

SENATE AGENDA

Friday, September 13, 2019

2:30 p.m. – F210

1. ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORY

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

2. APPROVAL OF THE AGENDA

3. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: May 24, 2019

4. BUSINESS ARISING FROM THE MINUTES

5. READING and DISPOSING of COMMUNICATIONS

6. REPORTS FROM OTHER BODIES

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

- B. Reports from Senate members

7. QUESTION PERIOD

8. REPORTS of STANDING COMMITTEES and FACULTY COUNCILS

SENATE EXECUTIVE COMMITTEE

June 7, 2019 (Electronic Meeting)

MOTION 1: That the Report of the Senate Executive Committee dated June 7, 2019 be received.

September 5, 2019

MOTION 2: That the Report of the Senate Executive Committee dated September 5, 2019 be received.

The September 2019 Senate Regulations and Policies document is available on the Senate website. The entire document is 141 pages and reflects all the changes that Senate has approved since September 2018.

ACADEMIC AWARDS, APPEALS AND PETITIONS COMMITTEE

MOTION 1: That the Report of the Academic Awards, Appeals and Petitions Committee dated September 4, 2019, be received.

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 1: That the Annual Report of the Academic Quality Assurance and Planning Committee dated July 12, 2019, be received.

MOTION 2: That the Report of the Academic Quality Assurance and Planning Committee dated August 30, 2019, be received.

MOTION 3: That Senate approve the IQAP Final Assessment Report and Implementation Plan for the BEd (MEd, PhD, and Aboriginal Teacher Education & Teacher of Anishnaabemwin as a Second Language).

MOTION 4: That Senate approve the IQAP Final Assessment Report and Implementation Plan for the Bachelor of Physical and Health Education.

MOTION 5: That Senate approve the IQAP Final Assessment Report and Implementation Plan for the School of Business.

MOTION 6: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Criminal Justice.

MOTION 7: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Fine Arts.

MOTION 8: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Geography.

MOTION 9: That Senate approve the IQAP Final Assessment Report and Implementation Plan for MSc Mathematics.

MOTION 10: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Sociology.

9. **OTHER BUSINESS**

10. AMENDMENT of BY-LAWS

- **Notice of Motion - Proposed amendments to the membership of Article 9.2 Academic Curriculum Committee as listed below:**

9.2 Academic Curriculum Committee

- (a) *Ex Officio* Members:
 - (i) Faculty Deans, or designates, assigned by the PVPAR to serve as pro tem to call the first meeting of the Committee in September at which time a Chair and Vice-Chair will be elected;
 - (ii) the Registrar, or designate;
 - (iii) the Executive Director, Library Services;
 - (iv) a Student Senator from the NUSU Executive;
 - (v) two (2) undergraduate student representatives; one elected from each Faculty by NUSU;
 - (vi) one (1) graduate student representative from the NUSU Executive.
- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) faculty Senators*, two from each Faculty elected by Senate; one of whom shall be elected by the Committee to serve as Chair and another to serve as Vice-Chair each on an annual basis;
 - (ii) two (2) non-Senator Faculty; one elected from each Faculty by respective Faculty Councils;
 - (iii) two (2) Graduate Coordinators/ Graduate Chairs; one elected from each Faculty by Respective Faculty Councils.

*tenured or tenure-track Faculty preferred

Revised Article to read (changes in bold):

- (a) *Ex Officio* Members:
 - (i) **the PVPAR, or designate (Chair);**
 - (ii) Faculty Deans, or designates; ~~assigned by the PVPAR to serve as pro tem to call the first meeting of the Committee in September at which time a Chair and Vice-Chair will be elected;~~
 - (iii) the Registrar, or designate;
 - (iv) the Executive Director, Library Services;
 - (v) a Student Senator from the NUSU Executive;
 - (vi) two (2) undergraduate student representatives; one elected from each Faculty by NUSU;
 - (vii) one (1) graduate student representative from the NUSU Executive.
- (b) Members Elected by Senate, Faculty Council:
 - (i) four (4) faculty Senators*, two from each Faculty elected by Senate; ~~one of whom shall be elected by the Committee to serve as Chair and another to serve as Vice-Chair each on an annual basis;~~
 - (ii) two (2) non-Senator Faculty; one elected from each Faculty by respective Faculty Councils;
 - (iii) two (2) Graduate Coordinators/ Graduate Chairs; one elected from each Faculty by Respective Faculty Councils.

*tenured or tenure-track Faculty preferred

11. ELECTIONS

- Elect one (1) faculty Senate representative to serve as Speaker of Senate for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect one (1) faculty Senate representative to serve as Deputy Speaker of Senate for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect one (1) EPS faculty Senate representative to serve on the Board of Governors for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect one (1) faculty Senate representative to serve on the Joint Committee of the Board and Senate on Governance for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect one (1) faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect two (2) EPS faculty Senate representatives to serve on the Academic Awards, Appeals and Petitions Committee for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect two (2) EPS faculty Senate representatives to serve on the Academic Curriculum Committee for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect one (1) EPS faculty Senate representative to serve on the Academic Quality Assurance and Planning Committee for a three-year term effective July 1, 2019 to June 30, 2022.
- Elect two (2) EPS faculty Senate representatives to serve on the Teaching and Learning Committee for a three-year term effective July 1, 2019 to June 30, 2022.

12. NEW BUSINESS13. ANNOUNCEMENTS14. ADJOURNMENT

Nipissing University
Minutes of the Academic Senate Meeting
May 24, 2019
10:30 a.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), A. Vainio-Mattila, C. Sutton, P. Radia, C. Richardson, D. Iafrate, N. Black

D. Lafrance Horning, M. Litalien, L. Manankil-Rankin, K. McCullough, P. Millar, P. Ravi, M. Sullivan

A. Burk, N. Colborne, A. Hatef, B. Kelly, K. Lucas, K. Srigley, S. Srigley, D. Tabachnick, T. Vassilev

J. Allison, C. Hachkowski, B. Hatt, D. Hay, T. Horton, D. Jarvis, C. Peltier, G. Raymer, C. Ricci, A. Schinkel-Ivy, G. Sharpe

O. Pokorny

L. Lambert

J. Nighbor

C. Foster, T. Sullivan

ABSENT WITH REGRETS:

J. McAuliffe, J. Nadeau

L. Chen

S. Connor, E. Dokis, L. Kruk, G. McCann, S. Renshaw, H. Teixeira, H. Zhu

J. Allison

T. Curry, B. Ray

H. Mackie, S. MacCarthy, N. Muylaert

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: May 24, 2019

MOTION 1: Moved by K. Srigley, seconded by K. McCullough that the agenda of the Senate meeting of May 24, 2019 be approved.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: May 10, 2019

MOTION 2: Moved by N. Colborne, seconded by A. Burk that the minutes of the Senate meeting of May 10, 2019 be adopted.
CARRIED

The Speaker opened the meeting with a welcome to the traditional territory:

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

BUSINESS ARISING FROM THE MINUTES

Moved by N. Colborne, seconded by D. Tabachnick that the attached report from the Standing Joint Committee of the Board and Senate on Governance regarding an update on the eight recommendations included in the Report of the Special Governance Commission be received.
CARRIED

REPORTS FROM OTHER BODIES

The President advised that northern university presidents met with senior officials at the Ministry of Education to discuss the investment and development of northern Ontario. He advised that universities will be required to provide a sustainability plan with markers to ensure that budgets are balanced and sustainable. The budget cuts made in the past few years have put us well on the way to sustainability. The President reminded of the upcoming convocation ceremonies and advised of the following honorary degree recipients: Evanka Osmak, Gordon H. Durnan, George Flumerfelt, Anne Gingras and Richard Tafel. He offered his congratulations to Dr. Maria Cantalini-Williams who will receive the designation of Professor Emerita at the final joint Wilfrid Laurier/Nipissing University Brantford convocation ceremony on June 4.

The Provost spoke to the Annual Academic Plan 2019-2022 which was sent to Senators by e-mail. She advised that this plan is a work plan and it is connected to the Budget. It should become operational over the summer. The plan does not cover everything that we do, but points out what needs to be done over the coming year. Templates are included for academic and non-academic units so that information can be shared and collaborated on with Chairs and Directors. The Provost expressed gratitude to the many staff that assisted in the creation of the Annual Academic Plan. The Provost advised that she was looking forward to seeing a healthy participation of faculty at the upcoming convocation ceremony celebrations. She also congratulated the Arts and Science faculty on the success of their recent Faculty Retreat.

In response to a question as to when the Annual Academic Plan will be presented to Senate for approval, the Provost responded by advising that we already have an Academic Plan that has been approved by Senate. The Annual Academic Plan operationalizes that plan on an annual basis.

The Vice-President Finance and Administration (VPFA) presented the 2019-2020 Operating Budget. The proposed Budget allows for a \$2.9M deficit. Revenues are projected to be \$1.4M higher than the previous year mainly due to strong student application numbers. Note that the provincially mandated 10% reduction in tuition is included in this budget. The grant projections allow for \$2.6M for the Northern

Sustainability Fund, which was created to help alleviate the effects of the tuition reduction for northern institutions. Overall expenses are up \$630,000 and the VPFA advised that budget holders have done a great job finding efficiencies and reducing expenditures. Previous investments in areas such as recruitment (including international recruitment) and retention strategies such as “The Nipissing Promise” are beginning to positively affect revenues. The Academic Plan guides the budgeting process by setting out the academic priorities of the university. This Budget has been approved by the Audit and Finance Committee and will be presented to the Board of Governors at the June 6, 2019 meeting.

The President of the Alumni Advisory Board advised of the upcoming Donor Celebration hosted with the Alumni Board to take place on June 13. It is an opportunity to recognize the gift from the Alumni Board and celebrate with donors, stakeholders and friends of Nipissing University during convocation. A summary of the year and upcoming Alumni initiatives is attached to the Minutes.

The NUSU Vice-President, Advocacy & Awareness, Charlotte Foster, provided a report. The report is attached to the Minutes.

QUESTION PERIOD

In response to a question regarding the hiring status of the Dean of Teaching position, the Provost advised that an announcement will be made once the contract has been signed.

In response to a question regarding whether contracts for LTA positions have been sent out, the Provost advised that a number of LTA positions were included in the Budget. Once the Budget is approved, consideration of LTA positions will take place as sustainability of programs is an absolute priority.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

MOTION 3: Moved by M. DeGagné, seconded by K. McCullough that Motions 4-15, approval of Senate Committee and Subcommittee Reports and Annual Reports, be considered for approval as an omnibus Motion.
CARRIED

MOTION 4: Moved by M. DeGagné, seconded by K. McCullough that Motions 4-15, Senate Committee and Subcommittee Reports and Annual Reports, be approved as an omnibus Motion.

SENATE EXECUTIVE COMMITTEE

MOTION 5: Moved by M. DeGagné, seconded by K. McCullough that Senate receive the Report of the Senate Executive Committee dated May 16, 2019.

MOTION 6: Moved by M. DeGagné, seconded by K. McCullough that Senate receive the Annual Report of the Senate Executive Committee dated May 16, 2019.

BY-LAWS AND ELECTIONS SUBCOMMITTEE

MOTION 7: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the By-Laws and Elections Subcommittee dated May 16, 2019 be received.

HONORARY DEGREES SUBCOMMITTEE

MOTION 8: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Honorary Degrees Subcommittee dated April 30, 2019 be received.

UNDERGRADUATE STUDIES COMMITTEE

MOTION 9: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Undergraduate Studies Committee dated April 25, 2019 be received.

UNDERGRADUATE STANDING AND PETITIONS SUBCOMMITTEE

MOTION 10: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Undergraduate Standing and Petitions Subcommittee dated April 25, 2019 be received.

UNDERGRADUATE SERVICES AND AWARDS SUBCOMMITTEE

MOTION 11: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Undergraduate Services and Awards Subcommittee dated April 3, 2019 be received.

STUDENT APPEALS COMMITTEE

MOTION 12: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Student Appeals Committee dated April 25, 2019 be received.

LIBRARY ADVISORY SUBCOMMITTEE

MOTION 13: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Library Advisory Subcommittee dated April 17, 2019 be received.

GRADUATE STUDIES COMMITTEE

MOTION 14: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Graduate Studies Committee dated May 6, 2019 be received.

RESEARCH COUNCIL

MOTION 15: Moved by M. DeGagné, seconded by K. McCullough that the Annual Report of the Research Council dated May 6, 2019 be received.
CARRIED

AMENDMENT OF BY-LAWS

MOTION 16: Moved by N. Colborne, seconded by D. Tabachnick that Article 8.1 of the Senate By-Laws be amended as outlined below:

- 8.1 General Committee/Ad Hoc Committee Procedures
- (a) In general, where appropriate and feasible, the procedures of Senate standing or ad hoc committees shall parallel those of Senate.
 - (b) Except as stated otherwise in these By-Laws, the President shall be an *ex officio* non-voting member of every Senate standing or ad hoc committee.
 - (c) Unless otherwise stipulated in these By-Laws, all Senate standing or ad hoc committees shall report directly to Senate, while ad hoc committees within Senate standing

committees shall bring reports and recommendations to their parent committees for consideration and possible conveyance to Senate.

- (d) A Senate standing or ad hoc committee/subcommittee may also report to another such committee/subcommittee at the other committee/subcommittee's request. Any such report shall also be conveyed to Senate, for information.
- (e) The Chair of Senate shall appoint a recording secretary for each standing committee. In the event of his/her absence, the committee shall appoint another person to act as recording secretary.
- (f) Secretarial support for each committee/subcommittee shall be provided through the office of:
 - (i) the Chair of the committee/subcommittee, when the Chair is an *ex officio* voting or non-voting member; or
 - (ii) a senior *ex officio* voting member of the committee/subcommittee, when the Chair is a faculty Senator.

CARRIED

MOTION 17: Moved by N. Colborne, seconded by D. Tabachnick that Article 9.6 of the Senate By-Laws be amended as outlined below:

9.6 Joint Committee of the Board and Senate on Governance

- (a) *Ex Officio* Members:
 - i) the President of the Nipissing University Student Union (NUSU) or designate.
- (b) Members elected by Senate:
 - (i) three (3) faculty Senators.
- (c) Members elected by the Board of Governors:
 - (i) three (3) members of the Board of Governors, including the Chair of the University Governance Committee and two (2) non-constituent Board members elected by the Board;
 - ii) the President & Vice-Chancellor (ex-officio – non-voting).

CARRIED

NEW BUSINESS

MOTION 18: Moved by D. Iafrate, seconded by A. Burk that Senate consider receipt of the Report on Graduation Applicants dated May 23, 2019.

CARRIED

MOTION 19: Moved by D. Iafrate, seconded by K. Srigley that Senate receive the Report of Graduation Applicants dated May 23, 2019.

CARRIED

MOTION 20: Moved by D. Iafrate, seconded by C. Foster that Senate grant approval to graduate the students listed in the Report of Graduation Applicants dated May 23, 2019.

CARRIED

MOTION 21: Moved by D. Iafrate, seconded by C. Hachkowski that Senate grant authority to the Senate Executive to consider, receive and grant approval to any late applications to graduate for June 2019.

CARRIED

As per request, presentation of the 2019-20 Operating Budget was moved up on the agenda for discussion by the Vice-President Finance and Administration under Reports from Other Bodies.

ANNOUNCEMENTS

The Provost and Deans read out the June 2019 graduands by faculty and degree and congratulated the students and faculty on their achievements.

ADJOURNMENT

Senate was adjourned at 11:50 a.m.



.....
M. DeGagné (Chair)



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

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE
(Electronic Meeting)

June 7, 2019

There was an electronic meeting of the Senate Executive Committee on Friday, June 7, 2019

Present: M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, J. Nadeau, P. Radia, C. Richardson, B. Hatt, N. Colborne, J. Allison, E. Dokis, P. Millar

The purpose of this meeting was to approve the list of graduates submitted by the Registrar's Office.

The following motions were passed:

- MOTION 1: Moved by E. Dokis, seconded by A. Vainio-Mattila that Senate Executive, acting on behalf of Senate, consider the receipt of the Report on Graduation Applicants dated June 6, 2019.
- MOTION 2: Moved by E. Dokis, seconded by A. Vainio-Mattila that Senate Executive, acting on behalf of Senate, receive the Report on Graduation Applicants dated June 6, 2019.
- MOTION 3: Moved by E. Dokis, seconded by A. Vainio-Mattila that Senate Executive, acting on behalf of Senate, grant approval to graduate to the students listed in the Report on Graduate Applicants dated June 6, 2019.

Respectfully submitted,



M. DeGagné
Chair
Senate Executive Committee

- MOTION 1: That Senate receive the Report of the Senate Executive dated June 7, 2019.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

September 5, 2019

There was a meeting of the Senate Executive on September 5, 2019.

The following members participated:

M. DeGagné (Chair), A. Vainio-Mattila, P. Radia, C. Richardson, D. Iafrate, N. Colborne, J. Allison, H. Mackie, S. Landriault (Recording Secretary, n-v)

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

The purpose of the meeting was to set the agenda for the September 13, 2019 Senate meeting.

It was advised that the September 2019 Senate Regulations and Policies document is available on the Senate website. The entire document is 141 pages and reflects all the changes that Senate has approved since September 2018.

The Report of the Academic Awards, Appeals and Petitions Committee dated September 4, 2019 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Annual Report of the Academic Quality Assurance and Planning Committee dated August 30, 2019, as well as the Report dated August 30, 2019 were provided to the Senate Executive for inclusion in the Senate Agenda.

As the By-Laws and Elections Committee currently does not have a Chair, and therefore has not met yet, proposed amendments to the membership of Article 9.2 Academic Curriculum Committee were discussed. The Deans provided a rationale which included concerns of the ACC being chaired by an elected faculty member with no secretarial support. As well, it was recommended that the ACC Chair be arms-length and have budgetary oversight. The proposed amendments to the membership of Article 9.2 Academic Curriculum Committee will be included in the Senate Agenda as a Notice of Motion.

Elections for the Speaker and Deputy Speaker of Senate, as well as elections for Senate representatives to serve on the Board of Governors, the Joint Committee of the Board and Senate on Governance, the Senate Budget Advisory Committee, the Academic Awards, Appeals and Petitions Committee, the Academic Curriculum Committee, the Academic Quality Assurance and Planning Committee, and the Teaching and Learning Committee were discussed and agreed upon for inclusion in the Senate Agenda.

The Chair advised of the passing of Shelby Dickey, a student and part of our Lakers community, in a cycling accident this past weekend. Shelby was to have defended her Master's thesis today earning her Master of Science in Kinesiology. Upon recommendation of the Dean and approval of the Senate Executive, on behalf of Senate, the following Motions were approved:

MOTION 1: Moved by D. Iafrate, seconded by C. Richardson that the Senate Executive, acting on behalf of Senate, consider the granting of a Master of Science in Kinesiology degree posthumously to Shelby Shawn Dickey.
CARRIED

MOTION 2: Moved by D. Iafrate, seconded by H. Mackie that the Senate Executive, acting on behalf of Senate, approve to confer the posthumous Master of Science in Kinesiology degree to Shelby Shawn Dickey.
CARRIED

Respectfully submitted,



M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated September 5, 2019.



**Report of the
Academic Awards, Appeals and Petitions Committee**

September 4, 2019

There were three (3) meetings of the ACADEMIC AWARDS, APPEALS AND PETITIONS Committee held between July 1, 2019 to September 4, 2019.

MEMBERS:

Debra Iafrate (Chair)

Pavlina Radia

Andrew Ackerman

Logan Hoehn

Denyse Lafrance Horning

Gerald Laronde

Natalie Muylaert

Sean O'Hagan

Alison Schinkel-Ivy

Charlotte Foster

1. Academic Awards, Appeals and Petitions heard:

Academic Awards	1
Student Appeals	1
Academic Petitions	51

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', with a large, stylized loop at the end.

Debra Iafrate, Chair

Academic Awards, Appeals and Petitions Committee

MOTION 1: That the Report of the Academic Awards, Appeals and Petitions Committee dated September 4, 2019 be received.

Nipissing University
Annual Report of the Academic Quality Assurance and Planning Committee

July 12, 2019

During the academic year 2018-19, nine AQAPC meetings were scheduled; however, AQAPC met on six occasions on the following days: September 21, October 26, November 23, December 20, January 25 and March 22. The February 22, April 26 and May 17 meetings were cancelled as no agenda items were received. AQAPC membership and attendance at the six meetings were as follows:

<u>Membership</u>	<u>Attendance</u>
Arja Vainio-Mattila, Chair	5
Jim McAuliffe	6
Carole Richardson	3
Pavlina Radia (Vice-Chair)	4
John Nadeau	5
Debra Iafrate	5
Stephen Tedesco	6
Nancy Black	4
Judy Smith	2
Ben Kelly	6
Prasad Ravi	2
Dan Jarvis	5
Reehan Mirza	5
Steven Cairns	3
John Vitale	2
Katrina Srigley	6
Kristina Karvinen	3
Daniel Goulard	2
Hannah Mackie	2
Keenen Kearney	0

AQAPC discussed the following matters during the year:

IQAP Reviews

Cyclical reviews took place for the following programs in 2018-19:

- BEd (MEd, PhD, Aboriginal Teacher Education & Teacher of Anishnaabemwin as a Second Language)
- Bachelor of Physical and Health Education
- School of Business
- Sociology
- Nursing
- Fine Arts
- Geography
- Criminal Justice
- MSc Mathematics
- MES/MESc Environmental

Other

- The Annual Report on Major Modifications undertaken from July 1, 2017 to June 30, 2018 was provided to the Quality Council;
- Revisions to the course template were reviewed and approved. Revisions included the inclusion of competencies, learning outcomes, expected resources, consultation with colleagues and Faculty Councils, resources, frequency of expected delivery in rotation with other courses, modes of delivery (experiential,

- service and integrated learning) and pedagogy, expected enrolment, learning environment, rationale, Library resources and curriculum/syllabus. The template will feed into Academic Planning and Quality Assurance and will also streamline the Senate process;
- Feedback was received from Quality Council regarding the Stage 2 BSc Honours Program in Data Science indicating that the proposal requires to be re-written. One of the issues identified was that the Quality Assurance Framework has changed since the proposal was submitted;
 - The Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) final draft was approved by AQAPC and Senate and forwarded to Quality Council for ratification;
 - The Director of Institutional Research and Planning created a Self-Study Quality Assurance Framework Compliance Checklist to ensure that QA guidelines are being met;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification of the Business Program represented through the introduction of the following courses:
 ADMN 1011 - Academic Success Workshops (1 credit)
 ADMN 1206 - Business Communication and Case Analysis (3 credits)
 ADMN 1306 - Digital Management (3 credits)
 ADMN 2011 - Academic Success and Career Management Workshops (1 credit)
 ADMN 2716 - Change Management and Innovation Leadership (3 credits)
 ADMN 3066 - Advanced Analytics (3 credits)
 ADMN 3011 - Career Management Workshops (1 credit)
 ADMN 3076 - New Technology in Management (3 credits)
 ADMN 3406 - Work Placement I (3 credits)
 ADMN 4226 - Applying Business Intelligence (3 credits)
 ADMN 4306 - Management Consulting I (iLEAD) (3 credits)
 ADMN 4307 - Management Consulting II (iLEAD) (3 credits)
 ADMN 4406 - Work Placement II (3 credits)
 ADMN 4407 - Work Placement III (3 credits)
 MKTG 3306 - Digital Marketing (3 credits)
 MKTG 4306 - Sport Event Management (3 credits)
 - The AQAPC reviewed and approved recommending to Senate the Major Modifications to the Bachelor of Business Administration program;
 - The AQAPC reviewed and approved recommending to Senate the Major Modifications to the Bachelor of Commerce program;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Northern Business Certificate;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Certificate in Human Resource Management;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Certificate in General Management;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Business Administration;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Accounting;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Finance;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Human Resource Management;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in International Business;
 - The AQAPC reviewed and approved recommending to Senate the Major Modification represented through the introduction of the Post-Baccalaureate Diploma in Marketing;
 - The AQAPC reviewed and approved recommending to Senate that the number of hours for GEOG 2106: Landscapes and Surface Processes be changed from “Three hours of lecture per week for one term” to “Three hours of lecture and one hour of laboratory work per week for one term”;

- The AQAPC reviewed and approved recommending to Senate that the number of hours for GEOG 2107: Weather and Climate be changed from “Three hours of lecture per week for one term” to “Three hours of lecture and one hour of laboratory work per week for one term”;
- The AQAPC reviewed and approved recommending to Senate that the number of hours for GEOG 2126: Physical Hydrology be changed from “Three hours of lecture per week for one term” to “Three hours of lecture and one hour of laboratory work per week for one term”;

The Chair acknowledges and thanks the AQAPC members for their diligence and commitment.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Provost and Vice-President, Academic & Research
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the 2018-19 Annual Report of the Academic Quality Assurance and Planning Committee, dated July 12, 2019.

Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Friday, August 30, 2019

The first meeting of the Academic Quality Assurance and Planning Committee was held on Friday, August 30, 2019. The following members were in attendance:

COMMITTEE MEMBERS:

Arja Vainio-Mattila
Pat Maher
Jim McAuliffe
Pavlina Radia
Carole Richardson
Debra Iafrate

Stephen Tedesco
Nancy Black
Judy Smith
Rob Breton
Steven Cairns (Zoom)
Dan Jarvis

Kristina Karvinen
Ben Kelly
Susan Srigley
Hannah Mackie
Natalie Muylaert

Regrets: P. Maher, P. Radia, N. Black, D. Jarvis

Guests: H. Brown, M. Storms

Recording Secretary: S. Landriault

Election of a Vice-Chair

The Provost requested nominations for a Vice-Chair of the AQAPC.

- Elect one faculty Senator as Vice-Chair of the AQAPC for a one-year term:
H. Mackie nominated S. Srigley. The nomination was seconded by R. Breton.
ACCLAIMED: S. Srigley

Approval of IQAP Final Assessment Reports and Implementation Plans

Moved by H. Mackie, seconded by S. Tedesco that the IQAP Final Assessment Report and Implementation Plan for the BEd (MEd, PhD, Aboriginal Teacher Education & Teacher of Anishnaabemwin as a Second Language) be accepted and approved.
CARRIED

Moved by H. Mackie, seconded by S. Tedesco that the IQAP Final Assessment Report and Implementation Plan for the Bachelor of Physical and Health Education be accepted and approved.
CARRIED

Moved by S. Srigley, seconded by H. Mackie that the IQAP Final Assessment Report and Implementation Plan for the School of Business be accepted and approved.
CARRIED

Moved by D. Iafrate, seconded by H. Mackie that the IQAP Final Assessment Report and Implementation Plan for Criminal Justice be accepted and approved.
CARRIED

Moved by D. Iafrate, seconded by S. Srigley that the IQAP Final Assessment Report and Implementation Plan for Fine Arts be accepted and approved.

CARRIED

Moved by R. Breton, seconded by D. Iafrate that the IQAP Final Assessment Report and Implementation Plan for Geography be accepted and approved.

CARRIED

Moved by C. Richardson, seconded by J. McAuliffe that the IQAP Final Assessment Report and Implementation Plan for MSc Mathematics be accepted and approved.

CARRIED

Moved by B. Kelly, seconded by H. Mackie that the IQAP Final Assessment Report and Implementation Plan for Sociology be accepted and approved.

CARRIED

The IQAP Final Assessment Reports and Implementation Plans will be included in the September 13, 2019 Senate Agenda.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated August 30, 2019, be received.

Motion 2: That Senate approve the IQAP Final Assessment Report and Implementation Plan for the BEd (MEd, PhD, and Aboriginal Teacher Education & Teacher of Anishnaabemwin as a Second Language).

Motion 3: That Senate approve the IQAP Final Assessment Report and Implementation Plan for the Bachelor of Physical and Health Education.

Motion 4: That Senate approve the IQAP Final Assessment Report and Implementation Plan for the School of Business.

Motion 5: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Criminal Justice.

Motion 6: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Fine Arts.

Motion 7: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Geography.

Motion 8: That Senate approve the IQAP Final Assessment Report and Implementation Plan for MSc Mathematics.

Motion 9: That Senate approve the IQAP Final Assessment Report and Implementation Plan for Sociology.

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Schulich School of Education	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Oct. 29, 2018
2. Site Visit Conducted	Nov. 29-30, 2018
3. Reviewer's Report Received	Jan. 23, 2019
4. Internal Review Committee's Response Received	Mar. 20, 2019
5. Dean's Response Received	April 29, 2019

The members of the review committee were:

- Dr. John Nadeau (Internal)
- Dr. Carolin Kreber, Cape Breton University (External)
- Dr. Paul Berger, Laurentian University (External)

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

- Bachelor of Education
- Master of Education (Curriculum & Leadership)
- PhD in Education (Educational Sustainability)
-

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers: There seems to be strong alignment between Nipissing University's mission, Nipissing University and OCAV degree level expectations/standards, and program outcomes for the BEd, MEd and PhD. Assessment procedures, admission requirements, length of study and rate of degree completion seem appropriate and consistent with those of similar programs at comparable universities with which we are familiar.

In the BEd program, we heard from students and faculty members that there are many opportunities for hands-on learning and for connecting theory to practice in meaningful ways. The early start and structure of the student teaching placements, allowing for practice to be explored in courses, was one element of this. Divisional courses, where students worked on assignments for teaching portfolios that would be of immediate value to themselves, and in some cases peers, as they start their teaching careers, is another example.

One BEd student noted that “we’re doing things that teachers do” such as teaching to the rest of the class. We heard from students and faculty members that action research projects give students the opportunity to work on things that are valuable to them in their placements and as beginning teachers and that many instructors bring world events into their courses. We were pleased to hear that equity and inclusion, and to some extent, Indigenous Education, are infused into content courses, and that some students are challenged to create cross-curricular assignments, helping to break down the silo mentality prevalent in some schools.

The ITEP and TILSL programs are important programs supporting Indigenous students in gaining a diploma, certification or BEd.

We heard that there is a robust mechanism in place to gather BEd student ideas for consideration by faculty members, and that this process has led to positive changes. We commend the commitment to acting on student feedback.

With regards to the PhD program, we highlight as strengths the annual progression reports that students are expected to complete and the comprehensive examination, both procedures representing important initiatives that support student progression and success.

Faculty members teaching on the MEd and PhD programs all hold doctoral degrees and are research active. Faculty members’ research interests and areas of research engagement are diverse, which entails a range of choices and opportunities for students in terms of thesis supervision and graduate research assistantships.

There is an impressive range of graduate courses on offer for both MEd and doctoral students, which speaks further to the faculty’s rich and diverse research interests.

The faculty also make strong contributions to academic and professional associations and communities outside of Nipissing University.

Students seem to benefit from numerous learning opportunities beyond the classroom and receive robust support when applying for external funding. We also note as a strength of the doctoral program that all students receive \$10,000 in residency funding. Since the PhD program requires two summer institutes/residencies, the available funding makes the program more affordable, and, by extension, competitive.

We deem the programs we reviewed to be of appropriate quality.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: Faculty renewal

The Nipissing faculty complement is comprised almost entirely of full-time faculty members and they are “aging up” with a large percentage set to retire in the next 10 years. Planning for faculty renewal is important to maintain capacity to deliver the BEd program.

Unit’s Response: We recognize that we are a highly experienced faculty. As our BEd student numbers continue to renew and faculty begin to retire, we will work to maintain and enhance our faculty complement; we will also look to engage part-time faculty who are working professionals with current and/or recent experience in the school system.

Dean’s Response: Acceptances for the BEd program have increased 115% for the 2019-20 academic year, and we have three faculty members retiring this year. It will be necessary to hire part time faculty who are currently working in the school system. It is not possible at this point to know whether the increase in numbers is the beginning of a new trend in teacher education or whether it is an anomalous year. If it is a trend, we will begin to anticipate areas in which a tenure-track hire would best support the program.

Provost’s Response: Planning for faculty renewal was established as part of the annual academic planning process in 2018-2019. The Unit is invited through the annual academic planning process to annually consider and anticipate changes to faculty complement in the context of programme development and delivery.

External Reviewers Recommendation #2: Classroom management

Consider how to make it possible for all BEd students take a course on classroom management. This is typically an area of great concern for teacher candidates and we have understood that it is currently an elective course that not all students can take.

Unit’s Response: Over the past few years, we have noted that this particular elective is well-subscribed by students. When we moved to the two-year program, we committed to watch for these patterns and make adjustments as necessary. Making classroom management mandatory has been an ongoing conversation at program meetings for the BEd programs and we thank the committee for its observation. At the February 18, 2019 faculty council meeting, *Inclusive and Proactive Management* was approved as a required course for all BEd students entering the program after September of 2020.

Dean’s Response: This motion will go the Faculty Council from ARCC. If approved, classroom management will become a required course and Technology Enhanced Teaching and Learning will become an elective. We will continue to listen to students and Associate Teachers as they make recommendations for new areas of focus in the program.

External Reviewers Recommendation #3: Indigenous education

We heard that Indigenous Education is “seeping into courses” rather than being specifically planned for broad inclusion. We believe faculty members are very open to increasing their capacity in this area and recommend a curriculum specialist or other strategies to help faculty members Indigenize curriculum and their teaching.

Unit's Response: The Chair in Indigenous Teacher Education has put forward a number of suggestions to ensure that broader inclusion of Indigenous content takes place in our BEd programs; this may include review of course outlines, developing workshops for faculty, and continuing the ongoing institutional efforts at Indigenization (i.e., through the Office of Indigenous Initiatives).

Dean's Response: Institutionally, it is time to require a course in Indigenous education in every degree program. We are working with the Chair in Indigenous Education to ensure an appropriate course in the BEd program. Our original decision to include Indigenous content in a variety of courses is not effectively providing the required content.

Provost's Response: The Indigenization Steering Committee is in the process of developing a strategic plan. This entails a consultative process with students, staff, faculty, and community in the areas of: 1) Governance, Vision Statements and Strategic Plans, 2) Indigenous Student Success, 3) Teaching and Learning, 4) Human Resources, and 5) Research and Community Engagement. The Strategy will inform all units developing their approaches to indigenization.

External Reviewers Recommendation #4: Climate change education

Our world urgently needs to tackle climate change. To do so will require many transformations, both technical and cultural. We heard that teaching about climate change may be encountered in the IS science course and the elective course in Environmental Education. We recommend that the Faculty consider how all teacher candidates can learn to incorporate climate change teaching in the divisions and subjects they will teach.

Unit's Response: While we do not currently offer a dedicated course in climate change education, some of this content is addressed in our mandatory science courses for P/J and J/I, the J/I and I/S science electives, and our elective course on environmental education. Climate Change Education is always an option, dependent on individual faculty members' interpretation of its implications in various areas. We will consider adding climate change outcomes to appropriate courses that might include: Social Studies, Science, Geography, Environmental Education, Outdoor and Experiential Education.

Dean's Response: Moving forward, including course learning outcomes that address climate change will be discussed at Faculty Council as we consider ways in which to adjust aspects of course programming in the BEd degree.

Recommendations 3 and 4 - Combined Response:

Unit's Response: We are considering the development of a seasonal land-based experience for all BEd students that would naturally integrate Indigenous content and climate change in an educationally sustainable way and would feed nicely into our MEd and PhD programs.

Dean's Response: In collaboration with our Chair in Indigenous Education, work is underway on this course with a tentative first offering date of the 2020-21 academic year.

External Reviewers Recommendation #5: ITEP 3rd summer

The change to the length of teacher education programs in Ontario has caused challenges to ITEP delivery that may be met through adding a third summer. This is under consideration and we encourage the Faculty to continue working on a plan that works optimally for ITEP students. Alumni survey results suggest that TILSL students may prefer to have enhanced supports for success in the online courses rather than another summer; the decision around program structure for these courses will not be easy.

Unit's Response: In February 2018, administration completed a series of 360 review meetings of ITEP and TILSL. At that time, it was decided to maintain the current structure of two summers and two F/W sessions. We will continue to advocate for the Student Success Coordinator who provides enhanced support for ITEP and TILSL students in online and face-to-face courses.

Dean's Response: We have put forward a request to make the Student Success Coordinator a fulltime permanent position.

Provost's Response: The external review suggests that enhanced support maybe offered through technology rather than personnel.

External Reviewers Recommendation #6: Workshops

Students suggested that workshops to help them understand things such as professionalism, including the interview process, MEd possibilities and AQ courses, would be helpful. We recommend tasking the Teacher Candidate Advisory Council with determining student demand for possible workshop topics and then considering which could be offered to enhance the program and student experience.

Unit's Response: Students have workshops available to them through the professional learning centre and during the designated professional learning week. While these workshops vary year to year, they are not mandatory. Topics typically include professionalism, resume writing, the interview process, MEd possibilities, and AQ courses. Students are encouraged to maintain communication with their Teacher Candidate Advisory Council members as well as the professional learning coordinator for possible workshop topics that could be offered to enhance the program and student experience.

Dean's Response: The SSoE has a long history of providing workshops to students. Professional Week is a unique feature that was developed for just this purpose. I believe this recommendation speaks more to the lack of awareness on the part of our students and of the need for us to find more effective ways of communicating these opportunities to our students.

Provost's Response: As SSoE becomes part of the new Faculty for education and Professional Studies July 1st, 2019, there is an opportunity to explore ways of supporting learning about professionalism in collaboration with other professional schools, and Faculty of Arts and Science.

External Reviewers Recommendation # 7: Practicum feedback

Consider implementing a mechanism to encourage student feedback on their practicum experience. While we believe that most students are satisfied with their associate teachers and we acknowledge the challenges in finding associate teachers, they are critical to teacher education

programs and it is important that they support teacher candidates and the program. In cases where there are student concerns about the associate teacher, an avenue to voice the concerns is needed.

Unit's Response: In the Fall of 2018, the Association Dean initiated a practicum survey for students to solicit their feedback regarding their practicum experience. The practicum office maintains an open door policy for student concerns about practicum and when warranted, practicum placements can be modified. As well, students are encouraged to communicate with their chairs who can then bring issues forward to the practicum office or to the Dean's Advisory Committee.

Dean's Response: The above-mentioned survey will be ongoing and will assist us in ensuring that our students are having productive and supported practicum experiences.

Provost's Response: This work should also connect with the new Dean of Teaching as development of infrastructure to support experiential learning, including work integrated learning, will be part of their portfolio.

External Reviewers Recommendation #8: Grading

BEd graduating averages appear to be considerably inflated compared to entrance or concurrent program averages. This is a common phenomenon at many Faculties of Education across Ontario. While many justifications are typically provided (not just at Nipissing), such as more chances for mastery learning or better instruction, it is generally recognized that when the average marks on exit are in the high 80s, grades have substantially lost their meaning as conveyors of information to students and others.

Changing the culture of grading at a Faculty of Education can be a very painful process. Consideration should be given as to the benefits versus the drawbacks. Benefits may include modelling that is closer to what we hope teacher candidates will do as teachers, and more accurate feedback regarding teacher candidate competency. We recommend that the Faculty consider whether to pursue a reset of grading practices, proceeding if there is wide agreement to do so.

Unit's Response: The purpose of assessment, authentic assessment techniques, grading, and inflation of marks will continue to be ongoing discussions in our faculty and at the divisional level. As noted by the review team, this is a difficult topic that requires wide agreement of the faculty.

Dean's Response: Though a difficult topic, it is important that we critically examine our assessment and evaluation practices in the program, generally, and in individual courses. In addition to ongoing faculty discussions about the high grades in our BEd courses, student continue to express frustration with self and peer assessment, and what they perceive to be an unnecessary focus on group work.

Provost's Response: The Dean of Teaching may be able to assist with identifying best practices in the field.

External Reviewers: *Seven recommendations stand out for us for the MEd and PhD programs:*

External Reviewers Recommendation #9: Introduce different concentrations/specializations for the MEd

Within each of the three available routes for the MEd, students, at present, choose between four and seven course electives. Over twenty electives are listed in BEd/PhD Table 4.3. While it is very unlikely that all these courses are available all the time, even if only ten of these were available students nonetheless would have a rather broad choice. While some choice is good, many students may appreciate the opportunity to focus. We suggest introducing different concentrations, each with clearly defined learning outcomes. When selecting a concentration, students would then need to choose a certain number of courses from a more limited group of courses. This change would help students build expertise in an area of interest.

Unit's Response: At present, there are a set of themes (i.e., Literacy, Adult Ed) available to MEd students that are largely reflective of a formal education focus. As we begin to explore reducing from three to two routes, we will redefine our program learning outcomes and what an MEd for the SSoE looks like. This will likely require some consideration of where our students are coming from (i.e., education, nursing, business, etc.) as well as a reconsideration of what we want to be known for. At present, we are accredited to offer an MEd in curriculum leadership; this may require reapplication to COU to broaden beyond the traditional education focus.

Dean's Response: Graduate faculty are actively engaged in beginning a review of the MEd program. Applications are down and it is vital that we review and refresh the structure and programming of the MEd degree.

Provost's Response: Any programme review and renewal will be supported by alignment with the new NU-IQAP.

External Reviewers Recommendation #10: Clarify different expectations for MEd and doctoral students on master level graduate courses

Although it is appropriate that doctoral students take master level courses, we recommend determining the expectations, learning outcomes and assessments associated with these courses for Doctoral students versus MEd students.

Unit's Response: At present, PhD students are encouraged identify themselves as PhD students to their course instructors. This *ad hoc* approach is not fully captured in our course outlines. We will explore different ways to engage PhD students that allow them to take on such tasks as moderation, planning, leadership, and fostering a more critical perspective in course work.

Dean's Response: This is being actively discussed and, as a graduate faculty, we will develop a clear means of engaging PhD students at a level appropriate for their PhD work.

Provost's Response: The appropriate alignment of learning outcomes with degree expectations is a priority issue to be resolved.

External Reviewers Recommendation #11: Change the core of the PhD program to better reflect (and justify) the focus on 'sustainability' We were surprised to see that the core courses of the doctoral program do not demonstrate a clear and strong focus on educational sustainability. If

educational sustainability is indeed the distinctive aspect of the Nipissing PhD in education, one might argue that one or two core courses should take up that theme. It is also not entirely clear from the self-study, the website and conversations we had with colleagues how the notion of educational sustainability is interpreted. The self-study states that the program seeks to prepare for educational sustainability through an emphasis on inclusivity and wellness, ethical leadership, inquiry-based professional growth and multiple literacies. While we do recognize the linkages between sustainability and these concepts, we feel that these linkages need to be clarified. A course or two that explicitly help students understand the meaning and importance of sustainability to the field of education would strengthen the program.

Unit's Response: At present, there is a lack of understanding among faculty to fully understand what is meant by educational sustainability. Here we are looking at the broader focus more akin to educationally sustainable development that has reach to the cultural, social, ecological, social, even self influences. Admittedly, because the program is relatively new, we have not taken time to build capacity faculty-wide nor, as of yet, renew the program. A meeting of PhD faculty is required in order to check in with the overall focus of the program, review outcomes, and open a conversation in order to build capacity faculty-wide. We currently do have an elective course that has not been offered recently that focuses on Educational Sustainability, and we will consider offering the course consistently. We are also looking at developing a Week 1 workshop for our residencies that helps students understand the meaning and importance of educational sustainability in various settings, contexts, and fields not simply those deemed formal education.

Dean's Response: Since the external review, those faculty members who have taught in the PhD summer residency have met to discuss ways in which to ensure that the focus on educational sustainability is made more explicit throughout all required courses. As there is a reluctance to increase the number of required courses in the program, faculty agreed that we should offer the Educational Sustainability course as an elective for PhD students in the upcoming Fall semester.

Provost's Response: I am pleased that the SSoE has taken quick action on this recommendation, but will need to see a more articulated description of how our PhD is specifically a PhD in educational sustainability.

External Reviewers Recommendations #12: Consider introducing a professional development program for supervisors (for both programs but especially doctoral supervisors)

Co-teaching seems to be a common practice on the PhD programs during the residencies. We are not sure whether the idea of team teaching extends to graduate supervision, especially at PhD level. If it does, great; if not, this is something the University may wish to consider. Not only do students benefit from differences in perspectives or areas of expertise held by the two supervisors but the practice of graduate supervision is also learned best through observation and socialization. Setting up a mentoring program whereby more experienced supervisors are paired with less experienced supervisors is recommended.

In addition, we recommend that the Faculty of Graduate Studies in collaboration with the new Dean of Teaching develop a professional development program for supervisors addressing the pedagogical, ethical and regulatory/policy components of graduate supervision.

Unit's Response: We recognize importance of mentorship and will reinforce the importance of co-supervision. At present, this is *ad hoc* in the faculty and dependent on relationships among faculty members; a more formalized process with expectations would be welcome. We will work with the School of Graduate Studies to re-introduce the student-supervisor agreement working on the importance of relational principles and understandings for faculty and students. As well, we will work with the new Dean of Teaching to provide a set of workshops that will build and enhance mentoring relationships faculty to faculty as well as faculty to student.

Dean's Response: I have reached out to the Dean of Graduate Studies and Research to discuss the possibility of formalizing the recommended set of guidelines for students and supervisors. This is a detailed and balanced document that could provide much-needed support for supervisors and their students.

Provost's Response: PD for graduate student supervision could easily be part of the faculty PD programme to be developed by Dean of Teaching.

External Reviewers Recommendations #13: Consider formalizing professional development opportunities for PhD students

We commend Nipissing university for affording graduate students many learning opportunities outside the regular academic classroom. Yet, we recommend that the Faculty of Graduate Studies in collaboration with the new Dean of Teaching consider developing a formalized co-curricular program for graduate students similar to the 'transferable skills' programs in the UK. The idea is that the most competitive graduate programs are those that prepare students not just for an academic career, let alone for a single job elsewhere, but for adaptability, flexibility and success in all areas of life (for example, how can research findings be communicated to non-academic audiences, how can doctoral level research expertise be communicated to future employers, etc.)

Unit's Response: Over the years, we have experimented with different ways to support graduate student culture including monthly meetings, a graduate student blog, graduate student orientation. This is often dependent on the perspective of the Graduate Studies Chair at the time. We will consider formalizing the role of the Chair/Coordination in building graduate student culture, particularly for MEd students. Because the PhD program is immersive over a period of weeks, graduate student culture can be built through social gatherings, outside events such as yoga and wellness sessions, BBQs, etc. We will work directly with the School of Graduate Studies to explore more formal opportunities for PhD students (for example, courses to teach, labs to instruct, more sustained funding for conferences and publications).

Dean's Response: I fully support the recommendation and response above.

Provost's Response: Agreed, and again a PD programme for students on Teaching and Learning is a position expectation for the Dean of Teaching.

External Reviewers Recommendation #14: Develop recruitment and retention strategies for international students, MEd and PhD

At present, the percentage of international students studying at Nipissing University is very small. We recommend investing in recruitment strategies to attract more international students and also in retention strategies to support these international students once they have arrived. The strong online component in both the MEd and PhD programs might be a deterrent for

international students on scholarships or those wishing to immigrate into Canada, who, when applying for a post-degree work permit, typically need to have taken face-to-face courses to demonstrate they were in Canada. We suggest exploring the possibility of an on-campus program option.

Unit's Response: It is important to note that these programs were initially developed to provide equity of access to those living in the north; it is for this reason that we moved from a primarily on-campus program to site-based (i.e., all over the north), and finally to our current MEd that can be taken entirely online. In the Fall of 2018, one mandatory MEd courses was offered onsite with another planned for the Winter of 2019 (it was cancelled due to low enrolment). We are committed to offering the required courses onsite in the Fall of 2019.

The PhD does have an onsite component and taking online courses does not preclude them from staying onsite if that is what they choose. We are also exploring ways in which we might provide full-time funding to PhD students who might want a more research-based degree. To recruit and retain, we will explore producing a short promotional video with our PhD students that can be highlighted online and in discussion with current BEd and MEd students. We are also looking to explore ways that we can aim for continuity across all our programs (for example, making educational sustainability a focus from BEd all the way through to PhD; alternately, we would look at point and advanced standing systems similar to other universities).

While recruitment and retention of international students is certainly something we are looking at, we must be careful not to deter from the original intent and mission of our programs. Recruiting international students would also require additional supports at the university-level, particularly with regard to the numbers of onsite courses required, potential language issues, etc.

Dean's Response: Nipissing has actively partnered with two international recruitment agencies but will continue to focus on our commitment to provide access to students in the North.

Provost's Response: The ability to recruit international students for graduate programmes will depend to some degree on the ability to offer choices as to start dates and ways of engaging with the programmes, as well as the ability to study off-line.

External Reviewers Recommendation #15: Incorporate Indigenous perspectives in MEd and PhD courses

In line with the TRC's calls to action (Education and Reconciliation point 62), we recommend providing all graduate students in education with the opportunity to learn about Indigenous knowledge and teaching methods. While this is especially important for members of the teaching profession, members from other professions (for example public health, nursing, social work or business) would also benefit from knowledge about Indigenous cultures. Moreover, Indigenous perspectives are arguably linked to sustainability and we recommend exploring this connection further in the PhD program.

Unit's Response: Over the years, we have increased the amount of Indigenous content in our PhD courses; a more concreted effort is required for MEd courses. In consultation with our Indigenous Chair of Education, we are in process of reviewing course outcomes, and we are considering offering a site-based

course/workshops/land-based experience for faculty. We are also considering whether outcomes can be infused into courses or whether we need a mandatory course across all programs.

Dean's Response: I anticipate that as part of the Indigenization process, we will be making some unique opportunities available to faculty and staff.

Provost's Response: As answered in 3. Above for undergraduates

Recommendations 9 through 15 - Combined Response

Unit's Response: We are looking ahead to a set of meetings and/or retreat for the MEd program and another for the PhD program that will allow us to reflect on the programs, reconnect with our roots, and what we want to be known for in the Schulich School of Education.

Dean's Response: We have begun this process with our recent meeting of faculty members who have taught in the PhD residency and will continue with two committees that will be populated and will meet to review both the MEd and PhD programing.

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1 - Faculty renewal plan	PVPAR	Annual consideration
#2,3,4 and 15 - Curriculum changes	SSoE	Using NU-IQAP to change
#5 - ITEP and TILSL	SSoE	Review supports in 2019-20
#6 - PD on professionalism	SSoE with Dean of Teaching	Develop a program for students at NU by June 2020
#7 - Student feedback on practica	SSoE with Dean of Teaching	Ongoing 2019-20
#8 - Grading	SSoE with Dean of Teaching	Ongoing 2019-20
#9, 10 - Alignment of learning outcomes with degree expectations	SSoE	Report to VPAR by Dec 2019
#11 - Educational sustainability	SSoE	Report to VPAR by Dec 2019
#12 - PD programme for supervisors	SSoE with Dean of Teaching	Develop a program for students at NU by June 2020
#13 - PD programme for students	SSoE with Dean of Teaching	Develop a program for students at NU by June 2020

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Physical Health and Education	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Dec. 14, 2018
2. Site Visit Conducted	Feb. 7-8, 2019
3. Reviewer's Report Received	Mar. 4, 2019
4. Internal Reviewers Response Received	Apr. 5, 2019
5. Dean's Response Received	May 27, 2019

The members of the review committee were:

- Dr. Katrina Srigley (Internal)
- Dr. Celine Lariviere, Laurentian University (External)
- Dr. René Murphy, Acadia University (External)

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

- Honours Bachelor of Physical and Health Education

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Review Comment: *Overall, this is a solid program providing the students with a quality education and experiential learning opportunities. However, the Honours BPHE program is operating above capacity and is likely overstretched. Specific suggestions and recommendations are outlined in the attached report to further improve the program.*

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *The unit should request two more tenure-track Faculty appointments in the areas of Motor Control and in Exercise Physiology and the university should seriously consider these as priorities for the institution.*

Unit's Response: In the Academic Planning Templates submitted to the office of the PVPAR by the unit in 2018, the unit requested two tenure-track faculty positions: one in the BPHE Academic Plan, one in the MSc Kinesiology Academic plan. The unit is in strong agreement with this recommendation from the external reviewers, and hopes that this recommendation from the external review committee will reinvigorate the consideration of these requests as priorities for the institution. Specifically, the unit sees a critical need to appoint new faculty members in the areas of Motor Control and Exercise Physiology, as our current faculty complement contains only one member with expertise in Motor Control, and two members in Exercise Physiology (with one of those members on an administrative release, resulting in an available workload equivalent to 1.5 faculty members).

The original rationale for two tenure-track faculty positions was to support the delivery of required and elective courses in the School of Physical and Health Education. For example, simply to cover its required courses, the unit requires workload to cover 78 credits (not including PHED practical courses: 69 in the BPHE program, 9 in the MSc Kin program). Currently, with four faculty on research-intensive workloads due to success with tri-council grants, one member on CRC release, and two with administrative release, available workload capacity in the BPHE unit is a maximum 93 credits. This leaves a mere 15 credits available for offering electives: 5 courses, out of a possible 25 total electives across the BPHE and MSc Kin programs). For 2018/19, an additional four electives in the BPHE program are being offered by contract instructors, and one faculty member in the unit is teaching an additional 2 electives on overload.

The original rationale for these requests is now strengthened further out of consequence of another recommendation of the IQAP external review committee, i.e. the recommendation to reduce the BPHE program requirements (recommendation #5, below). Here, the unit is planning a reduction of 6-credits in the PHED practical courses to allow BPHE students greater opportunity to take electives. However, with this change, the number of required (non-practical) courses the unit will be required to offer will remain at 78 credits all the while the student demand for electives offered by the unit will certainly increase.

Dean's Response: Additional tenure-track positions have been recommended and the 2019-20 budget includes a laboratory instructor for the BPHE program.

Provost's Response: All hiring decision will be made in the context of the needs of all programmes and the budgetary constraints of deficit budgets, as expressed in the annual academic plan. The Unit is invited through the annual academic planning process to annually consider and anticipate changes to faculty complement in the context of programme development and delivery.

External Reviewers Recommendation #2: *The unit should request a full time administrative support staff member, dedicated to the unit to support the School and both the undergraduate and graduate programs. The university should consider this a priority for the institution.*

Unit's Response: The unit is in strong agreement with this recommendation from the external reviewers. Currently the unit has a full-time Community Placement Officer and a full-time Laboratory Technician to assist with core aspects of program delivery. However, many administrative tasks (e.g. facility, student, and personnel management, PHED practical program coordination, room bookings, meeting notes, record keeping, tours, alumni engagement and tracking, website maintenance, etc) either fall into the hands of fulltime faculty or are not being done at all. Nevertheless, the unit views these tasks as essential and invaluable to the long-term growth and development of the program. For example, the ability to track and engage with alumni, employers, and national/provincial/community organizations is essential to inform data-based planning and decision making when considering future directions of the program (as per recommendation #5).

Dean's Response: Recognizing the excellent work that the faculty, the full-time Community Placement Officer and the full-time Laboratory Technician do, at this time of fiscal restraint, I would prefer to focus resources on additional tenure-track faculty. We will work with the offices of EPS and the office of the Dean of Teaching to provide additional support.

Provost's Response: Agree with the Dean, and in addition we may discuss the redistribution of tasks within FASS.

External Reviewers Recommendation #3: *The unit should fully explore the benefits and drawbacks of becoming an independent School in the new Faculty structure being implemented at Nipissing University. At present, it appears that the existing structure (i.e. School within a School) benefits the students in the BPHE program in that they can access significant scholarships (\$7,000/yr) and the School of Physical and Health Education can access the benefaction fund from the Schulich School of Education to support research and to help purchase equipment and supplies. In this regard, it would appear that the current location of the BPHE program within the Schulich School of Education is beneficial. However, there may be advantages to restructuring if there are challenges in obtaining the necessary new faculty, administrative support and other resources for the delivery of quality programs by the School of Physical and Health Education. The School of Physical and Health Education will need to carefully weigh the advantages and disadvantages of status quo versus becoming a separate entity.*

Unit's Response: The unit, after consideration of the benefits provided by being part of the Schulich School of Education in relation to the unknown disadvantages of the new structure, will remain *status quo* (i.e. A School of Physical and Health Education, within the Schulich School of Education, within the new Faculty of Education and Professional Schools) for at least the first year of the new structure (i.e. July 1, 2019 to June 30, 2020). The unit will reflect after the first year or two of this structure upon the question of whether the advantages of remaining within the Schulich School of Education continue to outweigh any disadvantages.

Dean's Response: I agree that the status of the School of Physical and Health Education within the Schulich School of Education can be reassessed in a year.

Provost's Response: Agreed.

External Reviewers Recommendation #4: *While not necessary at present, the unit may wish to revisit the name of the degree and possibly offer both a BPHE and a Bachelor of Kinesiology or change the degree to a Bachelor of Kinesiology in the future if the program is not meeting the desired outcomes for students' career aspirations and if enrolment targets are not being met. The unit is cautioned to consider the potential attrition of BPHE students to a Kinesiology program should the unit decide to offer separate and parallel BPHE and Kinesiology programs.*

Unit's Response: With the significant increase in applications to the BPHE program for September 2019 and the likelihood that enrolment in the program may begin trending upwards again, the unit will not focus on changing the degree but on implementing the recommendations which follow this cyclical review. Given the current vision, mission, and structure of the BPHE program, the unit believes it has a maximum capacity of approximately 120 students. The unit believes this may be achievable if enrolment numbers begin trending upwards again without introducing a parallel degree and/or a degree of a different name. Therefore, while the unit will continue to discuss and consider the matter, it is not planning to introduce any degree changes until a clearer picture of the current enrolment trend is realized.

Dean's Response: With applications and enrolment trending up, I agree that it is not necessary to plan for imminent change but that the possibility of considering a change to Kinesiology should be part of future discussions.

Provost's Response: In addition to discussing, even if not right now pursuing, alternative degrees, I would also suggest consideration of programming in outdoor education, sports tourism etc

External Reviewers Recommendation #5: *The unit is encouraged to explore paths for 3rd and 4th year students who may not wish to pursue teaching after their BPHE. Eliminating some of the requirements (which are appropriate for those wanting to pursue a BEd) and allowing students to take elective courses which may better*

prepare them for alternate future studies/ careers could provide added satisfaction for a number of upper year students.

Unit's Response: The unit is planning on decreasing the PHED practical requirement in the BPHE degree, from 12-credits at the 3000- or 4000-level, to only 6-credits at the 3000- or 4000-level. Students will be able to take up to a maximum of 12-credits of practicals at the 3000- or 4000- level towards the completion of the BPHE degree (this will not change from the current degree requirements). Thus, for students who do not wish to pursue teaching and/or take as many practical courses, this change will reduce the total number of required courses in the BPHE program by 2 (6 credits total) and therefore will create more opportunity for electives and flexible degree completion.

Dean's Response: Though I do not disagree with this change, I would not be in favour of further reductions in the number of required practicals as this, increasingly, differentiates us from other similar programs. I do recognize that increased numbers of elective offerings will be attractive to many students.

Provost's Response: I would suggest replacing the teaching practica with other experiential learning opportunities. The Unit will need to articulate learning outcomes for the non-teaching stream so that this choice can be made upfront and not only exist as an off-ramp when practica are failed.

External Reviewers Recommendation #6: *At many other institutions, the ability to buy out a course with research funds is possible and important for active scholars. The unit is encouraged to work with the Dean of Research and Graduate Studies and the Dean of the Schulich School of Education to ascertain if such a model could be implemented for scholars who have external grants and deliverables that could be in jeopardy, as well as future success in grant competitions, if they do not have sufficient time for scholarly activity with their high teaching responsibilities.*

Unit's Response: The unit believes this is an excellent suggestion that would lend to enhance research capacity and therefore quality of the program. While the unit also recognizes that there are constraints on implementing this recommendation imposed by granting agencies (e.g. TriCouncil), the unit sees an opportunity to discuss with the Dean and the VPAR how the current faculty collective agreement could be modified to support this recommendation. For example, the current full-time faculty collective agreement (FASBU) does not provide a provision for faculty to buy out course release and it is unclear whether the Dean has (or will exercise) an ability to allow faculty to do so. The unit will raise this opportunity with the Dean of the Schulich School of Education, the Dean of Graduate Studies and Research, the PVPAR, and the faculty union (NUFA).

Dean's Response: This ability to buy out a course exists within the current collective agreement.

Provost's Response: Agree with Dean

External Reviewers Recommendation #7: *The unit/ University is encouraged to create policies and processes for practical instructors to access locked equipment needed for their teaching responsibilities and to minimize the loss of equipment over time.*

Unit's Response: After discussion with some practical instructors, the unit understands that not all may be aware of the process by which BPHE equipment stored in the RJ Surtees Athletic Centre can be accessed. The unit plans to address this concern through clarification in the Practical Instructor Guide (a document provided to all PHED practical instructors), through direct communication with all instructors prior to their courses beginning, and with the Athletics Department staff. Finally, the unit notes that the sports equipment for the PHED practicals that is stored in the locked space in the RJ Surtees Athletic centre is indeed regularly inventoried by the BPHE Laboratory Technician, with review by the School Director and the Community Placement Officer on a regular basis to assess the need for repair/replacement.

Dean's Response: n/a

External Reviewers Recommendation #8: *The unit with the Registrar is encouraged to optimize the timetable particularly for the practical courses and to consider a separate policy and procedure for students to withdraw from the practical courses.*

Unit's Response: The unit recognizes that, while timetabling of the PHED practicals is constrained by many factors, there may be ways to optimize the scheduling, and in particular, registration and deregistration. For example, because most PHED practicals are so short (1-credit courses lasting 4-weeks) and have an important emphasis on physical participation, the last day to register in a PHED practical is also the last day to drop -- which for both is the first day of the course. Understandably, this causes concern for students that miss this short window and/or want to deregister in case of injury, illness, absence, etc. Therefore, the Director of the unit will arrange a meeting this coming Spring, with the Dean, the Registrar, and the Finance office, to discuss ways in which scheduling, registration, and deregistration can be optimized.

Dean's Response: The current policy was designed specifically for the BPHE Practical courses but I am happy to facilitate further discussion.

Provost's Response: Happy if this gets sorted out.

External Reviewers Recommendation #9: *The unit is encouraged to advertise the intensive practical courses well in advance of the course offering.*

Unit's Response: The unit believes this recommendation is in regards to the "special" practical courses which are offered, usually as 2-credit courses, over a weekend or reading week. For example, canoe trip, hiking trip, etc. While the unit does email all students in advance, it will consider more frequent and other forms of communication. The unit will also communicate to students reminders that registration for all PHED practical courses for the upcoming year begins in June and that many of the special practical courses fill up quickly.

Dean's Response: We will work to connect often with our students through different means of communication.

External Reviewers Recommendation #10: *The unit should explore the advantages and disadvantages of assigning a pass or fail to the practical courses versus a number grade.*

Unit's Response: The unit has discussed this question in the past and is happy to revisit it now. One argument for graded practical courses is that it reinforces the belief that physical activity and physical literacy are valued equally to other subject matters in the discipline, and that a "pass/fail" grade might diminish the perceived importance and effort put forward (especially in the eyes of the students), and possibly, rigor, of the practicals. Another argument for graded practicals is that it is of benefit to students and the program for retention and progression. An earlier analysis in 2017 by the unit looked at the average GPA of the practicals, and what the impact upon students it would have if the practicals were changed to pass/fail. The results were, overall, the GPA of students increased on average by about 3% when the practicals are included. For students with GPA in academic courses between 50 to 75%, the benefit is almost an increase in the overall GPA close to 4%. For students above 75%, the benefit is slightly more than 2%.

In light of the fact that the PHED practicals (to our knowledge) are not included in admission averages for any post-graduate programs (e.g. Medical School, Physiotherapy, Master's programs including our own MSc Kinesiology), the benefit of the 2-4% increase in GPA is mainly to help with retention and progression through the program. The PHED practicals do (to our knowledge) count in the average used to determine eligibility for internal awards and scholarships (such as Athletic Financial Awards and Renewable Guaranteed Entrance Scholarships) and for the minimum average required for BPHE students with Concurrent Education to enter years 5 and 6 (i.e. the BEd program). Thus, there is real benefit to many students to keep the practicals as graded. This benefit will lessen if the unit moves ahead as planned to decrease the PHED practical requirement by 6 credits at the upper year level (equivalent to a 25% reduction in their weighting).

The argument in favour of a pass/fail scheme in the PHED practicals is typically posed by the instructors, i.e. that the 1-credit (16-hour) courses, which have a heavy emphasis on physical activity participation, do not provide a great deal of

time to compile a large base of evaluative components. Ultimately, the unit has decided it will further deliberate on this question, with input from students and the PHED practical instructors, at an upcoming Spring curriculum retreat.

Dean's Response: This discussion has been ongoing and I appreciate continue faculty exploration of this issue.

Provost's Response: This is discussion is taking place.

External Reviewers Recommendation #11: *The unit with the Dean should consider offering an orientation session for the practical course instructors.*

Unit's Response: The unit will explore the feasibility and logistics of offering such a session to all the practical instructors (or, perhaps 1-on-1 for new instructors). The unit will discuss with the Dean how this session could be supported (e.g. by faculty, and/or by administrative support staff). In the meantime, the unit will continue to augment and update its Practical Instructor Guide document that is provided electronically to all practical instructors and is meant to cover important and relevant policies and procedures.

While considering this question, the unit also discussed the value in a session for the PHED practical instructors that would provide an opportunity to share best practices. The Director of the unit will explore this suggestion with a hope to implement prior to the 2019/20 Academic Year.

Dean's Response: I fully support this initiative and think that a return to part time faculty orientation would be of benefit throughout the institution.

Provost's Response: This initiative can be supported by the Teaching Hub and the Dean of Teaching.

External Reviewers Recommendation #12: *The unit should engage Nipissing's physical plant office to request additional maintenance of the physical and health education building and in particular the exercise studios (i.e. repair the built in speakers), to ensure that consistent janitorial services are provided (i.e. the floors cleaned more regularly prior to practical courses) and to add a water bottle filling station in the Physical and Health Education building.*

Unit's Response: The Director of the unit regularly works with the Facilities department to convey such requests. The Director will schedule a meeting with Facilities, the Dean, and the Athletics department prior to the 2019/20 Academic Year to ensure all issues are communicated. Additionally, a request for a drinking/water bottle filling station will be made in the upcoming BPHE Academic Plan and the unit will explore possible funding sources outside its own budget for this station.

Dean's Response: This is an institutional consideration and can be brought to the attention of the Facilities department.

Provost's Response: Agree with Dean.

External Reviewers Recommendation #13: *The University is encouraged to support the unit in tracking alumni of the program.*

Unit's Response: The Director of the unit will engage the Dean's office to discuss how this could be done. Ideally, an administrative support person could do this work. The unit strongly believes such data would assist with data-based planning and decision making.

Dean's Response: This can be facilitated through the Office of Alumni.

Provost's Response: Agree with Dean.

External Reviewers Recommendation #14: *The University, in consultation with the unit, should have a better/more comprehensive onboarding program for new employees.*

Unit's Response: The unit is in full support of this recommendation. The unit is not aware of the current training/onboarding program for new employees. Many members of the unit, including faculty, support staff, and practical instructors, have commented that they felt training/onboarding was inadequate. The Director of the unit will raise this issue with the Dean and the PVPAR.

Dean's Response: I am in agreement and I believe this aligns with the recommendation for orientation of practical instructors.

Provost's Response: This initiative can be supported by the Teaching Hub and the Dean of Teaching.

External Reviewers Recommendation #15: *The unit is encouraged to provide better and easier student access to the Physical and Health Education building (at least one point of entry is currently locked).*

Unit's Review: The unit recognizes the need to restrict building access for safety and security purposes. However, the unit also notes that, contrary to AODA requirements, the Centre for Physical and Health Education does not have access to an elevator for persons with disabilities to access the two levels (there is only one elevator in the building, located on the RJSAC side, that requires special FOB access). The Director of the unit will arrange a meeting with Facilities and the Athletics Department, to discuss if there are efficiencies and improvements that can be made whilst maintaining a safe and secure facility.

Dean's Review: This is another consideration for the Facilities department.

Provost's Response: Agree with Dean

External Reviewers Recommendation #16: *The university should assist the unit in reconfiguring the existing multi-purpose/ research space to better accommodate the active researchers in the psychology/ socio- cultural areas.*

Unit's Review: The existing Psychology of Physical Activity and Health Promotion (PPAHP) Lab space was never designed to house a Canada Research Chair and a world-class research team. While the 2013 expansion to the Robert Surtees Athletic Centre resulted in a world-class Centre for Physical and Health Education with state-of-the-art Physiology, Biomechanics, and Motor Control laboratories, the Psychology of Physical Activity 'laboratory' was designed prior to the arrival of the PPAHP group to Nipissing and thus was only built to support the research activities for an anticipated 1-2 faculty members. By 2017 however, the lab is now supporting the research activities of the 5 PPAHP faculty members, their research staff (coordinators and interns), and their trainees (postdoctoral fellows, graduate and honours students). Especially with research projects that involve large numbers of parents and youth from the community, the capacity to complete all planned research projects by the PPAHP is very restricted and will limit the ability of this research group to secure external research funding, and build and establish new connections with other colleagues and community partners.

Members of the unit have already engaged with the Advancement team to discuss the opportunity for donors to support the expansion of the PPAHP Lab. The unit is please to see the external reviewers comment on the importance of this request. For example, to accommodate the PPAHP research team and their growing graduate student and research staff members, the unit would like to transform and expand the existing small lab space into a new, much larger and purposely designed Northern Centre for Child and Youth Development through Sport and Physical Activity (NCCYDSPA). This infrastructure investment is certain to enhance capacity to engage in cutting edge research that, without a doubt, will have a direct and meaningful impact in the lives of children and youth in North Bay and Northeastern Ontario.

Dean's Review: I am aware that a plan for this expansion has been provided to institution as a strategic focus for part of the upcoming fundraising campaign.

Provost's Response: No such commitment can be made within the IQAP framework, however, I will communicate this to External Relations.

External Reviewers Recommendation #17: *The Director is encouraged to organize a school retreat with the main objective to flesh out the key goals and purpose of the practical courses as well as discuss the possibility for student-athletes (i.e. varsity /elite) to challenge/be exempted from some practical courses. Once this is completed, a discussion or communication with instructors about the goals and expectations of practical courses should be held annually to ensure everyone has the same vision and to ensure better alignment and linkages between theory and practice.*

Unit's Response: The Director of the unit will organize a Spring curriculum planning retreat to discuss changes to the practical program (i.e. 6-credit reduction at the upper year level, whether courses should be pass/fail, goals and purpose of the practical courses, policy on varsity athletes) along with other curriculum changes to be planned (e.g. reduction in other required PHED courses). The unit will invite PHED practical instructors, and discuss ways in which cross-disciplinary connections between the PHED practicals and the PHED academic courses can be made.

Dean's Response: I look forward to being involved in these discussions.

External Reviewers Recommendation #18: *The unit is encouraged to create better linkages between the library services and all BPHE students by incorporating mandatory library workshops before the end of the first year of the program (e.g. workshops on plagiarism, peer review, critical analyses of resources) to foster student self-efficiency.*

Unit's Response: The unit will address this issue at the planned Spring curriculum retreat to identify courses and areas in the program where this may be an ideal fit.

Dean's Response: This is also part of the Library's Academic Plan.

Provost's Response: Encourage direct communication with Library.

External Reviewers Recommendation #19: *The students expressed concern that the anatomy models available in the library were different from the models used in the teaching laboratory. While having the ability to sign out models from the library is innovative and excellent, it is encouraged that the library and teaching laboratory models used in class be similar to mitigate some of the stress the BPHE students are experiencing around the anatomy course.*

Unit's Response: The unit has applied for Schulich Funds to expand the collection of anatomy models used in PHED 1206 and PHED 1207. The unit will also consider how it could advise students to use the library models with a better understanding of how they relate to the BPHE models.

Dean's Response: Schulich funds were approved for this purpose.

Provost's Response: The Unit to follow up.

External Reviewers Recommendation #20: *The unit/ university should explore creating a fund to support undergraduate student research projects. The Director and Dean of the Schulich School of Education are encouraged to engage the Dean of Research and Graduate Studies and others into these discussions.*

Unit's Response: The unit, in consultation with the two Deans, will look to explore ways that student research (particularly undergraduate) can be better supported. For example, the unit will discuss with the Dean the possibility of including in the Academic Planning Template for 2019/20 a budget line to support student projects completed in the PHED 4995 Research Project course. Here, the unit first notes that the budget allocated to the BPHE program for laboratory supplies and maintenance was reduced from \$15,000 to \$13,000 just prior to the launch of the MSc Kinesiology. In addition, the MSc Kinesiology program has no budget of its own; it is supported by the BPHE program. In 2018-19, the faculty and laboratories in the School of Physical and Health Education are not only supporting the laboratory sections of the PHED classes, but also the research efforts of 12 BPHE fourth-year thesis students and 21

MSc students. It is critical that funding be increased to support the teaching and research of both undergraduate and graduate students working in the unit.

In the self-study, the unit identified that opportunities for students to get involved in research constitute one of the program's high-impact practices that was extremely valuable to students. It is also a part of the BPHE mission statement that 'curricular opportunities will be supported by strong, faculty-driven research programs which will provide students with direct and indirect experiences in a multidisciplinary approach to discovery, dissemination, and application of knowledge...'. In the 2018-2019 academic year, the unit supported 12 undergraduate research projects (PHED 4995), which has increased from an average of 5 (range 4 - 8) since moving into the new Centre for Physical and Health Education facility in 2013. These undergraduate research projects are extremely valuable opportunities for the students to get involved in research, but also for faculty as a recruiting tool for the MSc program and an opportunity to conduct pilot studies. However, it will become more and more difficult to support these practices if no (or minimal) budget is provided to support students seeking these opportunities.

Dean's Response: The institution is working generally, to support student research. This was specifically mentioned in the institution's newly approved Research Plan.

Provost's Response: For consideration within current budget reality by the Dean of Research

External Reviewers Recommendation #21: *The unit including the Placement Coordinator should work with community partners to have a better onboarding process for students opting for clinical placements to avoid unnecessary delays in having students begin their placements (i.e. for instance meet students earlier in the program to determine who is interested in doing a clinical community placement and start coordinating the onboarding sooner).*

Unit's Response: The unit, in particular the Community Placement Officer, has spent considerable time and attention on this question in recent months. Both will continue to look to improve efficiency and eliminate delays and barriers for students. Within the constraints of legal and other requirements imposed by community partners, insurance requirements, and the course calendar year, the unit will explore ways we can improve this experience.

Dean's Response: With a growing demand for experiential learning opportunities, this will continue to be a challenge and I am happy to support efforts for a consistent approach to early identification and orientation to these placements.

Provost's Response: Agree with Dean

External Reviewers Recommendation #22: *Several students expressed concern over the content of the leadership course (i.e. being too focused on theory and not enough on practical aspects). The unit is encouraged to review the content of the course and perhaps include leadership opportunities, team building activities and professionalism into the course while decreasing the theory component of the course. Addressing issues related to professionalism will also better prepare students to succeed and to maximize their experience during their community leadership placements.*

Unit's Response: The unit notes the concerns mentioned regarding PHED 1037 Leadership and Professionalism. For 2019/20, the Director of the unit has agreed to teach this course and will take a fresh and critical look at the curriculum and topics covered, so that the course can remain relevant and engaging. In particular, the application of knowledge and leadership skills will be considered.

Dean's Response: This is an excellent example of the unit's high regard for the students' voice.

Provost's Response: Resolved

External Reviewers Recommendation #23: *The unit should work with the Dean/ Registrar (and others) and be pro-active about the possible implications of a larger incoming cohort and the resulting classroom requirements. Of note, the availability of larger classrooms is limited and this could be a significant problem if not discussed proactively.*

Unit's Response: Given the current number of applications to the BPHE program (~350) and historical acceptance rates, there is a real possibility that the unit could have close to 120 students enter the BPHE program in 2019/20. Historically, intake into the program has ranged between ~80 to 105. The unit recognizes the importance of planning for an intake of up to 120, and the Director will proactively discuss matters related to faculty workload, timetabling, course offerings, resources, etc, with the Dean and the Registrar's office. For example, for 2019/20 the unit will apply for Schulich funds to increase its collection of anatomy models in order to handle an increase in the PHED 1206/1207 laboratory size to a possible 30 students per section. In other courses in subsequent years, lab space/equipment will have greater demands and costs, the practical program will have greater demand/costs, and administrative support for large class sizes (e.g. scheduling larger rooms for midterms, proctor support, etc) will need to be considered.

Dean's Response: I have every confidence that the Office of the Registrar will be attentive to these concerns.

Provost's Response: Agree with Dean.

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1 - Faculty renewal plan	PVPAR	Annual consideration
#3 - Assess status within SSoE	Dean of EPS with Unit	2019-2020
#4 - Assess and anticipate opportunities for programme diversification	Dean of EPS with Unit	Annually
#5 - Assess practica requirements	Unit to report to Dean	By January 2020
#8 - Optimize timetable for practical courses	Unit with Registrar's Office	Annually
#9 - Strengthen communication with students on learning opportunities	Unit	Annually
#11, 14 - Orientation for practical course instructors & new employees	Unit with Dean of Teaching	Annually
#13 - Track Alumni	Unit with Alumni Relations	Continuous
#15 - Access to athletics building	Unit with Facilities	2019-2020
#17 - Unit retreat	Director	Annually
#18 - Collaboration with the Library	Director with Unit & Library	Continuous
#19 - Anatomy Models	Director with Dean of EPS	2019-2020
#20 - Undergraduate research	Director with Dean of Research	2019-2020
#21 - Student training for placements	Director with Placement Officer	2019-2020

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
School of Business	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Nov. 15, 2018
2. Site Visit Conducted	Mar. 19-20, 2019
3. Reviewer's Report Received	Apr. 6, 2019
4. Internal Reviewers Response Received	Apr. 29, 2019
5. Dean's Response Received	Apr. 29, 2019

The members of the review committee were:

- Dr. Andrew Ackerman (Internal)
- Dr. Michael Henry, Thomson Rivers University (External)
- Dr. Davar Rezaei, Guelph University (External)

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

- Bachelor of Business Administration
- Bachelor of Commerce

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers :

- 1. The programs are supported by a strong full time, Ph.D. trained, faculty.*
- 2. The School has successfully revised its programs and added a co-op option, increased choice for students and introduced post-baccalaureate diplomas. The revisions are forward looking.*
- 3. The BBA provides all the necessary courses for graduating students to pursue their Accounting or Certified Human Resources Professional (CHRP) designation.*
- 4. Courses are offered online and on campus.*
- 5. Students report a high level of satisfaction with the program.*

6. The faculty have been very effective in using innovative curriculum development and course delivery methodology, integrated experiential learning pedagogy in their courses. This has resulted high levels of student engagement and satisfaction.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *The reviewers observed a discrepancy between the written vision statement in the IQAP Self-study document (To deliver a student-centered business education and advance management knowledge) and the vision statement stated during the interviews (being among top 3 business school of similar size ...). Improving the administrative processes and the internal communication within the school should help develop a shared understanding of the school's vision.*

Unit's Response: Thank you for raising this issue. The Schools vision remains the same as stated in IQAP self-study document. We agree that we do not have a common understanding of a different vision other than the vision noted in the self-study documents. Your recommendation will prompt us to revisit our school's objectives in the future. Being in the top 3 amongst similar schools is not an established goal at this point.

Dean's Response: It is my understanding that there was confusion about the vision of the school in a discussion with faculty. This is the first I have heard about the School wanting to be in a ranking of the top 3 business schools of similar size. It may be a very good objective to set but such an objective would need to be more clearly defined by the School (e.g. on what basis? How is size defined?). It is also my understanding that the School will take this feedback as a prompt to reconsider their objectives in strategic planning.

Provost's Response: Clearly the Director and the Unit must agree on the vision statement for the School. This statement should take into consideration the context of NU and its financial, demographic and other realities, as well as directions committed to in strategic and academic planning.

External Reviewers Recommendation #2: *The school would benefit from reflecting on how program decisions are aligned with the university's planning and current realities and particularly on the opportunities for the school to engage with other academic units in interdisciplinary or cross-disciplinary projects or programs.*

Unit's Response: Thank you for your recommendation. We acknowledge that there is a gap between what the University wants to do and what the School of Business wants to do. We are looking forward to revising our strategies once we receive clear direction in terms of planning from administration (VPAR). However, we have removed prerequisites from some courses to encourage cross-disciplinary and inter disciplinary avenues for students. The new programs (BBA, BComm and post- Baccalaureate) approved are a move in the direction of cross-disciplinary and interdisciplinary programs. Our iLEAD expedition projects are open to students from other Schools.

Dean's Response: I agree that the School of Business could do a better job of developing curriculum with other departments in the University. The School recently underwent a program revision process for its BBA degree so the foundation is now set to look at other opportunities. In addition, the new faculty structure under new leadership might help to create new opportunities for the School. However, I do think it is important to acknowledge that collaboration does occur on a limited scale in the revised BBA curriculum and some faculty members participate in the graduate programs of other departments.

Provost's Response: Identifying synergies with other departments, and building programmes drawing on broader strengths of NU should be a curricula priority of the School.

External Reviewers Recommendation #3: *Rather than basing academic planning and processes on historical precedents, a better approach might be to benchmark against other, similar Schools.*

Unit's Response: Thank you for the recommendation and we agree. We will undertake actions to acquire benchmark data from other universities to inform our strategic planning. We will clarify who our main comparators are as part of the process of revisiting our vision.

Dean's Response: This recommendation represents a good practice. It is my understanding that the School agrees with the approach and will build this into future strategic planning.

Provost's Response: Agree with the Dean.

External Reviewers Recommendation #4: *An examination of the processes within the School would help to identify deficiencies. The School should establish a curriculum committee to review changes to the curriculum. Currently the learning outcomes are established for the programs. The committee should establish learning outcomes for each stream where appropriate. The committee should examine the learning outcomes and establish where in the curriculum assurance of learning assessments are conducted for each program and the associated streams.*

Unit's Response: A very helpful recommendation and we agree. We have a committee for this purpose, Teaching and Student Experience (TSE) committee. Curriculum Review is part of TSE committee's mandate. TSE committee reviewed all curriculum changes during the program revision. We acknowledge your observation that ensure that this committee reviews all curriculum changes and conduct assurance of learning assessments for programs and streams.

Dean's Response: The School does have a Teaching and Student Experience Committee with the explicit purpose "to provide a consultative forum for the review and discussion of matters related to curriculum, teaching, learning, and student experience in the SB" (Terms of Reference). Indeed, it was this Committee that started the curriculum revisions and reviewed drafts prior to the proposals going to the School for final approval. However, there is more work to do as the reviewers pointed out in their recommendation. I agree with the reviewers that learning outcomes should be established for each area of concentration and a plan should be developed for assurance of learning. The Teaching and Student Experience Committee would be the appropriate group to do this work.

Provost's Response: I would like to see the School actively engage in identifying and further developing the learning outcomes, including discussion on how they are assessed and which pedagogues should be used.

External Reviewers Recommendation #5: *The programs of studies for the revised BComm and BBA seems similar and students can transfer between the programs. The School should examine the need to maintain both programs.*

Unit's Response: We acknowledge our previous BBA and BComm are very similar. The revised BBA and BComm programs are different. We offer cohort learning experiences for high school graduates in the new BBA and there is a smaller core for the BComm program. We will continue to discuss possibilities for unique elements to add to the BComm program Two programs for two different target markets.

Dean's Response: There are a few recommendations from the reviewers that may have resulted from confusion with the recent revision to the business curriculum which was not reflected in the self-study document. In the past, there was certainly a concern that the two degrees were similar with the difference only being the number of years of study. However, the BBA revision process was intended to clearly position the BBA as a degree for high school graduates at the North Bay campus. Therefore, the revised BBA program contains some unique program elements with this particular group in mind – i.e. a first year integrated business study term, workshops for academic success and career management, and practicums (co-op option, management consulting course) as well as a selection of concentration areas. While the program revision process involved the introduction of a 4 year option in the BComm, that was done to enable the positioning of the BComm degree to meet the needs of our distance and college partnership students who increasingly want a 4 year business degree. The BComm degree is a more flexible degree program than the BBA in structure with a smaller core curriculum and different in delivery modes (i.e. online and blended delivery) to meet the unique needs of college graduates and working professionals. However, I do agree that more work needs to be

done to develop some signature curricular elements that meet the needs of this intended BComm audience and it is my understanding that the School is currently developing a proposal.

Provost's Response: I agree with Dean.

External Reviewers Recommendation #6: *An enrolment management system should be designed to prevent very small classes being offered.*

Unit's Response: Thank you for this suggestion. As per Faculty of Applied Professional Studies policy, normally we do not offer a course unless there are at least 10 students. Sometimes we are compelled to offer courses due to our obligation to students, to enable them to graduate in their streams. We pride ourselves on small class sizes and we promise this to our students. We agree the university should put in an enrollment management system. We will look at how we can improve our enrollment management system.

Dean's Response: At Nipissing University, we proudly recruit students based on small class sizes and we have largely been able to deliver this in the School of Business with a North Bay average class size on par with the University average. Our distance and college partnership course sections are already closely managed to maintain a good experience for students while being financially prudent. Of course, excess capacity does exist at the higher level courses at the North Bay campus where higher enrollments could easily be accommodated. However, an information system to aid course planning would be helpful especially to help plan cycling of the higher level courses in North Bay. There is a dashboard system being developed currently and this may be helpful to addressing this concern.

Provost's Response: Small classrooms have their place as an explicitly considered pedagogical mechanism. However, small classrooms in undergraduate education can also be an highly intimidating learning environment and not appropriate. Further, rhetoric around small classrooms which have resulted from declining enrollments have led to some serious workload inequities among faculty at NU. The Registrar is leading a SEM planning exercise and it is vital that the School engage in enrollment planning as part of its annual academic planning exercise which then is also connected to the SEM.

External Reviewers Recommendation #7: *An examination of academic advising within the school would help to identify deficiencies. In the interviews, students had concerns about the quality and timeliness of academic advising provided by university central services. Related to the last point, the School needs to examine how academic advising for the newly approved cooperative education options can be organized, including a hybrid model with general advising centralized and program specific advising (senior years, majors, coop) offered within the school.*

Unit's Response: Thank you for this recommendation. We totally agree with you. We need to hire a staff member to coordinate Co-op, experiential learning, and academic advising. We will project this request to Dean and administration, for providing one staff position for supporting Co-op, experiential Learning and Advising.

Dean's Response: Academic Advising is a centralized service at Nipissing University and, I believe, it is currently operating with fewer Advisors than they would like. However, the reviewers do raise an important point that some advising will be needed within the School particularly related to the new co-op option. This is likely a function that can be provided as part of a co-op placement officer's work where students will need some support to plan their placement around School of Business offerings.

Provost's Response: While academic advising focused on degree achievements is a central function of the University led by a team of advisors under the Registrar's Office, the faculty and the School has an important role to play in advising students on pathways in their field of study. It is the School's responsibility to make explicit to students how faculty is available for such advising through posting of their office hours, including information in course outlines etc.

External Reviewers Recommendation #8: *The introduction of the coop option is a positive addition. For successful implementation the school should clearly identify responsibilities for employer liaison, student preparation and coop processes and ensure sufficient resources are allocated. The school should examine how existing university services can be accessed to support this initiative.*

Unit's Response: Thank you for this recommendation. We totally agree with you. We need to hire a staff member to coordinate Co-op, experiential learning, and academic advising. We will project this request to Dean and administration, for providing one staff position for supporting Co-op, experiential Learning and Advising.

Dean's Response: The BBA program revision proposal included the addition of a placement officer to support the development of the co-op option. I believe that this will be a key position to growing enrollment in the BBA program and developing an employer base while connecting with other departments in the University to leverage their services.

Provost's Response: NU will be assessing the need and use of placement officers institution wide. We also need to be mindful of the use of "co-op" in contexts in which it is used to refer to experiential learning such as iLead (which is not a co-op) as opposed to work integrated learning opportunities. Development of an actual co-op programme at NU would be very positive.

External Reviewers Recommendation #9: *An assessment of how tasks that support the delivery of programs within the School are allocated among faculty and staff should be conducted. For example, each course needs to have a formal course lead who would be responsible for ensuring quality assurance for the course.*

Unit's Response: We agree that having a course lead is important, however, we do not have the resources to do this. At present, we have course leads for very few courses. If the university would be able to put forth the resources to support this, then we think it would be beneficial.

Dean's Response: The reviewers have raised a very good idea to help ensure a consistent learning experience and assurance of quality across sections of each course. Course leads have been successfully deployed at other business schools to accomplish this. The School has also replicated this to some extent (e.g. quantitative courses online) but this represents a significant amount of work for a small contingent of faculty. I believe that the School recognizes the value of this approach and I hope it can be revisited with the addition of new faculty positions. There may also be other tasks supporting the programs that require examination and the School can consider these as part of its strategic planning process.

Provost's Response: I strongly disagree with the internal response and urge the Director to prioritize this recommendation by the external review. This is an excellent mechanism contributing to ensuring quality across multiple sections of a course.

External Reviewers Recommendation #10: *A task and job analysis of staff functions would help to determine if there is currently adequate staffing to ensure all necessary tasks can be handled in an efficient manner.*

Unit's Response: Thank you for this recommendation. We agree. The staff in the School are already overloaded. New program implementation will add to the heavy workload. We have been requesting for additional staff. We will once again make a request for additional staff.

Dean's Response: We do have job descriptions for staff positions in the School of Business which clearly outlines tasks related to the positions. However, the addition of the co-op option creates the need for a placement officer which forces the reassessment of current positions and how work of the School is distributed among them. Therefore, this can be done as the placement officer position is created, It is worth highlighting that the School remains under-

resourced with the loss of the APS Manager of Partnerships position and the BComm Clerk position not being replaced during a leave.

Provost's Response: The School has in fact better staff resources than most other academic units considering both faculty complement and student numbers. More efficient division of tasks would be a desirable outcome of the suggested assessment.

External Reviewers Recommendation #11: *It is advisable to develop a HR plan for the faculty. With a large number of streams being offered, the school should consider recruiting generalist faculty rather than specialists. The possibility of hiring teaching focused faculty should also be examined. Models for engagement of teaching faculty are found in teaching universities (Capilano U, University of the Fraser Valley) as well as in U-15 research intensive universities (University of British Columbia, University of Toronto).*

Unit's Response: We agree with the recommendation that we should have a HR plan that is agreed upon by the School of Business and the University administration. We have developed an HR plan. However, the university has not followed this. We agree that we should have specialists and generalists. We agree with having teaching faculty, but there would need to be a change to collective agreement between University and NUFA.

Dean's Response: There was a HR plan for the School but it should be updated to reflect the revised program and current course offerings. The idea of hiring some generalist faculty members with an emphasis on teaching and engagement with industry is intriguing. We currently have a collective agreement which restricts this type of faculty from being hired particularly when considering the tenure and promotion process where a lecturer type faculty member would struggle to progress through the ranks. It is my understanding that the School is supportive of having some faculty members who would focus on teaching and connecting to industry. Therefore, it is something that I would encourage the University community to consider in support of its professional programs.

Provost's Response: I support the external review recommendation.

External Reviewers Recommendation #12: *The School should examine the alignment of its programming with the NU's focus on literacy. The curriculum should be reviewed to examine if sufficient liberal arts options are available to the students. Reducing the number of specialization and broadening the literacy component of the curriculum should be considered.*

Unit's Response: Thank you for this recommendation. Our students have the option to minor in other subjects. We welcome broadening our program to other areas of the university. However, we want to maintain our business core courses to maintain our perception as a reputable business school amongst prospective students and industry representatives. Business students have the option to complete half of the degree to be completed outside of business providing students with lots of flexibility. However, most students take elective courses in business because that is what they are interested in. We have breadth requirements for business students, which include sciences and humanities.

Dean's Response: As previously mentioned, the School recently worked through a revision of its programs. While there is still work to do, particular attention was paid to the inclusion of Arts and Science courses in the curriculum. Specifically, the revised BBA curriculum retains a breadth requirement that mandates that students take 6 credits of Arts and Science credits. Additional courses were built in as concentration area electives as appropriate. Further, the core requirements represent only about half the credits for the 120 credit degree program. Therefore, there is ample opportunity for students to take non-business courses as part of their degree through the minor structure of other departments.

However, I do think there are opportunities to develop programmatic collaborations with other departments where literacy can play a larger role in the structure along with financial literacy. The School should actively explore these opportunities for collaboration.

Provost's Response: I strongly agree with this recommendation. Ideally the core degree programmes should be supported by micro-credentialing in some key areas and a much stronger connection to strengths in the Faculty of Arts and Science, opening up opportunities for the students to engage with inherent interests.

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1 - Develop a new School vision statement	Director with School	January 2020
#2, 12 - Map potential connections to other departments for curricula development	Director with School	Academic Planning 2020-2021
#3 - Develop a benchmarking document	Director with School	May 2020
#4, 5 - Develop a learning outcomes document to distinguish programmes/streams	Director with School	May 2020
#6 - Contribute to institutional SEM planning	Director with Registrar	Fall 2019
#7 - Develop a communication plan on student advising by the School	Director with School	January 2020
#8 - Map experiential learning opportunities within the School	Director with School	March 2020
#9 - Establish faculty course lead for each course	Director	December 2019
#10 - Carry out a task analysis within the School with the goal of identifying shared resources and efficiencies	Director	March 2020
#11 - As part of the academic plan, propose a forward looking strategy for faculty renewal	Director with School	Academic Planning 2020-2021

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
School of Criminology and Criminal Justice	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Oct. 29, 2018
2. Site Visit Conducted	Jan. 23-24, 2019
3. Reviewer's Report Received	May 22, 2019
4. Internal Reviewers Response Received	Jun. 13, 2019
5. Dean's Response Received	Jun. 13, 2019

The members of the review committee were:

- Dr. David Zarifa (Internal)
- Dr. Scharie Tavcer, Mount Royal University (External)
- Dr. Sharon Reid, St. Thomas University (External)

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

- School of Criminology and Criminal Justice
- Bachelor of Arts in Criminal Justice Program

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers: *The School has a Program that is unique and innovative, and that provides students with an important practical experience and academic material (herein called the Program). The Program's philosophy is illustrated through course outlines and content. With the four streams for students to choose from, students are able to progress from a rather general first year program, through to more specialized 2nd, 3rd, and 4th year studies. There are opportunities for students to select a stream in either Corrections or Policing, both of which provide them with opportunities for practica through the neighbouring Canadore College, which is a college of applied arts and technology, where students complete 30 credit hours. Students who elect these streams see it as*

a beneficial opportunity and it is well liked. Given the close proximity of the College to the University, it provides a seamless applied component thereby giving students more practice-oriented skills, so they are ready for the criminal justice work world.

We felt a sense of pride in the campus and the students were eager to share their positive experiences. We were lucky to also meet some former criminal justice students who are enrolled in the newly created Masters of Applied Sociology program. They spoke highly of their undergraduate experience and professors. It is worthy to note, that one of the current faculty members in the School was a graduate of the School prior to embarking on his masters and doctoral studies.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *Articulate the tenets of the NU Strategic Plan and the School's Self-Study Academic Planning. Strengthen these aspects in course and program planning and materials.*

Unit's Response: The School has worked hard to include Indigenous issues and topics related to the justice system in all of its course offerings. Many of the researchers in the School have done extensive research on Indigenous issues in the criminal justice system, including women, suicide, correctional system, policing, parolees, implementation of the Gladue decision and mental health. The School is currently developing a course with the Chair of Indigenous Studies on Indigenous health, wellness and the role of the justice system. Further, this will be a continued topic of conversation at our upcoming retreat.

Dean's Response: The report specifically draws attention to the School's shortcoming on the two tenets of the Academic Planning template – (1) indigenous education and (2) equity, diversity and inclusion. This comment from the reviewers is after acknowledging the current offerings of the School. It also relates to some other recommendations (i.e. #2; 16-20). It is my understanding that the School will be considering this comment as part of their upcoming retreat.

Provost's Response: The Department needs to articulate in writing its position on 1) Indigenous education, and 2) on Equity, Diversity, and Inclusion

External Reviewers Recommendation #2: *Refresh the School's vision and mission statements to also include Indigenization, equity and inclusivity beyond the presentation of topics and guest speakers in these areas.*

Unit's Response: At the School's next retreat we can put this item on the agenda and update the vision and mission statements to reflect our commitment to Indigenization, equity and inclusivity.

Dean's Response: Please see response to Recommendation #1.

Provost's Response: See above

External Reviewers Recommendation #3: *Change the name of the School to the School of Criminal Justice to better reflect its actual Program and streams. Remove the phrase "twin disciplines" from the vision statement.*

Unit's Response: We reject both of the points in this recommendation. We believe that the Criminology stream at Nipissing reflects a true Criminology degree. We require more criminological theory (CRJS 2086, CRJS 4347, CRJS 4467) and Sociological theory (SOC1 2016, SOC1 2017) than comparable programs (e.g. Ryerson), we require introductory courses (CRJS 1087, CRJS 1206, SOC1 1016, PSYC 1106, PSYC 1107) as do other Criminology programs, our students must complete statistics and research methods courses (SOC1 2126 and SOC1 2127), they take required courses in the sociology of law (CRJS 3086 and CRJS 3087), they explore the psychology of criminal conduct (CRJS

3106, CRJS 3107), and they can choose from a myriad of stream electives to complete their degree that includes criminal justice as well as business, anthropology, history, psychology, and sociology courses. Further, all criminology students complete a capstone seminar course (CRJS 4937). Students in the Criminology stream are considered among the strongest candidates in the MA programs in Ontario they have applied to, three students have already completed PhDs in the area.

Dean's Response: The criminology moniker is often associated with programs that are only critical in nature which may appear to be in contrast to the professionally oriented program of the School. However, the School does deliver a dual perspective on the study of criminal activity and the related roles of the justice system with critical theory courses as well as applied learning opportunities. In particular, this is the case with the criminology stream of the degree. Perhaps, this wasn't clearly communicated to the reviewers or I am misunderstanding the criticism.

Provost's Response: I am satisfied with the responses.

External Reviewers Recommendation #4: *Consider a higher, minimum percentage prerequisite for admission to the honours stream.*

Unit's Response: While we agree that this is a reasonable request, it is beyond our ability to comply with as a School. This sort of change must be done in consultation with NU policy and procedures, and must be passed by Senate who must approve of any changes to the degree requirements that are in place. We can certainly broach this topic with the Registrar, but ultimately our School may be held to the wider expectations in place in other schools and departments at Nipissing.

Dean's Response: This is certainly an admirable notion to consider and the School may do so during their upcoming retreat. However, this is a University wide regulation from which the School cannot easily deviate.

Provost's Response: The Department offers a BA degree and all entrance requirements must be harmonized within that credential. I do not support this recommendation.

External Reviewers Recommendation #5: *Consider that all students (regardless of their stream) maintain a specified G.P.A., in order to graduate. After their first year of required courses, consider having all students select their stream of study.*

Unit's Response: Similar to our response to the previous item, while we agree that this is a reasonable request, it is beyond our ability to comply with as a School. This sort of change must be done in consultation with NU policy and procedures, and must be passed by Senate who must approve of any changes to the degree requirements that are in place. Again, we can consult with the Registrar, but ultimately our School may be held to the wider expectations in place in other schools and departments at Nipissing. With respect to changing the process and having students pick their stream after first year, this is something we can explore at our next retreat.

Dean's Response: The program is subject to overall University policies and regulations. A specific G.P.A. is required by all Nipissing students to progress through their degree program. From the Academic Calendar: "Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%"

In terms of stream selection, students can change their stream at any time prior to graduation.

Provost's Response: I agree with the Dean.

External Reviewers Recommendation #6: *Increase the average to 85% for students to graduate with the honours stream designation.*

Unit's Response: Again, we can consult with the Registrar on this but ultimately our School may be held to the wider expectations in place for the honours designation in other schools and departments at Nipissing. Members of the School very rarely award grades at this level. This would severely restrict the number of students able to graduate with an honours degree.

Dean's Response: This seems to be a duplicate of recommendation #4. Please see response above.

Provost's Response: I do not support the recommendation.

External Reviewers Recommendation #7: *Consider offering a major or a minor in Criminal Justice which would be available to students in other programs across the Arts and Science Faculties.*

Unit's Response: We already offer a minor in Legal Studies that students in other departments and schools can take. The minor consists of the following:

Required Courses

CRJS 1206	Introduction to Canadian Law	3 cr.
CRJS 2216	Civil Law and Civil Procedure	3 cr.
CRJS 3086	Law and Society	3 cr.
CRJS 3206	Canadian Criminal Law and Criminal Proceedings	3 cr.

Students must complete six credits from the following:

CRJS 2106	Psychology and Law	3 cr.
CRJS 3087	Law and Society II	3 cr.
CRJS 3416	Aboriginal Legal Studies	3 cr.
CRJS 4016	Issues in Family Law	3 cr.
ADMN 2307	Commercial Law	3 cr.
ANTR 3027	Anthropology, Aboriginal Peoples, and the Law	3 cr.
GEND 2146	Law, Power and Justice	3 cr.
GEND 2157	Case Studies in Gender and Law	3 cr.
GEND 2187	International Human Rights	3 cr.
GEND 2516	Violence, Race and Law	3 cr.
HIST 3286	Taking Liberties: Human Rights in Canadian History	3 cr.
PHIL 2505	Reasoning and Logical Argument	6 cr.
POLI 2706	Canadian Politics	3 cr.

The program that we offer is a Major in Criminal Justice. Students are not able to do a double major with Criminal Justice as one of the majors because of the sheer number of required courses that the students in Criminal Justice are required to take. Students may take a second degree in Criminal Justice that can be completed in approximately 18 months to 2 years. At the retreat we will discuss considering a minor in Criminal Justice.

Dean's Response: It was my understanding that the School already offered a minor in Legal Studies and a major in Criminal Justice for students in other programs. However, the opportunity does not seem to be listed in the Academic Calendar. It is my understanding that the Department will consider a minor in Criminal Justice at their retreat later this summer.

Provost's Response: Offering credentials that are embedded in/laddered with existing credentials can be an effective way to draw students into courses, and to offer students broader choice. The Department should offer minors in its major areas.

External Reviewers Recommendation #8: *Revise the Program to offer a stream that is a Bachelor of Applied Arts (corrections and policing); a stream that is a Bachelor of Arts (general without honours); and a stream that is a Bachelor of Arts with Honours (85% or above with completion of an advanced research seminar and thesis or paper).*

Unit's Response: Nipissing does not currently offer any applied arts degrees, as these are the types of degrees available at colleges in Ontario. We do not believe that it is in Nipissing's best interest to offer this sort of degree. We are aware of the push in Ontario to broaden collaborations with colleges in much the same manner as we already do, and for which the School was among the first in Ontario to offer such a collaborative program in Criminal Justice.

Dean's Response: At Nipissing, we don't currently have Bachelor of Applied Arts degrees. In the Ontario context, this is more appropriate for colleges which now have degree granting powers. I don't believe that it is in the University's best interest to offer this type of program. Further, in Ontario, there is a desire from the Ministry to deepen collaborations with colleges. So, I do believe that the current structure best services the University, its important funder and the broader community.

Provost's Response: I agree with the Dean on the point made, however, encourage curriculum review in order to open opportunities for students to engage with disciplines in the unit.

External Reviewers Recommendation #9: *Increase additional cross-listed electives to the complement of course offerings from other cognate disciplines and advertise/advise students earlier in their studies.*

Unit's Response: The School is founded on a collaborative relationship with the department of sociology and anthropology, which offers a number of our core courses. In addition, the School has cross-listed courses with a diversity of programs across the university, including; history, business and psychology. The School also has a comprehensive list of recommended electives with departments across the university. Most recently, the School is moving ahead with the development of a course on Indigenous health, wellness, and the role of the justice system. The applied and theoretical nature of the School in combination with its heavy emphasis on research (methods, statistics and qualitative), means that students take a large number of required core courses as dictated by the requirements of the criminal justice fields to which students apply. One of our concerns with excessive cross-listing with other departments or disciplines may result in the dilution of the criminology and criminal justice focus of our program, which is what attracts students to the program.

Dean's Response: This recommendation is consistent with the current direction of the University to provide students with complementary learning opportunities that remain consistent with the learning outcomes of the degree. This is something that the School may wish to consider in its upcoming retreat. However, it should be noted that students do have the opportunity to augment courses from the School with courses from other disciplines to fulfill stream electives (e.g. ADMN, ANTR, HIST, SOCI, PSYC).

Provost's Response: Agree with the Dean.

External Reviewers Recommendation #10: *The "Legal Studies and Administration" stream should be revised to more adequately describe the program in all promotional materials.*

Unit's Response: We agree with the recommendation and at our next retreat we will revise the stream to better meet the student demand for a legal studies focus related to a career in the legal system, including law.

Dean's Response: It is my understanding that the School will reflect on this comment in its future planning and communication to prospective students.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #11: *Consider expanding certain program certificates available throughout NU so that they might be made available to students outside those specific programs of study.*

Unit's Response: We agree that this is a reasonable request, but this is beyond our ability to comply with as a School. This sort of change must be done through the departments that offer these certificates, and Senate who must approve of any changes to the certificates that are in place.

Dean's Response: The School does not currently offer certificates. At Nipissing University, minors represent the way students can earn a credential from a subject area other than their major. While there are some internal certificates at the University which replicate this, the movement is to position certificates as 30 credit options for external prospective students.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #12: *Incorporate an advanced seminar(s) as a requirement for students in the honours stream. Faculty research projects are an excellent fit for an Honours Capstone Seminar*

Unit's Response: The school offers a number of 4th year seminar courses with a research focus. However, given the limited number of faculty members in the school, along with their involvement in the MA Sociology, it is not possible at this time to offer a standalone honours research course involving a thesis or a research paper.

Dean's Response: The School is actively involved in supervising graduate students in the Masters of Sociology and do not have the capacity to supervise the many majors in their undergraduate program.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #13: *Retain the Seminar in Professional Development (CRJS 4937) as a required capstone seminar for the applied streams in policing and corrections*

Unit's Response: This course is currently only a required course for the Criminal Justice Studies and Criminology Streams. Should we expand this to be included as a required course for the Policing and Corrections streams, then we will need additional resources to offer this course in at least two additional sections. Policing and Correction stream students normally attend Canadore in their 4th year and receive extensive job readiness training and preparation.

Dean's Response: The students in the Policing and corrections stream are with the partner college in the four year where they receive final preparation for their career and there is significant overlap with the CRJS 4937 course.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #14: *Focus academic advising to recommended specific theory and methods courses to students who have the potential or are interested in graduate studies.*

Unit's Response: All students in the school are currently required to take both methods and statistics courses, as well as classical and contemporary theory in Sociology, along with criminological theory. These requirements typically meet those of graduate programs in Sociology and Criminology in Ontario.

Dean's Response: Academic Advising is a centralized student service at Nipissing University. The School should consult with Academic Advising to see if there is any confusion.

External Reviewers Recommendation #15: *Continue offering Issues in Forensic Mental Health (CRJS 4006) course and the Forensic Science course (CRJS 2926), since these courses are also taken by policing and nursing students. We encourage the School to consider rewording the course's calendar descriptions so that they match what is actually offered.*

Unit's Response: We do not agree that the course descriptions are a mis-match with the course content for both CRJS 4006 and CRJS 2926. The course description for CRJS 4006 is:

Students explore forensic mental health issues, with topics that cover a wide variety of contemporary issues in the field, including issues related to the assessment and treatment of forensic populations, as well as the duties and responsibilities of those who work in the field.

This course is a seminar course where students read 3 to 4 articles per week and participate in guided seminar discussions on issues related to forensic mental health. The learning outcomes are described in terms of content (issues in forensic mental health) and process (seminar leadership and participation).

The course description for CRJS 2926 is:

This course will be an overview of the concepts and techniques used in forensic science. Topics that will be discussed include, but not limited to: the history of forensic science, crime scene processing, forensic anthropology, forensic odontology, forensic pathology, the microscope, hairs, fibers, paint, drugs, forensic toxicology, serology, DNA, fingerprints, firearms, tool marks and other impressions, document and voice examination, blood stain pattern analysis, wildlife forensics, forensic entomology, forensic botany, and taphonomy.

This course is lecture based, with information presented on the topics noted in the course description. It is not clear where this deviates from the course outline.

Dean's Response: While I appreciate that the reviewers see the value in CRJS 4006 and CRJS 2926, it is my understanding that the School does not see a disconnect between the course descriptions in the calendar and what is offered to students.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #16: *Revise the Victimology course (CRJS 3626).*

Unit's Response: This course is an elective, and one that focuses on the realities faced by victims and those who are in front line service work with victims. We will take this recommendation under advisement and explore the possibility of including more theoretical underpinnings of victimology, however, we believe that students in the School take a number of courses that are heavily theoretical, and as such we do not take issue with the primarily pragmatic content of this elective course.

Dean's Response: It is my understanding that the School will consider the comment about including more theory in this course.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #17: *Revise the Vulnerable Populations (CRJS 3356) course to be a core requirement.*

Unit's Response: We will take this recommendation under advisement and explore the possibility of introducing CRJS 3356 as a required course for all students in the School. However, were the School to make this a required course, additional faculty resources would be required and electives would have to be reduced.

Dean's Response: Please see response to Recommendation #1.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #18: *Revise the Women and the Criminal Justice System (CRJS 3336) course to be a core requirement.*

Unit's Response: We will take this recommendation under advisement and explore the possibility of introducing CRJS 3336 as a required course for all students in the School. However, were the School to make this a required course, additional faculty resources would be required and electives would have to be reduced.

Dean's Response: Please see response to Recommendation #1

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #19: *Revise the Aboriginal Legal Studies (CRJS 3416) course and/or consider the existing course, GEND 2066 Race, Colonization and Indigeneity to be listed as a required course.*

Unit's Response: We will take this recommendation under advisement and explore the possibility of introducing a required course on this topic for all students in the School. However, if the School were to add another course to the list of required courses, additional faculty resources would be necessary and electives would have to be reduced.

Dean's Response: Please see response to Recommendation #1

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #20: *Consider offering other courses within Native Studies for cross-listing purposes as elective courses.*

Unit's Response: Students in the School are free to take any Native Studies courses as electives, as long as they have the prerequisites required. Courses offered within Native Studies must be determined by the Native Studies program, not the School. Students in Native Studies are able to take CRJS courses as long as they have the prerequisites. We are open to exploring the cross-listing of CRJS courses as Native Studies courses, but that would be up to the Native Studies program to propose to the School, not vice versa.

Dean's Response: At Nipissing University, students can take courses from any discipline as an elective towards their degree. Therefore, it currently is possible for a student in the School to take more Native Studies courses, if they desire this.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #21: *Ensure that interdisciplinary courses count for the breadth requirements for students in the School.*

Unit's Response: This is beyond our ability to comply with as a School. This sort of change must be done through Senate as a university-wide application.

Dean's Response: The breadth requirement for a BA degree is 6 credits of humanities and 6 credits of science. Interdisciplinary courses currently aren't labelled as humanities or science credits due to the multiple disciplines involved in these courses. A broader discussion in the University senate would be required to allow interdisciplinary courses to count for breadth requirements.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #22: *Increase communication about the NU Promise to students who are in their first and second years of study.*

Unit's Response: We agree that this is important and recommend that this be done through student advising as part of a University wide retention campaign.

Dean's Response: The NU Promise is an initiative which started this year. I agree that the initiative was not broadly promoted. However, it is an important consideration for applicants and the University's communication and recruitment departments have acknowledged the need to communicate this better.

Provost's Response: This is central piece in recruitment for the university and is promoted on every platform used. However, it remains a shared responsibility with faculty and departments to advise their students on opportunities at during the course of their study.

External Reviewers Recommendation #23: *Support faculty to teach in their various areas of expertise and to rely less on the complement of part-time and limited term contract faculty.*

Unit's Response: We agree with this recommendation, however, without further investment of resources from the University administration, we will not be able to rely less on part-time and limited term contract faculty.

Dean's Response: This is an important point to make but the professional schools at Nipissing have struggled to match the faculty count and ratio to students of other areas of the University. The upside is that part time instructors bring some great currency of examples in their teaching.

Provost's Response: If we had more resources, we would have more people.

External Reviewers Recommendation #24: *Advertise and celebrate the research, teaching, and scholarship conducted by faculty and students*

Unit's Response: Such advertisement and celebration would ideally be organized at an Institutional level. We are willing to participate in any campaigns related to this. Faculty currently list a sample of their publications on the university website and a public bulletin board.

Dean's Response: This is something which could be done at the School and/or institutional level. At the School level, someone would have to volunteer to lead the effort and communicate achievements to the University's marketing group and the broader community of the School's stakeholders. This is linked to recommendation #33.

Provost's Response: I agree with the above, but also the Office of Research is involved in developing a plan for celebration of research.

External Reviewers Recommendation #25: *Increase the offerings of online distance courses.*

Unit's Response: We are offering 3 courses this Spring/Summer term. Two courses are being taught by one member who has requested a workload shift to include the 2019 Spring term instead of the Winter 2020 term. The other is being taught on a part-time contract. While we can appreciate the push to include more online courses, we do not currently have the ability for full-time instructors to fit this in to their workload.

Dean's Response: The School recently increased its Spring/Summer online offerings to 3 courses from the usual 1 course. However, this is likely not sustainable given that there are few full time faculty in the School.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #26: *Continue offering the Academic Writing course to students in their first year of the program*

Unit's Response: The academic writing course (ACAD 1601) is currently not a required course for students in the School. Students are free to take this course as an elective.

Dean's Response: The academic writing course is not currently a required course for students in the School. However, the course is available to them should they wish to register for it.

Provost's Response: Agree with the recommendation to consider.

External Reviewers Recommendation #27: *Revise the protocol for graduate student placements, so that supervision be managed by a PhD sociologist from the Sociology department.*

Unit's Response: This decision will need to be made by the Graduate committee for the Applied Sociology MA.

Dean's Response: The graduate program of Sociology is a Faculty of Arts and Science program and outside the scope of the School.

Provost's Response: Consider this with Dean of Research and Graduate Studies

External Reviewers Recommendation #28: *Expand course offerings, increase the number of sections, hire more full-time faculty, cross-appoint more courses and faculty, so that the School can increase student admission.*

Unit's Response: We agree with all of these recommendations. We welcome the resources that will allow us to expand our course offerings, increase the number of sections, and hire more full-time faculty.

Dean's Response: It is my understanding that the School will consider additional resources after their academic planning retreat taking into account this IQAP feedback.

Provost's Response: Unless the norm in the School is to teach courses with well over a 100 students, the School has capacity (faculty and space) to grow.

External Reviewers Recommendation #29: *Ensure that core courses are taught by full-time faculty.*

Unit's Response: While we welcome this recommendation, from a pragmatic perspective, given the current full-time faculty complement, we are unable to do this. For example, the courses that focus on law (CRJS 1206, CRJS 2216 and

CRJS 3206) should be taught by instructors with a law background. None of the full-time faculty have an LLB, LLM or JD degree. We have had to rely on part-time instructors (often practicing lawyers) for these courses. In the past, we did have a full-time member with an LLB, but that member is on extended leave. Sociology full-time instructors usually teach the required Statistics and Methods courses (SOCI 2126/2127) although these instructors as well as those assigned to other required courses in Sociology and Psychology (SOCI 1015, PSYC 1006/1007, SOCI 2016, SOCI 2017) are beyond our control. We do not have any input in terms of who ends up teaching those courses. The other required courses (CRJS 2086, CRJS 2106, CRJS 3086, CRJS 3087, CRJS 4347, CRJS 3106, CRJS 3107, CRJS 4467 and CRJS 4477) are normally taught by full-time instructors. CRJS 4937 is taught by the School's advisor/placement officer on a part-time contract. Because of the fact that almost all of what full-time instructors teach are required courses, we do have to rely on part-time instructors for CRJS 3936 and CRJS 4356 which are required courses in the Corrections stream. We literally do not have enough full-time faculty to teach all of the required courses in the School.

Dean's Response: The current contingent of faculty restricts the coverage of the core curriculum. The School has some great part time faculty who teach courses to supplement the full time faculty contingent.

Provost's Response: Agree with the Dean.

External Reviewers Recommendation #30: *Ensure that the Criminal Justice Advisor/Placement Officer position is a permanent position.*

Unit's Response: While we welcome this recommendation, from a pragmatic perspective, given the current full-time faculty complement, we are unable to do this. For example, the courses that focus on law (CRJS 1206, CRJS 2216 and CRJS 3206) should be taught by instructors with a law background. None of the full-time faculty have an LLB, LLM or JD degree. We have had to rely on part-time instructors (often practicing lawyers) for these courses. In the past, we did have a full-time member with an LLB, but that member is on extended leave. Sociology full-time instructors usually teach the required Statistics and Methods courses (SOCI 2126/2127) although these instructors as well as those assigned to other required courses in Sociology and Psychology (SOCI 1015, PSYC 1006/1007, SOCI 2016, SOCI 2017) are beyond our control. We do not have any input in terms of who ends up teaching those courses. The other required courses (CRJS 2086, CRJS 2106, CRJS 3086, CRJS 3087, CRJS 4347, CRJS 3106, CRJS 3107, CRJS 4467 and CRJS 4477) are normally taught by full-time instructors. CRJS 4937 is taught by the School's advisor/placement officer on a part-time contract. Because of the fact that almost all of what full-time instructors teach are required courses, we do have to rely on part-time instructors for CRJS 3936 and CRJS 4356 which are required courses in the Corrections stream. We literally do not have enough full-time faculty to teach all of the required courses in the School.

Dean's Response: I recognize the importance of a placement officer at the level of the School to ensure strong relationships are managed with stakeholder organizations.

Provost's Response: The Department does not have autonomy over its positions.

External Reviewers Recommendation #31: *Build physical signage and wall spaces for the School to demarcate its location and emphasize its value.*

Unit's Response: We have repeatedly requested to have a point of presence at Nipissing University as has been afforded to other Schools (e.g. Nursing, Business). While we can continue to ask that resources be directed towards this, we are unable to force the administration to acquiesce to such a request.

Dean's Response: I also appreciate the importance of having a point of presence for the School.

Provost's Response: Needs to be considered in the context of space planning of the physical plant.

External Reviewers Recommendation #32: *Collaborate with any of the quality enhancements noted within the review.*

Unit's Response: We are pleased to collaborate with any individuals or offices mentioned in the review in order to enhance the quality of the School.

Dean's Response: It is my understanding that the School remains open to collaborate with other departments and University offices to enhance the quality of experience for our students.

Provost's Response: Agree with the Dean.

External Reviewers Recommendation #33: *Showcase faculty research more widely within and outside of NU and include the research of faculty members in the School within the NU Strategic Research Plan.*

Unit's Response: While we agree that research being carried out by members of the School is impressive, we do not have the ability to dictate what is, or is not, included in the NU Strategic Research Plan. We have complied with any requests for information from that office (for example, providing our CVs). The Office of Research and Graduate studies is aware of research grants (including MOUs signed with external organizations) obtained by members of the School. If this work is not acknowledged in the Strategic Research Plan at Nipissing, it is not because they were unaware of it.

Dean's Response: The NU Strategic Research Plan is not about showcasing individual works or specific departments. Rather, it is meant to showcase major themes of research at the University which span across departmental boundaries. While there are examples described in the document, these are mere examples of the overarching themes.

Provost's Response: Agree with the Dean.

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1,2 - Position paper on the implementation of principles of indigenous education, and equity, diversity and inclusion	Department to report to Dean	March 2020
# 7,8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 25, 26 - Review curriculum with the view of offering minors, new streams, and cross-disciplinary opportunities	Department	May 2019
#24, 33 - Develop narrative to celebrate research, teaching, and scholarship within the unit.	Collaborate with Dean of Research and Dean of Teaching	ongoing
#27 - Revise grad student placement protocol	Department with Dean of Research and Graduate Studies	December 2019
#31 - Make a decision on the physical space of the School	Department with Facilities	December 2019 (for the decision)

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Fine and Performing Arts	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Oct. 29, 2018
2. Site Visit Conducted	Jan. 10-11, 2019
3. Reviewer's Report Received	Feb. 12, 2019
4. Internal Reviewers Response Received	Apr. 12, 2019
5. Dean's Response Received	Apr. 24, 2019

The members of the review committee were:

- Dr. Wendy Peters (Internal)
- Dr. Cora Cluett, Waterloo University (External)
- Dr. Alison McQueen, McMaster University (External)

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

- Bachelor of Fine Arts
- BA Major in Fine Arts
- Minor in Studio Arts
- Minor in Art History, Visual Studies
- Minor in Film

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers: *The reviewers observed a strong work ethic, commitment to excellence in pedagogy and research exemplified by the efforts of FAPA as well as the collective desire to achieve the goals set in Nipissing's mission statement, although FAPA is hindered from achieving these goals due to a lack of basic resources.*

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *Change name of department: to align better with its mission and to communicate effectively with prospective students, community partners, and other areas of campus.*

Unit's Response: We recognize that the department name could be misleading to prospective students, and agree that it does not reflect the current nature of the department. The name "Fine and Performing Arts" comes from a time when music was offered at Nipissing University as a minor. We would be receptive to engaging in discussions about reviving music and performing arts, but recognize the financial challenges associated with this. We are open to changing the name of the department until/if the program offerings are expanded to include music/performing arts. In preliminary discussions, the names that we felt might best reflect the current mission of the department are "Studio Art and Visual Studies" and "Fine Arts, Visual Arts". We intend to continue this discussion, and collect comparative information from universities with similar program offerings.

Dean's Response: I agree that the name of the department might be misleading, given that the performing arts component is sorely lacking. However, discussion with the department has been initiated to discuss the potential adding of a performing arts lens through the development of performance arts courses and leveraging the current film courses with a clearer performing arts strategy for a future expansion in this area. In my view, given the department's aspirations and the student demand for performing arts programs, renaming the program at this point would be counter-productive.

Provost's Response: I would agree with waiting on the name decision until such time that a decision on the programming has been made.

External Reviewers Recommendation # 2: *Implement a five-year plan to resolve the issue of space through either: a renovation of Monastery Hall funded in part by the sale of the Jane Street building or a renovation of the Jane Street building. Such a plan is imperative to for the health and safety of the students and faculty who learn and work in the spaces to which FAPA is assigned.*

Unit's Response: We are eager to move forward with an expansion to Monastery Hall, funded in part by the sale of the Jane Street building, as proposed in the Statement of Case submitted to the VPAR in November 2018. We hope to make progress on a timeline at our upcoming meeting (to discuss the department vision as it related to space) with the head of fundraising, the Dean, and the VPAR on April 3, 2019. The Jane Street building was recently appraised at a value of between \$900,000 to \$1,000,000. The deed of gift agreement between the university and the donor states that the building was donated specifically to support the development of a Centre for Fine Arts. In addition, an earlier gift of 50,000 was made to support the Centre for Fine Arts. We feel strongly that these gifts could be used to realize the plans to build on the grounds of Monastery Hall.

Dean's Response: A plan to renovate the Monastery grounds with the proceeds from the sale of the Jane Street building is underway. Given the strategic positioning and appealing locale of the Monastery Hall that highlights its Near North charm and distinguishes it from other Fine and Performing Arts programs in Ontario, the sale of the Jane Street building is essential to bolstering the Monastery grounds and providing our students with a unique Near North studio experience.

Provost's Response: In addition to the above we should consider the possibility of offering some elective/introductory courses on main campus as a mechanism to attract more students to this programme as well as making Fine Arts courses more accessible to non FA students.

External Reviewers Recommendation #3: *Hire a tenure-track faculty member (or Canada Research Chair) in the area of Visual Culture with research expertise in Indigenous Art, Media Arts and Entrepreneurship.*

Unit's Response: We agree that a tenure-track position in Art History and Visual Culture is required. We agree that these areas of expertise would be extremely beneficial to the department. Up to this point, our strategy when posting positions has been to keep the description as open as possible, not specifying the area of research expertise. Historically, we have found it challenging to attract a significant quantity of qualified applicants, as the approval for positions has been quite late (sometimes as late as July or August), and because candidates often seek to work at universities in larger urban centers in the field of Art History and Visual Culture. In past years, the Chair has personally emailed the Art History/Visual Culture Department Chair and sometimes the PhD candidates of all Ontario universities with a graduate program in AHVS with the aim of increasing the number of applications. We will continue work to attract qualified applicants, and will list the proposed research areas as "assets", but we think that specifying a narrow/unique combination of expertise may eliminate applications altogether.

Dean's Response: I agree that a tenure-track position in the areas of visual and media arts, including indigenous art and art history, would be ideal. As noted in the department's response, attracting scholars of such caliber, however, remains a challenge. While the position will not be viable in the next academic year, a new tenure-track position will be essential to the program moving forward, especially as the program loses one of its faculty members to retirement.

Provost's Response: Fine Arts could potentially be supported by either a TT in Fine Arts, or 2 cross-appointed TTs. Currently it would seem that cross-appointments with indigenous studies, and media studies have some appeal.

External Reviewers Recommendation #4: *Institute Portfolio Reviews for entrance into the BFA and the BA Major in Fine Arts: to position the department as on a par with the quality of education offered at other BFA granting institutions, and to support student's positive self-perception as they enter the program.*

Unit's Response: Our decision not to require an entrance portfolio has stemmed from the fact that many of our students come from under-resourced communities, and may have had limited training at the high school level. While we recognize that this could affect the perception of the program, we think that there would be a way to institute portfolio reviews while clearly communicating alternative admittance procedures for students who need them. We intend to look into the infrastructure required to institute a digital submission procedure through the university website, and have had preliminary discussions about what the specific nature of our entrance portfolio would be. We also plan to conduct a survey of our current students to determine how many applicants we might have lost had we required an entrance portfolio. Once a decision is made, 2020-21 would be the academic year in which a Portfolio Review could be implemented.

Dean's Response: Given the diverse group of students enrolling in the BFA and BA Major in Fine Arts programs, I am concerned that instituting a portfolio requirement might hinder rather than bolster the program's enrolments. Furthermore, the implementation would require further administrative resources. In my view, the resources spent on instituting a portfolio would be better spent elsewhere (for example, in the area of instructional supplies).

Provost's Response: I agree with the Unit's original position on this which also aligns with Nipissing's desire to be welcoming and accessible to non-traditional students. I do not agree with the external reviewers, and do not recommend much effort is spent on changing this.

External Reviewers Recommendation #5: *Increase the assured annual allocation of what is currently listed as "Instructional Supplies" for the department. If possible at the level of the Faculty of Arts and Science, modify the structure of the departmental Operating Budget to include three separate lines for: Instructional Supplies, New Equipment and Equipment Maintenance. Ensure regular investment in new equipment and maintenance of existing equipment for reasons of quality of education as well as to maintain health and safety standards.*

Unit's Response: We certainly see a need to increase the allocation of Instructional Supplies, in order to maintain and professionalize the studios. Currently, the bulk of our budget is spent on software to run our digital media courses, while we seek to find creative cost-efficient ways to maintain the tools and equipment in other studio areas. The reviewers are correct in stating that the funds in that cost centre cover the three areas of: Instructional Supplies, New Equipment, and Equipment Maintenance. However, we appreciate the flexibility that having the funds in one cost

centre affords. For example, one year, we may have an increased amount of equipment damage, or a one-time cost of purchasing an expensive piece of equipment. Having all three areas grouped in one cost centre allows us to respond to the particular equipment needs we face in any given year.

Dean's Response: The current "Instructional and Other Instructional Supplies" budget lines allow for new equipment and equipment maintenance, as well as for leveraging costs related to instructional supplies. In terms of health and safety, Nipissing complies with health and safety standards. The health and safety inspection of FAPA studio spaces at the Monastery and Jane Street properties undertaken on March 14, 2019, by Dr. Dave Vadnais, Laboratory Safety Coordinator, and Leah Symington, Coordinator (Fine and Performing Arts Department), confirmed that the spaces were compliant with health and safety guidelines. According to the report, "none of the studio areas have volatile chemicals being used that would pose a health hazard." M024 has a ventilation hood that directs fumes outside. All in all, both the Monastery and the Jane Street buildings are health and safety compliant.

Provost's Response: Agree with the Dean's response, and would ask that the Unit prepare a reasonable budget for consideration.

External Reviewers Recommendation #6: *Develop the learning outcomes expected for students who complete the BFA degree and ensure that those are different from the learning outcomes expected of students who complete the BA Major in Fine Arts.*

Unit's Response: While the bulk of the learning outcomes for the BFA and the BA Major in Fine Arts are the same, the reviewers may have overlooked that there are *additional* learning outcomes for the BFA degree program. We do not have enrollment to support different courses at each year-level for the two different degree programs, however the capstone 4th-year course is restricted to BFA students.

When the common degree structure was implemented, we were encouraged to develop similar yet different learning outcomes so students could for example, easily switch from a BA Specialization to a BFA without needing to backtrack and take additional courses. We agree with this approach, but will nonetheless review the learning outcomes to ensure they are distinct enough.

Dean's Response: The common degree structure leverages courses to allow for better student mobility and flexibility between the BA and BFA. However, I agree that a clearer distinction between the two is necessary.

Provost's Response: Agree with the above.

Additional Recommendations:

Program Evaluation Criteria (Section C. Curriculum and Program Delivery):

- Curriculum reflects the current state of the discipline or area of study.

External Reviewers Recommendation: *The reviewers noted that the Fine and Performing Arts Department does not currently offer any academic plans, courses or degree options in the Performing Arts and therefore, the department should consider renaming their department.*

- Appropriateness of the program's structure, curriculum and length to its learning outcomes and degree level expectations.

External Reviewers Recommendation#7: *The reviewers noted that the 1st year fundamentals coursework would benefit from a review toward a unified curriculum that will allow for more consistency in the pedagogy. It is currently being taught by a combination of tenured and sessional faculty with a varied approach. The reviewers feel strongly that this can impact recruitment and recommend that tenured faculty teach the first-year courses*

as it will encourage retention since tenured faculty are best positioned to recruit students into the program. The structure of the B.F.A. in first year includes sufficient writing in one of the art history courses and the reviewers suggest that the writing exercises in the studio fundamentals courses be removed in place of a greater focus on making and learning basic foundation level skills in art making through material processes and visual acumen. Some of the current projects, including the emphasis of Form and Content as the basis for developing an understanding of this pivotal relationship for art making would be best discussed in the more advanced third and fourth-year studio courses. Creating a unified fundamentals curriculum with a focus on making, developing haptic skills, collaborative projects, etc. will provide incoming students with an experience that is entirely different from the other required lecture based courses they are taking. In the opinion of the reviewers, this will very likely encourage greater retention from first year.

External Reviewers Recommendation #7 (cont'd): While the current iteration of the third-year studio courses provides additional specific technical skills development, it is typically the time in other programs where a studio student can begin to announce themselves as artists. The required media specificity of the program although encouraging a broader level of material study, does not allow for the independent and in-depth focus that is necessary for not only skills but conceptual G:\IQAP\Policy & Procedures\NU IQAP 28jun13.docx 5 development. It was noted, by several students, that this structure prevents them from focusing in their discipline of choice sooner in their degree. A restructuring of third year would allow students more flexibility in terms of following their own research interests as they move into fourth year. Additionally, the emphasis of Form and Content would be an appropriate pedagogical time to bring this level of discourse in studio coursework. Considering this shift in curriculum could also mean that FAPA can offer fewer courses in third year, bring all disciplines together into a cohort sooner and encourage the interdisciplinary and collaborative approach that faculty expressed as a desire for their program.

External Reviewers Recommendation #7 (cont'd): The fourth-year course coordinator should be a tenure-track/tenured member of faculty who could embed the current professional practice coursework into the studio course. Having a tenure-track/tenured faculty coordinate both the collective first-year experience with the fourth-year experience nicely bookends the degree for students and will give faculty a clear perspective on how to adjust and evolve the coursework, as needed. Additionally, this capstone course could then become a 6-unit course, per semester – F/W, giving students more time in their studios focusing on their individual project development.

External Reviewers Recommendation #7 (cont'd): Consider offering a fourth-year course for those students enrolled in the current B.A. studio stream. This could increase the numbers in the fourth-year cohort and provide an option for those students who do not wish to be practicing artists but who have a desire to continue in the arts in some capacity. The unit weighting of this course would distinguish it from the B.F.A. students.

- Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.

External Reviewers Recommendation #8: The reviewers are aware that the university's website infrastructure is a work-in-progress. The reviewers are also aware that they do not know who updates the departmental website, and that the department may not have sufficient administrative support to update media communications on a regular basis. Nonetheless, the reviewers recommend regular G:\IQAP\Policy & Procedures\NU IQAP 28jun13.docx 6 postings of images of faculty and student work and events for the purposes of recruitment.

Unit's Response: The reviewers recommend a more unified approach to the 1st year courses, and noted some discrepancies between sections taught by full time tenured faculty and part time faculty. They recommend that all of the 1st year courses and 4th year courses should be taught by tenured faculty. We agree that this is ideal, although we find it difficult in practice when we have members on leave or on reduced teaching loads for Chair or other duties. We have changed the schedule for 2019/20 to ensure that a tenured member will teach the capstone FAVA 4125 course. We have also committed to aligning the delivery of multi-section courses more closely. We recognize that we need to do more to support our part time members, while still allowing for autonomy in their teaching.

The reviewers also recommend developing a second 4th-year studio course for non-BFA students, to serve the students enrolled in the current BA studio stream. We are considering doing this, but think it needs to be put on hold unless we see sufficient growth in the BA studio stream. The current enrollments do not justify an additional course at the 4th year level.

Another recommendation from the curricular section of the review was that FAPA should develop a new course called “Experiential Learning with Placement” to formalize the experiences many of our students are already getting with our community partners. The reviewers were likely unaware of the UNIV 3006 course, which provides students with similar opportunities. We recently banked FAVA 2516: Community-based Practice, but this recommendation has sparked a discussion in the department to look more closely at ways to run this course without diluting enrolment in other 2nd year courses. We agree that professional placement experiences are very desirable for students.

Dean’s Response: I agree with the reviewers that first-year and fourth-year courses should be taught (ideally) by tenure-track and tenured faculty. While this would be an ideal scenario, the current faculty complement does not allow for staffing the first- and fourth-year courses by tenure-track and tenured faculty only. When assigning courses, the Dean’s Office in collaboration with the department does its best to leverage course offerings and faculty alignments.

The reviewers suggest that the writing component in the studio fundamentals courses be replaced with a more in-depth focus on developing students’ basic foundation level skills in art making. While I agree with the reviewers that eliminating the writing component might be appealing to students, writing is not only an important component of university education, but it also enhances students’ creative potential. Hence, I support keeping the writing component while complementing the writing skills with basic foundation level skills.

The reviewers’ suggestion to consider restructuring the third year so that students have more flexibility to pursue their research interests should be considered as it would allow the department to cultivate interdisciplinary initiatives with other programs.

Furthermore, the reviewers suggest a fourth-year level course for non-BFA students as way to promote the program further across the faculties. I agree that such a course is worth considering and will consult with the department on the possible way forward.

Last but not least, the reviewers recommend that the program develops its own experiential learning/placement course. As noted in the department’s response, Arts and Science has developed a university-wide experiential learning course (UNIV 3006: Experiential Learning in Arts and Science) to promote students’ experiential learning opportunities in the community and beyond.

While the department has recently banked its community-based practice course, FAVA 2516: Community-Based Practice, the department is open to un-banking the course. I would like to support and encourage this opportunity as it will provide further connections with the community and career-training opportunities for students.

Provost’s Response: I agree with the above assuming the community based learning is explicitly connected and promoted as a way of getting credit for UNIV 3006. I find it unusual that a department would offer 4000-level electives to non-discipline students.

Program Evaluation Criteria (Section D. Assessment of Learning):

- **Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree level expectations.**

External Reviewers Recommendation #9: *FAPA would benefit from a student gallery exhibition space. A student gallery is a part of studio education as it provides a public face to a program and provides the necessary aspects of professional practice to a B.F.A. It also encourages cross-disciplinary and interdisciplinary research between departments. It is also a way for faculty to monitor the success, theoretical and contextual development of their*

student body prior to degree completion in a formal setting and is something that is standard in all Fine Arts programs and departments.

One area that the reviewers also noted is that the learning outcomes of the B.A. degree and those of the B.F.A. program are identical and this should be addressed and modified. As previously stated, there is the opportunity, at this point, to offer 4th year studio courses to the B.A. student who is enrolled in a four-year degree but who is not accepted into the B.F.A. The department could potentially increase student numbers into fourth year by expanding their four year program to include these B.A. students.

Unit's Response: The reviewers recommend a student gallery exhibition space on campus. They state "A student gallery is a vital part of studio education as it provides a public face to a program and provides the necessary aspects of professional practice to a B.F.A."

A gallery space has been proposed in the most recent "statement of case" and building plans for the proposed expansion on Monastery Hall grounds. We would welcome a dedicated space for student exhibitions. Recent comments from administrators have suggested that the spaces on main campus are in use at 50% capacity. We would welcome a dedicated room to convert into a gallery space on main campus until the plans for an expansion of Monastery Hall can be realized.

Dean's Response: In line with the reviewers' recommendation to promote students' experiential learning opportunities is the recommendation to house a student gallery on campus. The student gallery is an essential part of the department's statement of case. Discussions about establishing a gallery on campus are underway. In the interim, the Office of the President, the Library, and the Office of the Arts and Science Dean have provided space for students to exhibit their art work. In collaboration with the AVP of Students, the Office of the Dean of Arts and Science sponsored a student competition to design murals for the Monastery building entrance.

Overall, I agree that Nipissing University needs a student gallery to promote students' creative accomplishments.

Provost: We need a discussion that involves Facilities on space possibilities on main campus.

Program Evaluation Criteria (Section E. Quality Indicators):

- **Assessment of program against national and/or regional comparators.**

External Reviewers Recommendation #10: The curriculum for the B.F.A. requires a faculty appointment in the area of Visual Culture. It is highly unusual for a B.F.A. or B.A. program in the Fine Arts to not have a tenured faculty member covering this integral aspect of the degree. The B.F.A. requires a set number of relevant courses in the history of Fine Art as well as core theoretical and contextual courses in Visual Culture. Since FAPA does not contain a faculty member in this area – the course offerings and vision are continually in flux. Additionally, it weakens the overall core structure of the program. There are scholars who have PhDs and work in cross-disciplinary fields that could accommodate visual culture as well as have the potential to introduce curatorial practice and Indigeneity as part of the B.F.A. program at Nipissing.

As noted above, the submission of a portfolio of visual work for review is the usual milestone for acceptance into a B.F.A. program. This activity can be addressed in a several ways: through direct entry into the program whereby students submit a portfolio of work produced outside of the university program, through responding visually to a series of problems to solve (see NSCADU's entry list for portfolio submission) or as a milestone that occurs through the work produced within the existing Fine Arts fundamentals courses. A combination of these entrance requirement milestones could also be considered by the faculty as each has its advantages and can be used collectively to pull in enrollment. The reviewers feel quite strongly that this will strengthen not only the standing of the program in relation to other B.F.A. programs but will also provide practical measures for monitoring student learning outcomes in the foundation program so that adjustments can be made as the program evolves. It will also provide practical planning via student numbers for subsequent course offerings.

Dean's Response: The reviewers encourage interdisciplinary collaboration with other areas such as Native Studies, Business, Education, or any other Arts and Science programs to enhance students' overall experience. I agree that an interdisciplinary Minor in Fine Arts Professional Practice would help leverage the program's enrollments, as well as provide students with a career-oriented Minor.

Provost: Agree with Dean's Response.

- **Quality of the educational experience, teaching**

External Review Committee: The provost chair a committee, that includes the dean of the Faculty of Arts and Science and several FAPA faculty to develop and implement a five-year plan in place to resolve the building/space issues.

Research

- **Scope, quality and relevance of faculty research activities.**

External Reviewers Recommendation#11: FAPA is comprised of four tenured faculty in studio; however, they do not currently have a tenured position in Visual Culture or with research expertise in Media Arts and Imaging. The reviewers noted this as a significant concern for the B.F.A. program as both areas represent the necessary development of a clearly defined and integral academic aspect of the B.F.A. Additionally, this prevents the program from growing student numbers in that a tenure-track or tenured faculty member, with research investment in contemporary art practice (including media arts and imaging) and visual culture, can expand, implement and follow through within the current university departments. The reviewers felt that there are several options that could play to the strengths of FAPA and its location within the North Bay region through the broader initiative to increase Indigeneity within university programs across the country. There are a number of programs at Nipissing that give tremendous potential for unique academic programs in Ontario and in Canada and could give FAPA a competitive edge in capturing those students.

An appointment in FAPA (Visual Culture), potentially cross-appointed with Indigenous studies, and with a connection to the Bachelor of Business Administration program would be a significant and unique program in the province and in Canada. An Indigenous Visual Culture scholar, a potential Canada Research Chair appointment with expertise in media arts could also resolve the need to expand the program into areas of technology, media arts and entrepreneurship.

Dean's Response Conclusion: Proposed Action Plan Based on the Above

- 1] The facilities development plan will be further discussed and finalized in collaboration with the Office of the Provost, the Office of Advancement, Facilities, the department, and other institutional stakeholders.
- 2] The Dean's Office will support the department in developing and promoting further interdisciplinary connections with other Arts and Science, Education, and Professional programs.
- 3] In collaboration with the Office of Registrar and the Office of Institutional Research & Planning, the Dean's Office will monitor attrition at the upper-year level and discuss opportunities for curriculum innovation.
- 4] A space development plan for the student gallery (with a realistic timeline) will be discussed further with the department and institutional stakeholders.

D. IMPLEMENTATION PLAN

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

responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1 - Re-assess naming of Dept.	Dean with Unit	2020-2021
#2, 9 - Space planning incl. Monastery, Jane St., and Main Campus, as well as gallery	Dean of A&S, FAPA, PVPAR, Facilities	2019-2020
#3, 11 - Faculty renewal plan	PVPAR	Annual consideration
#4, 6, 7, 10 - Curriculum development (FA students, non- FA students, international) disciplinary and non-disciplinary	FAPA	2021
#5 - Increase supplies	FAPA	Academic Plan 2020-2021
#8 - Web posting of FAPA products and assets	FAPA with External Relations	2019-2020

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Geography	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Mar. 13, 2019
2. Site Visit Conducted	Apr. 9-10, 2019
3. Reviewer's Report Received	Apr. 17, 2019
4. Internal Reviewers Response Received	Apr. 29, 2019
5. Dean's Response Received	May 27, 2019

The members of the review committee were:

- Dr. Benjamin Kelly (Internal)
- Dr. Mary-Louise Byrne, Wilfred Laurier University (External)
- Dr. Steven Tufts, York University (External)

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

- Bachelor of Arts – Environmental Geography
- Bachelor of Arts – Geography
- Bachelor of Science – Environmental and Physical Geography

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers: *Overall, the reviewers found the Department of Geography programs to be very strong. The program changes since the last review undertaken in 2009 by one of the current reviewers were extensive and the unit has responded positively to most of the 16 recommendations in the last review. Students are pleased with the program and its instructors with a few frustrations over offerings associated with a small program. The emergence of a strong research program in the unit among several colleagues is also noted with the addition of two CRCs to the faculty and significant grant acquisition.*

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *TAs in the classroom. The reviewers feel that integrating a small number of graduate students into the classroom as teaching assistants will enhance both the undergraduate experience and graduate training. Admittedly, there are collective bargaining issues that need to be resolved, but this will provide a way of funding graduate students beyond very small general assistantships.*

Unit's Response: We strongly agree with this recommendation but are also aware that this needs to be addressed within the context of the collective agreement. The current collective agreement assigns laboratory instruction to contract academic staff. However, there are often not enough graduate students and expertise to fill all the required laboratory teaching. As such, it will likely be a mix of contract and graduate students.

Dean's Response: I agree with this recommendation. However, the graduate students TA-ships are the purview of the Dean of Graduate Studies and Research. Discussions are under way.

Provost's Response: I whole heartedly agree with this recommendation. This needs to be addressed in the Strategic Plan for Graduate Studies.

External Reviewers Recommendation #2: *School of Environment and faculty renewal. The formalization of interdisciplinary collaboration already happening in many ways may be enhanced with the creation of a School of Environment. The majority of faculty was open to discussing the potential in a new structure that would facilitate new program development and address enrolment issues. Faculty renewal may be more easily recognized in a larger unit that could accommodate a climatologist more readily and utilize expensive CFI assets that are currently dormant.*

Unit's Response: We strongly agree. We have already shown a willingness to such an arrangement through our very successful collaborative MEdS/MES program.

Dean's Response: I strongly agree that grouping Environmental Studies and Sciences programming under a School of Environment would enhance the Faculty of Arts and Science and potentially significantly increase enrolment in this area. In terms of faculty renewal, discussions are underway to explore possibilities of hiring faculty who could be appointed across several interdisciplinary areas.

Provost's Response: I agree.

External Reviewers Recommendation #3: *CRC transition plan. The University has pursued time limited CRCs for new faculty. As these CRCs end, a transition plan for faculty will be necessary. A transition plan may include bridging resources to maintain research and course release as faculty build toward a full teaching load. Failure to address the transition risks 'burnout' and retention of faculty.*

Unit's Response: We agree. Nipissing University currently has limited (no) history of transition planning for outgoing CRCs as the first outgoing CRC to be completing their term after successful renewal will be in 2019/20 (A. James). Currently the research office or the Dean's office has offered no guidance or discussion of a transition plan. Geography is also supportive of any faculty receiving course release to help maintain research. Moreover, we are hopeful that more help will be provided to all faculty who hold externally funded research grants (tri-council or other). The current 3 credit (previously 6 credit) course release for tri-council recipients and the lack of competitive graduate student funding will make it extremely difficult for faculty members to maintain external funding in an increasingly competitive market.

Dean's Response: I agree with the reviewers that a proper CRC Transition Plan needs to be put in place to support research at Nipissing. The Office of the Dean of Graduate Studies and Research is currently working on developing a CRC transition plan.

In their response, the Geography department notes the previous 6 credit research/course release allocation and the current three-credit release as insufficient. I agree that researchers with Tri-Council grants should be granted appropriate amount of releases given their contributions to the university. I recommend further discussion of research-related course releases.

Provost's Response: The common practice in Canadian Universities is that teaching releases related to Tri-Council research are extremely limited, and not supported by Tri-Council itself. Many universities do not give any releases for CRC as it is viewed as very important for the best researchers to continue also teaching. The Dean of Research and Graduate Studies has a transition plan for CRCs.

External Reviewers Recommendation #4: *Reintroduction of labs. Introducing lab components to courses in second year is supported by both faculty and students. However, this must be done with adequate resources (lab instructors and/or teaching assistants).*

Unit's Response: We agree with the reviewers and hope that the administration will provide the necessary resources for these new labs associated with three second year physical geography courses (already approved through senate).

Dean's Response: While I agree with the reviewers that introducing labs at the 2000-level would enhance students' experience, given the current budgetary situation, I do not think such a recommendation is fiscally possible at the moment. Having said that, the Dean's Office will investigate and survey other universities' 2000-level laboratory components in Geography to make an informed assessment.

Provost's Response: Agree with Dean. It is also vital that we develop policy that distinguishes between teaching labs and research labs. This policy must include an end date to non-funded labs.

External Reviewers Recommendation #5: *New program development in Environmental Science/Studies. The development of new major programs (BSc in Environmental Science) is warranted. Clearly, Nipissing has the capacity to deliver such a program and could explore the idea of developing a complementary program, BA in Environmental Studies.*

Unit's Response: We agree and have initiated the first stage towards the development of the BSc. Moreover, we have already begun serious discussions in regards to a complementary BES.

Dean's Response: I support this recommendation. The department has put forward a Letter of Intent to begin the process.

Provost's Response: A great idea, and I look forward to seeing the letter of intent .

External Reviewers Recommendation #6: *Opening Geomatics. There is potential to open Geomatics certification and instruction to non-geography students at Nipissing and the broader community as professionals seek training opportunities. Similarly, we hope to see Geomatics faculty continue to develop the already significant networks with the local community.*

Unit's Response: We agree and last year we managed to open up our second year introductory geomatics course to all students. Unfortunately, we have not seen any new enrolments this year but have hopes that our Dean will assist us in properly advertising this option for all students. Finally, although we maintain the most up to date version of the most commonly used geomatics software the computers have not been replaced in quite some time which seriously limits proper training of our students.

Dean's Response: the reviewers recommend opening the Geomatics certification and instruction to non-geography students at Nipissing and the community at large.

I agree. As noted in the department's response, first steps toward opening up the Geomatics area to non-geography students have been undertaken through curriculum updates and removal of prerequisites.

In addition, discussions with community partners have begun. Furthermore, the Dean's Office will support another iteration of the Geomatics Day and has put forward a request for a full-time GIS lab instructor (currently pending budgetary approval). Further integration of GIS into other programs like Digital Humanities, not to mention Humanities and Social Sciences programs at large should be considered as well.

Provost's Response: The Dean has adequately responded.

External Reviewers Recommendation #7: Increased support staff and Lab Instructors. *To maintain research and teaching capacities, a physical geography technician would service multiple research programs in the unit. The loss of a lab instructor has also been a burden on the remaining instructor. Administrative support at the unit level to assist faculty and advise students would also be of benefit. The reviewers recognize that this would likely only be feasible for a larger unit (e.g. School of Environment).*

Unit's Response: We strongly agree with the reviewers and have tried every year to secure funding for such a lab instructor position.

Dean's Response: Currently, the department has a technician and 1 full-time lab instructor. An additional half-a-position of a lab instructor in Geomatics has been discussed and recommended to the Provost. Further efficiencies and reallocations in terms of support staff and lab instructors will be further explored.

Provost's Response: Under consideration

External Reviewers Recommendation #8: Honours thesis guidelines. *The Department can establish some strong guidelines and supports for honours thesis students and supervisors. Clearly defined expectations for students and supervisors, common dates for progression (e.g., proposal, first draft, submission), and formal presentations of findings to the Department would streamline the thesis program.*

Unit's Response: We agree with the reviewers and several years ago had developed guidelines. These were posted online for students but somehow were misplaced with the many recent modifications to the Nipissing website. The Department will re-examine these guidelines and make sure they are once again visible to the students through our website.

Dean's Response: The reviewers recommend strengthening the current Honours Thesis Guidelines.

I agree that the department needs to revisit their Honours Thesis Guidelines package. The current guidelines are rather general and do not provide sufficient guidance for students undertaking an honours thesis. While the general honours thesis guidelines have been standardized, each program should tailor the structure and organization of the thesis proposal, the format, and the referencing style according to their discipline. The Dean's Office will support the department in updating their guidelines package.

Provost's Response: I agree with Dean

External Reviewers Recommendation #9: Development of online courses. *We encourage the department to develop online courses in response to demand from majors and non-majors and professional programs in a planned and measured fashion. Support needs to be provided to develop the capacity and careful analysis of*

what courses should be offered online undertaken. Given the size of the department online offerings should be developed incrementally.

Unit's Response: We agree and have encouraged several faculty members to develop online courses where we believe the demands may be best served. The Department will further discuss the preferable methods of delivery (blended versus all online).

Dean's Response: The reviewers note a significant lack of online courses in Geography. In consultation with the department, the Dean's Office has already begun addressing this deficit. At the moment, two faculty members agreed to put forward online courses to accommodate flexible learning formats. Further opportunities will be considered and supported.

In addition, the reviewers also noted the importance of bolstering the suite of GIS courses, specifically their practical/lab component. In consultation with the Department, the Dean's Office will encourage further initiatives and potential community outreach opportunities in this area.

Provost's Response: I agree with above.

External Reviewers Recommendation #10: Outdoor storage capacity. *The reviewers felt the case was made for an outdoor storage unit that includes space to maintain and clean the equipment after a field season. Again, such a facility could include an outdoor lab component and is best proposed in conjunction with multiple faculty who require such space.*

Unit's Response: We agree with the reviewers and the Department has officially submitted a proposal to the Office of Graduate Studies and Research. Note that the proposed facility would support faculty and students beyond a single department.

Dean's Response: I agree with the recommendation. Such a facility would further enhance land-based teaching and field camps organized by the department. As noted in the department's response, the department has submitted an outdoor storage facility proposal to the Office of Graduate Studies and Research.

Provost's Response: The University is currently developing an outdoor classroom.

External Reviewers Recommendation #11: Greater collaboration with the Registrar's Office. *We encourage the Department to work closely with recruitment and admissions in the Registrar's office to support efforts to increase interest from High School and other applicants. Further, the Department should engage with the office to ensure that students are receiving the most current and accurate program information.*

Unit's Response: The Department has always tried hard to work with the Registrar's Office whether through participation in the open houses, educating the recruitment officers or contributing to the OUF. Moreover, we are likely the only program that still volunteers with on campus education of visiting IB students. Some of us have also lectured in science classes within the local high schools.

Dean's Response: The reviewers recommend that the department engage with the Registrar's office to increase student enrollment. I agree with this recommendation. Further collaboration will enhance the Recruitment team's understanding of the Geography programs and will thus help facilitate further engagement with prospective students.

Provost's Response: The Department should seek to contribute to the ongoing SEM planning led by the Registrar

External Reviewers Recommendation #12: Re-assess 4000 level program requirements. *The program should re-examine program requirements at the 4000 level requirements as 18 credits seems excessive. Further, an up-*

to-date 'checklist' with program requirements should be created for students as they plan their progress through programs.

Unit's Response: We believe that the current students have concerns regarding the very limited number of fourth year courses available this year which has been compounded with scheduling issues and strict requirements for the two certificates. With three faculty members on sabbatical this year and no replacements for them this has been an exceptional situation. However, we are willing to re-examine the 4000 level requirements as well as the suggested up-to-date 'checklist' for program requirements.

Dean's Response: The reviewers noted that the 18 credits of required courses at the 4000-level might be excessive when compared to other institutions. Given that the Honours Specialization in Environmental Geography requires only 9 credits at the 4000 level, reducing some of the requirements at the 4000 level in the Geography and Geography, Environmental and Physical, programs would be worth considering.

Provost's Response: Agree with above, please reduce requirements at this level.

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1 - Role of grad TAs in undergraduate teaching	Dean of Research and Graduate Studies	With Strategic Plan for Graduate Studies (IIIB3 in Annual Academic Plan)
#2 - Articulate a position on the School of Environmental Studies	Dean with stakeholder Departments	May 2020
#4 - Policy on labs	Dean of Research with Faculty Deans	February 2020
#5 - New programme proposal must follow NU-IQAP	Dean	As needed
#8 - Review of Honours thesis guidelines	Department	January 2020
#9 - Review of programme delivery	Department	December 2020
#11 - Contribute to SEM plan	Department with Dean in consultation with Registrar	May 2020
#12 - Review 4000-level programme requirements	Department	March 2020

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
MSc. Mathematics	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Jan. 8, 2019
2. Site Visit Conducted	Feb. 12-13, 2019
3. Reviewer's Report Received	Mar. 5, 2019
4. Internal Reviewers Response Received	Apr. 15, 2019
5. Dean's Response Received	Apr. 17, 2019

The members of the review committee were:

- Dr. Natalya Brown (Internal)
- Dr. Douglas Farenick, University of Regina (External)
- Dr. Walter Tholen, York University (External)

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

- M.Sc. in Mathematics

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers: *Nipissing University offers a high-quality M.Sc. program in Mathematics, with a specialization in topology and functional analysis, which reflects the research strength in these areas by the majority of the members of the Department of Mathematics and Computer Science. Graduates of the program show a high level of satisfaction with the education they received.*

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *Nipissing University must develop a clear vision and plan for its graduate programs, which provides general guidance to program leaders, emboldens their planning efforts at the unit level, and fosters the cooperation between units within NU and with neighboring institutions, for joint program development and support.*

Unit's Response: We strongly support the development of an institutional strategy for graduate studies, including as a crucial element the recruitment and support of international students. Given the proven record of the Department members in institution-wide service, we expect to be participating members of all bodies that will discuss, develop, articulate, and enact such a strategy and vision for Nipissing University.

Dean's Response: I agree that there is a need for a more strategically defined vision and plan for Nipissing University's graduate studies programs. The first step in this direction was the recently approved Strategic Research Plan (spearheaded by the Dean of Graduate Studies and Research). As the Dean Interim, I have initiated discussions with Graduate Coordinators and the faculty to develop an Arts and Science graduate studies plan that aligns with the NU Strategic Plan, the Institutional Academic Plan, and the Strategic Research Plan.

It is important to emphasize, however, that while the graduate studies program in Math was one of the first at Nipissing University, the supports for running the program at its full capacity have been lacking. Similar to other GS programs at Nipissing, outdated recruitment and marketing strategies have weakened what is, at its core, an intellectually strong and unique program that differentiates Nipissing from other Ontario universities with MSc programs in Math. Nonetheless, the recent restructuring in the Registrar Office and the Office of External Relations has improved Nipissing's application numbers dramatically and hence there is a great potential for improvement in this area.

Furthermore, from the decanal perspective, it is crucial that a clear recruitment and enrolment strategy is needed to best support and further market the program through community outreach, open house events, and other initiatives. From my perspective, boosting the recruitment for international students and better advertising of the program are the first key steps to bolstering the program.

Provost's Response: Annual Academic Plan for 2019-2020 includes an initiative to create a Strategic Plan for Graduate Studies (initiative IIIB3).

External Reviewers Recommendation # 2: *Nipissing University should engage a research firm to more fully examine student interests and local economic needs as they relate to mathematics and computer science to ensure that future academic programming aligns with the needs and interests of future students.*

Unit's Response: While we understand that this recommendation might not be easy to implement in times of financial difficulties for the University, we agree that the data gathered in such studies in the recent past should be used to inform the institutional recruitment efforts and program development. We would like to acknowledge that our current initiatives in Data Science, Mathematics and Economics, and Statistics are informed by studies of the local, provincial, and continent-wide trends. We expect that these program proposals will have the support of the institution and will be implemented in a timely fashion. It is also important to point out that most of our students are not local students. The paper "Proximity, Prosperity, and Participation: Examining Access to Postsecondary Education among Youth in Canada's Provincial North" co-authored by Dr. David Zarifa and his colleagues Drs. Darcy Hango and Roger Pizarro Milian, needs to be noted in terms of explaining the challenges of attracting students from our region.

Dean's Response: I agree that a survey of students' graduate studies academic interests and foci can be a useful tool in bolstering the program. However, graduate studies programs are based on the scholarly expertise of the faculty members who contribute to these programs. Balancing recruitment of domestic and international students is therefore essential in this context. Once again, without a proper marketing strategy in place, it is difficult to assess the

program's enrolment capabilities. A case in point is the Pure Mathematics Program at the University of Waterloo—even a quick glance at the program website highlights future career opportunities for students pursuing topology as their area of expertise, for example.

Provost's Response: I agree with the Dean. I would also draw your attention to the Academica Survey carried out recently, and the ongoing SEM work led by the Registrar's Office. I encourage the department to actively contribute to this work.

External Reviewers Recommendation #3: *All faculty members of the Department of Mathematics and Computer Science must work cooperatively in developing a more flexible and comprehensive course structure in mathematics. At the Master's level, not only the teaching of courses, but also the supervision of projects or theses outside the faculty members' areas of research expertise must be regarded as the norm, not the exception.*

Unit's Response: We agree with this recommendation. It also needs to be noted that the MSc in Mathematics is the result of establishing research strength in Topology and Analysis. Without it, we would not have the program. We would like to acknowledge that even a cursory glimpse over the topics of our graduates' Major Research Papers and Theses, shows that our faculty members have departed from their specific area(s) of expertise and have routinely supervised projects in a wide variety of topics in Pure, Applied and Computational Mathematics. The current graduate course range is comprehensive, and the Department is currently working on a Letter of Intent for Major Modification, considering changes to the program structure and core course requirements aimed at increasing the flexibility of the program. Now we are in a position to expand our program because of having established research strength in Optimization and Computational Physics in addition to our traditional areas of strength.

Dean's Response: Currently, most of the faculty teaching in the program supervise theses that do not always fall under their area of expertise. As reflected in the department's response, the department is open to collaboration.

Provost's Response: This becomes even more important as the Data Science programme starts. This new undergraduate programme brings potentially a cohort of graduate students with a slightly different interest.

External Reviewers Recommendation #4: *In student recruitment, whether internal or external, including international, the virtues of a phenomenal student-per-faculty ratio at Nipissing University must be clearly articulated, and the program must brand itself accordingly in all fora, especially on its web pages and on social media platforms used by current and future students.*

Unit's Response: We agree with this recommendation. It is a longstanding feeling of the Department that our graduate program is not marketed adequately by the institution. The institutional process of updating web content has been an issue. We do not expect to be able to adequately market the program ourselves in this environment. It would be beneficial for us to have more or full control over the content of all departmental web space in order to make ongoing updates. The recent developments in terms of faculty having control over the web-content are positive, and we are hopeful that we can address this issue more fully.

Dean's Response: I agree with the reviewers. Please see my comments above.

Provost's Response: Small classrooms have their place as an explicitly considered pedagogical mechanism. However, small classrooms in undergraduate education can also be an highly intimidating learning environment and not appropriate. Further, rhetoric around small classrooms which have resulted from declining enrollments have led to some serious workload inequities among faculty at NU. The Registrar is leading a SEM planning exercise and it is vital that the School engage in enrollment planning as part of its annual academic planning exercise which then is also connected to the SEM.

External Reviewers Recommendation#5: *The unit and the Faculty of Graduate Studies must follow up on Nipissing University's goal to "Improve competitiveness in recruiting graduate students by enhancing financial packages" (Strategic Research Plan 2019-2024, p. 13). Concretely, a temporary equalization of international and domestic fees should be considered.*

Unit's Response: We fully agree with this recommendation. In the Self-Study, we documented the fact that students choose to go to other universities for graduate studies based on the financial package being offered. All of our discussions with the reviewers, with colleagues, and with collaborators at other institutions, nationally and internationally, indicate that our financial package for incoming graduate students is far behind the provincial and national norms, and far from what an applicant with the required qualification would expect; therefore, it does not merely repel prospective students, but also damages the reputation of the Department. Maybe this is the area where the University has to do research (by hiring a firm, or otherwise), in order to align its graduate funding strategy with those of the regional and provincial competitors.

Dean's Response: I agree with the reviewers. Our financial packages for Arts and Science graduate studies programs are not competitive with other universities and result in losing interested students to other universities. The inadequate funding jeopardizes Arts and Science graduate programs. The same applies to packages for international students. To improve these areas, further consultation with the Offices of the Provost and the Dean of Graduate Studies and Research will follow.

Provost's Response: The Strategic Plan for Graduate Studies will need to address this. It is, in my opinion, premature to reduce tuition fees before we have also looked at other competition mechanisms such as scholarships, and before we have developed and implemented a strategy for graduate recruitment.

External Reviewers Recommendation #6: *In taking advantage of complementary strengths in the mathematical sciences, the possibility of cooperation with Laurentian University in support of a broad-based program should be actively explored by the unit, with the support of the institution.*

Unit's Response: Any such discussion has to be initiated above the departmental level. The Department expects to be represented in the subsequent stages of such discussion(s), and will contribute to such an effort. We acknowledge that establishing such partnerships is a viable option, and one that the department is willing to investigate.

Dean's Response: Further discussion with the department will be essential to considering a joint collaborative program with Laurentian University. In consultation with the department, I see opportunities for collaboration that include other Near North Universities (including Lakehead U) but also GTA universities like the University of Waterloo, UOIT, and Guelph that have engineering programs and could provide opportunities for expansion in other areas. Given the department faculty's diverse cultural backgrounds and connections, there are a lot of untapped-for-opportunities to explore connections with international universities and researchers that the department is connected to. Offering an online component might further enhance the program's enrolments and opportunities.

Provost's Response: Agree with Dean

External Reviewers Recommendations#7: *Within the institution, the department should explore and pursue opportunities for playing a supportive role in other existing or planned graduate programs at Nipissing University -- mathematics education and environmental science are two possibilities.*

Unit's Response: The Department is open to discussions and currently actively collaborates with other departments. Members of the Department supervise students and teach courses in other graduate programs. Our courses are open to students from other programs. However, caution should be exercised. Students from other graduate programs should have the academic background necessary to take advanced courses in Mathematics. Moreover, given the research capacity and strength of the faculty members of the Department and desire/need to supervise graduate students in order to obtain grants, the reciprocity in such collaborative efforts among the academic units will be essential.

Dean's Response: As outlined in the departmental response, the faculty members participate in other graduate programs such as Environmental Science, Sociology, and Kinesiology, not to mention the Master's in Education and the Ph.D. in Education programs. The lack of resources and the challenges of staffing the undergraduate program however pose further challenges that will need to be addressed more globally as these challenges affect other Arts and Science graduate studies programs as well.

Provost's Response: I strongly support this recommendation to support other programmes at NU. The shortage of resources at undergraduate level could at least partly be addressed through curriculum review. The Strategic Plan for Graduate Studies will need to address how workloading is balanced between graduate and undergraduate programmes.

External Reviewers Recommendations #8: *The primary role of the program director should be that of an ambassador for the program and the unit, within the institution and externally. The director will work closely with central units on student recruitment and proactively seek cooperation on particular components of program development and support that fall into the greater realm of the mathematical sciences.*

Unit's Response: This recommendation is appropriate in the context of a larger institution. Here at Nipissing, where even the Department Chairs do not have any administrative support, the role of the Graduate Coordinator is severely constrained. Having said that, we fully support development and implementation of an institutional structure (the one that is lacking according to the report) in which our graduate program will have a Program Director who is adequately resourced and supported to fulfill exactly the tasks prescribed in this recommendation.

Dean's Response: This recommendation is essential to bolstering the graduate studies programs at Nipissing. The graduate coordinators need to play a key role in promoting and coordinating the program.

Provost's Response: The Graduate Coordinators will be reporting directly to the Dean of Graduate Studies in order to support the creating of a deepening culture of graduate studies at NU. I very much welcome collegial interaction with other programmes.

External Reviewers Recommendation #9: *Immediate suspension of admissions to the current M.Sc. in Mathematics program is not recommended. With effectively no new recruitments, the suspension would be mostly artificial; more seriously, however, a suspension of the program could diminish the motivation to proceed in a timely fashion with the recommendations above.*

Unit's Response: The very wording of this recommendation is worrisome, since in our view nothing in the Self-Study or the supporting documents suggest suspending a program that currently has two students, and is expected to have applications in the next academic year from within our undergraduate students.

Dean's Response: Given the department's relentless recruitment activities, the conjecture that there will be no student enrollments in the next academic year is skewing the realities of the challenges outlined above. Based on the recent query and survey of the department's potential student intake, I note that a number of viable international students were unable to enroll in the program due to our WES requirement, which poses another barrier to international enrolments (see the attached list of potential students). Given the small number of graduate studies programs, perhaps our admission policy has to accommodate a case-by-case assessment of potential student files, which is done in collaboration with the Registrar Office, the department, and the Deans' Offices.

All in all, after reviewing the MSc Math program self-study, the reviewers' report, and the department's response to the reviewers' report, I am concerned that, until some of the barriers noted above have been addressed, any curriculum innovation and/or pathway development would be ineffective. Having said that, I see many opportunities for the program.

Provost's Response: To some extent the language requirement has been addressed through recent Senate decisions to bring NU requirements more in line with other universities. Suspending admissions is a perfectly reasonable tool to use in academic planning, especially if it seems that a low enrolled grad programme is jeopardizing the delivery of a high quality undergraduate programme. No such decision is being taken at this time

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1, 5, 7 - Development of the Strategic Plan for Graduate Studies	Dean of Research and Graduate Studies with Department and Faculty	May 2020
#2, 4 - Contribute the development of the institutional SEM planning with an articulation of a recruitment strategy	Registrar with Department	May 2020
#6 - Prepare a report on possible collaborations with other Northern Universities	Department to submit to Dean	January 2020
#8 - Develop a plan for communicating with other graduate programmes	Department	November 2019

E. CONFIDENTIAL COMMENTS

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

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Sociology	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Oct. 30, 2018
2. Site Visit Conducted	Mar. 5 – 6, 2019
3. Reviewer's Report Received	Apr. 15, 2019
4. Internal Reviewers Response Received	May 7, 2019
5. Dean's Response Received	May 28, 2019

The members of the review committee were:

- Dr. Jane Barker (Internal)
- Dr. Joseph Michalski, King's University College at Western University (External)
- Dr. Heather Rollwagen, Ryerson University (External)

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

- **Four-year B.A. in Sociology**

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Reviewers: *The department's sociology program aligns quite well with the mission, values, and priorities identified in the Nipissing's current Strategic Plan 2015-20. In particular, the sociology faculty members strive "to cultivate in students an understanding of social responsibility at both local and global levels, so that our graduates are able to take their place in society as committed, aware, socially responsible citizens." Further, the mission statement states that Nipissing University will "encourage students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities."*

The strategic plan lists three priorities, which include the student experience, academic and research excellence, and community engagement. The department offers students a rigorous and stimulating academic experience. Beyond this, the department augments the course offerings of other disciplines and programs, and through this service, expands the learning experience of students in these other disciplines and programs. The department is also enhancing the research potential and graduate programming of other departments through the establishment of the Nipissing Research Data Centre, which allows faculty and researchers from communities across Northern Ontario to access confidential Statistics Canada micro data.

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *The department should hold a working retreat to discuss their program offerings and decide upon the substantive areas in which they would like to offer electives on a regular, cyclical basis – and should hire faculty who can specifically help mount the courses selected.*

Unit's Response: This has already been started. Specifically, as of Fall 2017 the Department has been offering elective courses annually based on a 3-year cycle teaching plan to maximize the range of elective course offerings. Also, Sociology faculty members have been regularly engaged in partial curriculum reviews by deleting, adding and updating courses. However, a full-curriculum review is planned to be held soon to restructure the Sociology curriculum in line with the existing core areas of the Sociology program, and with some new streams that the department is planning to develop in order to address the timely needs of public and private sectors for trained skillful and knowledgeable Sociology graduates who can make a successful transit to job market. This is very important given the rapid changes in the Canadian society and the World. The Department will also revise existing elective courses and develop new courses to add more critical approaches to research and theory, as called for by the Reviewers (page 4). In the next stage, the Department needs to hire three tenure-track faculty members, who will replace two retired and resigned faculty members and one faculty member on long-term medical leave.

Dean's Response: The department holds regular meetings to discuss course curriculum and curriculum updates.

Provost's Response: I agree with the Dean.

External Reviewers Recommendation #2: *The department should strike a standing committee on curriculum with the mandate to add and delete courses in a systematic way, while simultaneously evaluating the critical content in line with departmental resources, program requirements, and faculty expertise.*

Unit's Response: As noted before, the department adds, removes, and banks courses on a regular basis to meet the department and university's objectives. In this end, the department plans to restructure the existing curriculum in the next departmental retreat.

Dean's Response: As noted in the departmental response to the reviewers' recommendations, the department has been very active in updating the Sociology program's curriculum. All Arts and Science curriculum proposals go through a rigorous institutional approval process. The process starts with an Arts and Science Curriculum Committee, then proceeds to the Arts and Science Executive Committee, the University Curriculum Committee, and if necessary, to the AQAP Committee. Finally, all curriculum motions are approved by Senate. In other words, the mechanism for discussion and approval of curriculum proposals is already in place.

Provost's Response: I agree with the Dean

External Reviewers Recommendation #3: *While the department ideally might consider hiring an Indigenous scholar to join their ranks, another option would be to consider cross-listing a course with the Native Studies program at Nipissing or including a course from the program as a possible elective that would count toward the sociology degree. Pathways that might lead to double majors in Sociology and Native Studies could be explored further.*

Unit's Response: The Department takes seriously the Truth and Recommendation Commission's Calls to Action and our role as a northern institution with strong relationships with Indigenous students and communities. The Department is working to incorporate Indigenous Knowledges, theories and pedagogies into the Sociology curriculum in a number of ways including: 1) two third-year Anthropology courses with substantive content related to Indigenous Knowledges (ANTR 3006: Anthropology of Development in the Canadian North, and ANTR 3027: Anthropology, Aboriginal Peoples and the Law) are counted as electives in the Sociology program; 2) the Anthropology program collaborates with Native Studies and has a number of courses that are cross-listed with Native Studies. However, the Department would like to work towards a more systemic inclusion of Indigenous Knowledges, theories, and pedagogies throughout the Sociology curriculum. We will do this by working with Nipissing University's Indigenization Steering Committee to pursue opportunities for workshops, training, and course/curriculum review and development, and to explore opportunities to invite Indigenous Knowledge Keepers into the classroom.

Dean's Response: The department is very active in integrating indigenous ways of knowing into the Sociology and Anthropology curricula. Further discussions of expanding the indigenous content in all courses offered by the Sociology program are ongoing.

Provost's Response: I agree and want to express my appreciation for the work that the dept does. Departments at NU do not have autonomy to decide on faculty positions, but may make a case for hiring through the annual academic planning process.

External Reviewers Recommendation #4: *The department should expand elective offerings to further consolidate their capacity to address diverse topics in Sociology, which would allow them to be more consistent with their learning objectives.*

Unit's Response: As called for by the Reviewers on page 4 of the review report, and as much as is practical with existing faculty resources, the Department will expand course offerings to include more critical approaches to theory and research, and to develop courses that incorporate Indigenous Knowledges, theories, pedagogies, and topical areas into the program curriculum. This may be done partially through cross-listing courses with other Departments (such as Native Studies), or through the development of Sociology courses. However, the Department currently needs to hire three new full-time faculty members (replacing retired, resigned and on long-term leave colleagues) to expand elective offerings.

Provost's Response: I agree with the Dean and encourage the Department to continue building synergies with other programmes.

Dean's Response: I agree. Further collaboration with other (cognate) disciplines would allow the department to maximize resources and provide students with broader and more interdisciplinary electives. Further discussion regarding such collaboration will be supported through the Dean's Office.

External Reviewers Recommendation #5: *The department should request further institutional support to update key courses that could be offered in a blended learning format or otherwise incorporate cutting-edge technological and pedagogical approaches.*

Unit's Response: In the past, the department has asked for staff support resources. Also, the department has a successful experience of delivering some online/distance learning courses (i.e., Introduction to Sociology, Sociology of Nursing, Globalization and Development, Sociology of Work, Minority Groups in Canada), and offering a placement period for its MA Sociology students, engaging them in experiential learnings in the community organizations. This also can be definitely workable for undergraduate Sociology students, upon the availability of a support staff member in the department. As found in several other programs on the campus, this person could assist with the outreach process to community organizations for student practicum placements. The Department also will work with the new Dean of Teaching to explore innovative pedagogical approaches that include blended and experiential learning, and to incorporate innovative technological and pedagogical approaches into the classroom.

Dean's Response: The department of Sociology and Anthropology offers numerous online courses in Sociology. The online delivery or any alternate formats are well supported through our LST team and through the Dean's Office. Further supports will be hopefully provided through the new Dean of Teaching Office.

Provost's Response: Agree with the Dean.

External Reviewers Recommendation #6: *The department should consider developing more experiential learning opportunities through an applied research course, an internship program, and/or by partnering with experiential learning specialists/supports on campus to foster community-engaged learning options that currently do not exist.*

Unit's Response: The majority of Sociology faculty members are applied researchers, so upper-level senior Sociology students have the opportunity to work with them in different research projects in the capacity of Research Assistant. The interested students can conduct their own research by taking an honours undergraduate thesis (SOCI 4096 and SOCI 4097), and then they have the opportunity to present results of their research in the annual meeting of Nipissing University Undergraduate Research Conference (NUURC) to their peers, participating from across Canada and academic and community participants. SOCI/ANTR 3036: Qualitative Research Methods also offers opportunities for students to engage in experiential learning including conducting primary research in the North Bay community, and presenting their research results at the NUURC. Another existing community-learning option for Sociology students is the fourth-level required course in SOCI 4576 Honours Seminar in Professional Development. The department is currently struggling to offer this course due to the limited number of full-time faculty members. So, the addition of any other kind of "community-engaged learning options" would require new faculty and staff resources.

Dean's Response: As noted in the departmental response, the department currently offers honours undergraduate thesis courses, including SOCI 4576: Honours Seminar in Professional Development. Further internship and experiential learning opportunities are also provided through the following course: UNIV 3006: Experiential Learning in Arts and Science.

Provost's Response: Good EL practice is that students have the opportunity to engage with research in every year of their study.

External Reviewers Recommendation #7: *The departmental faculty members might consider balancing formal tests with other types of assignments, such as oral presentations or group projects, which allow students to demonstrate their range of skills and abilities and would further benefit the students in terms of real-world applications.*

Unit's Review: Given the nature of courses and faculty and staff resources, the evaluation methods of students' learning can be affected. Some courses, like SOCI 2016 and SOCI 2017 are theory courses, with a large number of students in the class. So, it is hard and impossible to try the method of students' presentation. In the past, when there were enough faculty resources, these two courses were offered in multiple sections, with small class sizes each section, so students had the opportunity to develop their writing and speaking skills through writing essays and presenting in class. However, due to the limited number of faculty resources, the department had to merge multiple sections of these courses. Furthermore, it is ideal to have two sections of both SOC 2016 and 2017 so that undergraduate Sociology students get a chance to conduct, in consultation with the professor, 60-30 min tutorial/workshops that demonstrate the application and evaluation of theoretical models and conceptual frameworks to areas of the empirical social world that they experience in everyday life or within the context of potential future employment. However, students in other courses are usually evaluated by different methods, including assignments and projects, presentations and tests, as documented in the course outlines attached to the Self-study.

Dean's Response: I agree that further opportunities for innovative assessment should be explored.

Provost's Response: I disagree with the internal response, and encourage the faculty to explore the many existing approaches to interactive pedagogies for large classes.

External Reviewers Recommendation #8: *The department should introduce a capstone thesis seminar where students develop their individual projects in an area of the student's personal interest rather than continuing to offer a number of independent studies with limited financial compensation for faculty members. The capstone course should be offered under the guidance and mentorship of a talented faculty member with the capacity to help nurture a diverse array of student interests, rather than orienting the course to the instructor's research interests and expertise.*

Unit's Response: Offering a new "capstone thesis seminar" requires additional faculty resources, which are not currently in the Department. However, as noted, currently students who want to pursue their own research interest, are encouraged to take SOCI4096 and SOCI4097 thesis courses, working with a full-time faculty member. Moreover, SOCI3226 Survey Research is a required course for Sociology students, where the students learn and practice through developing two major projects how to write their own research proposal on a research topic of their own interest, and how to analyze data collected for their research project.

Dean's Response: As noted in the departmental response, the current suite of thesis and survey research courses are already in place. These courses serve the same function as the course/seminar proposed above: to allow students to pursue individual research interests with a faculty member of their choice.

Provost's Response: It is possible to offer interdisciplinary capstone courses that draw students more broadly from social sciences or liberal arts. This may be a good alternative for the Faculty.

External Reviewers Recommendation #9: *The department should liaise with other departments to assess the potential for double-major degrees, particularly with the Criminal Justice program.*

Unit's Response: This can be possible, if the limited faculty resources are resolved. Currently, Sociology students can count up to six-credits of upper-year Anthropology courses towards their Sociology degree. Given that the Sociology and Anthropology programs share courses in Classical and Contemporary Theory, and Qualitative Research Methods, the potential for double-major degrees in Sociology and Anthropology are high. However, one limitation for students pursuing a double-degree in Sociology and Anthropology is the relatively small number of elective courses available to students due to limited faculty resources. The potential to develop double-major degrees would be greatly enhanced by hiring new faculty resources in both Sociology and Anthropology to ensure that students can attain enough credits to fulfil their degree requirements. Moreover, Sociology and Criminology programs are currently collaborating at the graduate level, offering the collaborative Master program in Sociology. Undergraduate Criminology students also take several Sociology courses, including core required courses on Introductory Sociology, Research Methods, Social Statistics and Theory. Therefore, there is a great potential to coordinate a double major between the two programs at the undergraduate level.

Dean's Response: I agree that a double-major should be pursued in the future, once adequate resources have been allocated to the Department of Sociology and Anthropology to expand its programming. Currently, the program liaises with multiple departments, providing service courses to Nursing, Education, Anthropology, and Criminal Justice programs.

Provost's Response: If the degree architecture aligns with the adopted architecture the institution, it should be possible for a student to combine Sociology major modules with major modules of virtually every other discipline.

External Reviewers Recommendation #10: *The department should expand the list of preapproved courses that could be counted toward another degree. They should also increase the number of credits earned in other departments that can be counted toward the Sociology degree.*

Unit's Response: Sociology students already have the option to take a certain number of elective courses from other programs, and they indeed do so. However, there are certain Sociology substantive core elective courses that are only offered by the Sociology program, however due to limited faculty resources, the department cannot offer them on a timely manner.

Dean's Response: I agree that exploring electives outside the discipline might be beneficial to students in the Sociology programs. The increasing emphasis on cross-disciplinary literacy suggests that broadening electives can enhance students' transferable skills.

Provost's Response: See above in 9.

External Reviewers Recommendation #11: *The department should explore opportunities to base entire courses on the use and manipulation of important data sources from the RDC, especially with respect to faculty expertise in selected areas of health, aging, gerontology, education, and family.*

Unit's Response: The department is moving in this direction. Currently, Sociology undergraduate and graduate students are encouraged to conduct their thesis research and course projects based on the micro-data of Canadian surveys and censuses in Nipissing University's Statistics Canada Research Data Centre (RDC). Running courses within the RDC is an option defined by Statistics Canada's RDC, but it requires the addition of extra computers in the Nipissing University RDC (currently, it has only two researcher workstations). However, the Nipissing's RDC in collaboration with the Canadian Research Data Centre Network (CRDCN) has successfully secured a nation-wide CFI – Innovation Fund grant (\$2.7M from CFI; \$10.1M from all sources) to convert all RDC's to thin-client models by 2021. For Nipissing's RDC, this funding will allow us to increase operating hours substantially as well as expand the number of researcher workstations to six, thereby further enhancing access and facilitating the introduction of entire courses within the RDC. Since the opening of Nipissing University RDC branch in Spring 2017, several undergraduate and graduate Sociology students have already used Nipissing University RDC data to analyze data for their research thesis or doing their course projects. It has also afforded opportunities for three post-doctoral researchers to collaborate with faculty in the department and produce peer-reviewed publications and conference presentations.

Dean's Response: As noted in the departmental response, this initiative is already in progress.

Provost's Response: I agree with the Dean.

External Reviewers Recommendation #12: *The department should actively build upon their relationships with other institutions in order to create sustained partnerships that might expand the learning opportunities for students.*

Unit's Response: Currently, Sociology faculty members have sustained relationships with other institutions both inside and outside of Canada. Several Sociology graduates could enter into graduate programs in other Canadian universities and institutions because of advanced theoretical knowledge and research skills they acquired throughout their involvement in research projects of Sociology faculty members, conducted in collaboration with other universities and institutions. In addition, part of our work to more systematically include Indigenous Knowledges, theories and worldviews into the Sociology curriculum will involve establishing relationships with regional Indigenous institutions and organizations that will facilitate experiential learning opportunities, and opportunities to invite Indigenous Knowledge Keepers into the classroom.

Dean's Response: The department is active in fostering relationships with other institutions and community partners. In fact, the departmental community outreach ranks among the most engaged departments in the Faculty of Arts and Science.

Provost's Response: I have no concerns in this area.

Student Support and Alumni Engagement:

External Reviewers Recommendation #13: *The department should have a designated specialist or “expert” who participates in the monitoring the content and success of the Foundations program, especially in relation to proper supports and academic advising.*

Unit’s Response: This is an initiative proposed and organized by the Faculty of Arts and Science, therefore it is out of the jurisdiction of the department of Sociology and Anthropology to monitor it. However, the Sociology program has contributed to this Foundations program by sending two faculty members to sit in the planning committee for this Foundations program.

Dean’s Response: Not applicable. The Foundations program is an Arts and Science initiative. Participating departments and disciplines serve on a committee that oversees the program in consultation and collaboration with the Dean’s Office, Student Services, Academic Advising, the First Year Foundations Coordinator, Recruitment and the Registrar Office.

Provost’s Response: I agree with the above.

External Reviewers Recommendation #14: *The department should investigate further the backgrounds of incoming 105 students and how the Sociology program might leverage these unique experiences and incorporate selected aspects into the program.*

Unit’s Response: The recommended investigation falls in the jurisdiction of Nipissing University Institutional Planning Office (IPO), holding admission data. However, at the time of writing the Sociology Self-study, the department asked the Nipissing University Institutional Planning Office for detailed data regarding the backgrounds of students who enter into the Sociology program, either directly from high school or indirectly from other post-secondary programs. Upon having such data and hiring a new supporting staff, this investigation can be conducted in collaboration with IPO.

Dean’s Response: This investigation is ongoing and is the purview of the Office of the Institutional Planning and Design.

Provost’s Response: The Registrar’s Office through its recruitment team is continuously monitoring this information on potential and actual applicants. This is not within departmental jurisdiction.

External Reviewers Recommendation #15: *The department should conduct a survey of students who are in the program and who have dropped out to determine their main reasons either for continuing or the factors that have deterred their progression.*

Unit’s Response: The recommended investigation falls in the jurisdiction of Nipissing University Institutional Planning Office and other administrative offices that conduct the student surveys. However, upon hiring a new supporting staff, the department and Nipissing administration can work together to develop and conduct such a specific survey. It should also be noted that such qualitative information are usually acquired by Sociology faculty members when they interact with students.

Dean’s Response: See above.

Provost’s Response: See above

External Reviewers Recommendation #16: *An online, post-graduation survey should be developed through a social media platform, perhaps in conjunction with the university’s development team, to track student’s employment.*

Unit's Response: The recommended investigation falls out of the jurisdiction of the department. Such surveys are regularly conducted by the Nipissing University administration, which can be developed efficiently in consultation with the Department of Sociology and Anthropology.

Dean's Response: See above.

Provost's Response: See above

Faculty Resources and Research

External Reviewers Recommendation #17: *The department requires at least two additional full-time tenure-track appointments to help manage current demand, reduce the necessity of overload teaching, and ensure that faculty members can continue to engage in their research at a reduced risk of burnout. Additional opportunities or incentives should be offered to allow faculty to reduce their teaching loads to pursue research, in line with institutional resources.*

Unit's Response: The department has been requesting for three tenure-track replacement faculty positions over the past few years. Currently, only those faculty members who hold a tri-council research grant receive one teaching release, but there are other faculty members who have external research grants and projects from other external public and private national and international agencies that are not counted towards granting teaching release. Or, a faculty who is actively publishing and presenting in conferences, without having an active research grant, are not usually granted a teaching release, which all would discourage faculty research.

Dean's Response: Agreed. Due to budgetary constraints, the two full-time tenure-track appointment requests will have to be allocated in stages. Nonetheless, both have been included in the Provost's academic plan

Provost's Response: Departments have no autonomy over faculty hiring but are invited to make a case for hiring in their academic plan.

External Reviewers Recommendation #18: *The department should prioritize the hiring of qualified women to help balance their gender complement, especially in view of the high proportion of female majors and the mentorship opportunities that would help advance NU's mission.*

Unit's Response: The department will consider faculty gender balance in hiring new qualified faculty members.

Dean's Response: Agreed. Any future hiring has to be in alignment with the Equity, Diversity, and Inclusion mandate.

Provost's Response: See above

External Reviewers Recommendation #19: *The department needs at least one full-time faculty member dedicated to the specialty area of health studies and gerontology, even if that means hiring a replacement for the member currently on long-term medical leave.*

Unit's Response: The department has been requesting for three replacement tenure-track faculty positions over the past few years. One of these requested positions is to replace the member currently on long-term medical leave. If sufficient faculty resources are allocated to the Department, we will hire in the area of health studies and gerontology.

Dean's Response: Agreed. One of the tenure-track position requests includes such a specialization.

Provost's Response: Departments have no autonomy over faculty hiring but are invited to make a case for hiring in their academic plan.

External Reviewers Recommendation #20: *The department should have an academic coordinator position with a reduced teaching load (one three-hour course release) to shoulder some of the administrative responsibilities, such as around curriculum planning and course assignments, helping to manage community-engaged learning initiatives, monitoring the proposed surveys, and/or providing appropriate student counseling.*

Unit's Response: Currently, the department Chair is largely engaged in regular administrative works of the department. Therefore, there is a need for the recommended academic coordinator position in the department to perform other departmental administrative responsibilities, including curriculum planning and course assignments, helping to manage community-engaged learning initiatives, monitoring the proposed surveys, and/or providing appropriate student counseling. The much-needed addition of a full-time departmental administrative support staff position could also help considerably in this area as well.

Dean's Response: Not applicable. The duties listed above pertain to the role of the Departmental Chair. Chairs are awarded six credits of course release/or a stipend/or a combination thereof to perform duties including course planning, budgeting, and student counselling.

Provost's Response: Agree with Dean.

D. IMPLEMENTATION PLAN

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#3 - Address faculty renewal through academic planning	Department with Dean	annually
#4 - Map opportunities for curricula collaboration at NU	Department with Dean	May 2020
#5 - Identify institutionally shared resources for expanding blended and other formats	Department with the Dean of Teaching	May 2020
#6 - Examine best practices for EL in sociology in Canada	Department may consult Teaching Chair in experiential learning.	May 2020
#7 - Develop a resource document for teaching large classes	Department with the Dean of Teaching	March 2020
#8 - Explore the possibility of interdisciplinary capstone courses	Dean of Arts and Science	March 2020
#9, 10 - Review of degree architecture	Registrar	December 2019
#1, 19 - Review needs for faculty	Department with Dean	Annually with academic planning
#18 - When next hiring, the department	Department with Dean	When hiring

should clearly identify their strategy for fulfilling EDI expectations

E. CONFIDENTIAL COMMENTS

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