History and Ancient Studies, Nursing, Business. Additional subsequent in-person consultation included Political Science, Economics, Philosophy, Indigenous Studies, History, Anthropology and Ancient Studies. Preliminary program design was circulated to faculty on 20 September 2024, followed by an additional open-house-styled drop-in faculty consultation held on October 3, 2024.

Consultation with Registered Professional Planners and affiliated practitioners was conducted through phone calls, online meetings, and in person consultations, including at the Ontario Professional Planners Institute (OPPI) annual meeting (Hamilton, Sept 25-27, 2024).

- Online consultation with Evergreen, established in 1991, is a national Canadian non-profit dedicated to ecological research, design and collaborative initiatives, (16 September) (J Angel, MBA, CEO)
- Three proposal team members (Colborne, James, Gibson) attended the Ontario Professional Planners Institute annual meeting. Feedback was received from professional planners from municipalities (including municipalities from northeastern Ontario) and private consulting, including RPPs with national experience in accredited program review. OPPI consultation sessions (Ashley Bilodeau RPP, Senior Municipal Director at Municipality of Callander; Dana Anderson FCIP, RPP, Partner MHBC; Kevin Jarus RPP, MCIP, MPI, Planning Manager and Senior Associate, Tulloch; Sarah Vereault, Associate, Senior Planner, J.L. Richards & Associates Limited, Sudbury ON)
- Additional feedback on preliminary program design was received through E Purcell (BES, MPA, MCIP, RPP Director of Planning, County of Haliburton; Niki Dwyer MCIP PRR MA BES, Director of Development Services, Town of Carleton Place)

A full draft of the proposal was circulated to contributing academic units on 28 October, 2024 with feedback received and integrated into this draft by 6 Nov 2024. It was also circulated to additional professional planners with requests for representative letters of support. for.

As part of program design (Appendix B), new PLAN courses will be designed by incoming Registered Professional Planner faculty, to be informed by this proposal. In select instances, existing courses are identified where existing faculty are supportive of redesign in support of meeting functional and enabling competencies for a new incoming PLAN student audience.

Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)

a.) General Resource Considerations

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office*
- *Indicate if the new program will require changes to any existing agreements with other institutions or will require the creation of a new agreement.*

b. Faculty Members - Current and New Faculty Requirements

- *Complete as an Appendix, using a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program, achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities*
- *If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

a. General Resource Considerations

This program will not impact any existing agreements with other institutions.

b. Current Faculty Requirements

Current faculty that will contribute to this new program are currently affiliated with programming across a wide range of programs with expertise in biophysical environments and processes, computational and visualization technologies, governance, policy and business, conflict resolution, history, anthropology, and Indigenous Studies (see Appendix D). Individual faculty maintain research or other partnerships that facilitate unique field experiences, research, experiential learning opportunities that are integrated into individual courses and/or internships, directed study and thesis research. Many faculty are members of existing graduate programs (Masters of Environmental Studies/Masters of Environmental Sciences, History), and mentor students through directed study and thesis research at both undergraduate and graduate levels.

Recent retirements/losses in Environmental Sciences, Geography and Ecology-related programming are being countered by faculty renewal, with three new tenure-track positions identified as required to support the new Environmental Sciences program (to start September 2026). One of the three positions (Earth and Environmental Scientific with specific interest in Climate Sciences) has been approved for a July 2025 start.

Program design (Appendix B) includes contribution from ~ 19 existing non-PLAN courses or ~4 tenure-track position equivalents, in addition to supporting full time lab instructors. It is anticipated that CASBU contract instruction will account for ~6 of 40 courses, or 15% of core course requirements. These contract positions will offer opportunities to engage directly with professionals involved in day-to-day practice through courses such as POLI 2607 (Conflict Resolution), GEOG 3106 (Impact Assessment for Resource Management) and GEOG 4806 (Natural Resource Development in Regional Planning).

Supervision of experiential learning opportunities in on-campus-based core courses will be provided by faculty and lab instructors. Day-to-day supervision of students in co-op placements will be provided by the host organization with student progress also monitored by the WIL placement program coordinator and Planning program faculty. Capstone course/studio supervision will be provided by faculty, lab instructors and teaching assistants.

New Faculty Requirements

Accredited planning programs require that “the faculty shall include at least four academic members whose major appointments are in the planning program” and “must have a minimum number of certified members of a PTIA (Provincial/Territorial Institute or Association) on faculty. For a program with 7 or fewer full-time equivalent faculty, at least three must be certified members of a PTIA of CIP or its Planning Institutes and for 8 or more full-time equivalent faculty, at least four must be certified members of a PITA.” ([University Accreditation - Professional Standards Board \(psb-planningcanada.ca\)](http://www.universityaccreditation.ca/psb-planningcanada.ca)).

Nipissing University currently does not have any RRP faculty. As a result, development of the Sustainable Planning program will require hiring of three tenure-track faculty who are accredited planners (RPP). A fourth faculty member is required to have a major appointment to the Sustainable Planning program.

To meet this requirement and provide a strong foundation for this new program, we recommend a fourth tenure track hire with expertise at the interface of Sustainable Planning and one or more of the identified thematic areas (Environmental Studies/Sciences, Indigenous Studies, Geomatics/Data Science, Health Sciences). For example, an Indigenous Faculty hire with expertise in Cultural Heritage and Archeology would support a certificate in Archaeological Monitoring, complementary to concentrations of Environment and Indigenous Perspectives. The Planning Act of Ontario requires that an archaeological assessment be conducted when land has either a known archaeological site or the potential to have archaeological sites ([Archaeological assessments | ontario.ca](http://www.archaeologicalassessments.onario.ca)). This can occur in instances involving land use activities (e.g. forestry, quarries, pipeline installation), land development where municipalities may require an archaeological assessment (e.g. Ontario Heritage Act), or for public development projects following the environmental assessment process (e.g. Environmental Assessment Act) ([Archaeological assessments | ontario.ca](http://www.archaeologicalassessments.onario.ca)).

c. Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Sessional Instruction:

Select courses or short courses (e.g. 1 –2 cr) may be supported by sessional instructors that maintain professional status (RPP) as professional planners, supporting applied, hands-on case studies. Direct consultation with professional planners with experience as sessional instructors have recommended this as an invaluable approach to support integrating evolving trends and real-world case studies into curriculum. For example, GEOG 3106 – Impact Assessment for Resource Management, a course offered as part of the existing Certificate in Environmental Management has regularly been taught by a sessional instructor who is a professional planner.

Teaching Assistants:

Teaching Assistants (undergraduate or graduate) are typically provided for courses with large number of students. Assuming an intake of 60 students per year, this would be the minimum number of students in courses through the entire program. As a result, we have assumed the cost of a TA for all 40 courses.

Community and Partner-based Fieldtrips:

A budget line for course-based fields trips in support of onsite visits and relationship building with community and clients is included in the business plan. This is based on 1 trip per year for each year of the program.

Program Management:

As part of criteria for accreditation of a university planning degree program, “the program offering the degree shall be a recognized administrative unit (program, department, school, etc.) within the university, in the direct charge of an individual whose primary area of activity is planning and who is officially designated by the university as the responsible executive academic officer of the unit having authority on academic matters generally equivalent (subject to the constraints and limitations imposed by the university) to that of a department chair.” Further, “the administrative unit must have appropriate administrative capacity and academic independence (subject to the constraints and limitations imposed by the university).” (PSB, [University Accreditation - Professional Standards Board \(psb-planningcanada.ca\)](http://psb-planningcanada.ca)) In support of professional accreditation requirements, it is proposed that one of the three RPP hires become the chair of the Sustainable Planning program with appropriate course release for service.

Co-op placement coordinator:

There is currently no Work-Integrated-Learning (WIL) placement coordinator in Arts & Science to support work integrated learning opportunities (in this case, co-op placement). This program will require a dedicated WIL Coordinator.

d. Supporting information for online and hybrid programs (Please consult with Centre for Teaching and Learning)

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
 - *How has accessibility been considered?*
 - *What strategies have been considered to accommodate students with disabilities?*
 - *Have the principles of [Universal Design](#) been considered?*
 - *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
 - *Is course content designed logically and is it easy to follow with limited instruction?*
 - *Are assignment expectations clear (i.e., a rubric)?*

- o *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

Not applicable as program will be offered face to face.

e. Existing student supports

Nipissing University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the [Campus Bookstore, Housing and Living Resources](#) as well as the [Nipissing University Student Union](#). Further information can be found at: <https://www.nipissingu.ca/future-students>

Student Life

Academic Advising

Academic Advising's primary focus is to enhance a student's learning experience and development by helping students:

- Plan their programs and advise on academic matters
- Choose courses and clarify academic procedures
- Make informed decisions regarding a student's academic priorities and goals

Student Accessibility Services

Student Accessibility Services (SAS) assists students with permanent and temporary disabilities and strives to provide an accessible, barrier-free learning environment. Academic accommodations and support services available to support academic and personal success include:

- Adaptive technology and assistive software
- Test and exam accommodation
- Distraction-reduced working and testing areas
- Alternate format reading materials
- Note taking support
- Counselling or tutorial support

Career Development and Education

Nipissing University offers career service assistance and a variety of resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Interview preparation
- Job market information
- Job search strategies

Student Experience, Access and Inclusion, and Office of Indigenous Initiatives

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Access and inclusivity programming and support groups

- The Office of Indigenous Initiatives provides space and supports for students to connect with Indigenous culture and resources
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Counselling Services

Nipissing University offers free personal counselling services, specialized therapeutic groups, referral services and wellness events to help support all students in achieving positive mental and emotional wellness.

Athletics and Recreational Facilities

Nipissing University offers several recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art athletics centre, located in the heart of the campus. Facilities include:

- 3 gymnasiums
- 2 international squash courts
- 3 fitness rooms with weekly fitness classes in a variety of disciplines
- Cardio studio
- Weigh room
- Artificial turf field
- 20 km of hiking and snowshoe trails
- Groomed Nordic ski trails

Students are able to participate in varsity, intramural and club sports.

Campus Health Centre

A medical team is situated at the Campus Health Centre and is available to all students Monday to Friday. The Campus Health Centre provides quality services and health care delivery by a licensed physician and nurses.

Student Awards and Bursaries

There are a number of student awards and bursaries available to student applying to Nipissing University based on unique criteria:

- Financial need
- Demonstrated citizenship
- Volunteerism
- Student program interest
- Hometown

Centre for Teaching and Learning

The Centre for Teaching and Learning empowers faculty, staff and students to reach their full potential by focusing on learning and teaching activities. The Centre's goal is to enable Nipissing University to provide its students with a learning environment that focuses on student success through excellence in teaching, innovative and authentic learning experiences and a view towards the future.

The Centre supports the scholarship of teaching and learning, the effective use of pedagogical approaches to the design of programs, courses, learning activities and

assessments. From curricular design, support of the development of online learning opportunities, professional development and innovation in learning environments, the Centre is the hub of these activities, tools and techniques.

f) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your [Subject Librarian](#) as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. **If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Table 4: Additional Space Requirements

| Space Type | Number Required | Space Requirements |
|---|-----------------|---|
| <i>Sustainable Planning Studio - students</i> | <i>1</i> | <i>Open-plan layout, 60-125 ft²/person x 60 students ~ 3600-7500 ft².</i> |
| <i>Office and research space</i> | <i>4</i> | <i>Office space for new faculty hires (4)</i> |
| <i>Office space</i> | <i>2</i> | <i>Office space for laboratory instructors</i> |

g) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library*

Physical resource requirements that will be needed to support the Sustainable Planning program include 1) library resources, 2) office and research lab space for new faculty hires and lab instructors, 3) supporting resources for lab-based courses and 4) new dedicated studio student work space:

- 1) An assessment of information resources and services needed in support of new program in Sustainable Planning has been prepared and provided by the Library Services, provided in Appendix E.
- 2) Office space will be required for 4 new faculty hires. Research space will also be required in support of individual research programs. Requirements may vary considerably depending on the faculty hire.
- 3) Existing laboratory spaces (e.g. physical geography, ecology, and computer labs) are well established and commonly used across scientific programming. Additional resources required to support larger enrollment in these existing core science courses will include field guides, select lab and field equipment (e.g. flow meters for GEOG 3016) and annual consumables.

4) Dedicated studio workspace for PLAN studio-based courses and projects.

Additional spaces such as those with immersive projection technology housed in Nipissing University's new George and Helen Vari Simulation Centre could be integrated into Planning program content and can be booked through the online web. Anticipated development of a dedicated outdoor classroom could also support this new Planning program.

h) Human Resource Requirements

Are additional faculty required to be able to offer this program? Yes No

If yes, what year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

New Faculty Hires

Accredited planning programs require that "the faculty shall include at least four academic members whose major appointments are in the planning program" and "must have a minimum number of certified members of a PTIA (Provincial/Territorial Institute or Association) on faculty. For a program with 7 or fewer full-time equivalent faculty, at least three must be certified members of a PTIA of CIP or its Planning Institutes and for 8 or more full-time equivalent faculty, at least four must be certified members of a PITA." ([University Accreditation - Professional Standards Board \(psb-planningcanada.ca\)](http://www.universityaccreditation.ca)).

Hiring of four tenure track faculty will support the new Sustainable Planning program will be planned as follows:

- A founding chair of the program who is an accredited planner should be hired in Year 0 of the program (Summer or Fall 2025). This will support the beginning of PLAN course creation and hiring of the additional 3 faculty.
- The three additional dedicated faculty members should be hired in year 1 of the program (July 2026) or staggered between year 1 and year 2. Use of a cluster-hire approach could support excitement and attraction of excellent faculty. As soon as the program is launched, and pre-accreditation is applied for, there is requirement for annual program reports submitted to OPPI.

Are additional staff required to be able to offer this program? Yes No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

Work-Integrated-Learning (WIL) placement coordinator:

Coordination of cooperative work experience placements will be a unique element of this program that does not currently exist within the Faculty of Arts & Science and will require human resources outside of faculty commitments. A WIL placement coordinator will support co-op opportunity development and management for ~60 students per year. They should be hired in Yr 1 by the program chair and should have expertise specific to community placement programming.

Lab Instructors (2)

Increased size of courses with lab components will require two new full time lab instructors (~ 30 hrs/year over FW terms). This is estimated using projected enrollments of ~ 60 students/yr (see business model) and a 25 students/lab section cap. Lab instructor 1 should be hired in Yr 1, with the addition of Lab instructor 2, added in Yr 2.

Teaching Assistants:

Teaching Assistants (undergraduate or graduate) are typically provided for large courses, and courses with lab requirements. With increased enrollment in existing courses and addition of new courses, additional funding for teaching assistantships is requested to support classes sizes anticipated to regularly be at ≥ 60 in required courses.

Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? Yes No

If yes, please provide additional details:

Dedicated studio workspace for upper year PLAN courses and studio projects.

Dedicated studio space is required to support studio-based courses in which students work in groups to address client-based projects. A dedicated Planning Studio should be designed with an open-plan layout, accommodating ~ 60 students, each with a work station (desk for drawing/building small models, laptop work). Using an estimate of 60-125 ft²/person x 60 students, the Planning Studio should be ~ 3600-7500 ft². This will serve as space to support group work on studio projects and capstone projects where students mentored by faculty but also working in consultation with real world clients. The space should also include the ability to support presentations/lecture activities and displaying of project materials (e.g. hanging on walls, open space for models, for viewing and group discussion.

An amphitheatre capstone project critique/presentation space. The program should have access to a communal amphitheatre-like space to seat community clients, Planning students (all years), and other visitors; hang project posters (on walls), and overhead projection for viewing/discussion, public critiques.

A student lounge space should be provided specific to this programming (~ 200 on-campus students).

A consultative meeting with Facilities took place on 6 November 2024 from which preliminary cost estimates related to space requirements (e.g. renovation and/or new build) will be generated and integrated into the program business model.

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? Yes No

If yes, please provide additional details:

The program will require additional software licensing for Planning-related software (e.g. Sketch-up, a professional 3D design software; AutoCAD, and/or other software related to engineering graphics and data management).

Projection capabilities for lecture/presentations will be required in the dedicated studio space.

Extended access to technical spaces (e.g. computer labs) should be facilitated during weekends/evenings/holidays/summers.

Additional Resource Requirements

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

Community and Partner-based Fieldtrips:

A program budget line supporting fieldtrips will support both onsite and offsite visits and relationship building with community and clients. A budget line for Honoraria is included to support engagement with First Nation communities. To support INDG courses (1006 and 2006) alone, an annual honoraria of \$1,500/year is included (total for all courses of \$3,000/yr).

4 Closing Statements Regarding Program Quality (QAF

2.1.2.8)

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

Interdisciplinary Teaching and Research at Nipissing University

Over the last ~ 20 years, Nipissing University has invested heavily in the areas of study with strong complement to **Sustainable Planning**, including focus on the Environment, building excellence in both teaching and research. In addition to supporting discipline-based science programs, programming includes a new undergraduate Environmental Science program (Fall 2026) and the Masters of Environmental Studies/Masters of Environmental Science joint program, approved in 2011, and resulting from a decade of ongoing interdisciplinary dialogue within the Departments of Geography, Biology and Chemistry, and History. The investment in these interdisciplinary programs is showcased in the 2019-2024 Nipissing University Research Plan highlighting the importance of equipping students with skills by which to consider environmental challenges through consideration of multiple perspectives. Since their inception, the MES/MESc graduate programs have generated over 60 theses and/or Master Research Projects (listing available on the graduate program website).

The history of interdisciplinary teaching and research at Nipissing University will provide important support for the **Sustainable Planning program**. Our use of “interdisciplinarity” is tied to the idea of creating teaching opportunities and research programs that rely on the integration of ideas, methods, philosophies, and dissemination strategies between multiple “traditional”

disciplines. For example, scholars working on global environmental change research are increasingly seeing the value of collaborating on projects involving integrative methodologies in the geophysical and biophysical sciences, social sciences, and humanities to solve environmental problems such as climate change, deforestation, soil erosion, water pollution, and loss of biodiversity (e.g. Pastore et al. 2010; Kelly et al. 2014; Carey et al. 2016).

When first conceived, “environmental studies” (ENST) grew out of “environmental sciences” (ENSc) as an interdisciplinary field of study which attempted to measure and evaluate the impact of humans on the structure and function of social and ecological systems, and which focused upon the management of these systems for their benefit and survival (Barrett and Puchy 1975). Today, the two environmental fields are often located in separate faculties divided by the Social Sciences and Humanities, and the Geophysical Sciences (Cooke and Vermaire 2015). This traditional boundary has also been reinforced by government funding opportunities, both in terms of university administration and granting agencies (e.g., in Canada the Social Sciences and Humanities Research Council versus the Natural Sciences and Engineering Research Council). At Nipissing, the Arts and Sciences are placed together in a single faculty, and faculty are clustered, but not exclusively located, according to the academic unit they teach in. This facilitates communication among faculty teaching in different disciplinary areas.

13 of the 18 faculty listed in support of this proposal (Appendix D) are associated with the Masters of Environmental Studies/Masters of Environmental Sciences graduate program, an interdisciplinary program established in 2012 by then Departments of Biology and Chemistry, Geography, and History. Some of the keys to establishing successful interdisciplinary programming at Linköping University in Sweden and at the University of British Columbia were outlined by Oberg (2011) as follows: maintain an open and respectful climate, remove hierarchies that impair, acquire deep understanding of the research process, strengthen metacompetence, emphasize a dialogue and feedback approach. In keeping with supporting dialogue across disciplines, the MES/MESc program website ([Environmental Science / Environmental Studies | Nipissing University](#)) groups faculty by interdisciplinary research clusters, including

- Hydrology and water governance
 - (James, McCarter, Walters Kovacs, Davis, Dokis, Abbott)
- Northern and Precambrian Shield Environments
 - (Dech, Kovacs, Nosko, Greer, Abbott, Davis, James, McCarter, Walters, Stevens)
- Environment and Health
 - (Atari, Dokis, Walters, Williams)
- Environmental History
 - (Davis, Dokis, Greer, Murton, Stevens)
- Political Ecology, Social Movements and Environmental Policy
 - (Abbott, Davis, Dokis, Greer, Murton, Stevens)
- Indigenous and Decolonization Research
 - (Abbott, Davis, Dokis, Greer, Murton, Stevens, Walters)

Specific to science faculty, expertise in support of the Sustainable Planning program cover physical geography (e.g. James, McCarter), Geomatics (Kovacs, Atari), landscape biogeochemistry (McCarter), and forest and plant ecology (Nosko and Dech, a former Forest Bioproducts Research Chair supported by the private sector (Tembec). James is a former Tier II CRC in Watershed Hydrology (2010-2020) and McCarter currently holds a Tier II CRC in Climate and Environmental Change, with particular expertise in disturbance (e.g. climate, land-use, fire) in Boreal and Subboreal landscapes, water quality and reactive transport. Greer is a current CRC in Environmental Histories and Geographies (2014-2024). Environment-related faculty regularly attract federal (FedNor) and provincial (NOHFC) government funding partnerships, tri-council grants related to the environment (SSHRC, NSERC), addition/clustering of new faculty with

environment-related interests, and expansion of laboratory facilities dedicated to the study of the environment (most recently with the arrival of McCarter in 2022). Faculty from Data Science/Computer Science (e.g. Wachowiak, recipient of the 2017 Chancellor's Award for Excellence in Research; Zhu) contribute expertise in applied computational, imaging and signal processes methods, software engineering with interdisciplinary collaboration in environmental applications.

Sciences and Planning on the Land

The BSc in Sustainable Planning will build on existing science programming rooted in the north, and serving northern communities, including First Nations communities. First Nation communities are natural partners for programming in environmental science and will be an important community stakeholder that students will be training to serve with their Planning expertise. Recent studies such as Wong et al. (2020) and Bozhkov et al. (2020) highlight the common connection to the land that natural scientists and Indigenous communities share while also clearly illustrating the historical limitations and improvement needed for training of natural scientists on Indigenous history, rights, worldviews and ways to ethically conduct environmental research in relation with First Nation communities and traditional territories. At Nipissing University, faculty across Environmental Science and environmental studies-related disciplines have built long term community engagement with regional First Nation communities of Dokis and Nipissing First Nations, collaborating in teaching and research. Discussion of environment and indigenous worldviews and practices are embedded in existing courses like GEOG 2226 (Environment & Society) and GEOG 4437 Hazards Geography (e.g. Indigenous fire management). Botany field courses BIOL 2447 (Ecology of Northern Trees and Forests) and BIOL 3066 (Flora of Northern Ontario) highlight intersections of western science with Traditional Ecological Knowledge (TEK) with field assignments on plants important to Indigenous peoples. Courses like GEOG 3066 (Remote Sensing of the Environment) showcase collaborative use of applied science with regional First Nation communities (e.g. application of remote sensing with Dokis First Nation). Courses such as BIOL 3066 and BIOL 3007 [Environmental Issues in Forestry]) often have a community service-learning component which have included partnerships with Wolf Lake First Nation and Nipissing First Nation and the Nipissing University Herbarium specializes in plants used by Indigenous people with specimens coded as medicinal and/or food plants.

Additional faculty expertise from the Arts, and the School of Business will support critical functional and enabling competencies for the Sustainable Planning program. Faculty in the Department of Anthropology, History and Ancient studies offer expertise in history of settlement in Canada, and specifically northern Ontario communities, including First Nation communities (Murton, Greer), and environmental anthropology (Dokis). Political scientists will support a course on conflict resolution (Tabachnick; Hoffman). Nipissing's School of Business faculty will support knowledge and skills development across core business functions such as finance, accounting, marketing, organization management, project management and economics (Lafrance-Horning, Brown).

References

- Pastore et al., "Tapping Environmental History to Recreate America's Colonial Hydrology," *Environmental Science and Technology* 44, no. 23 (2010): 8798–8803
- Kelly, Morgan, Cormac Ó Gráda, Sam White, Ulf Büntgen, Lena Hellmann, and Jan de Vries. "The Little Ice Age: Climate and History Reconsidered." *Journal of Interdisciplinary History* 44 (2014): 301–77
- Carey, Mark, Olivia C Molden, Mattias Borg Rasmussen, M Jackson, Anne W Nolin, and Bryan G Mark. 2016. "Impacts of Glacier Recession and Declining Meltwater on Mountain Societies." *Annals of the American Association of Geographers* 107, no. 2 (2017): 350–59.

Gary W. Barrett & Claire A. Puchy, "Interdisciplinarity: Process and Theory" (Thousand Oaks: Sage, 2012). Environmental science: A new direction in environmental studies," Journal International Journal of Environmental Studies 10, 2 (1977): 157-160

Steven J. Cooke & Jesse C. Vermaire, "Environmental studies and environmental science today: inevitable mission creep and integration in action-oriented transdisciplinary areas of inquiry, training and practice," Environmental Studies and Science (2015) 5:70–78

Oberg, G. 2011. Interdisciplinary Environmental Studies: a Primer. Wiley-Blackwell. West Sussex, UK

Bozhkov et al. 2020. Are the natural sciences ready for truth, healing and reconciliation with Indigenous peoples in Canada? Exploring 'settler readiness' at a world-class freshwater research station, J Env. Studies and Science, 10:226-241; <https://doi.org/10.1007/s13412-020-00601-0>;

Wong et al. 2020. Towards reconciliation: 10 Calls to Action to natural scientists working in Canada. FACETS, 5(1). <https://doi.org/10.1139/facets-2020-0005>.

APPENDICES

Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed, attached, and labelled (A, B, C: etc.) in the order in which they first are mentioned in the document.

Program Learning Outcome Alignment Map to
University Level Learning Outcomes
Accreditation tables (if applicable)
Calendar Copy with Program Maps (please use template)
List of Program Courses, New Course Proposals, Required Course Changes,
Course Syllabi for Existing Courses (can each be attached as separate
appendices)
Detailed Listing of Faculty Committed to the Program (please use template)
Library Report

Items to be separate documents sent to the

Provost Office: New Program Funding and Tuition form
(Full Budget Spreadsheet is required. A budget template will
be provided by the Provost Office)

CVs for all faculty committed to the program (to be provided to the external
reviewer)

Appendix A Program Learning Outcomes Alignment Map to DLEs

Appendix B. Calendar Copy with Program Map(s)

Appendix C. Full list of courses included in the program

Appendix D. List of Contributing Faculty

Appendix E. Library Report

Separate Documents

- **Budget Spreadsheet**
- **Faculty CVs** (not included at this time)

Appendix A. Program Learning Outcomes Alignment with University Level Outcomes

| University Goal (Ability) | Nipissing University Degree Level Expectations (OCAV) <i>A graduate of Nipissing University will:</i> | Program Outcomes <i>At the end of this program, the successful student will be able to demonstrate:</i> |
|--|--|--|
| 1. Analyze critically and creatively | <ul style="list-style-type: none"> a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis. b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard. c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation. | <ul style="list-style-type: none"> • Utilize proven approaches and instruments in small- and large-scale planning and policy development (4.a) • Evaluate policy formulation with a critical lens. (6.c) • Adapt approaches to planning based on theories, ideals and principles of community planning and development (2.b) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e) • Determine the impact of historical small- and large-scale community planning, including historical land use and planning by Indigenous Peoples (3.a) |
| 2. Use knowledge and skills proficiently | <ul style="list-style-type: none"> a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations. | <ul style="list-style-type: none"> • Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples. (1.a) • Apply technological solutions to support planning analysis and activities, policy development and decision making. (4.b) • Apply basic project management, finance and administration, and evaluation practices (2.d) • Combine knowledge and technical capacities to planning and policy development (2.c) • Utilize proven approaches and instruments in small- and large-scale planning and policy development (4.a) |
| 3. Initiate inquiries and develop solutions to problems | <ul style="list-style-type: none"> a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields. b. evaluate the benefits and challenges of different solutions when proposing specific courses of action. | <ul style="list-style-type: none"> • Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability (5.a) • Evaluate planning decisions based on the economics of development and the relationship to local government finance (6.b) |

| | | |
|---|--|---|
| 4. Communicate effectively | <ul style="list-style-type: none"> a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others. b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences. c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication. | <ul style="list-style-type: none"> • Engage stakeholders in gathering input, reporting, presentations, and discussions (5.b) • Determine recommendations based on authentic stakeholder engagement (2.f) • Justify visions, plans, and policies (6.e) |
| 5. Pursue self-motivated and self-reflective learning | <ul style="list-style-type: none"> a. initiate action and demonstrate confidence in the application of their knowledge and skills. b. work independently and productively. c. set personal and professional goals and establish a plan of action to attain those goals. d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection. | <ul style="list-style-type: none"> • Decide on approaches that reflect best practices in risk management (5.c) • Assess emerging trends and issues related to planning and policy development (5.d) |
| 6. Engage in collaborative leadership and professional practices | <ul style="list-style-type: none"> a. work cooperatively, cultivating and thriving in diversity, with diverse peoples. b. demonstrate strong interpersonal skills. c. demonstrate leadership skills by motivating, including, and supporting others. d. seek opportunities to collaborate. e. engage in professional dialogue and participate in learning communities. | <ul style="list-style-type: none"> • Apply relevant legislation to the practice of planning (6.a) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e) • Implement public policy and planning in Canada (6.d) |
| 7. Engage in ethical and respectful practices | <ul style="list-style-type: none"> a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions. b. engage in their work using ecologically sustainable practices. | <ul style="list-style-type: none"> • Incorporate practices that support diversity, equity, and inclusion (2.a) |
| 8. Contribute locally, regionally, nationally and globally | <ul style="list-style-type: none"> a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities. b. initiate change. c. utilize their knowledge and skills to positively impact their community. | <ul style="list-style-type: none"> • Incorporate practices that support diversity, equity, and inclusion (2.a) • Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples (1.a) • Communicate with other planning professionals on trends and best practices (5.e) • Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations (2.e) |

Appendix B. Calendar Copy with Program Map(s) – Sustainable Planning

(White – required but not a PLAN course)

(Blue – PLAN course)

(Green – Choose one of the following)

| Program: Bachelor of Science – Sustainable Planning | | | |
|--|--|---|---|
| Year 1 (CORE) | Year 2 (CORE) | Year 3 (CORE) | Year 4 (CORE) |
| GEOG 1016 (3 cr, 5 hr/wk) People, Place and Environment | PLAN XXXX (3 cr, X hr/wk) Land Use Planning and Policy | GEOG 2106 (3 cr, 4 hr/wk) Landscape and Surface Processes | PLAN XXXX (3 cr, X hr/wk) Professional Planning Practice and Planning Law |
| GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography | GEOG 2XXX (3cr, 3 hr/wk) Hydroclimate | PLAN XXXX (3 cr, X hr/wk) Community Planning and Engagement | PLAN XXXX (3 cr, X hr/wk) Finance for Planners |
| PLAN XXXX (3 cr, x hr/wk) Planning Theory & Ethics | BIOL 2446 (3 cr, 6 hr/wk) Principles of Ecology | PLAN XXXX (3 cr, X hr/wk) Environmental Planning | PLAN XXXX (3cr, 3 hr/wk) Planning Studio (Capstone Project) |
| ENSC 1007 (3 cr, 2 hr/wk + 2 hr/wk every second wk) Introduction to Environmental Science – Part I | GEOG 2017 (3 cr, 5 hr/wk) GIS and the Earth from Space | PLAN XXXX (3 cr, X hr/wk) Research Methods in Planning | GEOG 4437 (3 cr, 3 hr/wk) At Risk: Environmental Hazards |
| PLAN XXXX (3 cr, 3 hr/wk) History and Practice of Planning | GEOG 2026 (3 cr, 3 hr/wk) Introduction to Quantitative Methods | Select 3 cr from Concentration 3 | GEOG 4806 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning |
| PLAN XXXX – Planning Governance and Admin (3 cr, 3hr/wk) | GEOG 2226 (3 cr, 3 hr/wk) Environment and Society | PLAN/GEOG 3106 (3 cr, 3 hr/wk) Impact Assessment for Resource Management | |
| MATH 1036, MATH 1046 or MATH 1056 | GEOG 2146 (3 cr, 3 hr/wk) Cities in a Changing World | GEOG 3056 Spatial Analysis Using GIS (3 cr, 5 hrs/wk) | |
| INDG 1006 (3 cr, 3 hr/wk) Madjitang (In the Beginning) - An Introduction to Indigenous Studies | COSC 1666 - Engineering Graphics (3 cr, x 3 hr/wk) | GEOG 3016 - Field Techniques in Geography (3 cr, 6 hrs/wk) | |
| Core credits: 24 | Core credits: 24 | Core credits: 24 | Core credits: 15 |

In addition to the requirements above, students may choose to focus their elective choices by completing 9 credits from one the following concentrations (see listing below).

Concentration 1. Environment

- GEOG 2126 Global Economic Geographies
- BIOL 2346 Techniques in Forest Ecology and Management
- ANTH 2026 Archaeology I
- BIOL/GEOG 3397 - Intro Soil Science
- GEOG 3086 - Principles of Biogeography
- BIOL 3436 - Conservation Biology
- BIOL 3447 - Silviculture
- BIOL 3007 Environmental Issues in Forestry
- BIOL 3236 - Plant Ecology
- GEOG 4326 - Environmental Hydrology
- BIOL 4437 - Landscape Ecology
- GEOG 4807- Natural Resource Management

Concentration 2. Geomatics, Data Visualization & Data Science-

- DATA 1006 – Introduction to Data Science

- DATA 3016 – Tools and Technologies in Data Science
- GEOG 4027 – Spatial Computing
- GEOG 3066 - Remote Sensing of the Environment
- GEOG 4057 - Topics in GIS Applications
- GEOG 4066 – Topics in Remote Sensing Applications

Concentration 3. Indigenous Perspectives

- INDG 2006 - Indigenous Places – Changing Landscapes
- INDG 2007 - Land-as-Home & Indigenous Wellbeing
- INDG 2906 - Indigenous Philosophy – Inaadziwin (Thought)
- ANTH 3006 - Anthropology of Development in the Canadian North
- ANTH 3027 - Indigenous Peoples & the State
- INDG 3706 - Gekendaasyang (What we know): Indigenous Data Sovereignty
- INDG 3107 -Building Our Knowledge Bundles
- POLI 2607 – Conflict Resolution
- POLI 3236 - Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond

Concentration 4. Health and Wellbeing

- INDG 2007 - Land-as-Home & Indigenous Wellbeing
- INDG 3106 – Indigenous Health and Wellness
- SOCI 3166 – The Social Determinants of Health
- SWLF 3116 – Health Care and Health Policy
- ANTH 2056 - The Anthropocene: Environment & Globalization
- SOCI 2036 - Gerontology: Aging and Society
- GEOG 3236 - Geography of Environment & Health
- GEOG 3316 - Geography of Health & Health Care
- SOCI 3166 - The Social Determinant of Health
- ANTH 3026 – Medical Anthropology
- GEOG 4237 - Urban Health

Additional Degree Requirements:

- a. Electives, 33 cr.

Bachelor of Science – Planning Degree Requirements:

- a. Must achieve a minimum overall average of 65%.
- b. Must achieve a minimum cumulative major average of 70% (all PLAN and GEOG courses).

Purpose of Program

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Provide historical perspective of planning and the impact to both society and culture.
 - a. Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples.
2. Ensure graduates have the skills and knowledge to engage in ethical planning focusing on land use, infrastructure and small to mid-sized communities.
 - a. Incorporate practices that support diversity, equity, and inclusion.
 - b. Adapt approaches to planning based on theories, ideals and principles of community planning and development.
 - c. Combine knowledge and technical capacities to planning and policy development
 - d. Apply basic project management, finance and administration, and evaluation practices

- e. Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations
 - f. Determine recommendations based on authentic stakeholder engagement
3. Recognize the importance of indigenous perspectives throughout the planning process.
 - a. Determine the impact of historical small- and large-scale community planning including historical land use and planning by Indigenous Peoples.
 4. Provide opportunities to leverage current technology as part of the planning process.
 - a. Utilize proven approaches and instruments in small- and large-scale planning and policy development
 - b. Apply technological solutions to support planning analysis and activities, policy development and decision making.
 5. Focus on the design of sustainable plans for land use, infrastructure, urban planning for small to mid-sized communities as well as resource use and extraction.
 - a. Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability.
 - b. Engage stakeholders in gathering input, reporting, presentations, and discussions.
 - c. Decide on approaches that reflect best practices in risk management.
 - d. Assess emerging trends and issues related to planning and policy development.
 - e. Communicate with other planning professionals on trends and best practices.
 6. Include the role of legislative and regulatory frameworks and the importance of the modification or creation of policy within the planning field.
 - a. Apply relevant legislation to the practice of planning.
 - b. Evaluate planning decisions based on the economics of development and the relationship to local government finance.
 - c. Evaluate policy formulation with a critical lens.
 - d. Implement public policy and planning in Canada.
 - e. Justify visions, plans and policies.

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)⁵. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program.

| Outcome | GEOG 1016 – People, Place & Env. | GEOG 1017- Intro to Physical Geog. | PLAN XXXX – Planning Theory & Ethics | ENSC 1007- Intro to Env Science II | PLAN XXXX – History & Practice... | PLAN – Planning Gov & Admin... | MATH 1036/1046 or 1056 | INDG 1006 – Intro Indigenous Studies | PLAN XXXX – Land Use Planning & Pol. | GEOG 2XXX - Hydroclimate | BIOL 2446 – Principles of Ecology | GEOG 2017 – GIS & Earth from Space | GEOG 2026 – Intro Quant. Methods | GEOG 2226 – Env. & Society | GEOG 2146 – Cities in Changing World | COSC 1666 - Engineering Graphics | GEOG 2106- Landscape/Surface Proc. | PLAN XXXX – Community Planning & Eng | PLAN XXXX – Environmental Planning | PLAN XXXX - Research Methods... | GEOG 3106 – Impact Assessment... | GEOG 3056 – Spatial Analysis & GIS | GEOG 3016 Field Techniques | Select 3 cr from Concentration 3 | PLAN XXXX – PPP & Planning Law | PLAN XXXX – Finance for Planners | PLAN XXXX – Planning Studio | GEOG 4437 – Risk: Envi. Hazards | GEOG 4806 – Natural Res. Dev.... |
|---------|----------------------------------|------------------------------------|--------------------------------------|------------------------------------|-----------------------------------|--------------------------------|------------------------|--------------------------------------|--------------------------------------|--------------------------|-----------------------------------|------------------------------------|----------------------------------|----------------------------|--------------------------------------|----------------------------------|------------------------------------|--------------------------------------|------------------------------------|---------------------------------|----------------------------------|------------------------------------|----------------------------|----------------------------------|--------------------------------|----------------------------------|-----------------------------|---------------------------------|----------------------------------|
| | Year 1 | | | | | | | | Year 2 | | | | | | | | Year 3 | | | | | | | | Year 4 | | | | |
| 1 | B | | B | B | B | | | | | | | | | B-I | B-I | | | I | | | I-P | | | I | P | | | P | P |
| 2 | B | B | B | B | | B | | B | B-I | B-I | B-I | | | B-I | | | B-I | I | I | I | I-P | | I-P | I | P | P | | P | P |
| 3 | B | | | | B | | | B | | | | | | B-I | | | | I-P | I | | | | I-P | I | | | | | P |
| 4 | | B | | B | | B | B-I | | B-I | B-I | B-I | B-I | | | | B-I | B-I | | | I | | I-P | I-P | | | | P | | |
| 5 | | | | | B | | | | B-I | B-I | B-I | | | | B-I | | B-I | | I | I | I-P | | | | | P | | P | P |
| 6 | B | | B | | B | | | | B-I | | | | | B-I | B-I | | | I | I | | I-P | | | I | P | P | | P | P |

⁵ Please note that this is the minimum number of progressions, if your program has been developed with more levels of progression you do not have to alter your course map. You may also be using other letters which again is fine as long as there is a progression.

University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
 - a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
 - b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
 - c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
 - a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
 - a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
 - b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
 - a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
 - b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
 - c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
 - a. initiate action and demonstrate confidence in the application of their knowledge and skills.
 - b. work independently and productively.
 - c. set personal and professional goals and establish a plan of action to attain those goals.
 - d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
 - a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
 - b. demonstrate strong interpersonal skills.
 - c. demonstrate leadership skills by motivating, including, and supporting others.
 - d. seek opportunities to collaborate.
 - e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
 - a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
 - b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally

- a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
- b. .
- c. initiate change.
- d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

| Outcome | Year 1 | | | | | | | | Year 2 | | | | | | | | Year 3 | | | | | | Year 4 | | | | | | | |
|--------------------------------------|--------|---|---|---|---|---|---|---|--------|-----|-----|-----|-----|-----|-----|-----|--------|-----|-----|-----|-----|-----|--------|-----|---|---|---|---|---|---|
| GEOG 1016 – People, Place & Env. | B | B | B | B | B | B | B | B | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 1017- Intro to Physical Geog. | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | I-P | I | I | P | P | P | P | P |
| PLAN XXXX – Planning Theory & Ethics | | | | | | | B | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| ENSC 1007- Intro to Env Science II | | | | | | | | B | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | I-P | I | I | P | P | P | P | P |
| PLAN XXXX – History & Practice... | | | | | | | | | I | B | B | B | B | B | B | B-I | B | B | I | I | I | I | I-P | I | I | P | P | P | P | P |
| PLAN – Planning Gov & Admin... | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | | P | | P |
| MATH 1036/1046 or 1056 | | | | | | | | B | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| INDG 1006 – Intro Indigenous Studies | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | P | P | P | P |
| PLAN XXXX – Land Use Planning & Pol. | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 2XXX - Hydroclimate | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | | P | | P |
| BIOL 2446 – Principles of Ecology | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 2017 – GIS & Earth from Space | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 2026 – Intro Quant. Methods | | | | | | | | | I | B | B | B | B | B | B | B-I | B | B | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 2226 – Env. & Society | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | | P | | P |
| GEOG 2146 – Cities in Changing World | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| COSC 1666 - Engineering Graphics | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | P | P | P | P |
| COSC 1666 - Engineering Graphics | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | P | P | P | P |
| GEOG 2106- Landscape/Surface Proc. | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | P | P | P | P |
| PLAN XXXX – Community Planning | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| PLAN XXXX – Environmental Planning | | | | | | | | | I | B | B | B | B | B | B | B-I | B | B | I | I | I | I | | I | I | P | P | P | P | P |
| PLAN XXXX - Research Methods... | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | | P | | P |
| GEOG 3106 – Impact Assessment... | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 3016 Field Techniques | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | | P | | P |
| GEOG 3056 – Spatial Analysis & GIS | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| Select 3 cr from Concentration 3 | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | P | P | P | P |
| PLAN XXXX – PPP & Planning Law | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| PLAN XXXX – Finance for Planners | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| PLAN XXXX – Planning Studio | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | | P | | P |
| GEOG 4437 – Risk: Envi. Hazards | | | | | | | | | I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | B-I | I | I | I | I | | I | I | P | P | P | P | P |
| GEOG 4806 – Natural Res. Dev ... | | | | | | | | | B-I | | | | | | | | | | B-I | B-I | B-I | B-I | I-P | B-I | | P | P | P | P | P |

Appendix C. Full list of required courses included in the program

N = new course; R = Re-developed

Year 1

GEOG 1016 – People, Place & Environment

Students explore three central themes in human geography – people, place, and environment. Geographers study some of the most important issues of contemporary society, such as climate change, nationalism, environmental pollution, urbanization, inequality, racism, and food security, by examining the cultural, social, economic, and political processes that create the spatial patterns and relationships that modify landscapes. Students develop an ability to inspect more critically their own place in the world.

GEOG 1017- Introduction to Physical Geography

This course introduces the student to important physical systems such as the lithosphere, biosphere, and atmosphere, and their elements and hazards. The student is introduced to the philosophies, theories, and concepts upon which physical and environmental geography is based. Laboratory exercises demonstrate the use of maps and aerial photographs and other equipment and methods of geographical analysis. Offered every year in both Fall and Winter. This course may be credited towards Science.

PLAN XXXX – Planning Theory & Ethics (N)

Exploration of the purpose of planning and what constitutes good planning and good planning process, ethical and moral frameworks informing decisions making. Critical planning theory (CPT), theories of planning, relationships between cities, governance and planning interventions, etc. (e.g. Gunder M., *Critical Planning Theory*, 2015). Example references: Michael Gunder, in [International Encyclopedia of the Social & Behavioral Sciences \(Second Edition\)](#), 2015; Urban Planning, Rationales for and Theories of Planning; Margo Huxley, Andy Inch, in [International Encyclopedia of Human Geography \(Second Edition\)](#), 2020; Planning Theory: The Good City and Its Governance; Patsy Healey, in [International Encyclopedia of the Social & Behavioral Sciences \(Second Edition\)](#), 2015

ENSC 1007- Intro to Environmental Science II (R)

Students further develop their knowledge of the environment to study causes, identify connections and evaluate proposed solutions associated with specific environmental problems. Students will consider key contemporary problems such as waste disposal, fossil fuel use, energy efficiency and the use of renewable sources, food production, pesticide use, water pollution, air pollution and climate change from a scientific perspective.

PLAN XXXX – History & Practice of Planning in Canada (N)

Understanding of settlement and Planning in Canada. Specific focus on communities in a northern context as it relates to this history of settlement, to include the influence of resource extractive industries and development of Planning in Canada. Expertise from the Department of History, Anthropology and Ancient Studies are supportive of co-designing a course with incoming RPP faculty. (Greer, Murton)

PLAN XXXX – Planning Theory & Ethics (N)

Exploration of the purpose of planning and what constitutes good planning and good planning process, ethical and moral frameworks informing decisions making. Critical planning theory (CPT), theories of planning, relationships between cities, governance and planning interventions, etc. (e.g. Gunder M., *Critical Planning Theory*, 2015). Example references: Michael Gunder, in [International Encyclopedia of the Social & Behavioral Sciences \(Second Edition\)](#), 2015; Urban Planning, Rationales for and Theories of Planning; Margo Huxley, Andy Inch, in [International Encyclopedia of Human Geography \(Second Edition\)](#), 2020; Planning Theory: The Good City and Its Governance; Patsy Healey, in [International Encyclopedia of the Social & Behavioral Sciences \(Second Edition\)](#), 2015

PLAN XXXX – History & Practice of Planning in Canada (N)

Understanding of settlement and Planning in Canada. Specific focus on communities in a northern context as it relates to this history of settlement, to include the influence of resource extractive industries and development of Planning in Canada. Expertise from the Department of History, Anthropology and Ancient Studies are supportive of co-designing a course with incoming RPP faculty. (Greer, Murto)

PLAN – Planning Governance & Administration (N-R)

This course should provide introduction to skills and processes in economics, finance and intro students to Planning (who is doing it, how). ADMN 1156 Foundations of Business is currently available through the School of Business from which an audience-specific version or new course (in collaboration with RPP faculty) will be proposed. Expertise from the School of Business are supportive to co-design a course with incoming RPP faculty.

- **ADMN 1156 – Foundations of Business:** This course is designed for non-business majors as an introduction to the skills and processes used in the world of business. The course initially focuses on the customer/product (or service) proposition as the core of any business. With this concept firmly entrenched, students begin to look at the environment that a business must operate under from an economic, legal, ethical and e-commerce perspective and how the basic functional areas of business contribute. Finally, major trends that affect today's business climate are reviewed.
- **ECON 1006 – Introduction to Microeconomics.** This course examines the principles of modern microeconomics. Elementary microeconomics including methodology, demand, supply, elasticity, consumer theory (including indifference analysis), theory of the firm and market structures, distributions theory, gains from trade, government, taxation and social policy are covered in this introductory course.

MATH 1036, MATH 1046 or MATH 1056

An introductory level math course offering students choice and supporting upper year science requirements.

COSC 1666- Engineering Graphics (R)

This course introduces engineering graphics, design, and engineering communication. In addition to a theoretical foundation, students will gain practical, project-based experience using industry-standard software. Topics include drafting, descriptive geometry, projections, drawing techniques, dimensioning and annotation, solid modeling, and visualization in engineering applications.

- **This course** will support design fundamentals for planners, introducing students to design tools for Planning applications (e.g. Sketch up, AutoCad). This course will be co-redesigned in collaboration between Computer Science and RPP faculty.

INDG 1006 – Introduction to Indigenous Studies

Students critically evaluate common assumptions about Indigenous peoples held by non-Indigenous Canadians through the exploration of colonial policies, stereotypes, and nation- building myths created at the expense of Indigenous nations' sovereignty. The Canadian government maintains a particular national narrative, perpetuating myths about Indigenous peoples, enabling the nation-state to ignore its fiduciary responsibilities to Indigenous nations. Students examine Indigenous nations' relations with Canada by considering the themes of identity, demographics, culture, politics, gender, history, economics, and urbanization.

Year 2

PLAN XXXX – Land Use Planning & Pol. (N)

This course will improve students understanding of basic land use, land use types and their distribution, zoning; use of design concepts in development, factors that influence urban land use. Students will continue to build skills with landuse planning tools.

INDG 2006 Indigenous Places – Changing Landscapes

Students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples' relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge.

GEOG 2XXX – Hydroclimate (N)

This new course will be developed based on merging of two existing 2nd year courses (GEOG 2017 and GEOG 2126) to cover introduction to physical hydrology and weather and climate.

- **GEOG 2017 Weather and Climate.** This physical geography course provides an introduction to the fundamentals of climatology and meteorology. The various physical properties of the atmosphere are studied with respect to both their dynamics and their regional expression. Particular emphasis is placed on energy and moisture balances along with their associated spatial and temporal variations around the globe. This course is also offered as [ENSC 2117](#).
- **GEOG 2126 Physical Hydrology.** This systematic physical geography course addresses the fundamental processes in physical hydrology. Components of the water balance are examined to determine the nature of their variation through time and space. Precipitation, interception, infiltration, evapotranspiration, runoff and storage will be examined. This course is also offered as [ENSC 2126](#).

BIOL 2446 – Principles of Ecology

Students study the interaction of organisms and the environment, focusing on various scales and levels of organization. Topics will include physiological ecology, population ecology, succession and various ecosystem functions. Students practice a variety of field and laboratory techniques and learn the principles of the scientific method and communication of scientific information.

GEOG 2017 – GIS and The Earth from Space

Geomatics is the subfield of geography that deals with how spatial data are collected, managed, and analysed to produce spatial information. It includes the application of leading computer-based techniques in the environmental fields, such as global positioning systems, remote sensing, geographic information systems, and cartographic visualisation. This course aims to develop a better understanding of how we use global positioning systems and remote sensing to collect spatial data and geographic information systems to manage, analyse, and display spatial data and information. Students can expect to gain valuable hands-on experience in working with a leading geographic information system package. This course may be credited towards Anthropology. This course is also offered as [ENSC 2017](#).

GEOG 2026 – Intro Quant. Methods

This is a systematic techniques course that provides an introduction to some basic statistical concepts and techniques that are common to all disciplines in the Social Sciences. These include: data collection and description, formulation and testing of hypotheses, time series analysis, and simple linear regression and correlation methods. The majority of examples employed focuses on applications in geography. Particular emphasis is placed on computer-based analysis including the use of SPSS and an introduction to computer mapping. This course may be credited towards Science.

GEOG 2226 – Environment & Society

This course will introduce students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. This course may be credited towards Science.

GEOG 2146 – Cities in Changing World

Students in this course examine urban and economic geography and explore the organization of human activities from a spatial-economic perspective. Students focus on a number of influences that underlie urbanism and urbanization. Students learn about issues such as city structure, economic development, urban growth, urban cultures and societies, and urban governance.

COSC 1666- Engineering Graphics (R)

This course introduces engineering graphics, design, and engineering communication. In addition to a theoretical foundation, students will gain practical, project-based experience using industry-standard software. Topics include drafting, descriptive geometry, projections, drawing techniques, dimensioning and annotation, solid modeling, and visualization in engineering applications.

- **This course** will support design fundamentals for planners, introducing students to design tools for Planning applications (e.g. Sketch up, AutoCad). This course will be co-redesigned in collaboration between Computer Science and RPP faculty.

Year 3

GEOG 2106- Landscape and Surface Processes

This systematic physical geography course is a study of geomorphic processes and associated landforms. Selected physiographic regions are examined with emphasis on the interaction between geomorphic systems and human activity stressing the need for environmental planning. This course is also offered as [ENSC 2106](#).

PLAN XXXX – Community Planning and Engagement (N)

This course will introduce students to how to develop a community engagement plan involving outreach and public participation strategies as part of planning projects.

PLAN XXXX – Environmental Planning (N)

This course will review environmental planning goals, interpretation and implementation of environmental policy at various scales (e.g. municipal, regional, provincial), review of key environmental planning instruments.

PLAN XXXX - Research Methods (N) Provide students training and experience conducting research related to Planning. Will include quantitative and qualitative approaches, research design, implementation, analysis, communication of findings.

Concentration 3 – Select 3 credits

Students will be required to select an additional course from Concentration 3 on Indigenous Perspectives.

GEOG 3106 Impact Assessment for Resources Management. Environmental Impact Assessment (EIA) has emerged as both an instrument of evaluation and as a decision-making system. EIA is an integral part of environmental management and environmental policy at regional, national, and international levels. While EIA ideally incorporates economic, environmental and social considerations into planning and development processes, it is very much embedded within the growth ethic; it is not

about preventing development, only insuring that development occurs within an ecologically and socially responsive context. This course examines EIA from a critical perspective as a strategic, comprehensive, and pro-active process employed to incorporate the ecological and social aspects of development into planning and environmental/resource management processes.

GEOG 3056 – Spatial Analysis & GIS

This systematic technique course is a lecture-lab course that covers the basic theory and character of geographical information systems (GIS). Issues that are examined include: the generation of spatial databases using socio-economic and environmental data; advantages and disadvantages of raster and vector GIS models; and selected algorithms for decision making in a GIS environment. This course is also offered as [ENSC 3056](#).

GEOG 3016 Field Techniques in Geography (R)

The objective of this course is to provide an introduction to field research techniques in Physical and Human geography. Lecture topics include an introduction to research design, the numerous approaches used to acquire data over time and space, and the use of geographic models. Lab exercises focus on the collection of spatial information and physical measurements in specific sub-fields of Human and Physical Geography. This course may be credited towards Science.

- As part of the new Environmental Science program (start in fall 2026), a new 3rd year Environmental Field Sciences course (ENST 3XXX) is proposed to integrate field methods, including indigenous-based methods, in collaboration with Indigenous Studies and existing community partners such as Nipissing First Nation and Dokis First Nation. The former GEOG 3016 - Field Techniques in Geography will be redesigned and renamed for this purpose.

PLAN XXXX Co-operative education placement (N) (credited towards co-op distinction only)

This course offers students the opportunity for a professional work integrated learning placement where students will participate in work practice with an employer related to the profession of Planning over a 4-month period. Students evaluation will include components of workplace performance and personal reflection. Students are required to submit a work term report at the end of their placement.

Year 4

PLAN XXXX – Professional Planning Practice and Planning Law (N)

This course will review law associated with Planning in Ontario and Canada.

PLAN XXXX – Finance for Planners (Municipal finance and Land Economics) (N)

This course will provide students background on municipal finance and key principles of land economics.

PLAN XXXX – Planning Studio (N)

This course will provide students opportunity to conduct a planning-related project with faculty mentorship and in consultation with a client. Students will work in groups. Studio delivery – where students work in project group teams, interacting with faculty and other mentoring staff/TAs.

GEOG 4437 – At Risk: The Geography of Environmental Hazards

In this course, students become familiar with an analytical framework that shows how natural and social worlds intersect and lead to disasters. Examples include historical and contemporary case studies of hazards, such as earthquakes, floods, droughts pandemics and climate change. Finally, students analyze a hazard that has taken place using the framework mentioned above, or develop an analysis of potential hazard(s) from their own region.

GEOG 4806 – Natural Resource Development in Regional Planning

This systematic human geography course examines the goals and objectives of regional planning and the strategies employed to assign the uses of natural resources. Application of planning approaches to resource use at the regional and national levels are analyzed. Historical development, conflict resolution, partnerships and public participation are examined in the planning and allocation of resources. Native land claims and Native approaches to resource management are also included.

GEOG 4995 or GEOG 4986 Thesis

These independent research-focused courses are restricted to students in the fourth year of an Honours program with a minimum 70% overall average and approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15.

Appendix D. List of Contributing Faculty

Table D1. Faculty Expertise and Research

| Faculty Name | Department | Education | Status (Tenured, Tenure-Track, LTA) | Area(s) of Specialization/Expertise | Publications | | |
|--------------------------------------|----------------------------------|-----------|---|--|--------------|--------------|------------------------|
| | | | | | Refereed | Non-refereed | Refereed Abst/Con Prc. |
| Colin McCarter | Geography and Biology/ Chemistry | PhD | Assistant Professor, Tenure-track (CRC Tier II) | Ecohydrology, trace metals, (bio)geochemistry, reactive transport, ecosystem restoration, soil science | 26 | | 36 |
| Jeff Dech | | PhD | Professor, Tenured | Forest ecology; community ecology; dendrochronology; ecological modeling; silviculture | 35 | 5 | 1 |
| Peter Nosko | | PhD | Associate Professor, Tenured | Biology | 15 | 6 | 40 |
| April James | | PhD | Professor, Tenured | Hydrology, Streamflow generation, Environmental Tracers, Modeling | 32 | 15 | 63 |
| John Kovacs | | PhD | Professor, Tenured | Environmental monitoring; environmental mapping; remote sensing; biogeography | 53 | 19 | 67 |
| New Tenure track Faculty (July 2025) | | PhD | Assistant Professor | Earth and/or Environmental Sciences; Physical Geographer | TBA | TBA | TBA |
| Odwa Atari | | PhD | Associate Professor, Tenured | Health geography; Geographic Information Systems (GIS); environmental management | 20 | 19 | 21 |
| James Abbott | | PhD | Associate Professor, Tenured | Africa, rural livelihoods, small-scale fisheries, institutional actors | 8 | 3 | 2 |
| Kirsten Greer | | PhD | | | | | |

| | | | | | | | |
|-------------------------|---|-----|------------------------------|---|----|---|------------------------------|
| Sean O'Hagan | | PhD | Associate Professor, Tenured | Geography | 32 | | 15 |
| Mark Wachowiak | Math and Computer Science | PhD | Professor, Tenured | Biomedical Computing, Geospatial Computation, Visualization, Digital Humanities | 37 | | 54 (Referred conf. proceed.) |
| Nancy Stevens | Indigenous Studies | PhD | Associate Professor, Tenured | Indigenous Studies | 3 | 1 | 12 |
| Reade Davis | History, Anthropology and Ancient Studies | PhD | Associate Professor, Tenured | Anthropology | 14 | | 57 |
| Carly Dokis | | PhD | Associate Professor, Tenured | Anthropology | 12 | | 24 |
| Jamie Murton | | PhD | Professor, Tenured | History | 6 | 4 | 27 |
| David Tabachnick | Political Science, Economics and Philosophy | PhD | | | | | |
| Natalya Brown | | PhD | Associate Professor, Tenured | Economics | 16 | | 37 |
| Denyse Lafrance-Horning | School of Business | PhD | Associate Professor, Tenured | Marketing, Experiential Learning | 10 | 2 | 20 |

**Nipissing University
Graduate Studies Committee Report
September 25, 2024**

The Graduate Studies Committee met on September 25, 2024.

Members in attendance: B. Law (Chair), N. Black, J. Murton, D. lafrate, D. Walters, B. Kelly, K. Clausen, G. Raymer, J. Barker, L. Hoehn, S. Hansen. Guests: H. Brown, C. Marshall.
Recording Secretary: L. Snoddon

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

- A welcome to the new and returning members.
- Update to requirements for graduate student study visas.
- Update that PALs will be required for graduate student study permits.
- Update 24FW graduate program enrollment.
- Discuss the procedures for program changes/updates including the need for a curriculum map.
- Graduate Studies Information Day on October 25, hosted by Recruitment.
- Teaching Assistant Training Workshop hosted by Associate Dean in October.
- Funding your Graduate Degree Sessions with graduate students in September.
- Graduate Student Community shell development, and promotion of the Speaker Series.
- Upcoming discussions about student tracking and processes to support timely completion.

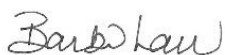
New Business:

The committee voted to elect a Vice-Chair of the Graduate Studies Committee. Moved by Debra lafrate, seconded by Benjamin Kelly, The Graduate Studies Council has appointed Steve Hansen as Vice-Chair for a 1-year term effective immediately.

Discussion items:

The committee reviewed the graduate studies terms of reference, discussed the draft annual work plan, and began discussion surrounding APOP goals as they relate to graduate studies policies and processes.

Respectfully submitted,



B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated September 25, 2024.

**Nipissing University
Graduate Studies Committee Report
October 23, 2024**

The Graduate Studies Committee met on October 23, 2024.

Members in attendance: B. Law (Chair), S. Hansen (Vice-Chair), N. Black, N. Colborne, K. Clausen, L. Hoehn, B. Kelly, J. Murton, G. Raymer, D. Walters. Regrets: D. Iafrate. Guests: S. Marinelli, C. Marshall.
Recording Secretary: L. Snoddon

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

- Ontario Council of Graduate Studies report on [Artificial Intelligence: Considerations for Graduate Research](#) was approved at OCGS and is now posted on the COU website.
- Development of Project Integrate – Graduate continues with our external consultant. Thanks to graduate program coordinators/chairs for their participation in consultations.
- Upcoming graduate recruitment events: Graduate Studies Fair (October 23) and Graduate Studies Information Day (October 25).
- Information on upcoming scholarship deadlines, graduate program speaker series events, graduate student training sessions, and application opportunities were shared with program coordinators for circulation in their programs.

New Business:

- Feedback requested on the Annual Program Review template for graduate programs and a proposed Graduate Program fact sheet.
- Each coordinator/chair has been asked to review their programs' vision and mission.

Discussion items:

The committee discussed the development of the GSC annual work plan and reviewed APOP goals as they relate to graduate studies.

Respectfully submitted,



B. Law
Chair, Graduate Studies Committee

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

**Nipissing University
Graduate Studies Committee Report
November 20, 2024**

The Graduate Studies Committee met on November 20, 2024.

Members in attendance: B. Law (Chair), S. Hansen (Vice-Chair), N. Black, N. Colborne, L. Hoehn, J. Murton, G. Raymer, D. Walters. Regrets: K. Clausen, B. Kelly. Absent: D. Iafrate. Guests: H. Brown, C. Marshall. Recording Secretary: L. Snoddon

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

- Summary of the [2024 Canadian Association for Graduate Studies Conference](#) in Toronto, which included the national 3MT showcase and awards for outstanding graduate mentorship, distinguished dissertations, and graduate student experience programmatic excellence.
- Updates on policies under review, upcoming scholarship deadlines, and the Research Rendezvous event related to Ethics and Indigenous Community Engagement on November 19.

New Business included:

- Review and discussion of the curriculum mapping process for graduate programs
- Review of graduate studies and individual program policies and procedures and their alignment with the adopted [Principles for Graduate Supervision at Ontario's Universities](#) from OCGS.

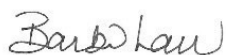
The Graduate Studies Committee considered the revised 2024-2025 Work Plan. Moved by N. Black, seconded by S. Hansen, GSC approved the revised 2024-2025 Work Plan.

Discussion items:

The committee discussed the graduate studies funding model 2024-2025, the annual graduate program review process, and the population of a thesis template working group.

The committee reviewed the existing Graduate Studies Funding Model and associated admissions cycle dates for 2025-2026.

Respectfully submitted,



B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated November 20, 2024.

MOTION 2: That the Senate Executive Committee receives the 2024-2025 Graduate Studies Committee Work Plan.

NIPISSING UNIVERSITY
REPORT OF THE HONORARY DEGREES COMMITTEE

December 3, 2024

Members

K. Wamsley
AB. Graff
N. Colborne
D. Smits
P. Zou
J. Abbott
J. Bramburger

Absent with Regrets

H. Panchal

Resource Guests

Abby Blaszczyk
Patricia Lupton

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

At the meeting on October 31, 2024, additional names were received from the solicitation. The committee agreed to forward three (3) individuals to Senate for approval at an in-camera meeting.

Respectfully submitted,

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

Kevin Wamsley, Chair
Honorary Degrees Committee

NIPISSING UNIVERSITY
REPORT OF THE JOINT COMMITTEE OF THE BOARD AND SENATE ON GOVERNANCE

December 9, 2024

Members

M. Berube
J. D'Agostino
H. Earl (term ended June 30, 2024)
D. Hay
D. Smits
M.P. Sullivan
D. Tabachnick
K. Wamsley

Absent with Regrets

H. Panchal

Resource Guests

Abby Blaszczyk, University Secretary
Ann-Barbara Graff, PVPA

The following two motions were forwarded to the Joint Committee of the Board and Senate on Governance by the Academic Senate, which were jointly approved by the Board and the Senate for discussion, as per the Committee Terms of Reference:

- That the Arts & Science Faculty Council, held on December 8, 2023, recommend to Senate the creation of a clear policy pertaining to the suspension of admissions and enrolments; and
- That the above motion be referred to the Joint Committee of the Board and Senate on Governance for their recommendation on Senate's role in any decision regarding the suspension of applications/enrolments in programs.

The Joint Committee met on March 27, 2024, May 15, 2024, and November 26, 2024, to discuss the motions at hand. Representatives from the Academic Senate emphasized the importance of collegiality in the decision-making process for program enrolment suspension, advocating for greater Senate involvement within the current process, while also recognizing the urgency of suspension of enrolment to engage in fulsome program reviews. Board of Governors representatives spoke to the Board's fiduciary duties, as defined within The Act, and noted that suspension of enrolment within a program is both a business decision (outside the scope of Senate) and a call to action from numerous audit reports over the past decade, including the most recent Auditor General of Ontario report on Financial Management in Ontario Universities.

The main topic of discussion revolved around the authority and process for suspending academic programs. The University Act refers to the jurisdiction of Senate as primarily focused on academic decisions, such as program closures, while administrative decisions, particularly those that are fiduciary in nature, fall under the Board's authority.

A proposal was tabled which focused on the roles of the Dean, Provost, and Senate within the current Guidelines for Program Suspension. As the current process stands, Senators raised concerns that changes to the guidelines

may be made unilaterally at the will of a future Provost, while also advocating for the importance of proper procedures and faculty consultation to ensure that decisions at the administrative level are well-informed. At the November 26, 2024, meeting of the Committee, *proposed Regulations for Administrative Suspension of Admission to Academic Programs* and *Program Admission Suspension Procedures* were shared and members requested more time to review the documentation. An email was shared on November 27, 2024, requesting feedback and conversation on the documents. Remarks were requested to be received no later than 5:00 p.m. on Wednesday, December 4, 2024.

Per the Terms of reference, as outlined in item C. i) *The Joint Committee will endeavour to work on a consensus basis*. As a consensus had not been reached, a vote was called on the following motion:

That the Joint Committee endorses the Final Program Suspension Procedures and the Regulations for the Administrative Suspension of Admission to Academic Programs presented by the Provost and Vice-President, Academic.

Following a voting period, the motion passed (5 in favour, 2 opposed) and was brought forward to the Senate Executive Committee by Dr. Wamsley.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read 'Abby Blaszczyk'.

Abby Blaszczyk, University Secretary

Motion: That the report of the Joint Committee of the Board and Senate on Governance dated December 9, 2024, be received.

Program Admission Suspension Procedure

Responsible Office: PVPA

Effective Date: December 1, 2023

Rationale:

In order to ensure that the programs we deliver meet the ongoing and evolving needs of all stakeholders (especially students), that they are viable, sustainable (reflected in strong enrolments), academically rigorous, deliverable without resorting to independent study courses or waivers, and align with the University's strategic plan, Nipissing University reserves the right to temporarily suspend admissions to programs in order to ensure we have time to redress issues with the aim of retooling programs without simultaneously attempting to deliver programming to incoming students.

Purpose:

This procedure is intended to:

- Detail the procedure for the suspension of admission to programs.
- Establish the duties and responsibilities of various units involved in academic program admissions suspension.

Definitions:

Application cycle: The application cycle begins on the date that the University accepts applications for the upcoming academic year. For example, applications for the academic year (September, January and May intakes) are received as early as September of the previous year through a common provincial portal, although international student applications may be at a different time. The Registrar monitors applications and enrolment patterns in concert with the Deans.

SEM: Strategic Enrolment Management is the integration of all enrolment, retention, and program data which is an integral part of the University's annual planning procedures.

Enrolment planning cycle: Nipissing is working to establish enrolment targets projected for approximately five (5) years. Currently, for undergraduate programs, those students who are enrolled at reporting dates (November 1), at a minimum, need to reflect a healthy program intake (1:6), i.e., for every 1 student that graduates with a four-year degree, 6 incoming students declare themselves a major. For graduate programs, Nipissing must meet the annual

enrolment targets set out in the original proposals for approval from the Province in order to be considered in good health.

Program: the complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by Nipissing University for the fulfillment of the requirements of a degree, diploma, or certificate. For the purposes of this protocol, this is limited to any program designation that appears on a student's transcript.

Program Redundancy: The permanent closure of a program occurs when a program permanently ceases to be offered by the University. A program declared redundant is removed from the list of approved program offerings after a recommendation is produced from Senate for program closure and that motion is affirmed by the Board of Governors. The procedure outlined in this guideline document is not to be confused with the program redundancy process.

Suspension: Admission suspension is intended as a temporary measure and occurs when admission to all sections of a program, or discrete part of a program (for instance, a stream) is stopped for one or more intake periods in order for the program to retool and to ensure sustainability. If the program is unable to redress inherent challenges through a period of temporary suspension and the best efforts of colleagues, it would then move through the program redundancy process after the Provost has formally accepted the recommendation of the Dean.

Teach-out Plan: A program plan that provides for the equitable treatment of students who are registered in a program for which admission is suspended by the University. It is designed to ensure that all registered students are provided with options for completion of the suspended program.

| |
|--------------------|
| Procedures: |
|--------------------|

- 1. Program Suspensions outside of the application cycle:**
 - 1.1. The Dean, along with administrators and academic faculty, will review programs on an ongoing basis through formal and informal processes.
 - 1.2. Recommendations regarding program admission suspension will take various factors into account, including enrolment levels, the academic integrity of the program, unsustainable program costs but may also take place as a result of the analysis produced through the annual program review.
 - 1.3. As well, suspension of enrolment may be taken as the result of direction from an external body, including accreditors, IQAP and CASN.
- 2. Program Intake Suspensions during the Application Cycle for reasons of low enrolment:**
 - 2.1. Program registration during an application cycle may be suspended for up to two academic years.

- 2.2. Ongoing review of the admission data will take place and program intakes may be recommended for suspension of enrolment.
- 2.3. Students will be advised when a program intake is suspended and offered admission in other available programs or assistance will be provided to find a similar program at Nipissing University or another comparable institution. Compensation for application and other related fees will be considered.

3. Process for Suspension

- 3.1. Recommendations for the suspension of enrolment to a program must be presented by the Dean to the Provost and Vice-President, Academic (PVPA) for consideration.
- 3.2. If endorsed by the PVPA, those programs recommended for suspension will then be presented to the Senior Executive Team and Registrar for information.
- 3.3. The Dean will notify the membership of the AQAPC of their recommendation to suspend enrolment to the program with convenience to Senate. See checklist below (Appendix B).
- 3.4. Once the decision has been made to suspend enrolment to a program, the decision is communicated to the University Management Group, Senate, NUFA, and NUSU.
- 3.5. A decision to suspend program admission will normally be taken as late as three months prior to the start date for any program intake. However, the University will work diligently to make evidence-based decisions on suspension as soon as knowable.
- 3.6. Any program intake that is not suspended three months prior to the program start date for reasons of low enrolment will be offered in that academic year, regardless of not meeting the minimum enrolment targets.

4. Communication with applicants and current students

- 4.1. Where possible, recommendations to suspend enrolment to a program of study shall be communicated in a timely manner such that decisions can be implemented in a way to minimize the impact on applicants and current students.
- 4.2. In cases where Nipissing University suspends enrolment to programs in which there is active student enrolment, the University will develop a teach-out plan and provide students enrolled in programs that have been suspended the opportunity to complete the program within the normal time as outlined in the Time to Completion Degree Requirements.

Appendix A: Annual Program Review Process

1. A template will be provided so that programs and Deans will be able to assess the sustainability of all programs based on a thorough Program Review which interrogates program performance data and other relevant criteria (listed below).
2. The criteria for assessment and supporting relevant data will be comprehensive in approach and will provide the opportunity to evaluate the program's value to students, the community at large and the University, as well as cost and resource factors. To inform the decision the factors to be taken into account include, but are not limited to (in no order of priority):
 - alignment with institutional mandate, vision, mission, strategic plan, strategic mandate agreement (SMA)
 - feedback from program faculty, staff and students
 - financial viability
 - graduate employment data
 - labour market demand
 - program quality metrics
 - relationship to other programs
 - resource requirements
 - retention/graduation rate
 - student demand
 - student satisfaction rate

Consultation shall occur with all relevant academic, administrative and support areas and, where applicable, with relevant external and accreditation bodies.

3. Recommendations for the suspension of a program must be presented to the PVPA for consideration. Further steps are outlined in the body of the procedure.
4. Recommendations for program redundancy must follow the process outlined in Senate and Board policy.

Appendix B: Checklist

Senate recognizes that the decision to temporarily suspend admission can be made by the Provost in consultation with the Dean and Registrar.

Senate will be notified of all program enrolment suspensions through the appropriate committee, AQAPC. Prior to submitting a notice of temporary suspension to AQAPC for information, the following checklist should be consulted, and confirmation that the checklist was consulted should be referenced in the documentation provided.

The relevant Dean(s) should do the following:

1. Ensure there are opportunities for affected individuals to provide input on the proposed suspension. In particular, Deans should consult with their Faculty Councils on the proposal and note whether or not this was done and, if not, why, in any communications.
2. Ensure that alternatives have been explored, and provide an explanation to affected individuals, including Faculty Councils and Senate, regarding the feasibility (or lack) of these alternatives.
3. Conduct an analysis of the anticipated effect, if any, the temporary suspension will have on other units/programs.
4. Conduct an analysis of the anticipated impact, if any, the temporary suspension will have on the institutional strategic and academic plans, and steps that will be taken to ensure that these plan goals continue to be met.
5. Develop a communication plan regarding the decision to suspend admissions, in consultation with the Provost and Registrar.
6. Develop a plan to ensure affected students can meet graduation requirements in consultation with the Registrar.
7. Convey the decision and rationale, prior to the decision coming into effect, to:
 - a. Students, staff, and faculty most closely affiliated with the program;
 - b. The broader academic community;
 - c. Faculty Council(s) as required; and
 - d. Senate thru AQAPC
8. Following presentation of the admissions suspension decision to AQAPC, a communications plan is to be put into effect, remembering that temporary suspensions of admissions are time-limited to a maximum of two (2) years.

Administrative Suspension of Admission to Academic Programs

Preamble

In its 2019 Audit Report, the Treasury Board noted that “the institution should have an oversight and approval process to regularly evaluate and assess current and future academic programs, to ensure that they are cost efficient in meeting the institution’s mandate and in line with approved budgets” (p.4). In its 2022 Audit Report, the Auditor General noted that “the university had not adjusted or restructured its program offerings to improve financial sustainability” (p.5).

In 2021, the Board of Governors mandated the President to conduct planning and take action to ensure the financial sustainability of the University and to carry out the recommendations of both the Treasury Board and the Auditor General. There are many aspects of academic change and quality assurance that enhance the experience of students at the University that are the remit of Senate, including new academic program development, modifications to academic programs, the retooling or reimagining of academic programs, and, at times, closing of academic programs.

As part of the Provost’s mandate, and under the provision of delegation under the Nipissing Act, they were asked to assess academic program health and develop a fair and reproducible system for evaluating the University’s ongoing commitments to programs.

In February 2023, the Provost reported to the Board of Governors and to Senate that there were academic programs with historically low enrolments that required attention, from concerns of both financial sustainability and academic viability (specifically the staffing complement of fewer than 4 FTE faculty to support a four-year honours specialization). The Provost presented a process for the suspension of admission to academic programs, within the larger context of an Annual Program Review Process and an academic renewal process, to the Board at its February 2023 meeting. The Annual Program Review Process will provide baseline information on every program in order that both the Board and Senate can share intelligence on program health and institutional investment.

Senate requested that the Joint Committee of the Board and of Senate on Governance provide a recommendation on Senate’s role in any decision regarding the suspension of programs.

The Provost has provided a set of regulations to be followed in the process of suspending admission to academic programs. The Board of Governors supports the Provost’s approach to responding to the recommendations of the Treasury Board and the Auditor General, particularly with respect to concerns of financial sustainability and recognizes the role of Senate in the process to attend to any program modifications.

Regulations for the Administrative Suspension of Admissions to Academic Programs

Nipissing University recognizes that it is necessary to suspend admissions to programs from time to time. This is not the same as closing a program. Administrative suspension is temporary and does not require academic governance. Closing a program requires a positive recommendation from the principal body of academic governance, Senate.

Responsible Executive: Provost and Vice-President, Academic having delegated authority from the Board of Governors -> President -> Provost

Scope: This process applies to all credit-based undergraduate and graduate programs, or defined areas of study within a credential, such as honours specialization, specialization, major, minor, or certificate.

Admissions to a program may be suspended for two academic years. During this period, the issues of underlying concern will be redressed: if academic, like program offerings and design, through Senate; if other, like marketing and recruitment strategies, then at the unit level coordinated through the Dean's Office. After this period, the program shall be reinstated without conditions if the program is deemed sustainable; otherwise, the Dean must submit a proposal to continue the suspension for another two years. Any motion to make program changes or to discontinue the program must be presented to Senate. Only one suspension renewal is possible.

The following principles shall guide the process of program enrollment suspension:

Academic Rigour: ensuring academic quality, relevance, and response to student needs, institutional reputation

Transparency: ensuring that the review process is consultative and communicated clearly, see Appendix B Checklist.

Accountability: ensuring that the decision is consistent with the appropriate stewardship of resources, reflected in enrolments and resource distribution, and a full accounting of direct and indirect program revenues and costs

Compliance: ensuring that the consultation and decision-making process complies with the regulations set out in this policy

Typically, the suspension of enrolment to a program will be initiated by the Dean of the respective Faculty, or the Assistant Vice-President, Research, Innovation, and Graduate Studies for graduate programs. A request for suspension may also be advanced by the Provost in the case of a requirement of the Quality Council or the Academic Quality

Assurance and Planning Committee (AQAPC), based on the results from the University's annual program review process.

AQAPC is responsible for assessing the academic quality of programs and academic implications of suspending or continuing enrolment. AQAPC shall make recommendations to the Dean. The Dean shall consult extensively with the relevant faculty members of the Department or School, and with members of AQAPC.

The Dean shall assess the financial and academic implications of suspending enrolment to a program and make a recommendation to the Provost. The Provost shall make the final decision on suspension and shall advise AQAPC, the University Senate, and the Board of Governors of that decision.

Any changes to the suspension procedures must be approved by the Board.

Nipissing University
Senate Research Committee Report
September 25, 2024

The SRC met on September 25, 2024.

Members in attendance: B. Law (Chair), N. Black, C. Byers (non-voting), C. Cho, K. Sarginson (non-voting), D. Zarifa, H. Zhu. Regrets: M. De Vuono. Recording Secretary: L. Snoddon

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

- The University of Waterloo is hosting a conference on the topic of [Open Research in a Changing Geo-Political Climate](#) on October 7th and 8th
- Research Rendezvous event: October 4th at 10:30am in B200. OCI Guest speaker, Jeff Beaudoin, presenting on research funding opportunities – particularly [Collaborate 2 Commercialize](#), held in collaboration with Canadore College.
- [Research Rendezvous](#) event: Tuesday, October 24th at 2:30 pm in the Small Cafeteria. Barbi Law will present on the research landscape and the process for developing the next Strategic Research Plan.

SRC discussion topics included:

- Introduction to new members and review of the committee's terms of reference
- Development of the SRC work plan for 2024-2025
- Review of a draft revised centres and institutes policy
- Consideration of the impact of artificial intelligence (AI) technology on research and need for guidance on AI use in research, in addition to existing guidance on AI use for course instructors and students.

Respectfully submitted,



B. Law
Chair, Senate Research Committee

Motion 1: That Senate receives the report of the Senate Research Committee, dated September 25, 2024.

**Nipissing University
Senate Research Committee Report
November 7, 2024**

The SRC met on November 7, 2024

Members in attendance: B. Law (Chair), N. Black (Vice-Chair), B. Brown, C. Cho, K. Sarginson (non-voting), M. Sullivan, D. Zarifa, H. Zhu. Regrets: C. Byers (non-voting), M. De Vuono.
Recording Secretary: L. Snoddon

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

- A welcome to new committee members
- Release of the Tri-Agency's [What we heard: Tri-agency engagement with the research community on modernization of the federal research support system](#) report.
- External grant applications submitted by NU faculty members this Fall: In general, SSHRC applications are up from last year and NSERC applications are down. A total of 8 Tri-Agency grant applications were submitted through NU.
- Research Rendezvous event: November 19th @ 10:30 am. Dr. Steve Hansen and Dr. Cindy Peltier will present on Research Ethics Nuts and Bolts and the Indigenous Community Engagement Plan.

The committee considered the Internal Awards Review Committee recommendations for the ARSCA competition *in camera*. The recommendations were passed *in camera* and were forwarded to the PVPA. The Chair will announce the award recipients at the December Senate meeting.

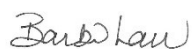
The committee considered the revised 2024-2025 Work Plan.
Moved by C. Cho, seconded by M. Sullivan, SRC approved the revised 2024-2025 Work Plan.

The committee voted to elect a Vice-Chair of the Senate Research Committee.
Moved by M. Sullivan, seconded by D. Zarifa, The Senate Research Committee has appointed Nancy Black as Vice-Chair for 2024-2025, effective immediately.

Discussion topics included:

- Review of the APOP action items related to research
- Feedback on the draft revised Centres and Institutes Policy

Respectfully submitted,



B. Law
Chair, Senate Research Committee

Motion 1: That Senate receives the report of the Senate Research Committee, dated November 7, 2024.

Motion 2: That the Senate Executive Committee receives the 2024-2025 Senate Research Committee Work Plan.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

November 25, 2024

The following members participated:

Attendance: Graydon Raymer
Trevor Smith
Rob Breton
Steven Cairns
Rick Vanderlee
Louela Manankil-Rankin
Daniel Casanto
Brendan Brown

Regrets: Katrina Srigley
Nancy Black

Absent: Emma Bonneau

Guests: Kari Rasmussen

Recording Secretary: Stephanie Young

The Committee approved the revised course syllabus template which now includes a space, as mandated by the Ministry of Colleges and Universities to be in place for January 2025, for instructors to communicate to students the non-tuition costs of program/course resources and the limits on using second-hand resources. The updated course syllabus template also includes a space for instructors to provide information to students regarding how generative artificial intelligence could or could not be used in the course. The Committee is not providing further direction on generative artificial intelligence use at this time, given that the report of the ad hoc committee on the use of artificial intelligence technologies in instructional settings is expected to be finished in spring 2025.

A small working group of the Committee was formed to review the current list of competencies in the Record of Student Development to make recommendations on whether a) other competencies should be added; b) whether some competencies should be removed/combined/redefined; and, c) the connection of those competencies to other university priorities (e.g. institutional learning outcomes, etc).

The Director of Teaching and Learning shared a number of updates to the Committee regarding the ongoing work on curriculum mapping, the institutional IQAP audit, and SMA4. Additional information was provided on initiatives to develop a software system for publishing and tracking academic calendar changes and course/program learning outcomes that will support instructors, programs, and senate curriculum decision-making. Also, some information about opportunities to

develop new microcredentials, a new testing centre, and a more streamlined registration platform for non-credit programming (extended learning) was shared.

Finally, Steve Cairns shared with the Committee a report on the Northern Interprofessional Collaborative Education (NICE) conference, held on November 14, 2024. The Committee acknowledged the work of Steve Cairns, as organizer, and saw the event as relevant to a number of strategic goals in the realm of our northern context, our connection to community, and interprofessional education/simulation. The Committee discussed how the University might support the hosting of conferences, and the role or resources that are or could be available through the Centre for Teaching and Learning, Ancillary Services, University Technology Services, etc.

Respectfully submitted,



G. Raymer
Dean, Faculty of Education and Professional Studies (Interim)

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated November 25, 2024.

MOTION 2: That Senate approve the revised Institutional Syllabus Template.

APPENDIX A: Revised Institutional Syllabus Template
APPENDIX B: Report on NICE Conference

Course Syllabus

UNIV 1000 – Textual Name of Course
[Semester]
[Class location – Hours if required]

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

[Duplicate above information for teaching assistants/lab instructor etc. and delete this line]

Land Acknowledgement:

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

Course Description:

[The course description should be the same as in the academic calendar.]

For further details regarding this course and/or your program please refer to the academic calendar: <https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx>.

Learning Outcomes:

[The course learning outcomes listed here are those that have been approved by the Nipissing University Senate. Instructors are not permitted to alter the Senate-approved course outcomes. If you are unsure what are the Senate approved outcomes, please reach out to your Dean or to the Director of Teaching and Learning. Finally, keep in mind that learning outcomes must be assessed.]

Upon successful completion of this course, learners will be able to:

- [Use Senate-Approved Course Learning Outcomes]
- [Typically, courses have 3-7 Course Learning Outcomes]

Resources

The following section provides information on resources, such as textbooks, novels, supplies, kits, software, etc. that are required to complete this course. Please note that some resources may be required to be purchased once for the entire program, while other resources may be required for one course or more than one course. In addition to any required resources, optional recommended resources for this course or program may be listed below. Recommended resources will not be the sole source of any assessment within this course.

Please note the costs provided below reflect the estimated cost as of the date retrieved. Costs are subject to change.

Program Required Resources:

[Each resource required for successful completion of the program are to be listed and individually costed below. That is, while bundled packages may exist, it is required to also list the cost of each component individually.]

- [for resources, kits, supplies required for program]
 - One-time cost (retrieved YYYY/MMM/DD) \$99.99
 - Second-hand use: [Indicate whether there are any restrictions that would prevent a student from using a second-hand copy of the resource]

Course Required Resources:

[Each resource required for successful completion of this course are to be listed and individually costed below. That is, while bundled packages may exist, it is required to also list the cost of each component individually.]

- [If there is a resource for all faculty/sections they should be first]
 - Estimated Cost (retrieved YYYY/MMM/DD) \$99.99
 - Second-hand use: [Indicate whether there are any restrictions that would prevent a student from using a second-hand copy of the resource]
- [Add any instructor selected resource(s)]
 - Estimated Cost (retrieved YYYY/MMM/DD) \$99.99
 - Second-hand use: [Indicate whether there are any restrictions that would prevent a student from using a second-hand copy of the resource]
- [Add any resource that would have already been purchased]
 - Already purchased within program or for previous course (UNI 9999)
 - Second-hand use: [Indicate whether there are any restrictions that would prevent a student from using a second-hand copy of the resource]

Recommended Resources:

- [if any]
 - Estimated Cost (retrieved YYYY/MMM/DD) \$99.99
 - Second-hand use: [Indicate whether there are any restrictions that would prevent a student from using a second-hand copy of the resource]

Course Approach

The following section lays out the approach to the course, including expectations on communication, the delivery approach and utilization of any technology including Nipissing University's learning management system.

[Instructor to add where the course fits in program, strategies for success, communication expectations, workload estimates, gender pronouns statement, etc.]

[This course utilizes the university's learning management system, Blackboard, to ...]

Guidelines on Generative AI

The following section lays out guidelines for students on the use of Generative Artificial Intelligence (AI) in this course.

[If you choose to allow AI technologies in all or some part of your course, then you should clearly identify how students are allowed to use them as part of their learning.]

[If you choose not to allow AI technologies in all or some part of your course, then you should make this as explicit as possible.]

[For more information, instructors should refer to the University Guidelines on Generative AI use:

<https://www.nipissingu.ca/sites/default/files/2023-07/Generative%20AI%20Guide%20for%20Instructors%20-%20July%207%2C%202023.pdf>]

Course Evaluation

The following section lays out the graded components within this course. [Add your approach evaluations including late submissions, how students will be able to review their graded assessments, etc.]

Summary

| Item | Date and Time | Grade Weight |
|------------------|----------------------|---------------------|
| Assessment #1 | Month DD, time | 99% |
| | | |
| | | |
| Final Assessment | TBA | 99% |
| | Total | 100% |

Assessment #1: nature and summary of each assessment.

Course Policies and other Important Notices

Each point below provides initial information; please refer to the online details if a link is provided as it will contain the current information.

1. Policy for Recording of Lectures/Materials

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer. For further details please see:

https://www.nipissingu.ca/sites/default/files/2024-09/Recording_Course_Content_Policy_May_2024.pdf

2. Evaluation and Grading System

For undergraduate courses, please refer to:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=817&opicgroupid=4019>

For graduate courses, please refer to:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=822>

3. Academic Integrity

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced. For further details refer to:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=817&opicgroupid=4023>

4. Student Appeals and Petitions

For information on Appeals and Petitions please refer:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=817&opicgroupid=4022>

5. Student Rights and Responsibilities

Nipissing University is dedicated to cultivating a campus community where students thrive academically, socially, and personally. For further details please see:

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

6. Student Development & Services (SDS)

Supports for every learner are available to help ensure your success at Nipissing University. For full details please refer to:

<https://www.nipissingu.ca/departments/student-development-and-services>

7. The Harris Learning Library

To access the online portal please refer to: <https://www.nipissingu.ca/library>.

Course Outline

This section provides a detailed schedule of this course offering. [You may also add any course expectations, such as readings being completed prior to the class/week.]

[Select how you would like to outline the students' schedule – by week, unit, module, etc. Then replace Week and Module with what makes sense to your schedule then delete these sentences.]

| Week | Module Name | Module Outcomes | Assigned Readings | Important Dates |
|------|-------------|---|-------------------|-----------------|
| 1 | Name | Over this week you will: Outcome 1 Outcome 2 Outcome 3 | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |



**Northern Interprofessional Collaborative in Education
Le Réseau de Formation Interprofessionnelle du Nord**

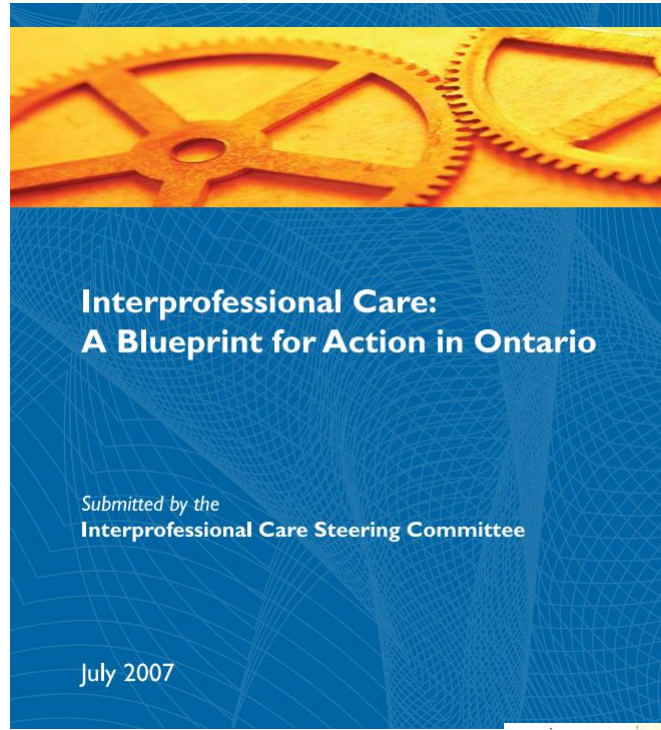
NICE Conference

**November 14, 2024
le 14 novembre 2024**

2009 – Inter-institutional leaders and faculty members from across northern Ontario.
History

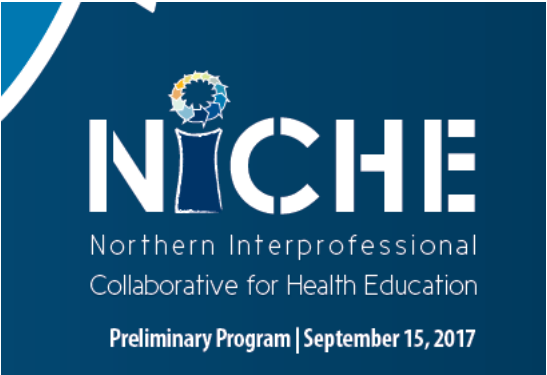


NICHE Planning retreat March, 2009



**Thursday, October 9 —
 Friday, October 10, 2014**
 Radisson Hotel, 85 Ste. Anne Road
 Sudbury, Ontario

**Wednesday, October 28 —
 Thursday, October 29, 2015**
 Delta Sault Ste. Marie Waterfront Hotel and Conference Centre
 Sault Ste Marie, Ontario



Sudbury

Sault Ste. Marie

North Bay

North Bay / Online

NICE Conference

November 14, 2024
le 14 novembre 2024

Mission:

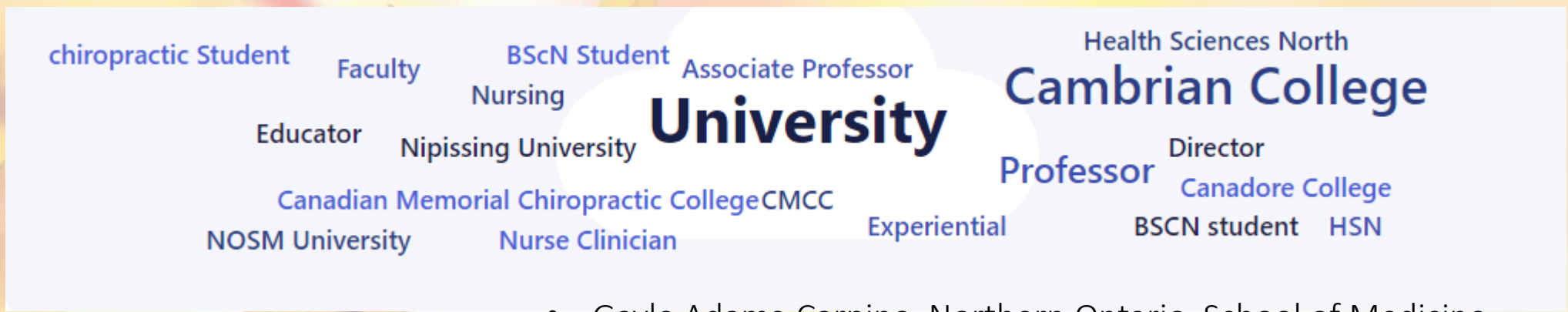
Engage participants in learning about collaborative and holistic Interprofessional Education (IPE) for clinicians, students, community organizations, and faculty focused on northern Ontario health needs to realize optimal interprofessional care for healthcare of patients and clients.

Four pillars:

- Connecting
- Celebrating
- Inspiring
- Relationship building

From a northern perspective

Conference Participants



Conference Organizing Committee

- Gayle Adams-Carpino, Northern Ontario, School of Medicine University
- Heather Boynton, University of Calgary
- Steve Cairns, Nipissing University
- Natalie Chevalier, Cambrian College
- Teri-Lynn Christie, Canadore College
- Monica Do Coutto Monni, Near North Palliative Care Network
- Emily Donato, Laurentian University
- Scott Dunham, Canadian Memorial Chiropractic College
- Laura Killiam, Cambrian College
- Karey McCullough, Nipissing University
- Jani Seguin, West Nipissing General Hospital
- Gerusa Senhorinho, Cambrian College
- David Thompson, Lakehead University

Northern Interprofessional Collaborative in Education
Le Réseau de Formation Interprofessionnelle du Nord

NICE Conference

November 14, 2024

le 14 novembre 2024

NICE Presentations

Presenters – Please add your ‘number’ in front of your name

Presentation group A – Completed research

1. An Exploration of Interprofessional Education in Four Canadian Undergraduate Nursing Programs
2. Medical and Nursing Students’ Experiences in an Online Interprofessional Education Program
3. Access to French Language Services in the ER at HSN
4. Simulation enhanced interprofessional education within college healthcare programs in Northern Ontario.
5. The role of narratives in promoting vaccine confidence among Indigenous Peoples in Canada, the United States, Australia, and New Zealand: a scoping review

Presentation group B – Ongoing projects

6. Interprofessional education in rural Canada: Learnings relevant to Northern Ontario
7. Identifying and Addressing Gaps in Interprofessional Collaboration Between Frontline Workers at Child Protection Agencies and Medicine within Northern Ontario
9. Learning Substance Use Treatment Through Simulations
10. Expanding the Circle of Care: Connecting Educators with Children's Health

Poster Presentations

11. Facilitating Interprofessional Simulation Cases at Northern Ontario University
12. Promoting Empathy and Understanding in Healthcare Education through a Virtual Poverty Simulation
13. Networking for Environmental Health IPE in Northern Communities

Presentation Group C – Innovations in IPE and Collaborative Practice

14. Bringing IPE to Life through Simulation: Deepening Students Learning and Connecting to Community
15. Networking for Environmental Health IPE in Northern Communities

NICE Keynote Presentation

Dr. Ivy Oandasan is a Full Professor at the University of Toronto's Department of Family and Community Medicine, and a practicing family physician involved in teaching and research since 1997. She specializes in interprofessional education and competency-based family medicine, previously directing U of T's Office of Interprofessional Education. Currently, she serves as the Director of Education at the College of Family Physicians of Canada. Dr. Oandasan's burning platform is to foster a generation of competent and caring healthcare professionals who believe in the practice of interprofessional patient-centred care.

Recorded Video Link:

https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2F18SBnuntrKv2ziujgK72xOPoGtcp5lvOXFBs7pk3LrtJP-23IJ2hv71Ss9T90Q8U.iVClmitpgN_fAEal&data=05%7C02%7Cstevenc%40nipissingu.ca%7C528df3e227ee48ba285108dd08c1e615%7Cb13086d8996b40658b63786a925860b5%7C0%7C0%7C638676351070342981%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOljoiTWFpbClslldUljoyfQ%3D%3D%7C0%7C%7C%7C&sdata=SMrdUpVrBbfbRz17dqUWX%2FHJzyQnIRxLXKJ5UgBTvZc%3D&reserved=0

Passcode: U5m0@37S

NICE Panel Discussion Questions

- Being from different areas of Northern Ontario, and working in different capacities, I thought we'd start off by asking you to describe a bit about how you've experienced IPE/C in your role.
- Looking at the future – surviving and thriving aspects – what are some specific challenges and/or successes that you've experienced that we can learn from? Anything unique to rural/regional type areas like Northern Ontario
- Population health outcomes in northern/rural areas in Canada tend to be worse than in other areas of Canada – things like rates of cardiovascular disease, risk factors for chronic, and alcohol rates. However, there's also an idea that the resiliency and vitality of northern/rural communities is extremely high – there's a lot of strength in the north. Can you talk a bit about how IPE/C fits into the challenges of improving pop health outcomes while leveraging resiliency/strength?
- Can you talk a bit about how funding – whether it be for education, clinical, or even research – is impacting IPE/C as you've experienced it? Has the push for being “financially secure in challenging times” been a challenge or maybe a blessing for what you've experienced? What challenges do you think lay ahead? Successes? Doing more with less?



**Northern Interprofessional Collaborative in Education
Le Réseau de Formation Interprofessionnelle du Nord**

NICE Conference

November 14, 2024

le 14 novembre 2024

For more information, please contact:

Steve Cairns: stevenc@nipissingu.ca