

## Senate Agenda

Friday, April 14, 2023

2:30 p.m. – Room F210

Zoom Conference:

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

Meeting ID: 880 9246 1985

Passcode: 194317

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

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

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

### 3. **Adoption of the Minutes of the Senate Meeting of:** March 10, 2023 *(page 9)*

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

The Motion regarding approval of the Research Committee Commercialization Policy, deferred at the March 10, 2023 Senate meeting, is included below. Following a request, the Annual Commercialization Plan template has been included with the Commercialization Policy and related documents in the Senate agenda. *(page 1595)*

Motion 1: That Senate approve the Commercialization Policy as outlined in the attached document.

Following the March 10, 2023, Senate meeting, nominations were sought for two (2) Faculty Senators to participate in small group conversations with the Provost, Vice-President Academic (PVPA) candidates. Dr. Todd Horton (EPS) and Dr. Robin Gendron (A&S) were acclaimed as Faculty Senator representatives.

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

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

- A. (1) President – oral report
- (2) Provost and Vice-President Academic and Research – report attached *(page 24)*

- (3) Vice-President Finance and Administration – oral report
- (4) Board of Governors – no report
- (5) Alumni Advisory Board – no report
- (6) Council of Ontario Universities (Academic Colleague) – no report
- (7) Joint Board/Senate Committee on Governance – no report
- (8) NUSU – report attached (*page 25*)
- (9) Others

B. Reports from Senate members

7. **Question Period**

8. **Reports of Standing Committees and Faculty Councils**

**Senate Executive Committee** (*page 26*)

Motion 1: That the Report of the Senate Executive Committee dated April 6, 2023 be received.

**Academic Curriculum Committee** (*page 28*)

**February 28, 2023 Report**

Motion 1: That the Report of the Academic Curriculum Committee dated February 28, 2023 be received.

**Faculty of Arts & Science**

**Biology**

**Non-substantive:**

To un-bank BIOL 3267 Animal Physiology.

Motion 2: That Senate approve the revised Note pertaining to the Honours Specialization in Environmental Biology and Technology program.

Motion 3: That Senate approve the revised Note pertaining to the Specialization in Environmental Biology and Technology program.

**Chemistry**

**Non-substantive:**

The title of the course CHEM 2306 Introduction to Organic Chemistry I be changed to CHEM 2306 Organic Chemistry I.

**Non-substantive:**

The title of the course CHEM 2307 Introduction to Organic Chemistry II be changed to CHEM 2307 Organic Chemistry II.

- Motion 4: That Senate approve the creation of CHEM-2316 Green Chemistry for Environmental Sustainability
- Motion 5: That Senate approve creation of CHEM-2317 Medicinal Chemistry.
- Motion 6: That Senate approve the creation of CHEM-2506 Chemistry of Pollution.

**Non-substantive:**

The prerequisite for CHEM 4347 be changed.

Child and Family Studies

**Non-substantive:**

The course description for CHFS 2026 Methods in Behavioural and Social Sciences be revised.

- Motion 7: That Senate approve the learning outcomes for CHFS 2026 Methods in Behavioural and Social Sciences.
- Motion 8: That Senate approve the current delivery language for CHFS 2026 “Methods in Behavioural and Social Sciences” from “Three hours of lecture and three hours of laboratory work per week for one term” to “Four hours per week of blended learning format (lecture, practical, technology)”

**Non-substantive:**

The course title for CHFS 2106 be changed from Human Development: Children & Youth to Applied Human Development: Children & Youth.

**Non-substantive:**

The revision of the course description for CHFS 2106 Human Development: Children & Youth.

Gender Equality and Social Justice

- Motion 9: That Senate approve the creation of GEND-2556 The 21<sup>st</sup> Century Family.
- Motion 10: That Senate approve that the program requirements for the GESJ Honours Degree be revised to allow 6 credits of GEND 4106 Selected Topics in fulfilment of the Honours degree.

**Non-substantive:**

The course GEND 2316 Masculinities, Money and Media be banked.

**Non-substantive:**

The course GEND 3316 Race, Murder and Media be banked.

**March 22, 2023 Report** *(page 46)*

- Motion 1: That the Report of the Academic Curriculum Committee dated March 22, 2023 be received.

Faculty of Arts & Science

**Child and Family Studies**

Motion 2: That Senate approve the learning outcomes for CHFS 2106 Human Development: Children & Youth.

Motion 3: That Senate approve the current delivery language for CHFS 2106 Human Development: Children & Youth from “Three hours of lecture per week” to “Three hours per week”.

**Non-substantive:**

The course title for CHFS 4306 be changed from Special Topics: Human Dev & Learning **to** Topics: Developmental, Behavioural, and Mental Health.

**Non-substantive:**

The revision of the course description for CHFS 4306 Special Topics: Human Dev & Learning.

Motion 4: That Senate approve the revised learning outcomes for CHFS 4306 Special Topics: Human Dev & Learning.

**Non-substantive:**

The revision of prerequisites for CHFS 4306 Special Topics: Human Dev & Learning.

Motion 5: That Senate approve the current delivery language for CHFS 4306 Special Topics: Human Dev & Learning **from** Three hours of lecture per week **to** “Three hours per week”.

**Non-substantive:**

The prerequisites for CHFS 4206 “Applied Developmental Neuropsychology” be changed as outlined in the attached document.

Motion 6: That Senate approve the change in course delivery for CHFS 4206 Applied Developmental Neuropsychology **from** three hours of lecture per week for one term **to** “Three hours per week”.

Motion 7: That Senate approve the change to the title of Group 1 courses in Major, Minor, Specialization, and Hon Specialization CHFS programs from “Human Development & Learning” to “Applied Human Development: Developmental, Behavioural, and Mental Health” and that calendar language is updated to reflect this.

**English/Indigenous Studies**

Motion 8: That Senate approve the creation of ENGL 2416/INDG 2416 Indigenous Graphic Novels and Teachings.

**Geography & Geology**

Motion 9: That Senate consider motions 11-16 as an omnibus motion.

- Motion 10: That Senate approve motions 11-16 as an omnibus motion.
- Motion 11: That the revised program requirements for the Honours Specialization in Geography be approved as outlined in the attached document.
- Motion 12: That the revised program requirements for the Specialization in Geography be approved as outlined in the attached document.
- Motion 13: That the revised program requirements for the Honours Specialization in Environmental Geography be approved as outlined in the attached document.
- Motion 14: That the revised program requirements for the Specialization in Environmental Geography be approved as outlined in the attached document.
- Motion 15: That the revised program requirements for the Honours Specialization in Environment and Physical Geography be approved as outlined in the attached document.
- Motion 16: That the revised program requirements for the Specialization in Environment and Physical Geography be approved as outlined in the attached document.
- Motion 17: That Senate approve the cross-coding of the following Geography (GEOG) science courses as ENSC as outlined in the attached document.

**Non-substantive:**

The revision of the course description for GEOG 1016 People, Place and Environment.

- Motion 18: That Senate approve the learning outcomes for GEOG 1016 People, Place and Environment.
- Motion 19: That Senate approve the change of GEOL-1006 The Earth's Interior hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.
- Motion 20: That Senate approve to change GEOL 1007 Surficial Geology hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.

**Non-substantive:**

The revision of the course description for GEOG 4777 Water Governance.

- Motion 21: That Senate approve the changes to the Environment and Sustainability Post-Baccalaureate Degree program as outlined in the attached document.

**Non-substantive:**

To **delete** GEOL 1031 The Earth's Interior for Non-science from the Academic Calendar.

**Non-substantive:**

To **delete** GEOL 1032 Surficial Geology for Non-science from the Academic Calendar.

**Indigenous Studies****Non-substantive:**

The revision course title of INDG 3107 "Indigenous Research Methods" to "Building Our Knowledge Bundles" as outlined in the attached document.

**Psychology**

Motion 22: That Senate approve the creation of PSYC 3346 Research Methods in Psychological Science as outlined in the template below.

Motion 23: That Senate approve the program requirements for the BA Honours Specialization in Psychology be changed as outlined in the below.

**Religions and Cultures**

Motion 24: That Senate approve the creation of RLCT 2606 Hospice, Palliative Care and Religion as outlined in the attached document.

**Sociology****Non-substantive:**

That the course description for SOCI 2016 be changed as outlined in the attached document.

**Non-substantive:**

That the course description for SOCI 2017 be changed as outlined in the attached document.

**Non-substantive:**

That the course title for SOCI 3226 be changed from "Survey Research" to "Survey Design."

**Non-substantive:**

That the prerequisite for SOCI 3226: Survey Research be changed as outlined in the attached document.

**Non-substantive:**

That the course description for SOCI 3226: Survey Research be revised.

**Faculty of Education and Professional Studies****School of Business**

Motion 25: That Senate approve that the program requirements for the Post Baccalaureate Diploma in Marketing be modified as outlined in the attached document.

**Schulich School of Education**

- Motion 26: That Senate approve that EDUC 4926 Anishnaabemwin as a Second Language (Intermediate) be added to the offerings for the Bachelor of Education Program.
- Motion 27: That Senate approve that EDUC 4917 First Nation, Metis and Inuit Studies (Intermediate) be added to the offerings for the Bachelor of Education Program.
- Motion 28: That Senate approve that EDUC 4907 First Nation, Metis and Inuit Studies (Senior) be added to the offerings for the Bachelor of Education Program.
- Motion 29: That Senate approve that the additional qualification course: EDUC-1805 *Adapting curriculum for second language learners in a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.
- Motion 30: That Senate approve that the additional qualification course: EDUC-1815 *Teaching in a French immersion setting*, be developed and added to the list of offerings for Additional Qualifications.
- Motion 31: That Senate approve that the additional qualification course: EDUC-1825 *Reading Part 1 for a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.

### **School of Graduate Studies**

#### **Master of Environmental Science**

- Motion 32: That Senate approve that a new course in Geography/Biology/Chemistry 4516, titled “Biogeochemistry of the Anthropocene” be added to the course calendar.
- Motion 33: That Senate approve the creation of ENSC-5516 Biogeochemistry of the Anthropocene.

#### **Admissions**

- Motion 34: That Senate approve that the Bachelor of Education – First Nations, Metis, Inuit teaching subject admission policy be approved as outlined in the attached document.
- Motion 35: That Senate approve that the Bachelor of Education – Indigenous Languages: Anishnaabemwin teaching subject admission policy be approved as outlined in the attached document.
- Motion 36: That Senate approve that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.

#### **Prior Learning Assessment Recognition (PLAR)**

Motion 37: That Senate approve that Prior Learning Assessment Recognition (PLAR) be considered as a pilot for the Indigenous Foundations Program and BA, Indigenous Studies for Spring/Summer & Fall/Winter 2024 intake.

### **Banking and Deleting Courses**

For Information Only:

The below listing of courses (Courses to be Banked after 22FW) were not offered in the past five calendar years and will be banked by the Registrar's Office.

### **Academic Quality Assurance and Planning Committee (AQAPC)** (page 111)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated March 24, 2023 be received. (Program Data page 418)

Motion 2: That Senate approve the Stage II New Program Proposal - BA in Environmental Studies (Honours Specialization; Specialization; Major). (page 115)

Motion 3: That Senate approve the Stage II New Program Proposal - BSc in Environmental Sciences (Honours Specialization; Specialization; Major). (page 358)

Motion 4: That Senate approve the revised Bachelor of Education Program Attendance Policy as outlined. (page 417)

### **By-laws and Elections Committee** (page 1594)

Motion 1: That the Report of the By-laws and Elections Committee dated March 9, 2023 be received.

### **Research Committee** (page 1595)

Motion 1: That the Report of the Research Committee dated March 24, 2023 be received.

## 9. **Other Business**

## 10. **Amendment of By-Laws**

## 11. **Elections**

## 12. **New Business**

## 13. **Announcements**

## 14. **Adjournment**



**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**March 10, 2023**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), C. Richardson, B. Law, C. Mady, D. Iafrate, N. Black, D. Walters

L. Chen, N. Colborne, S. Connor, J. Dech, H. Earl, R. Gendron, J. Murton, G. Phillips, S. Renshaw, S. Srigley, N. Stevens, L. Thielen-Wilson, R. Vernescu, R. Wenghofer, S. Winters

J. Allison, C. Anyinam, A. Armenakyan, J. Barker, G. Brown, D. Hay (Deputy Speaker), R. Hoffman, T. Horton, L. Peachey, G. Raymer, T. Sibbald (Speaker), R. Vanderlee

C. Irwin, O. Pokorny, L. Sinclair

S. Fiddler

R. McEntee, M. Taylor, H. Panchal, J. Gagne

**Absent With Regrets:**

C. Sutton, P. Maher, H. Earl, A. Hatef, C. Greco, T. McParland, J. Muterera, S. Pecoskie-Schweir, C. Phillips

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** March 10, 2023

Motion 1: Moved by N Black, seconded by N. Stevens that the agenda of the Senate meeting of March 10, 2023, be approved.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** February 10, 2022

Motion 2: Moved by M. Tuncali, seconded by P. Ravi that the minutes of the Senate meeting of February 10, 2023, be adopted.  
CARRIED

**Reports From Other Bodies**

The President provided a detailed report which is appended to these minutes, highlighting a number of initiatives, including continued advocacy efforts with the Ministry of Colleges and

Universities and ongoing community consultations amid the Strategic Planning process.

The Provost and Vice-President Academic and Research (Interim) provided a report. The report is attached to the minutes.

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

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

The Council of Ontario Universities (COU) Academic Colleague, Senator L. Chen, provided an update on recent meetings. She spoke to a presentation by Dr. Benoit-Antoine Bacon on the importance of mental health as well as an exploration into shared strategies for mitigating concerns with international student supports. The COU has formed a working group to further assess these concerns.

The Nipissing University Student Union (NUSU) provided a report. The report is attached to the minutes. In addition to the submitted report, they thanked the Nipissing University Alumni department for a \$3000 donation to the student food bank as they look to reach a \$10,000 fundraising goal. Current donations sit at \$6000. They also promoted the Bay Bistro restaurant, located in the NUSU Student Centre, now open Monday to Friday from 11:30 a.m. to 4:00 p.m.

### **Question Period**

In response to a question regarding the course HIST 2447 “Indigenous Treaties in Canada” and why it is not being offered in the Spring/Summer term, the Dean of Arts and Science noted the course is currently being offered this term as a distance learning course, so as not to conflict with other courses, and had a capacity for an additional fifteen (15) students. The Dean promoted several other courses that are being offered through the Spring/Summer term.

An update was requested on the topic of Artificial Intelligence usage, particularly around the use of ChatGPT. Conversations have been ongoing at the Teaching and Learning Committee, and the Teaching Hub recently hosted a Lunch and Learn on the topic. Following a lengthy discussion, the following motion was made:

Motion 3: Moved by D. Hay, seconded by M. Tuncali that the Teaching and Learning Committee provide a report to Senate that details proposed guidelines on the usage of language, artificial intelligence, and algorithms in the aspect of teaching and learning at Nipissing University.  
CARRIED

Several other questions were addressed, including if the University had a policy on the use of Lockdown Browser. The PVPAR clarified that Lockdown Browser is a tool to write exams, and as with other tools or types of assignments, there are not specific policies dedicated to each tool. If students have questions about the use of a tool, staff are readily available should a technical issue arise. While there are resources available within Blackboard to address student concerns, the PVPAR will explore hosting a resource page directly on the University webpage, should it be deemed a helpful resource for students.

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

#### **Senate Executive Committee**

Motion 4: Moved by K. Wamsley, seconded by L. Chen that the Report of the Senate Executive Committee dated March 2, 2023, be received.  
CARRIED

### **Academic Curriculum Committee**

#### **January 23, 2023, Report**

Motion 5: Moved by C. Richardson, seconded by R. Gendron that the Report of the Academic Curriculum Committee dated January 23, 2023, be received.  
CARRIED

### **Faculty of Arts and Science**

#### **English**

Motion 6: Moved by C. Richardson, seconded by S. Winters that Senate approve the creation of ENGL 2067 “One Great Book” as outlined in the attached document.  
CARRIED

Motion 7: Moved by C. Richardson, seconded by G. Phillips that Senate approve the creation of ENGL 3646 Reading Green as outlined in the attached document.  
CARRIED

Motion 8: Moved by C. Richardson, seconded by L. Chen that Senate approve the creation of ENGL 3446 “The Picture Book in Performance and Pedagogy” as outlined in the attached document.  
CARRIED

#### **Fine and Performing Arts**

##### **Non-Substantive:**

That FILM 3106 The Director’s Cinema be unbanked as outlined in the attached document.

##### **Non-Substantive:**

That FAVA 2406 Drawing: Image and Ideation be unbanked as outlined in the attached document.

##### **Non-Substantive:**

That the course description for FAVA 2406 Drawing: Image and Ideation be changed as outlined in the attached document.

##### **Non-Substantive:**

That the prerequisites for FAVA 3336 Advanced 3D Studio and Expanded Media be changed as Outlined in the attached document.

Motion 9: Moved by C. Richardson, seconded by M. Tuncali that Senate consider motions 11-17 as an omnibus motion.  
CARRIED

Motion 10: Moved by C. Richardson, seconded by M. Tuncali that Senate approve motions 11-17 as an omnibus motion.  
CARRIED

- Motion 11: That Senate approve the creation of FAVA 2447 Landscape Painting as outlined in the attached document.
- Motion 12: That Senate approve the creation of FAVA 2437 Digital Illustration as outlined in the attached document.
- Motion 13: That Senate approve the creation of FAVA 2467 Relief Sculpture as outlined in the attached document.
- Motion 14: That Senate approve the creation of FAVA 2457 Cinematic Photography/FILM 2457 Cinematic Photography as outlined in the attached document.
- Motion 15: That Senate approve the program requirements for the Bachelor of Fine Arts (Honours) be changed as outlined the attached document.
- Motion 16: That Senate approve the program requirements for the Bachelor of Arts Specialization in Fine Arts be changed as outlined in the attached document.
- Motion 17: That Senate approve the program requirements for the Bachelor of Arts Major in Fine Arts be changed as outlined in the attached document.  
Motions 11-17, as omnibus, CARRIED

### Gender Equality and Social Justice

#### **Non-substantive:**

That GEND 2206: Sex, Body and Identity be unbanked as outlined in the attached document.

#### **Non-substantive:**

That the course description for GEND 2206: Sex, Body and Identity be changed as outlined in The attached document.

- Motion 18: Moved by C. Richardson, seconded by S. Winters that Senate approve the learning outcomes for GEND 2206: Sex, Body and Identity be changed as outlined in the attached document.  
CARRI

### History

- Motion 19: Moved by C. Richardson, seconded by J. Murton that Senate approve the creation of HIST 3387 Teaching Hard History as outlined in the attached document.  
CARRIED

### Indigenous Studies

- Motion 20: Moved by C. Richardson, seconded by L. Chen that Senate consider motions 22-25 as an omnibus motion.  
CARRIED
- Motion 21: Moved by C. Richardson, seconded by N. Black that Senate approve motions 22-25 as an omnibus motion.  
CARRIED

- Motion 22: That Senate approve the creation of INDG 2307 “Anishinaabemowin Ojibwe II” course as outlined in the attached document.
- Motion 23: That Senate approve the creation of INDG 2506 “Imagining Indigenous Futures” course as outlined in the attached document.
- Motion 24: That Senate approve the creation of INDG 3516 “Storying Crime and Justice” course as outlined in the attached document. Senate Agenda March 10, 2023 4
- Motion 25: That Senate approve the creation of INDG 4106 “Independent Studies I” course as outlined in the attached document.  
Motions 22-25, as omnibus, CARRIED

**Non-substantive:**

That INDG-1307 “Anishinaabemowin Ojibwe II” be deleted.

Math

- Motion 26: Moved by C. Richardson, seconded by M. Tuncali that Senate approve that COSC 3307 3D Computer Graphics be changed as outlined in the attached document.  
CARRIED

**Non-substantive:**

That the course description for COSC 3307 - 3D Computer Graphics be changed as outlined in The attached document.

Philosophy

- Motion 27: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the program requirements for the Honours Specialization in Philosophy be changed as outlined in the attached document.  
CARRIED
- Motion 28: Moved by C. Richardson, seconded by M. Tuncali that Senate approve the program requirements for the Major in Philosophy be changed as outlined in the attached document.  
CARRIED

Psychology**Non-substantive:**

That the prerequisite for PSYC 2506 Health Psychology be changed as outlined in the attached document.

**Non-substantive:**

That the course description PSYC 2506 Health Psychology be changed as outlined in the attached document.

- Motion 29: Moved by C. Richardson, seconded by N. Stevens that Senate approve the BA Major in Psychology be changed as outlined in the attached document.  
CARRIED

Motion 30: Moved by C. Richardson, seconded by M. Tuncali that Senate approve the program requirements for the BSc Specialization in Psychology be changed as outlined in the attached document.  
CARRIED

### Sociology

Motion 31: Moved by C. Richardson, seconded by N. Stevens that Senate approve that the program requirements for the Honours Specialization in Sociology be changed as outlined in the attached document.  
CARRIED

Motion 32: Moved by C. Richardson, seconded by L. Chen that Senate approve that the program requirements for the Specialization in Sociology be changed as outlined in the attached document.  
CARRIED

Motion 33: Moved by C. Richardson, seconded by N. Stevens that Senate approve that the program requirements for the Major in Sociology be changed as outlined in the attached document.  
CARRIED

### **Non-substantive:**

That the course title for SOCI 2016 be changed as outlined in the attached document.

### **Non-substantive:**

That the course description for SOCI 2016 be changed as outlined in the attached document.

### Pathways

Motion 34: Moved by C. Richardson, seconded by N. Black that Senate consider motions 36-40 as an omnibus motion.  
CARRIED

Motion 35: Moved by C. Richardson, seconded by N. Black that Senate approve motions 36-40 as an omnibus motion.  
CARRIED

Motion 36: That Senate approve that graduates of a two-year Early Childhood Education, Educational Assistant, Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker or Developmental Services Worker diploma programs at an accredited Ontario College with a cumulative average equivalent to 70% or better can be considered for admission to BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum of 45 credits. Additionally, admitted students who also completed an Autism & Behavioural Science or a Children's Mental Health one-year post graduate certificate program at a recognized Ontario College with a cumulative average equivalent to 70% or better will receive an additional 15 transfer credits.

Motion 37: That Senate approve that graduates of a Behavioural Science two-year college diploma program at an accredited Ontario College with a cumulative average

equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 45 credits.

- Motion 38: That Senate approve that graduates of a Behavioural Science three-year advanced college diploma program at an accredited Ontario College with a cumulative average equivalent to 70% or better be considered for admission to the BA Honours Specialization or Specialization in Child & Family Studies with transfer credit to a maximum 60 credits
- Motion 39: That Senate approve that the transfer pathway to the Bachelor of Commerce degree (three-year, four-year and Honours) for two-year Esports Administration and Entrepreneurship graduates from St. Clair College be approved.
- Motion 40: That Senate approve that the transfer pathway to the Honours Bachelor of Social Work at Nipissing University for graduates from the Onajigawin Indigenous Services Diploma Program at Confederation College be approved.  
Motions 36-40, as omnibus, CARRIED

### **January 31, 2023, Report**

- Motion 41: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated January 31, 2023, be received.  
CARRIED

### **Faculty of Education and Professional Studies**

#### **School of Business**

- Motion 42: Moved by C. Richardson, seconded by L. Chen that Senate approve that FINC 2116 Management of Financial Institutions be added to the "9 credits of" list in the Finance Concentration of the BBA.  
CARRIED

#### **School of Physical and Health Education**

- Motion 43: Moved by C. Richardson, seconded by N. Stevens that Senate approve that Physical and Health Education (PHED) be added to the Group IV Professional Disciplines Breadth Requirement Grouping.  
CARRIED

#### **Non-Substantive:**

That PHED 3146 Issues in Education and Physical Activity be unbanked.

#### **School of Social Work**

- Motion 44: Moved by C. Richardson, seconded by L. Chen that Senate approve that the Bachelor of Social Work Degree Requirements be modified as outlined on the attached document.  
CARRIED

#### **School of Nursing**

The Dean of Education and Professional Studies requested that the Academic Curriculum Committee discuss the matter of voting eligibility in the School of Nursing.

Currently, the School of Nursing Council is comprised of academic and non-academic members and voting on academic issues includes the entire membership. The governance structure is complex, and refinements continue to be made.

Following a discussion, the response from the Academic Curriculum Committee is that it is the expectation of ACC that curriculum matters coming forward to the Academic Curriculum Committee have been voted on by the academic members in the School of Nursing.

### **February 15, 2023 Report**

Motion 45: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated February 15, 2023 be received.  
CARRIED

#### History

Motion 46: Moved by C. Richardson, seconded by J. Murton that Senate approved the creation of HIST 3377 American Healthcare as outlined in the attached document.  
CARRIED

#### Sociology

##### **Non-substantive:**

That the Academic Curriculum Committee recommend to Senate that the course title for SOCI 2017 be changed from "Contemporary Sociological Theory" to "Communication, Power, and Capital."

#### Pathways

Motion 47: Moved by C. Richardson, seconded by N. Stevens that Senate approve that the transfer credit policy for two-year Business diploma graduates from Lambton College and St. Clair College be approved.  
CARRIED

Motion 48: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that the transfer credit policy/pathway amendment for two-year Business diploma graduates into the Bachelor of Commerce (Honours or four-year degree) be approved.  
CARRIED.

#### **Research Committee**

Motion 49: Moved by B. Law, seconded by M. Saari that the Report of the Research Committee dated February 10, 2023, be received.  
CARRIED

Motion 50: Moved by B. Law, seconded by M. Saari that Senate approve the Commercialization Policy as outlined in the attached document.  
DEFERRED



Discussion on the motion was called. The Commercialization Policy was developed in accordance with directives from the Ministry of Colleges and Universities. A request was made to defer this motion to the April 14, 2023, meeting of the Academic Senate to allow additional time to review the policy, given the length and material and Senators were asked to forward all questions and clarifications to Dr. Barbi Law in advance of the next Senate.

**Teaching and Learning Committee**

Motion 51: Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated January 10, 2023, be received.  
CARRIED

**Elections**

The Search Committee for the Provost, Vice-President Academic (PVPA) is seeking two (2) Faculty Senators, one from each Faculty, to participate in small group conversations with the PVPA candidates. Elections were held on the floor and an email will be circulated immediately following Senate to solicit nominations for those who sent regrets.

Senators Todd Horton (EPS) and Robin Gendron (A&S) were nominated and allowed their names to stand. Should additional nominations be received prior to 12:00 p.m. on Saturday, March 11, 2023, an electronic vote will take place.

**Announcements**

The Nipissing University Student Union expressed their congratulations to all recipients of the 2023 Dave Marshall Awards.

**Adjournment**

Senate was adjourned at 4:09 p.m.

.....  
K. Wamsley (Chair)

.....  
A. Blaszczyk (Acting Senate Secretary)

**University Senate**  
**10 March 2023**

**President's Report**

Good afternoon Senators, it's hard to believe that there are only a few weeks left in the Winter Term. We are currently working on our year budget reports for 2022-23 and preparing the budget for 2023-24. We have ramped up our conversations with the Deputy Minister and provided a full complement of the necessary data to the Assistant Deputy Minister. We have made a significant ask of the Province to assist us in balancing our budget and putting money back in our reserves. The Province has reported publicly that tuition for Ontario students will be frozen again for 2023-24. They also announced the formation of a Blue Ribbon Panel of experts to provide recommendations to the government on how to make post secondary education, for both college and university, sustainable and affordable for the future in this province. We will go to great lengths to appear before this panel to present our long list of challenges in securing this university in the future, including tuition, corridor funding, the cost of a Northern university education, the competition with colleges for degree programs and students, the impact of private universities, the financial challenges for students, and the housing problem.

An update on our two senior position searches. In both cases, we have completed the long list process and we are now in the shortlist and interview stages, with the process for the Associate Vice President Research, Innovation, and Graduate Studies being a little farther ahead.

Our university Strategic Planning process continues to move forward, with our committee having completed significant degrees of community consultation – and that consultations shall continue over the next few weeks. At the same time, we have significant amounts of data and feedback from both in-person sessions and from the surveys. Data is being analyzed currently. The next step of interest for Senators will be public sessions for everyone to hear the findings from the data collection. You will have the opportunity to see the findings and to provide input to flesh out these details and to continue to contribute to the creation of our plan. I have received feedback from all of our consultation sessions. People in all sessions had fears and trepidations about participating but I am pleased to report that faculty, staff, and students found the process very rewarding and the common comment was that I have never been asked to provide my voice to the future of the university. I credit this success to the nothing less than spectacular work of our Strategic Planning Committee. They have come into this process to work for all of you, to ensure they brought no biases, to let you speak, and to create very welcoming environments for the sharing of information and ideas to set the course for the university. I wish to thank this group for their more 150 hours of service to the Strategic Planning process and I note to all of our faculty, staff, and students that your feedback at all remaining stages of the process will be welcomed and heard.

We have received a full slate of nominees and volunteers for the Equity Action Planning Task Force. The group will meet shortly and begin the process of developing and approving a Request for Proposals to hire a third party to conduct an equity audit.

As you know, March is Research Month; we have a very successful evening of presentations from our Faculty researchers, our undergraduate weekend of research celebrations is coming in two weeks, as is our three minute thesis event. Please join in to celebrate these events and to support our students.

March Break Open House is happening next Saturday March 18 – our application levels are still very promising and we hope to encourage as many students as possible to confirm their attendance with us in September.

**Senate Report**  
**Provost, Vice President Academic and Research (Interim)**  
**March 3, 2023**

1. Work continues to finalize the academic structure for the upcoming year.
  - The Dean of Arts and Science and the Dean of Education and Professional Studies will remain interim.
  - The search for the Associate Vice President of Research, Innovation and Graduate Studies is ongoing.
2. Discussion of the academic planning will continue at the Academic Quality Assurance and Planning Committee

**3. Research Month**

March is Research Month. We are looking forward to celebrating the impact of our researchers' work through a series of events designed to share our research with the broader community and with each other. We encourage faculty members to participate in the speaker sessions and remind their students to register for 3MT and the Undergraduate Research Conference.

**Enrolment updates 2022-23:**

- Our overall FFTE is down approximately 115 FFTE from 2021/2022
- The largest FFTE decline from 2021/22 to 2022/23 is in undergraduate studies (approx. 120 FFTE or -3.5%)
- The largest proportional FFTE decline is in continuing education (approx. 40FFTE or -23.5%). Continuing education includes all of our indigenous education programs as well as our Inservice education programming (i.e., AQ/ABQ) which has been slower to recover post Covid.
- We had growth in our Bachelor of Education program (+5.5%) which has softened the impact of the decline we realized in other areas.
- One of the success stories from this year is our gains in attracting International students to Nipissing University.
- We have seen an overall enrolment increase of 86.5% in International fee paying students since 2021/22.
- The largest growth area for International students is in our Post-Baccalaureate programming which have grown 284% since 2021/22 (i.e., 17.2 FFTE in 2021/22 to 66FFTE in 2022/23)
- Other interest areas are our BBA and BSc in Computer Science



## Board of Governors Report to Senate - March 2023

### **Board of Governors Meeting February 9, 2023**

The February meeting of the Board of Governors was held on February 9, 2023, in the President's Boardroom (F303) and via Zoom remote conferencing, where we welcomed Dr. Colin, McCarter, Canada Research Chair In Climate and Environmental Change, to present "A Changing North: Untangling how climate and environmental change Impact water quality In Northern Ontario."

The Board approved revisions to the 'Appointment of Chancellor' policy, to ensure consistency with other appointment policies within the University. Additionally, revisions to the 'Signing Authority Policy' were approved as presented. All Board-approved policies are available for viewing on the Nipissing University website.





## **Nipissing University Alumni Advisory Board Report to Academic Senate February 2023**

### **Strategic Planning**

The Strategic Planning online survey has been circulated to Nipissing's broader alumni community for their feedback. We will continue to promote the survey to alumni leading up to the March 9<sup>th</sup> deadline through social media and e-mail communications.

NUAAB is looking forward to engaging with the University in a virtual Strategic Planning Engagement on Friday, March 3<sup>rd</sup>.

### **NUSU Food Bank Donation**

NUSU has reported that Nipissing University students have been accessing the NUSU Food Bank at historically high levels. In response, NUAAB voted to increase our annual donation this year to \$5,000 to meet this student need.

We thank NUSU for continuing to make this service available, and we are thankful to play a small role in supporting the urgent needs of Nipissing Students.

### **With1VoiceNight: Shoot for Change Charity Basketball Game**

Members of NUAAB were pleased to make a matching donation to the With1VoiceNight: Shoot for Change Charity Basketball Game. All donations in advance of the game up to \$5,000 were matched by NUAAB, and we will continue this matching appeal throughout the month of February in recognition of Black History Month.

NUAAB extends their congratulations to NUBASE for leading this critical initiative, and for raising \$9,200 as part of this year's game.

**Academic Senate Report**

March 3rd, 2023

**Academic Week**

Academic Week will be taking place the week of March 6th to 10th. There will be a meet and greet on Wednesday, March 8th at 11:30 am with the location to be determined. We invite all faculty and students to attend.

**Wellness Week**

Wellness Week is from March 20th to 24th. On Wednesday, March 22nd at 6:30 pm, Shaun Boothe will be our guest speaker at Dinner and a Show at the On The Rocks Bar (NUSU Student Centre). This is open to everyone to attend. Shaun is a hip-hop artist, TEDx speaker, and creator of 'The Unauthorized Biography Series'. This critically acclaimed musical project celebrates the world's greatest cultural icons through biographical rap songs. Icons featured in this series include Martin Luther King Jr., Nelson Mandela, Bruce Lee, Terry Fox and Malala Yousafzai.

**International Women's Day Event**

NUSU has partnered with the Labour Market Group, Yes Employment and the Chamber of Commerce to host a Women2Women Networking Event on Thursday, March 9th. This will be hosted at the NUSU Student Centre from 7 pm to 8:30 pm. There will be a \$10 fee with proceeds going to Amelia Rising Sexual Violence Support Centre and the Canadian Federation of University Women. This is open to the community. We hope to see everyone there.

**Food Bank**

Thank you to everyone who has donated to our student food bank. We received a \$2000 donation from Alumni, \$250 worth of gift cards from the Lions Club and \$300 from the North Bay & District Canadian Club. We are grateful for support from our Lakers and North Bay family.

We are currently trying to get to \$10,000 so we appreciate any and all donations.

**Books for Brook**

Thank you to everyone who donated children's books to the Books for Brook program. We received numerous books from E. T. Carmichael Public School. We will continue to

accept books at the NUSU Student Centre Information Desk or the Practicum Office (F308).

### **Reflection Gallery - NUSU Student Centre**

The Reflection Gallery has opened at the NUSU Student Centre and has been featuring student artwork. A reception will be held on March 3rd at 6 pm for the second student installation. It is a privilege to be able to showcase the incredible talent we have at Nipissing University. This event is open to the public and we look forward to seeing everyone there!

### **Snowshoe Rentals**

Snowshoes are available for students, staff and faculty to rent for free at the NUSU Student Centre. We have had offices and faculty using them for group gatherings and team-building events. If you have any questions, please email [info@nusu.com](mailto:info@nusu.com).

### **CFS Lobby Week**

NUSU President Riley McEntee spoke alongside other Canadian Federation of Students - Ontario (CFS-O) leaders at a Queen's Park press conference to kick off their Lobby Week. The CFS-O Lobby Week is from February 27th to March 2nd. This week gives student leaders across Ontario the opportunity to meet with political leaders in an effort to advocate for change in a number of areas.

This year, CFS-O is making six demands during Lobby Week: A 25% tuition reduction for the next four years, leading to progressively eliminating of tuition for all; Capping the annual increase of differential fees for international students; Converting OSAP from a loan-based system into a grant-based one; Doubling the funding for Campus Safety Grants to \$12 million annually; Immediately reinstating OHIP for all international students; and, Free transit for all post-secondary students on services offered by provincial transit agencies (including the Ontario Northland).

**Senate Report**  
**Provost, Vice President Academic and Research (Interim)**  
**April, 2023**

1. Work continues to finalize the academic structure for the upcoming year.
  - The Dean of Arts and Science and the Dean of Education and Professional Studies positions will remain interim.
  - In the absence of Directors for Education and Nursing, we have extended the Interim Associate Dean of Bachelor of Education Concurrent and Consecutive Programs and created the Interim Associate Dean of the School of Nursing position for the 2023-24 academic year. The search for the Associate Vice President of Research, Innovation and Graduate Studies is ongoing.
2. Discussion of the academic planning continues at the Academic Quality Assurance and Planning Committee with a detailed presentation of data on our programs.
3. Research Month  
Congratulations to all who were involved in all the events for Research Month. The quality and variety of events was outstanding.

At this time of the year, our recruitment efforts are focusing on converting offers to acceptances. Our campus tours continue to be busy, this year we've seen an increase in local schools coming to campus. The admissions team continues to send offers out to applicants as quickly as possible. We're still accepting applications for September for all programs except our 4 year Bachelor of Nursing program.

### **UNDERGRADUATE AND BACHELOR OF EDUCATION CONFIRMATIONS**

On the domestic undergraduate side of things, our 101 and 105 confirmations are up 65% vs. same time last year (316 vs. 191). Confirmations in our BA programs have seen the most growth so far (up 87 confirmations) followed by our BPHE program which is up 23 confirmations from the same time last year.

On the BEd side of things, our Education numbers look strong, and we anticipate an incoming cohort of approximately 520 students. In most years we have 80 or so concurrent education students continue into their BEd years, however this year we have a much stronger continuing cohort - approximately 120.

### **GRADUATE STUDIES APPLICATIONS**

Committees are finalizing their decisions regarding offers into our graduate studies programs. What we can say is that applications are up overall (about 35%). The increased interest for Graduate studies this year can be attributed directly to international applicants. The graduate programs of highest interest amongst our international applicants are our MES and MEd with 15 applicants between both programs.

### **INTERNATIONAL APPLICATIONS**

To date, we have received applications from approximately 675 International students. While we have interest in our full breadth of program offerings, our Post-Bacs are the major area of interest, capturing nearly 75% of our International applicants. At this time, things appear to be on track for us to meet our International admissions target of 160FTE for 2023/24.



## **Academic Senate Report**

April 14th, 2023

### **Relay for Life**

Congratulations to the Nipissing University Relay for Life Club which has raised almost \$25,000 for cancer research. This is their fifteenth year as a club and in that time they have raised over \$200,000.

### **Research Month**

Congratulations to the organizers of Research Month including NU360 and the Undergraduate Research Conference. We were happy to host both events at the NUSU Student Centre. It was great to see so many in attendance and we are excited for next year's events.

Congratulations to all of the students who participated in the Undergraduate Research Conference and the Three Minute Thesis Competition. We are exceedingly proud of each and every student.

### **Bay Bistro**

The Bay Bistro will be open from 11:30am to 8:30pm from Monday to Friday. This is open also to the general public. The restaurant is located within the NUSU Student Centre. When entering through the front doors individuals head to the right hallway and go to the end. Reservations can be made by going to [linktr.ee/baybistro](http://linktr.ee/baybistro).

### **Student Senators**

Thank you to Sarah Pecoskie-Schweir, Jared Gagné and Chantal Phillips for their time in being student senators this past year. We would like to recognize Sarah specifically as she has been the Education & Professional Studies Student Senator since 2019. We are thankful for her tireless work in supporting students academically.

We would like to welcome Sam Greco who will be the new Education & Professional Studies Student Senator. We will be running a by-election in the Fall for the remaining Arts & Science and Graduate Studies student senator positions.

# NIPISSING UNIVERSITY

## REPORT OF THE SENATE EXECUTIVE COMMITTEE

April 6, 2023

There was a meeting of the Senate Executive Committee on April 6, 2023. The meeting took place in person and by Zoom conference.

The following members participated:

C. Richardson (Vice-Chair), B. Law, C. Mady, T. Sibbald (Speaker), D. Iafrate, D. Hay J. Allison, T. McParland, H. Panchal, S. Landriault (Recording Secretary, n-v)

Regrets: K. Wamsley, P. Maher, D. Walters, S. Renshaw

The purpose of the meeting was to set the agenda for the April 14, 2023 Senate meeting.

The Academic Curriculum Committee Reports dated February 28 & March 22, 2023 were provided for inclusion in the Senate Agenda.

The Academic Quality Assurance and Planning Committee Report dated March 24, 2023 was provided for inclusion in the Senate Agenda. A request was made that an explanation be provided in the email announcing that the Senate agenda has been posted to the website advising that the unusual length of the Senate agenda is because it includes the AQAPC report with two new programs for approval, and the entirety of the presentation on program data that will inform program sustainability discussions moving forward.

The By-laws and Elections Committee Report dated March 9, 2023 was provided for inclusion in the Senate Agenda.

The Research Committee Report dated March 24, 2023 was provided for inclusion in the Senate Agenda.

The dates for the Senate and Senate Executive meetings for the 2023-24 academic year were set and are outlined below:

<b>Senate Executive Committee Meeting Dates</b>	<b>Senate Meeting Dates</b>
Thursday, July 6, 2023	*Friday, July 14, 2023 (10:30 a.m. start)
Thursday, August 3, 2023	*Friday, August 11, 2023 (10:30 a.m. start)
Thursday, August 31, 2023	Friday, September 8, 2023
Thursday, October 5, 2023	Friday, October 13, 2023
Thursday, November 2, 2023	Friday, November 10, 2023
Thursday, November 30, 2023	Friday, December 8, 2023
Thursday, January 4, 2024	Friday, January 12, 2024
Thursday, February 1, 2024	Friday, February 9, 2024
Thursday, February 29, 2024	Friday, March 8, 2024
Thursday, April 4, 2024	Friday, April 12, 2024
Thursday, May 2, 2024	*Friday, May 10, 2024 (10:30 a.m. start)
Thursday, May 16, 2024	*Friday, May 24, 2024 (10:30 a.m. start)

\*All Senate meetings commence at 2:30 p.m. (except July 14 & August 11, 2023, and May 10 & 24, 2024). All Senate Executive Committee meetings commence at 3:00 p.m.

Moved by C. Richardson, seconded by C. Mady that the Senate Executive Committee approves the April 14, 2023 Senate Agenda.  
CARRIED

Respectfully submitted,

A handwritten signature in blue ink that reads "Carole Richardson". The signature is written in a cursive style with a large, decorative initial 'C'.

Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated April 6, 2023.

**Report of the  
Academic Curriculum Committee**

**February 28, 2023**

The meeting of the Academic Curriculum Committee was held on Tuesday, February 28, 2023, at 2:00 pm in F303 and Teams. The following members participated:

Members Present:

Carole Richardson	Doug Gosse	Dan Walters (Dean's Designate)
Debra Iafrate	Charles Anyinam	Nathan Colborne
Julie Corkett	Chris Greco	James Murton
Rosemary Nagy	Harikesh Panchal	

Absent with Regrets:

Nancy Black, Blaine Hatt, Alexandre Karassev, Jared Gagne, Sarah Pecoskie-Schweir, Chantal Phillips

Guests:

Heather Brown, Jeff Dech, Beth Holden, April James, Kristen Lucas, Sal Renshaw, Nancy Stevens, Roxana Vernescu

Jane Hughes, Recording Secretary

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

Respectfully submitted,



Dr. Carole Richardson  
Provost & Vice-President,  
Academic and Research (Interim)

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated February 28, 2023.

**Faculty of Arts & Science**

Biology

**Non-substantive:** To un-bank BIOL 3267 Animal Physiology.

Motion 2: That Senate approve the revised Note pertaining to the Honours Specialization in Environmental Biology and Technology program.

Motion 3: That Senate approve the revised Note pertaining to the Specialization in Environmental Biology and Technology program.

### Chemistry

**Non-substantive:** The title of the course CHEM 2306 Introduction to Organic Chemistry I be changed to CHEM 2306 Organic Chemistry I.

**Non-substantive:** The title of the course CHEM 2307 Introduction to Organic Chemistry II be changed to CHEM 2307 Organic Chemistry II.

Motion 4: That Senate approve the creation of CHEM-2316 Green Chemistry for Environmental Sustainability

Motion 5: That Senate approve creation of CHEM-2317 Medicinal Chemistry.

Motion 6: That Senate approve the creation of CHEM-2506 Chemistry of Pollution.

**Non-substantive:** The prerequisite for CHEM 4347 be changed.

### Child and Family Studies

**Non-substantive:** The course description for CHFS 2026 Methods in Behavioural and Social Sciences be revised.

Motion 7: That Senate approve the learning outcomes for CHFS 2026 Methods in Behavioural and Social Sciences.

Motion 8: That Senate approve the current delivery language for CHFS 2026 “Methods in Behavioural and Social Sciences” from “Three hours of lecture and three hours of laboratory work per week for one term” to “Four hours per week of blended learning format (lecture, practical, technology)”

**Non-substantive:** The course title for CHFS 2106 be changed from Human Development: Children & Youth to Applied Human Development: Children & Youth.

**Non-substantive:** The revision of the course description for CHFS 2106 Human Development: Children & Youth.

### Gender Equality and Social Justice

Motion 9: That Senate approve the creation of GEND-2556 The 21<sup>st</sup> Century Family.

Motion 10: That Senate approve that the program requirements for the GESJ Honours Degree be revised to allow 6 credits of GEND 4106 Selected Topics in fulfilment of the Honours degree.

**Non-substantive:** The course GEND 2316 Masculinities, Money and Media be banked.

**Non-substantive:** The course GEND 3316 Race, Murder and Media be banked.

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## Supporting Documentation

### Faculty of Arts & Science

#### Biology

**Non-substantive:** To un-bank BIOL 3267 Animal Physiology.

Rationale: We have a shortage of animal biology courses and student demand for such courses is high.

Motion 2: That Senate approve the revised Note pertaining to the Honours Specialization in Environmental Biology and Technology program.

#### Old Note

\*\* The 30 credits required in Year 2 are offered in collaboration with the Environmental Protection and Compliance Technician Diploma Program at Canadore College.

#### New Note

\*\* The 30 credits required in Year 2 are offered in collaboration with the Environmental Protection and Compliance Technician Diploma Program at Canadore College. Students require a minimum overall average of 60% in order to be eligible to proceed into their Canadore year. Students require a minimum GPA of 2.0 at Canadore in order to earn the 30 credits included in the Year 2 Canadore Block.

Rationale: The MOU with Canadore College has minimum overall average and GPA requirements not captured in the program notes. The revised Note makes it clear to students that they must maintain a minimum overall average of 60% at Nipissing to proceed to their year at Canadore. The students must earn a minimum GPA of 2.0 at Canadore to include the Year 2 Canadore Block of courses towards the ENBT program.

Motion 3: That Senate approve the revised Note pertaining to the Specialization in Environmental Biology and Technology program.

#### Old Note

\*\* The 30 credits required in Year 2 are offered in collaboration with the Environmental Protection and Compliance Technician Diploma Program at Canadore College.

#### New Note

\*\* The 30 credits required in Year 2 are offered in collaboration with the Environmental Protection and Compliance Technician Diploma Program at Canadore College. Students require a minimum overall average of 60% in order to be eligible to proceed into their Canadore year. Students require a minimum GPA of 2.0 at Canadore in order to earn the 30 credits included in the Year 2 Canadore Block.

Rationale: The MOU with Canadore College has minimum overall average and GPA requirements not captured in the program notes. The revised Note makes it clear to students that they must maintain a minimum overall average of 60% at Nipissing to proceed to their year at

Canadore. The students must earn a minimum GPA of 2.0 at Canadore to include the Year 2 Canadore Block of courses towards the ENBT program.

### Chemistry

**Non-substantive:** The title of the course CHEM 2306 Introduction to Organic Chemistry I be changed to CHEM 2306 Organic Chemistry I.

Rationale: CHEM 2306 being an upper year course the title “Organic Chemistry I” is more apt rather than “Introduction to Organic Chemistry I.”

**Non-substantive:** The title of the course CHEM 2307 Introduction to Organic Chemistry II be changed to CHEM 2307 Organic Chemistry II.

Rationale: CHEM 2307 is an extension of the course CHEM 2306 Organic I, hence, the title should be revised to “CHEM 2307 Organic Chemistry II.”

Motion 4: That Senate approve the creation of CHEM-2316 Green Chemistry for Environmental Sustainability

Rationale: The Department of Biology and Chemistry is working towards reinvigorating the chemistry offerings aligned with broader interest of the University. A new course in the field of environmental sustainability has been proposed. Green chemistry is the branch of chemistry that deals with the design and optimization of processes and products in order to lower, or remove altogether, the production and use of toxic substances. We envision this course would be instrumental in generating students’ interest in other chemistry offerings in our department and among biology major students. Moreover, this course aligns perfectly with the new program in Environmental Science (currently under review). Most of the universities in Ontario offer this course as part of their chemistry/environmental chemistry program.

Course Code	<b>CHEM 2316</b>
Course Title	Green Chemistry for Environmental Sustainability
Course Credits	3 credits    6 credits    Other <a href="#">Click here to specify</a>
Course Description ( <i>restricted to 50-75 words, present tense and active voice</i> )	Students learn the principles and fundamentals of green chemistry. Green chemistry is central to environmental sustainability as it helps us to find non-toxic alternatives to toxic industrial chemicals. The topics include: the essentials of green chemistry, pollution prevention, sustainability, renewal feedstocks and recycling, biocatalysts, and case studies based on real world challenges. A few hands-on laboratory experiments are blended in the lectures.
Course Prerequisite	CHEM 1007 or with the instructor’s permission
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>

List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No Students will have the opportunity to gain hands-on experience based on lab experiments designed around the 12 principles of Green Chemistry.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours No formal lectures will be offered on the days booked for laboratory sessions (3 hours). Because of the blended (lecture and labs) nature of the course, a lecture room along with the chemistry lab (H205) are required to be booked together while offering this course.
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">If yes, click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: -explain and illustrate the principles of green chemistry -interpret and evaluate the metrics used in green chemistry applications -identify and discuss the importance of using renewable feedstocks and recycling -demonstrate the knowledge of introductory green chemical synthetic methods, atom economy, and sustainable raw materials in developing green processes -compare and contrast selected real-world examples of green chemistry including applications -develop basic hands-on lab skills to comprehend selected key concepts of green chemistry
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No An estimated cost of \$1000/year will be required to run the laboratory component of the course. The money will be spent towards purchasing consumables and minor lab equipment.



**Comparative Data**

<b>Course Code</b>	<b>University</b>	<b>Overlap with the proposed course</b>	<b>Web URL</b>
CHMI 3006EL Green Chemistry	Laurentian University	100%	<a href="https://www.laurentian.ca/chemistry/program-details">Chemistry   Program Details (laurentian.ca)</a>
CHEM 2SC3 Sustainable Chemistry	McMaster University	100%	<a href="https://www.mcmaster.ca/chemistry/chemical-biology/course-outlines">Course Outlines - Department of Chemistry &amp; Chemical Biology   McMaster University</a>
CHEM 3070 Industrial and Green Chemistry	York University	40%	<a href="https://www.yorku.ca/chemistry/courses">Courses - Department of Chemistry (yorku.ca)</a>
BIOC-4050 Drug Design	University of Windsor	50%	<a href="https://www.uwindsor.ca/undergraduate-calendar-winter-2023.pdf">undergraduate calendar winter 2023.pdf (uwindsor.ca)</a>
CHEM 201 Environmental Impact and Management of Resources 1	University of Waterloo	50%	<a href="https://www.uwaterloo.ca/chemistry/201">CHEM 201   Chemistry   University of Waterloo (uwaterloo.ca)</a>
CHEM-4150H Green Chemistry and Sustainable Synthesis	Trent University	30%	<a href="https://www.trentu.ca/chemistry/course-listings">Course Listings - Chemistry - Trent University</a>
CHMD89H Introduction to Green Chemistry	University of Toronto at Scarborough (Fall 2021)	100%	<a href="https://www.utoronto.ca/chemistry/fall-2005-crs-info-sheet">Fall 2005 Crs Info Sheet (utoronto.ca)</a>
CHM3128 Catalysis and Sustainable Chemical Manufacturing	University of Ottawa	40%	<a href="https://www.uottawa.ca/chemistry">Chemistry (CHM) &lt; uOttawa</a>
CHEM 326 Environment and Green Chemistry	Queen's University	40%	<a href="https://www.queensu.ca/chemistry">Chemistry &lt; Queen's University (queensu.ca)</a>

Motion 5: That Senate approve creation of CHEM-2317 Medicinal Chemistry.

Rationale: The Department of Biology and Chemistry is working towards reinvigorating the chemistry offerings aligned with broader interest of the University. A new course in the field of medicinal chemistry has been proposed. We envision this course would be instrumental in generating students' interest in other chemistry offerings in our department. Students who are interested in pursuing a career in the field medicine, dentistry, veterinary, pharmacy, optometry agriculture would be highly attracted to this course. Moreover, this course would align perfectly

well with the newly proposed Biomed stream (currently under development). Most of the universities in Ontario offer this course as part of their chemistry/biomedical science/pharmaceutical chemistry program.

Course Code	<b>CHEM 2317</b>
Course Title	Medicinal Chemistry
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description ( <i>restricted to 50-75 words, present tense and active voice</i> )	Students study the application of chemistry in the context of human medicine. Topics such as structural and chemical properties of drugs, drug targets, mechanism of drug action, historical perspectives of drug discovery process, basic concepts of modern drug design and discovery process, structure activity and relationships, drug metabolism are covered
Course Prerequisite	CHEM 1007 or with the instructor's permission
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? ( <i>Topic courses are courses that students can take more than once for credit.</i> )	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes ( <i>6-8 points, visible, measurable and in active voice</i> )  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: -identify the role of medicinal chemists and chemistry in drug design -define and outline the chemical principles, laws and theories in drug design -describe the connection between the structural features of the drugs and their physico-chemical characteristics, mechanism of action and use - explain the concept of structure activity relationships in the drug discovery process

	-discuss the importance of pharmacophores, prodrugs and combinatorial chemistry in the drug design process -critically consider various aspects of drug metabolism
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Click here to enter additional resources

### Comparative Data

Course Code	University	Overlap with the proposed course	Web URL
CHMI 4446EL Drug Design and Development	Laurentian University	50%	<a href="#">Chemistry   Program Details (laurentian.ca)</a>
CHEMBIO 40B3 Medicinal Chemistry: Drug Design and Development	McMaster University	30%	<a href="#">Course Outlines - Department of Chemistry &amp; Chemical Biology   McMaster University</a>
CHEM 3071 Pharmaceutical Discovery	York University	100%	<a href="#">Courses - Department of Chemistry (yorku.ca)</a>
CHEM3075 Introduction to Drug Discovery and Development	York University	50%	<a href="#">Courses - Department of Chemistry (yorku.ca)</a>
CHEM 3393B Medicinal Chemistry	Western University	80%	<a href="#">Course Information - Course Selection - Undergraduate - Chemistry - Western University (uwo.ca)</a>
BIOC-4050 Drug Design	University of Windsor	50%	<a href="#">undergraduate calendar winter 2023.pdf (uwindsor.ca)</a>
CHEM 383 Medicinal Chemistry	University of Waterloo	50%	<a href="#">Fall 2022 course offerings   Chemistry   University of Waterloo (uwaterloo.ca)</a>
CH456 Medicinal Chemistry	Wilfrid Laurier University	80%	<a href="#">Wilfrid Laurier University - Undergraduate Academic Calendar - 2021/2022 - Faculty of Science - Chemistry and Biochemistry - CH456 (wlu.ca)</a>
CHEM-4110H Medicine and Chemistry the	Trent University	30%	<a href="#">Course Listings - Chemistry - Trent University</a>

design, synthesis and analysis of drugs			
PHC3201 Medicinal Chemistry	University of Toronto (Program in Pharmaceutical Chemistry)	30%	<a href="#">Pharmaceutical Chemistry   Academic Calendar (utoronto.ca)</a>
CHM4123 Medicinal Chemistry	University of Ottawa	80%	<a href="#">Honours BSc Biomedical Science - Medicinal Chemistry Option &lt; uOttawa</a>

Motion 6: That Senate approve the creation of CHEM-2506 Chemistry of Pollution.

Rationale: Anthropogenic activities have increasingly led to the generation of chemical wastes which, unless properly contained, lead to pollution of the environment. Understanding the chemistry behind hazardous wastes, and how they are treated for the purpose of minimizing damage to the environment, is an important topic for our current students in Chemistry, Environmental Biology, and Environmental Geography. The proposed new course would also enrich the course offerings for students who will join the proposed "Environmental Science Program" that is currently undergoing approval through various stages.

Course Code	<b>CHEM 2506</b>
Course Title	Chemistry of Pollution
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students learn about various anthropogenic activities that lead to the generation of wastes that, unless properly contained or treated, pollute the natural environment. The chemistry behind the treatment of these wastes is examined, as well as the analytical methods that are used for the assessment of hazards in the environment.
Course Prerequisite	CHEM 1007 or permission by instructor
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .

Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	Click here to enter Program Implications.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• Describe the various sources of common environmental pollutants.</li> <li>• Explain the fundamental principles of the various spectrophotometric techniques commonly used to identify and quantify environmental pollutants.</li> <li>• Demonstrate how primary pollutants released into the environment are transformed into secondary pollutants.</li> <li>• Differentiate the release and pathways of secondary pollutants from anthropogenic activities into the environment.</li> <li>• Assess the biodegradability of the pollutants commonly found in the environment.</li> <li>• Evaluate common environmental pollutant mitigation strategies.</li> </ul>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Click here to enter additional resources

### Comparative Data

Course Code	University	Overlap with the proposed course	Web URL
CHM210H1 Chemistry of Environmental Change	University of Toronto	90%	<a href="#">CHM210H1   Academic Calendar (utoronto.ca)</a>

CHM2313 Environmental Chemistry	Ottawa University	85%	<a href="#">Chemistry (CHM) &lt; uOttawa</a>
CHEM/ENCH326 Environmental and Green Chemistry	Queens University	80%	<a href="#">Third Year Courses   Department of Chemistry (queensu.ca)</a>
CHEM-2620H Environmental Chemistry	Trent University	50%	<a href="#">Course Listings - Chemistry - Trent University</a>
CHMI-3326EL Aquatic Chemistry	Laurentian University	40%	<a href="#">Chemistry   Program Details (laurentian.ca)</a>
CHEM 2511 Introduction to Environmental Chemistry	Mount Allison University	40%	<a href="#">Chemistry   Mount Allison (mta.ca)</a>
SC/CHEM 3060 Introductory Environmental Chemistry	York University	40%	<a href="#">Courses - Department of Chemistry (yorku.ca)</a>

**Non-substantive:** The prerequisite for CHEM 4347 be changed.

Old Prerequisites  
CHEM 2307



New Prerequisites  
CHEM 2306 and CHEM 2317 or with permission of the instructor

Rationale: A new course CHEM 2317 Medicinal Chemistry has been proposed which along with CHEM 2306 can serve as a foundational course for CHEM/BIO 4347. Having a prerequisite of CHEM 2307 is no longer required.

Child and Family Studies**DEPARTMENTAL CURRICULUM APPROVAL FORM**

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

In support of the changes requested for CHFS Curriculum Change Requests that include cross-coded PSYC courses: Motions #7-#21

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
PSYC	Andrew Weeks		Mar 7, 2022
CHFS	Roxana Vernescu		Mar 7, 2022

**Non-substantive:** The course description for CHFS 2026 Methods in Behavioural and Social Sciences be revised.

**New Description:**

Students study applied data science, quantitative and qualitative design in behavioural and social sciences, including experimental, quasi-, single subject, mixed-methods, program evaluation, and story-telling with data. Empirical coverage includes developing hypotheses, empirical protocols, sampling, survey design, measurement, ABAB, multi-element, multiple baseline, repeated acquisition, and combined design. Qualitative coverage includes phenomenological analysis, narrative analysis, ethnographies, case studies, thematic analysis, and issues of data generation and generalization. Evaluation coverage includes formative, summative, process, implementation science, and outcomes/impact.

This course is also offered as PSYC 2026.

**Old Description:**

This course focuses on understanding quantitative and qualitative research methodology in the behavioural and social sciences. Topics include basic research methodology and application, developing hypotheses, designing quasi- and experimental protocols, ethics, measurement concepts, survey research, qualitative methodologies (including but not limited to ethnographies, case studies, interviews, focus groups), ABA design and measurements (including but not limited to single-Ss, reversal, multiple baseline, and others).

This course is also offered as PSYC 2026.

**Rationale:** non-substantive language change to better capture the breadth of the course, differentiating design elements and focus of CHFS 2026 from analysis focus of CHFS 3035. An applied data science is critical for the program, and a thread to run throughout the course. This course will also be available to post-grad students in the health and social impact diploma, hence being explicit with our language – description and learning objectives is important.

Motion 7: That Senate approve the learning outcomes for CHFS 2026 Methods in Behavioural and Social Sciences.

New Learning Outcomes:

1. Understand the scope of applied data science and the significance of story-telling supported by design and data, including considerations around data generation and generalization.
2. Differentiate between quantitative and qualitative design and methodology (including experimental, quasi-, single subject, and mixed-methods such as program evaluation), and select quantitative, qualitative, or mixed-methods designs to design methodologically sound protocols most appropriate for exploring a topic of interest and answering questions in the behavioural and social sciences
3. Choose the most appropriate empirical protocols, sampling, survey design, measurement, ABAB, multi-element, multiple baseline, repeated acquisition, or combined as appropriate to the research question and variables under consideration.
4. Compare qualitative protocols including but not limited to phenomenological analysis, narrative analysis, ethnographies, case studies, thematic analysis
5. Discuss research frameworks that bring together Indigenous and Western approaches to knowledge creation, and gain new ways of thinking about and approaching problems
6. Explain the various types of program evaluation including formative, summative, process/implementation, outcomes/effectiveness, and impact evaluation, in a utilization-focused framework
7. Recognize the value of implementation science as a focus on *the strategies* used to implement evidence-based practices, differentiating it from intervention research, which focuses on effectiveness of intervention.
8. Demonstrate critical thinking and analytic skills for designing, implementing, and critically evaluating research

Old Learning Outcomes:

1. Formulate good research questions
2. Differentiate between quantitative and qualitative methodologies, including ABA methodology/design
3. Select appropriate quantitative and/or qualitative approaches
4. Differentiate between statistical significance and meaningfulness and the role of power in research design
5. Design methodologically sound protocols appropriate for answering different types of questions in the behavioural and social sciences
6. Demonstrate knowledge of ethical principles & guidelines for research and attain TCPS 2 CORE Certification
7. Demonstrate knowledge of requirements of good design in line with REB guidelines
8. Demonstrate critical thinking or analytic skills for developing, implementing, and critically evaluating research

Rationale: The original course/design was intended to capture these broad objectives, as 2026 is a breadth methodology course focused on design. There has been more or less consistency between course delivery and intended learning outcomes, with significant drift in course learning outcomes over the past couple of years. We have noticed some of the impact of this in upper year courses, with students not quite having met the pre-requisites identified in 2026, a required course for CHFS. We need to tighten the learning outcomes and to mindfully refocus the course on competencies that are required not only for upper year students/graduates generally, but by



the bodies associated with our applied certificates, our communities of practice, and our communities in general.

**Motion 8:** That Senate approve the current delivery language for CHFS 2026 “Methods in Behavioural and Social Sciences” from “Three hours of lecture and three hours of laboratory work per week for one term” to “Four hours per week of blended learning format (lecture, practical, technology)”

**Rationale:** This reduction is prompted in part by capacity issues and in part because the commitment required by the course for our second year students is a bit heavy for a program not typically delivering labs and with a heavy required course load in the first couple of years. We are removing some of the more intense course objectives like completion of the TCPS certificate (yet this remains in the degree structure and the 6cr stats course we offer currently) and the completion of 2 REB proposals requirements, as well as condensing some of the delivery of the lab content to be delivered in alternate mode. Thus, we will be able to meet the learning objectives in 4hr/wk, which is not atypical from other courses in the dept. that have 4hr weekly requirements, so this move would also be in keeping and more consistent with overall current program requirements. Application/practical requirements will be embedded within the lectures rather than a stand-alone lab.

**Non-substantive:** The course title for CHFS 2106 be changed from Human Development: Children & Youth to Applied Human Development: Children & Youth.

**Rationale:** A change in title is more fitting with the content of the course and in keeping with changes in the course description. This is consistent with our more general motion (below) to capture the essence and scope the course.

**Non-substantive:** The revision of the course description for CHFS 2106 Human Development: Children & Youth.

**New Description:**

Students explore development from conception to adolescence, integrating theory and applied perspectives, with particular focus on individual differences and diversity in development. Students are introduced to determinants of health and social wellbeing, encouraged to challenge 'common-sense' approaches and misconceptions, and promote health and welfare of children and adolescents. Translational research and interventions for improving developmental outcomes are reviewed, including systemic and innovative applied practices in developmental and behavioural health, education, child welfare, and law. This course may be credited towards Psychology.

**Old Description:**

Students study development from conception to adolescence. Students explore central concepts in the study of children and adolescents, including nature-nurture and introduction to epigenetics, qualitative-quantitative change, change-stability, developmental pathways and the roles of individual differences and diversity in development. Students are introduced to determinants of health as a framework for developmental outcome and encouraged to challenge 'common-sense' approaches and misconceptions about child and adolescent development by learning to evaluate relevant evidence in the field.

This course may be credited towards Psychology.

Rationale: non-substantive language change to better capture both the theoretical and applied nature of the course. Also relevant is our heavy reliance on PT faculty/contract teaching in the dept., which makes it more challenging to ensure consistency of content delivery and meeting of learning outcomes. [We will continue to tweak our learning objectives across the dept. curriculum in order ensure consistency in learning outcomes].

### Gender Equality and Social Justice

Motion 9: That Senate approve the creation of GEND-2556 The 21<sup>st</sup> Century Family.

Rationale: This course considers the full spectrum of changes to family life in the 21st century from a variety of cross and inter-cultural perspectives. Students will study the history of family as a concept, with a special focus on the politicization of terms such as “traditional family values” within a variety of cultural contexts. The course will draw on emerging research in queer kinship studies to consider a diversity of relational and family forms that challenge patriarchal, White supremacist and colonial regimes of “family.” Emphasis will be placed on research that broadens conceptions of healthy and vibrant relationality as it develops within primary relational structures. Students will also consider the role that family pedagogy and culture plays in building and sustaining socially and environmentally just communities within broader democratic societies. The new course connects to and expands on GESJ’s curriculum in the areas of feminist/queer relational theory and social and environmental justice, by focusing on the obvious interest students have in children, youth and family.

\* We reached out to CHFS to cross-code or cross-list this course. They declined at this time.

Course Code	<b>GEND 2556</b>
Course Title	The 21 <sup>st</sup> Century Family
Course Credits	Ⓟ 3 credits Ⓝ 6 credits Ⓝ Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students consider wide-ranging cross-cultural and historical changes in conceptions and practices of family life. Topics include queer families, reproductive rights and freedoms, 2SLGBTQI+ family rights, supporting transgender, non-binary and other gender non-conforming children and youth, heteronormative marriage and the settler state, the economics of the nuclear family, decolonizing sexuality and marriage, critical non-monogamy, emotional and relational intelligence, and the role of the family in building socially and environmentally just worlds.
Course Prerequisite	Any 18 credits completed
Course Corequisite	N/A
Antirequisite	N/A
List any restrictions or special notes for this course.	N/A

<i>For example "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to indicate the type.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week for a total of 36 hours
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">This course will be added to Group 2 Power, Justice and Transformation</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Analyze the historical contingency of the concept of family.</li> <li>2. Understand and be able to explain queer, anti-racist and decolonial feminist conceptual frameworks.</li> <li>3. Explore the ethical dimensions involved in the way the notion of family is created and mobilized to serve particular social and political ends.</li> <li>4. Demonstrate an understanding of the scholarly research in the area via participation in class activities.</li> <li>5. Synthesize and critically analyze information from a variety of scholarly and popular sources</li> <li>6. Clearly communicate ideas and arguments in written and/or oral form</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Click here to enter hours per term (ie. 36 or 72)

Motion 10: That Senate approve that the program requirements for the GESJ Honours Degree be revised to allow 6 credits of GEND 4106 Selected Topics in fulfilment of the Honours degree.

Rationale: The topics course was added to the 4<sup>th</sup> year options in the GESJ curriculum two years ago. We would like to have the option of offering two special topics courses as a potential substitute for the existing 6 credit Honours Seminar or Honours Essay to add flexibility to the 4<sup>th</sup> year offerings. A topics based Honours option will allow us to further draw on the research expertise of faculty as well as allow us to tailor the 4<sup>th</sup> year to timely and relevant cultural issues and conversations.

### Existing Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
GEND 1000 level		Up to 6 cr.
Group 1		6 cr.
Group 2		6 cr.
Group 3		6 cr.
<a href="#">GEND 3306</a>	Ideas of Power	3 cr.
<del>GEND 4005</del>	<del>Honours Essay or</del>	<del>6 cr.</del>
<del>GEND 4205</del>	<del>Honours Seminar</del>	
GEND upper level courses or courses cross-listed with GEND		27-30 cr.*

\*Students who complete 3 credits of 1000-level GEND are required to take 30 credits of upper level GEND. Students who complete 6 credits of 1000-level GEND are required to take 27 credits of upper level GEND.

### NEW Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
GEND 1000 level		Up to 6 cr.
Group 1		6 cr.

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Group 2		6 cr.
Group 3		6 cr.
<a href="#">GEND 3306</a>	Ideas of Power	3 cr.
<b>GEND 4000 level</b>		<b>6 cr.</b>
GEND upper level courses or courses cross-listed with GEND		27-30 cr.*

\*Students who complete 3 credits of 1000-level GEND are required to take 30 credits of upper level GEND. Students who complete 6 credits of 1000-level GEND are required to take 27 credits of upper level GEND.

**Non-substantive:** The course GEND 2316 Masculinities, Money and Media be banked.

**Non-substantive:** The course GEND 3316 Race, Murder and Media be banked.

**Report of the  
Academic Curriculum Committee**

**March 22, 2023**

The meeting of the Academic Curriculum Committee was held on Wednesday, March 22, 2023, at 1:00 pm in F303 and Teams. The following members participated:

Members Present:

Carole Richardson  
Nancy Black  
Nathan Colborne  
Blaine Hatt  
Rosemary Nagy

Doug Gosse  
Debra Iafrate  
Julie Corkett  
Alexandre Karassev  
Harikesh Panchal

Dan Walters  
Charles Anyinam  
Chris Greco  
James Murton

Absent with Regrets:

Jared Gagne, Sarah Pecoskie-Schweir, Chantal Phillips

Guests:

Heather Brown, Beth Holden, April James, Kristen Lucas, Roxana Vernescu

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science, Faculty of Education and Professional Studies, the School of Graduate Studies, Admissions and Prior Learning Assessment Recognition. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,



Dr. Carole Richardson  
Provost & Vice-President,  
Academic and Research (Interim)

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated March 22, 2023.

**1. Faculty of Arts & Science**

**Child and Family Studies**

Motion 2: That Senate approve the learning outcomes for CHFS 2106 Human Development: Children & Youth.

Motion 3: That Senate approve the current delivery language for CHFS-2106 Human Development: Children & Youth from “Three hours of lecture per week” to “Three hours per week”.

**Non-substantive:** The course title for CHFS 4306 be changed from Special Topics: Human Dev & Learning to Topics: Developmental, Behavioural, and Mental Health.

**Non-substantive:** The revision of the course description for CHFS 4306 Special Topics: Human Dev & Learning.

Motion 4: That Senate approve the revised learning outcomes for CHFS 4306 Special Topics: Human Dev & Learning.

**Non-substantive:** The revision of prerequisites for CHFS 4306 Special Topics: Human Dev & Learning.

Motion 5: That Senate approve the current delivery language for CHFS 4306 Special Topics: Human Dev & Learning **from** Three hours of lecture per week **to** “Three hours per week”.

**Non-substantive:** The prerequisites for CHFS 4206 “Applied Developmental Neuropsychology” be changed as outlined in the attached document.

Motion 6: That Senate approve the change in course delivery for CHFS 4206 Applied Developmental Neuropsychology **from** three hours of lecture per week for one term **to** “Three hours per week”.

Motion 7: That Senate approve the change to the title of Group 1 courses in Major, Minor, Specialization, and Hon Specialization CHFS programs from “Human Development & Learning” to “Applied Human Development: Developmental, Behavioural, and Mental Health” and that calendar language is updated to reflect this.

### **English/Indigenous Studies**

Motion 8: That Senate approve the creation of ENGL 2416/INDG 2416 Indigenous Graphic Novels and Teachings.

### **Geography & Geology**

Motion 9: That Senate approve motions 10-15 as an omnibus motion.

Motion 10: That the revised program requirements for the Honours Specialization in Geography be approved as outlined in the attached document.

Motion 11: That the revised program requirements for the Specialization in Geography be approved as outlined in the attached document.

- Motion 12: That the revised program requirements for the Honours Specialization in Environmental Geography be approved as outlined in the attached document.
- Motion 13: That the revised program requirements for the Specialization in Environmental Geography be approved as outlined in the attached document.
- Motion 14: That the revised program requirements for the Honours Specialization in Environment and Physical Geography be approved as outlined in the attached document.
- Motion 15: That the revised program requirements for the Specialization in Environment and Physical Geography be approved as outlined in the attached document.
- Motion 16: That Senate approve the cross-coding of the following Geography (GEOG) science courses as ENSC as outlined in the attached document.

**Non-substantive:** The revision of the course description for GEOG 1016 People, Place and Environment.

Motion 17: That Senate approve the learning outcomes for GEOG 1016 People, Place and Environment.

Motion 18: That Senate approve the change of GEOL-1006 The Earth's Interior hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.

Motion 19: That Senate approve to change GEOL 1007 Surficial Geology hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.

**Non-substantive:** The revision of the course description for GEOG 4777 Water Governance.

Motion 20: That Senate approve the changes to the Environment and Sustainability Post-Baccalaureate Degree program as outlined in the attached document.

**Non-substantive:** To **delete** GEOL 1031 The Earth's Interior for Non-science from the Academic Calendar.

**Non-substantive:** To **delete** GEOL 1032 Surficial Geology for Non-science from the Academic Calendar.

### **Indigenous Studies**

**Non-substantive:** The revision course title of INDG 3107 "Indigenous Research Methods" to "Building Our Knowledge Bundles" as outlined in the attached document.

### **Psychology**

Motion 21: That Senate approve the creation of PSYC 3346 Research Methods in Psychological Science as outlined in the template below.



Motion 22: That Senate approve the program requirements for the BA Honours Specialization in Psychology be changed as outlined in the below.

### **Religions and Cultures**

Motion 23: That Senate approve the creation of RLCT 2606 Hospice, Palliative Care and Religion as outlined in the attached document.

### **Sociology**

**Non-substantive:** That the course description for SOCI 2016 be changed as outlined in the attached document.

**Non-substantive:** That the course description for SOCI 2017 be changed as outlined in the attached document.

**Non-substantive:** That the course title for SOCI 3226 be changed from “Survey Research” to “Survey Design.”

**Non-substantive:** That the prerequisite for SOCI 3226: Survey Research be changed as outlined in the attached document.

**Non-substantive:** That the course description for SOCI 3226: Survey Research be revised.

## **2. Faculty of Education and Professional Studies**

### **School of Business**

Motion 24: That Senate approve that the program requirements for the Post Baccalaureate Diploma in Marketing be modified as outlined in the attached document.

### **Schulich School of Education**

Motion 25: That Senate approve that EDUC 4926 Anishnaabemwin as a Second Language (Intermediate) be added to the offerings for the Bachelor of Education Program.

Motion 26: That Senate approve that EDUC 4917 First Nation, Metis and Inuit Studies (Intermediate) be added to the offerings for the Bachelor of Education Program.

Motion 27: That Senate approve that EDUC 4907 First Nation, Metis and Inuit Studies (Senior) be added to the offerings for the Bachelor of Education Program.

Motion 28: That Senate approve that the additional qualification course: EDUC-1805 *Adapting curriculum for second language learners in a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.

Motion 29: That Senate approve that the additional qualification course: EDUC-1815 *Teaching in a French immersion setting*, be developed and added to the list of offerings for Additional Qualifications.

Motion 30: That Senate approve that the additional qualification course: EDUC-1825 *Reading Part 1 for a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.

### **3. School of Graduate Studies**

#### **Master of Environmental Science**

Motion 31: That Senate approve that a new course in Geography/Biology/Chemistry 4516, titled "Biogeochemistry of the Anthropocene" be added to the course calendar.

Motion 32: That Senate approve the creation of ENSC-5516 Biogeochemistry of the Anthropocene.

### **4. Admissions**

Motion 33: That Senate approve that the Bachelor of Education – First Nations, Metis, Inuit teaching subject admission policy be approved as outlined in the attached document.

Motion 34: That Senate approve that the Bachelor of Education – Indigenous Languages: Anishnaabemwin teaching subject admission policy be approved as outlined in the attached document.

Motion 35: That Senate approve that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.

### **5. Prior Learning Assessment Recognition (PLAR)**

Motion 36: That Senate approve that Prior Learning Assessment Recognition (PLAR) be considered as a pilot for the Indigenous Foundations Program and BA, Indigenous Studies for Spring/Summer & Fall/Winter 2024 intake.

### **6. Banking and Deleting Courses**

For Information Only:

The below listing of courses (Courses to be Banked after 22FW) were not offered in the past five calendar years and will be banked by the Registrar's Office.

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## Supporting Documentation

### Faculty of Arts & Science

#### Child and Family Studies

Motion 2: That the Academic Curriculum Committee recommend to Senate to approve the learning outcomes for CHFS 2106 Human Development: Children & Youth.

#### New Learning Outcomes:

1. Produce a conceptual framework for child and youth development that includes the interaction of multiple domains, key theorists and their contributions, key influences in development including primary and secondary influences to child and youth outcomes, and key constructs in development such as nature-nurture, quantitative-qualitative, epigenetics, diversity and individual differences
2. Understand the main issues in the field of applied developmental psychology, including developmental systems theory, the interplay of development with context and culture, "positive psychology" and strengths-based approaches to assessment and intervention, and applied scholarship.
3. Consider child and youth outcomes in the context of the Determinants of Health & Wellbeing, including considerations of cultural responsiveness and diversity to support equitable and inclusive service and practices
4. Examine key issues in applied developmental psychology, including cross-sectional/longitudinal research, ethics, considerations in child rearing and parenting
5. Identify key issues relevant to infant development, including but not limited to birth & prematurity, breastfeeding, language learning and bilingualism
6. Explain key issues relevant to child development including but not limited to childcare, adoption, foster care, institutionalization, influence of media, schooling, children and the law, and child witnesses
7. Identify key issues in relevant to adolescent development including but not limited to sexual development & sexuality, juvenile justice, addictions, and teen pregnancy
8. Engage with raising a virtual child/teen, exploring a topic of interest for that child/teen.

#### Old Learning Outcomes:

1. Map a conceptual framework for child development including:
  - the interaction of multiple domains of development
  - key theorists and their contributions in this framework
  - key influences in development including primary and secondary influences of child development health.
  - key constructs in child development.
2. Learn to differentiate between fact/myth in child development.
3. Demonstrate critical thinking

Rationale: The course description more adequately reflects the topics/learning needs of students in CHFS, and the applied nature of this stream. The course remains strong on theory/science developmental psychology, but incorporates an applied lens so that students are better able to translate from research/theory to practice. Also important to note, is that the change in learning objectives seems more dramatic than in actuality, and this is more a by-product of the change in requirements for writing learning outcomes, rather than a dramatic shift in the nature of the course, which remains true to its original intention.

Motion 3: That the Academic Curriculum Committee recommend to Senate to approve the current delivery language for CHFS-2106 Human Development: Children & Youth from “Three hours of lecture per week” to “Three hours per week”.

Rationale: This change in language reflects the needs of the course, to support enhanced pedagogy, and the CHFS curriculum. We have several courses in the department under this delivery model and are consistently offering our curriculum in this format.

**Non-substantive:** The course title for CHFS 4306 be changed from Special Topics: Human Dev & Learning to Topics: Developmental, Behavioural, and Mental Health.

Rationale: A change in title is more fitting with the content of the course and in keeping with changes in the course description. This is consistent with our more general motion (below).

**Non-substantive:** The revision of the course description for CHFS 4306 Special Topics: Human Dev & Learning.

#### New Description

Students study applied topics in human development, with a particular focus on developmental, behavioural, mental health, and wellbeing. Specific content varies from year to year depending on the interests of the faculty member teaching the course, but the focus remains on the translation of research, theory, and transdisciplinary practice into real-world application across developmental, behavioural, mental health, and wellbeing outcomes.

This course is also offered as PSYC 4306.

#### Old Description

This course provides advanced coverage of particular topics in Human Development and Learning. Specific content varies from year to year depending on the interests of the faculty member teaching the course.

This course is also offered as PSYC 4306.

Rationale: This change in language is required to better reflect the focus of our Special Topics for this course and better align it with the applied transdisciplinary scope of the program.

Motion 4: That the Academic Curriculum Committee recommend to Senate to approve the revised learning outcomes for CHFS 4306 Special Topics: Human Dev & Learning.

#### Proposed Outcomes:

1. Demonstrate mastery of applied content area covered in the course, with a focus on developmental, behavioural, and mental health and wellbeing.
2. Explain major theoretical concepts covered in the course, including their translation to real-world application and practice
3. Compare and contrast various constructs covered in the course, assessing the validity of each in the context of the literature and/or case reviews
4. Articulate the main implications of the content covered in relation to a wide range of constructs, conditions, diagnoses, real world applications, and interventions as applicable to the individual or systems level
5. Consider principles of equity, diversity, inclusion, and decolonization as relevant to topic under consideration

6. Evaluate the importance of cultural humility and diversity in supporting equitable and inclusive service and practices

Current Outcomes:

1. Demonstrate mastery of content area covered in the course
2. Demonstrate an ability to convey major theoretical concepts covered in the course
3. Demonstrate an ability to compare and contrast various constructs covered in the course, assessing the validity of each in the context of the literature and/or case reviews
4. Articulate the main implications of the content covered in relation to a wide range of constructs, conditions, and/or diagnoses as applicable

Rationale: Changes to learning outcomes reflect the change in language to a strengthened applied focus, and also the dept. commitment to inclusive principles and practices, in keeping with the university mission for supporting equity, diversity, and inclusion principles.

**Non-substantive:** The revision of prerequisites for CHFS 4306 Special Topics: Human Dev & Learning.

New Prerequisite

CHFS 2006 or PSYC 2006 or permission of the instructor

Old Prerequisite

CHFS 2106 & CHFS 2107 or PSYC 2006 & PSYC 2007

Rationale: Enhance accessibility to this course, which, in keeping with our core programming is oriented towards children and youth. While we are lifespan oriented and it has been recommended in our last review to offer aging focused curriculum, we've been significantly limited in our ability to do so given our reduced faculty capacity. As such, our special topics, approved at the dept. level, are either child/youth/young adult focused or do not require the specialized adult dev/aging topics delivered in our second year adult dev course. This will also enhance access to this course to PSYC students who are not required to complete either dev courses for their degree requirements (this is a cross-coded course), as well as opens it for wider access.

Motion 5: That the Academic Curriculum Committee recommend to Senate to approve the current delivery language for CHFS 4306 Special Topics: Human Dev & Learning **from** Three hours of lecture per week **to** "Three hours per week".

Rationale: This change in language reflects the needs of the course, to support enhanced pedagogy, and the CHFS curriculum. We have several courses in the department under this delivery model and are consistently offering our curriculum in this format.

**Non-substantive:** The prerequisites for CHFS 4206 "Applied Developmental Neuropsychology" be changed as outlined below:

New Prerequisites

CHFS 2006 or PSYC 2006 or permission of the instructor

Old Prerequisites

CHFS 2106 & CHFS 2107 or PSYC 2006 & PSYC 2007 and restricted to students in the 4th year of an Honours program

Rationale: The current prerequisites are too restrictive. Course content is in fact a focus on child/youth development, hence the title “applied developmental neuropsychology”. As such, adult/aging will not be a critical area of pre-requisite skills. We have found over the years that restricting courses to students in 4<sup>th</sup> year is an arbitrary cut-off/unnecessary restriction, unless students are completing their thesis or capstone seminar course.

Motion 6: That the Academic Curriculum Committee recommend to Senate to approve the change in course delivery for CHFS 4206 Applied Developmental Neuropsychology **from** three hours of lecture per week for one term **to** “Three hours per week”.

Rationale: The change requested is in keeping with the delivery of many of our applied courses (others will be tweaked similarly in the future) to allow for the integration of technology and experiential learning into the pedagogy of each course, and thereby enhance our ability to deliver specialized content. For example, this course may require an experiential learning component with children with neurodevelopmental disabilities, which currently, under the “lecture-only” pedagogy is not feasible.

Motion 7: That the Academic Curriculum Committee recommend to Senate to change the title of Group 1 courses in Major, Minor, Specialization, and Hon Specialization CHFS programs from “Human Development & Learning” to “Applied Human Development: Developmental, Behavioural, and Mental Health” and that calendar language is updated to reflect this.

Rationale: This label is a more accurate reflection of the curriculum and learning outcomes, and scope of the Group 1 stream; the essence of which is on application/applied development across developmental, behavioural, and mental health domains. The change in nomenclature will more adequately reflect the essence, scope, and learning outcomes of this clustering of courses.

### **English/Indigenous Studies**

Motion 8: That the Academic Curriculum Committee recommend to Senate the creation of ENGL 2416/INDG 2416 Indigenous Graphic Novels and Teachings.

Rationale: This 2000-level 3.0 cr. course will provide both English Studies and Indigenous Studies students an opportunity to explore Indigenous cosmologies, histories, and identity through comics and graphic novels. It contributes to an existing suite of courses in both programs which concentrate on visual storytelling, and it increases Indigenous Studies course offerings for all students.

Course Code	<b>ENGL 2416/INDG 2416</b>
Course Title	Indigenous Graphic Novels and Teachings
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>

<p>Course Description <i>(restricted to 50-75 words, present tense and active voice)</i></p>	<p>Students study contemporary Indigenous graphic novels and stories. They explore the ways graphic storytelling makes visible Indigenous relationality with our human and non-human kin, and they grapple with the ways stories challenge and reimagine settler-colonial histories by focusing on Indigenous identity and sovereignty. In order to engage with the representation of Indigenous cosmologies in graphic novels, students learn critical approaches to analyze the interplay of language and image.</p>
<p>Course Prerequisite</p>	<p>Any 9 credits completed, or permission of the instructor.</p>
<p>Course Corequisite</p>	<p>None</p>
<p>Antirequisite</p>	<p>None</p>
<p>List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i></p>	<p><a href="#">Click here to enter Restriction</a></p>
<p>Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No If yes, <a href="#">click here to indicate the type</a>.</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>Three hours of lecture per week/36 hours per term.</p>
<p><a href="#">Is this course Cross-Listed? If so, with what department?</a></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No We request that this course be cross-coded between Indigenous Studies and English Studies.</p>
<p><a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. define key term and concepts for reading graphic novels</li> <li>2. explain and distinguish themes and tropes in contemporary Indigenous graphic storytelling</li> <li>3. demonstrate through close-reading the relationship between text and image</li> <li>4. discuss and reflect on Indigenous cosmologies and their depictions in graphic storytelling</li> </ol>

	<p>5. reflect on visual representations of Indigenous sovereignty and examine their significance for decolonizing.</p> <p>6. devise creative and written work that reflects the foundational components of graphic storytelling and the knowledge gained through Indigenous teachings</p>
Will this request affect another faculty other than your own?	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

## **Geography & Geology**

Motion 10: That the Academic Curriculum Committee recommend to Senate to approve the revised program requirements for the Honours Specialization in Geography as outlined below.

### **Old Requirements:**

#### **Honours Specialization in Geography**

##### **Graduation Requirements:**

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

##### **Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

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

All of the following:

12 cr.



<a href="#">GEOG 1016</a>	People, Place and Environment	
<a href="#">GEOG 1017</a>	Introduction to Physical Geography	
<a href="#">GEOG 2017</a>	GIS and the Earth from Space	
<a href="#">GEOG 2026</a>	Introduction to Quantitative Methods	
Twelve credits from the following:		12 cr.
<a href="#">GEOG 2106</a>	Landscapes and Surface Processes	
<a href="#">GEOG 2107</a>	Weather and Climate	
<a href="#">GEOG 2126</a>	Physical Hydrology	
<a href="#">GEOG 2136</a>	Cultural Geography	
<a href="#">GEOG 2146</a>	Cities in a Changing World	
<a href="#">GEOG 2226</a>	Environment and Society	
Three credits of Regional Geography		3 cr.
<a href="#">GEOG 3000 level</a>		15 cr.
<a href="#">GEOG 4000 level</a>		18 cr.

#### **Breadth Requirements and Electives:**

<a href="#">ACAD 1601</a>		3 cr.
<a href="#">Humanities</a>		3 cr.
Electives		54 cr.

#### **Note:**

Students must be entering fourth year with a minimum 70% overall average in the subject to enrol in [GEOG 4986](#) or [GEOG 4995](#).

With permission of the discipline, students may complete either [GEOG 4986](#) or [GEOG 4995](#), but not both, towards their fourth year.

Students may take 4th year courses in 3rd year with permission of the instructor.

#### **[New Requirements](#)**

#### **Honours Specialization in Geography**

#### **Graduation Requirements:**

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

**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: GEOG 3076, GEOG 3406, GEOG 3606, GEOG 3706, GEOG 3707

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
All of the following:	12 cr.
<u>GEOG 1016</u> People, Place and Environment	
<u>GEOG 1017</u> Introduction to Physical Geography	
<u>GEOG 2017</u> GIS and the Earth from Space	
<u>GEOG 2026</u> Introduction to Quantitative Methods	
Twelve credits from the following:	12 cr.
<u>GEOG 2106</u> Landscapes and Surface Processes	
<u>GEOG 2107</u> Weather and Climate	
<u>GEOG 2126</u> Physical Hydrology	
<u>GEOG 2136</u> Cultural Geography	
<u>GEOG 2146</u> Cities in a Changing World	
<u>GEOG 2226</u> Environment and Society	
Three credits of Regional Geography*	3 cr.
<b>GEOG 3000 level</b>	<b>12 cr.</b>
<b>GEOG 4000 level</b>	<b>12 cr.</b>
<b>GEOG 3000 or 4000 level</b>	<b>9 cr.</b>
<b>Breadth Requirements and Electives:</b>	
<u>ACAD 1601</u>	3 cr.
<u>Humanities</u>	3 cr.

**Note:**

Students must be entering fourth year with a minimum 70% overall average in the subject to enrol in [GEOG 4986](#) or [GEOG 4995](#).

With permission of the discipline, students may complete either [GEOG 4986](#) or [GEOG 4995](#), but not both, towards their fourth year.

~~Students may take 4th year courses in 3rd year with permission of the instructor.~~

\*The list of Regional Geography courses include the following: [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

**Rationale:**

The Honours Specialization in Geography should be revised to remove any reference to the maximum number of regional courses and to allow students more flexibility in their selection of 3000 and 4000 level required courses. Given the recent and forthcoming retirement of several tenured faculty members in geography (1 human geographer, 2 physical geographers), the department will no longer be able to maintain a large breadth of 4000 level geography course offerings in the foreseeable future. Consequently, the proposed changes will allow students in the BA and BSc programs to maintain their studies in the more social science (human geography) and natural science (physical geography) themed senior level courses, respectively. Given the reduced course offerings, the reference to a maximum number of regional courses is also no longer applicable.

Motion 11: That the Academic Curriculum Committee recommend to Senate to approve the revised program requirements for the Specialization in Geography as outlined below.

**Old Requirements:****Specialization in Geography****Graduation Requirements:**

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

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

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Students must complete 120 credits including 54 credits in the Specialization as follows:

All of the following: 12 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

Twelve credits from the following: 12 cr.

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Weather and Climate

[GEOG 2126](#) Physical Hydrology

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

Three credits of Regional Geography 3 cr.

**GEOG 3000 level** 15 cr.

**GEOG Upper level** 12 cr.

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### **Breadth Requirements and Electives:**

[ACAD 1601](#) 3 cr.

[Humanities](#) 3 cr.

Electives 60 cr.

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### **New Requirements**

#### **Specialization in Geography**

#### **Graduation Requirements:**

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

#### **Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

Students must complete 120 credits including 54 credits in the Specialization as follows:	
All of the following:	12 cr.
<a href="#">GEOG 1016</a>	People, Place and Environment
<a href="#">GEOG 1017</a>	Introduction to Physical Geography
<a href="#">GEOG 2017</a>	GIS and the Earth from Space
<a href="#">GEOG 2026</a>	Introduction to Quantitative Methods
Twelve credits from the following:	12 cr.
<a href="#">GEOG 2106</a>	Landscapes and Surface Processes
<a href="#">GEOG 2107</a>	Weather and Climate
<a href="#">GEOG 2126</a>	Physical Hydrology
<a href="#">GEOG 2136</a>	Cultural Geography
<a href="#">GEOG 2146</a>	Cities in a Changing World
<a href="#">GEOG 2226</a>	Environment and Society
Three credits of Regional Geography*	3 cr.
<a href="#">GEOG 3000</a> level	15 cr.
<a href="#">GEOG 4000</a> level	9 cr.
<a href="#">GEOG 3000 or 4000 level</a>	3 cr.

**Breadth Requirements and Electives:**

<a href="#">ACAD 1601</a>	3 cr.
<a href="#">Humanities</a>	3 cr.
Electives	60 cr.

**Note:**

\*The list of Regional Geography courses include the following: [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

Rationale:

The Specialization in Geography be revised to remove any reference to the maximum number of regional courses and to allow students more flexibility in their selection of 3000 and 4000

level required courses. Given the recent and forthcoming retirement of several tenured faculty members in geography (1 human geographer, 2 physical geographers), the department will no longer be able to maintain a large breadth of 4000 level geography course offerings in the foreseeable future. Consequently, the proposed changes will allow students in the BA and BSc programs to maintain their studies in the more social science (human geography) and natural science (physical geography) themed senior level courses, respectively. Given the reduced course offerings, the reference to a maximum number of regional courses is also no longer applicable.

Motion 12: That the Academic Curriculum Committee recommend to Senate to approve the revised program requirements for the Honours Specialization in Environmental Geography.

### Old Requirements:

### **Honours Specialization in Environmental Geography (BA)**

#### **Graduation Requirements:**

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

#### **Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environmental Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

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

All of the following: 18 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

ENSC 1006 Introduction to Environmental Science Part 1

ENSC 1007 Introduction to Environmental Science Part 2

Twelve credits from the following: 12 cr.

[GEOG 2106](#) Landscapes and Surface Processes

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<a href="#">GEOG 2107</a>	Weather and Climate	
<a href="#">GEOG 2126</a>	Physical Hydrology	
<a href="#">GEOG 2136</a>	Cultural Geography	
<a href="#">GEOG 2146</a>	Cities in a Changing World	
<a href="#">GEOG 2226</a>	Environment and Society	
<b>GEOG 3000 level</b>		<b>15 cr.</b>
<b>GEOG 4000 level</b>		<b>9 cr.</b>
Six credits from the following:		6 cr.
<a href="#">BIOL 1007</a>	Introduction to Organismal and Evolutionary Biology	
<a href="#">BIOL 2337</a>	The Biology of Seed Plants	
<a href="#">BIOL 2446</a>	Principles of Ecology	
<a href="#">BIOL 2837</a>	Vertebrate Zoology	
<a href="#">ENSC 2006</a>	Topics in Environmental Science I	
<a href="#">ENSC 2007</a>	Topics in Environmental Science II	

### **Breadth Requirements and Electives:**

<a href="#">ACAD 1601</a>		3 cr.
<a href="#">Humanities</a>		3 cr.
Electives		54 cr.

### **Note:**

Students must be entering fourth year with a minimum 70% overall average in the subject to enrol in [GEOG 4986](#) or [GEOG 4995](#).

With permission of the discipline, students may complete either [GEOG 4986](#) or [GEOG 4995](#), but not both, towards their fourth year.

Students may take 4th year courses in 3rd year with permission of the instructor.

### **[New Requirements](#)**

### **Honours Specialization in Environmental Geography (BA)**

### **Graduation Requirements:**

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

**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environmental Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: GEOG 3076, GEOG 3406, GEOG 3606, GEOG 3706, GEOG 3707

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
All of the following:	18 cr.
<u>GEOG 1016</u> People, Place and Environment	
<u>GEOG 1017</u> Introduction to Physical Geography	
<u>GEOG 2017</u> GIS and the Earth from Space	
<u>GEOG 2026</u> Introduction to Quantitative Methods	
ENSC 1006 Introduction to Environmental Science Part 1	
ENSC 1007 Introduction to Environmental Science Part 2	
Twelve credits from the following:	12 cr.
<u>GEOG 2106</u> Landscapes and Surface Processes	
<u>GEOG 2107</u> Weather and Climate	
<u>GEOG 2126</u> Physical Hydrology	
<u>GEOG 2136</u> Cultural Geography	
<u>GEOG 2146</u> Cities in a Changing World	
<u>GEOG 2226</u> Environment and Society	
<b>GEOG 3000 level</b>	<b>12 cr.</b>
<b>GEOG 4000 level</b>	<b>9 cr.</b>
<b>GEOG 3000 or 4000 level</b>	<b>3 cr.</b>
Six credits from the following:	6 cr.
<u>BIOL 1007</u> Introduction to Organismal and Evolutionary Biology	
<u>BIOL 2337</u> The Biology of Seed Plants	



<a href="#">BIOL 2446</a>	Principles of Ecology	
<a href="#">BIOL 2837</a>	Vertebrate Zoology	
<a href="#">ENSC 2006</a>	Topics in Environmental Science I	
<a href="#">ENSC 2007</a>	Topics in Environmental Science II	
<b>Breadth Requirements and Electives:</b>		
<a href="#">ACAD 1601</a>		3 cr.
<a href="#">Humanities</a>		3 cr.
Electives		54 cr.

**Note:**

Students must be entering fourth year with a minimum 70% overall average in the subject to enrol in [GEOG 4986](#) or [GEOG 4995](#).

With permission of the discipline, students may complete either [GEOG 4986](#) or [GEOG 4995](#), but not both, towards their fourth year.

~~Students may take 4th year courses in 3rd year with permission of the instructor.~~

Rationale:

The Honours Specialization in Environmental Geography should be revised to remove any reference to the maximum number of regional courses and to allow students more flexibility in their selection of 3000 and 4000 level required courses. Given the recent and forthcoming retirement of several tenured faculty members in geography (1 human geographer, 2 physical geographers), the department will no longer be able to maintain a large breadth of 4000 level geography course offerings in the foreseeable future. Consequently, the proposed changes will allow students in the BA and BSc programs to maintain their studies in the more social science (human geography) and natural science (physical geography) themed senior level courses, respectively. Given the reduced course offerings, the reference to a maximum number of regional courses is also no longer applicable.

Motion 13: That the Academic Curriculum Committee recommend to Senate to approve the revised program requirements for the Specialization in Environmental Geography as outlined below.

**Old Requirements:**

**Specialization in Environmental Geography (BA)**

**Graduation Requirements:**

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

## Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environmental Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: [GEOG 3026](#), [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

Students must complete 120 credits including 54 credits in the Honours Specialization as follows:

All of the following: 18 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

ENSC 1006 Introduction to Environmental Science Part 1

ENSC 1007 Introduction to Environmental Science Part 2

Twelve credits from the following: 12 cr.

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Weather and Climate

[GEOG 2126](#) Physical Hydrology

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

[GEOG 3000 level](#) 18 cr.

Six credits from the following: 6 cr.

[BIOL 1007](#) Introduction to Organismal and Evolutionary Biology

[BIOL 2337](#) The Biology of Seed Plants

[BIOL 2446](#) Principles of Ecology

[BIOL 2837](#) Vertebrate Zoology

[ENSC 2006](#) Topics in Environmental Science I

[ENSC 2007](#) Topics in Environmental Science II

## Breadth Requirements and Electives:

<a href="#">ACAD 1601</a>	3 cr.
<a href="#">Humanities</a>	3 cr.
Electives	60 cr.

### Note:

Students may take 4th year courses in 3rd year with permission of the instructor.

## [New Requirements](#)

### Specialization in Environmental Geography (BA)

#### Graduation Requirements:

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

#### Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environmental Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: [GEOG 3026](#), [GEOG 3076](#), [GEOG 3406](#), [GEOG 3606](#), [GEOG 3706](#), [GEOG 3707](#)

Students must complete 120 credits including 54 credits in the Honours Specialization as follows:	
All of the following:	18 cr.
<a href="#">GEOG 1016</a>	People, Place and Environment
<a href="#">GEOG 1017</a>	Introduction to Physical Geography
<a href="#">GEOG 2017</a>	GIS and the Earth from Space
<a href="#">GEOG 2026</a>	Introduction to Quantitative Methods
ENSC 1006	Introduction to Environmental Science Part 1
ENSC 1007	Introduction to Environmental Science Part 2
Twelve credits from the following:	12 cr.
<a href="#">GEOG 2106</a>	Landscapes and Surface Processes
<a href="#">GEOG 2107</a>	Weather and Climate
<a href="#">GEOG 2126</a>	Physical Hydrology
<a href="#">GEOG 2136</a>	Cultural Geography

<a href="#">GEOG 2146</a>	Cities in a Changing World	
<a href="#">GEOG 2226</a>	Environment and Society	
<b>GEOG 3000 level</b>		<b>12 cr.</b>
<b>GEOG 4000 level</b>		<b>3 cr.</b>
<b>GEOG 3000 or 4000 level</b>		<b>3 cr.</b>
Six credits from the following:		6 cr.
<a href="#">BIOL 1007</a>	Introduction to Organismal and Evolutionary Biology	
<a href="#">BIOL 2337</a>	The Biology of Seed Plants	
<a href="#">BIOL 2446</a>	Principles of Ecology	
<a href="#">BIOL 2837</a>	Vertebrate Zoology	
<a href="#">ENSC 2006</a>	Topics in Environmental Science I	
<a href="#">ENSC 2007</a>	Topics in Environmental Science II	

**Note:**

~~Students may take 4th year courses in 3rd year with permission of the instructor.~~

**Rationale:**

The Specialization in Environmental Geography be revised to remove any reference to the maximum number of regional courses and to allow students more flexibility in their selection of 3000 and 4000 level required courses. Given the recent and forthcoming retirement of several tenured faculty members in geography (1 human geographer, 2 physical geographers), the department will no longer be able to maintain a large breadth of 4000 level geography course offerings in the foreseeable future. Consequently, the proposed changes will allow students in the BA and BSc programs to maintain their studies in the more social science (human geography) and natural science (physical geography) themed senior level courses, respectively. Given the reduced course offerings, the reference to a maximum number of regional courses is also no longer applicable.

Motion 14: That the Academic Curriculum Committee recommend to Senate to approve the revised program requirements for the Honours Specialization in Environment and Physical Geography as outlined below.

**Old Requirements:**

**Honours Specialization in Environment and Physical Geography (BSc)**

**Graduation Requirements:**

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

## Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environment and Physical Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: GEOG 3026, GEOG 3076, GEOG 3406, GEOG 3606, GEOG 3706, GEOG 3707

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

All of the following: 24 cr.

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

GEOG 2017 GIS and the Earth from Space

GEOG 2026 Introduction to Quantitative Methods

GEOG 2106 Landscapes and Surface Processes

GEOG 2107 Weather and Climate

GEOG 2126 Physical Hydrology

GEOG 3086 Principles of Biogeography

Three credits from the following: 3 cr.

GEOG 2136 Cultural Geography

GEOG 2146 Cities in a Changing World

GEOG 2226 Environment and Society

GEOG 3000 level 15 cr.

GEOG 4000 level 18 cr.

## Other Science Requirements

Three credits from: 3 cr.

GEOL 1006 The Earth's Interior

GEOL 1007 Surficial Geology

Three credits from: 3 cr.

MATH 1036 Calculus I

MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	
Twelve credits from the following (not already used to satisfy above):		12 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
CHEM 1006	General Chemistry I	
CHEM 1007	General Chemistry II	
COSC 1557	Introduction to Computer Science	
COSC 1567	Programming in C++	
COSC 1666	Engineering Graphics	
COSC 1757	Digital Systems	
GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	
PHYS 1006	General Physics I: Mechanics	
PHYS 1007	General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics	

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#### **Breadth Requirements and Electives:**

ACAD 1601		3 cr.
Humanities		3 cr.
Electives		36 cr.

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#### **Note:**

Students must be entering fourth year with a minimum 70% overall average in the subject to enrol in [GEOG 4986](#) or [GEOG 4995](#).

With permission of the discipline, students may complete either [GEOG 4986](#) or [GEOG 4995](#), but not both, towards their fourth year.

Students may take 4th year courses in 3rd year with permission of the instructor.

#### [New Requirements](#)

#### **Honours Specialization in Environment and Physical Geography (BSc)**

## Graduation Requirements:

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

## Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environment and Physical Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: GEOG 3026, GEOG 3076, GEOG 3406, GEOG 3606, GEOG 3706, GEOG 3707

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
All of the following:	24 cr.
GEOG 1016	People, Place and Environment
GEOG 1017	Introduction to Physical Geography
GEOG 2017	GIS and the Earth from Space
GEOG 2026	Introduction to Quantitative Methods
GEOG 2106	Landscapes and Surface Processes
GEOG 2107	Weather and Climate
GEOG 2126	Physical Hydrology
GEOG 3086	Principles of Biogeography
Three credits from the following:	3 cr.
GEOG 2136	Cultural Geography
GEOG 2146	Cities in a Changing World
GEOG 2226	Environment and Society
GEOG 3000 level	12 cr.
GEOG 4000 level	12 cr.
GEOG 3000 or 4000 level	9 cr.
<b>Other Science Requirements</b>	
Three credits from:	3 cr.

GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
Three credits from:		3 cr.
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	
Twelve credits from the following (not already used to satisfy above):		12 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
CHEM 1006	General Chemistry I	
CHEM 1007	General Chemistry II	
COSC 1557	Introduction to Computer Science	
COSC 1567	Programming in C++	
COSC 1666	Engineering Graphics	
COSC 1757	Digital Systems	
GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	
PHYS 1006	General Physics I: Mechanics	
PHYS 1007	General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics	

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**Breadth Requirements and Electives:**

ACAD 1601		3 cr.
Humanities		3 cr.
Electives		36 cr.

**Note:**

Students must be entering fourth year with a minimum 70% overall average in the subject to enrol in [GEOG 4986](#) or [GEOG 4995](#).

With permission of the discipline, students may complete either [GEOG 4986](#) or [GEOG 4995](#), but not both, towards their fourth year.



~~Students may take 4th year courses in 3rd year with permission of the instructor.~~

**Rationale:**

The Honours Specialization in Environment and Physical Geography should be revised to remove any reference to the maximum number of regional courses and to allow students more flexibility in their selection of 3000 and 4000 level required courses. Given the recent and forthcoming retirement of several tenured faculty members in geography (1 human geographer, 2 physical geographers), the department will no longer be able to maintain a large breadth of 4000 level geography course offerings in the foreseeable future. Consequently, the proposed changes will allow students in the BA and BSc programs to maintain their studies in the more social science (human geography) and natural science (physical geography) themed senior level courses, respectively. Given the reduced course offerings, the reference to a maximum number of regional courses is also no longer applicable.

Motion 15: That the Academic Curriculum Committee recommend to Senate to approve the revised program requirements for the Specialization in Environment and Physical Geography as outlined below.

**Old Requirements:**

**Specialization in Environment and Physical Geography (BSc)**

**Graduation Requirements:**

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

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environment and Physical Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: GEOG 3026, GEOG 3076, GEOG 3406, GEOG 3606, GEOG 3706, GEOG 3707

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Students must complete 120 credits including 54 credits in the Specialization as follows:	
All of the following:	24 cr.
GEOG 1016	People, Place and Environment
GEOG 1017	Introduction to Physical Geography
GEOG 2017	GIS and the Earth from Space
GEOG 2026	Introduction to Quantitative Methods
GEOG 2106	Landscapes and Surface Processes
GEOG 2107	Climatology

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GEOG 2126	Physical Hydrology	
GEOG 3086	Principles of Biogeography	
Three credits from the following:		3 cr.
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
<b>GEOG 3000</b> level		<b>15 cr.</b>
<b>GEOG 4000</b> level		<b>12 cr.</b>

### Other Science Requirements

Three credits from:		3 cr.
GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
Three credits from:		3 cr.
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	
Twelve credits from the following (not already used to satisfy above):		12 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
CHEM 1006	General Chemistry I	
CHEM 1007	General Chemistry II	
COSC 1557	Introduction to Computer Science	
COSC 1567	Programming in C++	
COSC 1666	Engineering Graphics	
COSC 1757	Digital Systems	
GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	

PHYS 1006	General Physics I: Mechanics
PHYS 1007	General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics

**Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Humanities	3 cr.
Electives	42 cr.

**Note:**

Students may take 4<sup>th</sup> year courses in 3<sup>rd</sup> year with permission of the instructor.

New Requirements

**Specialization in Environment and Physical Geography (BSc)**

**Graduation Requirements:**

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

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environment and Physical Geography.

Students may only count a maximum of 9 credits from Regional Geography towards the program. The list of Regional Geography courses include the following: GEOG 3026, GEOG 3076, GEOG 3406, GEOG 3606, GEOG 3706, GEOG 3707

Students must complete 120 credits including 54 credits in the Specialization as follows:	
All of the following:	24 cr.
GEOG 1016	People, Place and Environment
GEOG 1017	Introduction to Physical Geography
GEOG 2017	GIS and the Earth from Space
GEOG 2026	Introduction to Quantitative Methods
GEOG 2106	Landscapes and Surface Processes
GEOG 2107	Climatology

GEOG 2126	Physical Hydrology	
GEOG 3086	Principles of Biogeography	
Three credits from the following:		3 cr.
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
<b>GEOG 3000 level</b>		<b>15 cr.</b>
<b>GEOG 4000 level</b>		<b>9 cr.</b>
<b>GEOG 3000 or 4000 level</b>		<b>3 cr.</b>

### Other Science Requirements

Three credits from:		3 cr.
GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
Three credits from:		3 cr.
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	
MATH 1056	Discrete Mathematics	
Twelve credits from the following (not already used to satisfy above):		12 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
CHEM 1006	General Chemistry I	
CHEM 1007	General Chemistry II	
COSC 1557	Introduction to Computer Science	
COSC 1567	Programming in C++	
COSC 1666	Engineering Graphics	
COSC 1757	Digital Systems	
GEOL 1006	The Earth's Interior	
GEOL 1007	Surficial Geology	
MATH 1036	Calculus I	
MATH 1046	Introductory Linear Algebra	

MATH 1056	Discrete Mathematics
PHYS 1006	General Physics I: Mechanics
PHYS 1007	General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics

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**Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Humanities	3 cr.
Electives	42 cr.

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**Note:**

Students may take 4th year courses in 3rd year with permission of the instructor.

Rationale:

The Specialization in Environment and Physical Geography be revised to remove any reference to the maximum number of regional courses and to allow students more flexibility in their selection of 3000 and 4000 level required courses. Given the recent and forthcoming retirement of several tenured faculty members in geography (1 human geographer, 2 physical geographers), the department will no longer be able to maintain a large breadth of 4000 level geography course offerings in the foreseeable future. Consequently, the proposed changes will allow students in the BA and BSc programs to maintain their studies in the more social science (human geography) and natural science (physical geography) themed senior level courses, respectively. Given the reduced course offerings, the reference to a maximum number of regional courses is also no longer applicable.

Motion 16: That the Academic Curriculum Committee recommend to Senate the cross-coding of the following Geography (GEOG) science courses as ENSC as outlined below.

Geography Science courses to be Cross-coded  
 GEOG 2017 GIS and the Earth from Space  
 GEOG 2106 Landscapes and Surface Processes  
 GEOG 2107 Weather and Climate  
 GEOG 2126 Physical Hydrology  
 GEOG 3056 Spatial Analysis Using GIS  
 GEOG 3057 Environmental Geomorphology  
 GEOG 3066 Remote Sensing of the Environment  
 GEOG 3086 Principles of Biogeography  
 GEOG 3196 Snow and Ice Hydrology  
 GEOG 3397 Introductory Soil Science  
 GEOG 3436 Earth Resources  
 GEOG 4027 Spatial Computing  
 GEOG 4057 Topics in GIS Applications  
 GEOG 4066 Topics in Remote Sensing Applications  
 GEOG 4087 Advanced Biogeography

GEOG 4106 Geomorphic Analysis of Landscapes  
GEOG 4116 Pleistocene and Glacial Geomorphology  
GEOG 4326 Environmental Hydrology  
GEOG 4906 Selected Topics in Physical Geography  
GEOG 4976 Geography Field Camp

Rationale:

The cross-coding of the aforementioned courses is in line with the current development (stage 2) of the stand-alone Honours Specialization, Specialization, and Major programs in Environmental Science. All of these courses are either required or optional for the completion of these proposed programs. Cross-coding of courses between geography and environmental science is increasingly more common at similar institutions. For example, Trent's Introduction to GIS is coded as both GEOG2090 and ERSC2090.

**Non-substantive:** The revision of the course description for GEOG 1016 People, Place and Environment.

Old Description

This course studies the spatial aspects of human development including the effects of culture, economics and social structure upon utilization of earth space. In order to better understand human behaviour, perception and association are dealt with in lab exercises. Offered every year in both Fall and Winter.

New Description

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

Rationale: The updated course description better encapsulates the breadth of content covered in the introductory human geography course. We hope the revised course description will help increase enrollments.

Motion 17: That the Academic Curriculum Committee recommend to Senate to approve the learning outcomes for GEOG 1016 People, Place and Environment.

Old Learning Outcomes

- Understand and apply fundamental concepts of the discipline of Human Geography
- Acquire an appreciation for a significant range and diversity of societies across a broad temporal and geographic span
- Understand how human actions modify the environment and how the environment impacts human systems
- Communicate effectively, both orally and in writing.
- Establish basic research skills
- Work collaboratively with others
- Create maps in order to display and comprehend spatial variations of various phenomena.

### New Learning Outcomes

- Understand how geography plays an important role in the evolution of ideas, places and the environment.
- Identify the evolution and diversity of cultural and social systems across various spatial and temporal scales.
- Explain how cultural and social processes reshape the natural and built environments.
- Apply qualitative and quantitative research methods in human geography.
- Demonstrate effective communication skills and an ability to work with others.
- Create maps to draw inferences about the cultural and social processes that produce variations of human condition over space and time.

Rationale: This new learning outcomes more closely adhere to the subject matter of the course since learning outcomes were last altered.

Motion 18: That the Academic Curriculum Committee recommend to Senate to change GEOL-1006 The Earth's Interior hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.

Rationale: The course has been cancelled for several years due to low enrolment. The 3 hours per week will allow for a mix of lectures and labs throughout the 12-weeks. We hope this will help increase enrolment and reduce scheduling conflicts.

Motion 19: That the Academic Curriculum Committee recommend to Senate to change GEOL 1007 Surficial Geology hours of contact time from 3 hours lecture and 3 hours lab **to** 3 hours per week.

Rationale: The course has been cancelled for several years due to low enrolment. The 3 hours per week will allow for a mix of lectures and labs throughout the 12-weeks. We hope this will help increase enrolment and reduce scheduling conflicts.

**Non-substantive:** The revision of the course description for GEOG 4777 Water Governance.

### Old Course Description

In this course students will explore the governance of water resources from a socio-ecological systems perspective. Some of the topics covered will include the water availability, equality and accessibility, public-private partnerships, source water protection, First Nations water rights, transboundary conflicts, among others.

### New Course Description

Students explore the complex relations between hydrological and social systems. We critically examine the integrated watershed management paradigm using case studies from the local to global scale. Topics covered include Indigenous water rights, evolution of water allocation laws, water markets, participatory decision making, climate change, groundwater, wetlands, among others.

The course can be taught together with ENST 5346 Integrated Watershed Management with undergraduate students being subject to different assignments and evaluation criteria than graduate students.

Rationale: The main reason for updating the GEOG-4777 Water Governance course description to explain that this course can also be offered in collaboration with ENST-5346 Integrated Watershed Management in the MES-MESc graduate course. There are several 4000 level courses from Anthropology, Geography and Biology that are offered as undergraduate and graduate courses; the assignments and evaluations are different.

Motion 20: That the Academic Curriculum Committee recommend to Senate the changes to the Environment and Sustainability Post-Baccalaureate Degree program as outlined below.

**Old Program Requirements:**

Post-Baccalaureate Core: 18 cr.

GEOG 2107	Weather and Climate	3 cr.
GEOG 2226	Environment and Society	3 cr.
<del>GEOG 3196</del>	<del>Snow and Ice Hydrology</del>	3 cr.
GEOG/BIOI 3397	Introductory Soil Science	3 cr.
GEOG 4326	Environmental Hydrology	3 cr.
<del>ENST 5116</del>	<del>Perspectives on the Environment</del>	3 cr.

Environmental Studies and Indigenous Perspectives: 12 cr.

INDG 2006 or INDG 2007	Indigenous Places – Changing Landscapes or Land-as-Home & Indigenous Well-being	3 cr.
GEOG 3436	Earth Resources	3 cr.
GEOG 4807	Natural Resource Management	3 cr.
GEOG 4437	At Risk: The Geography of Environmental Hazards	3 cr.

Digital Techniques: 9 cr.

GEOG 2017 or ENST 5126	GIS and the Earth from Space or Geomatics for MES/MESc Graduate Students	3 cr.
GEOG 3056	Spatial Analysis Using GIS	3 cr.
GEOG 3066	Remote Sensing of the Environment	3 cr.

Plus 9 credits of the following (if not already used to satisfy above): 9 cr.

Upper level GEOG*		
INDG 2006	Indigenous Places – Changing Landscapes	3 cr.



INDG 2007	Land-as-Home & Indigenous Well-being	3 cr.
PHIL 2717	Environmental Ethics	3 cr.
ANTH 3006	Anthropology of Development in the Canadian North	3 cr.
ANTH 3027	Indigenous Peoples and the State	3 cr.
ANTH 4106	Multispecies Ethnography	3 cr.

\*Students will be provided with a recommended list of GEOG options each year based on course availability and content.

### New Program Requirements

Post-Baccalaureate Core: 18 cr.

GEOG 2107	Weather and Climate	3 cr.
GEOG 2226	Environment and Society	3 cr.
GEOG 2106 GEOG 2126	Landscapes and Surface Processes OR Physical Hydrology	3 cr.
GEOG/BIOL 3397	Introductory Soil Science	3 cr.
GEOG 4326	Environmental Hydrology	3 cr.
GEOG 3406	A Geography of Canada	3 cr.

Environmental Studies and Indigenous Perspectives: 12 cr.

INDG 2006 or INDG 2007	Indigenous Places – Changing Landscapes OR Land-as-Home & Indigenous Well-being	3 cr.
GEOG 3436	Earth Resources	3 cr.
GEOG 4807	Natural Resource Management	3 cr.
GEOG 4437	At Risk: The Geography of Environmental Hazards	3 cr.

Digital Techniques: 9 cr.

GEOG 2017 ENST 5126	GIS and the Earth from Space OR Geomatics for MES/MESc Graduate Students	3 cr.
GEOG 3056	Spatial Analysis Using GIS	3 cr.
GEOG 3066	Remote Sensing of the Environment	3 cr.

Plus 9 credits of the following (if not already used to satisfy above): 9 cr.

Upper level GEOG*		
INDG 2006	Indigenous Places – Changing Landscapes	3 cr.
INDG 2007	Land-as-Home & Indigenous Well-being	3 cr.
PHIL 2717	Environmental Ethics	3 cr.
ANTH 3006	Anthropology of Development in the Canadian North	3 cr.
ANTH 3027	Indigenous Peoples and the State	3 cr.
ANTH 4106	Multispecies Ethnography	3 cr.
CHEM 2506	Chemistry of Pollution	3 cr.

\*Students will be provided with a recommended list of GEOG options each year based on course availability and content.

Rationale: ENST 5116 Perspectives on the Environment is a graduate level course and, while accommodating students with a broad undergraduate background, it is on the basis of feedback from the first PBD ENV cohort (January 2023) that we believe GEOG 3406 A Geography of Canada will be more supportive in content and level for the incoming international students audience supporting overall program objectives including introducing international students to courses with specific application to the Canadian context. Due to recent two retirements in the Department of Geography announced in Fall 2022, we proposed removing GEOG 3196 Snow and Ice Hydrology as it will be a more limited offering than it is anticipated will be required by this program. Replacement with GEOG 2106 Landscape and Surface Processes or GEOG 2126 Physical Hydrology will support overall program objectives including introducing international students to environmental science courses with specific application to the Canadian context.

**Non-substantive:** To **delete** GEOL 1031 The Earth's Interior for Non-science from the Academic Calendar.

Rationale: These courses became redundant with the approval of removing the labs in GEOL 1006.

**Non-substantive:** To **delete** GEOL 1032 Surficial Geology for Non-science from the Academic Calendar.

Rationale: These courses became redundant with the approval of removing the labs in GEOL 1007.

### **Indigenous Studies**

**Non-substantive:** The revision course title of INDG 3107 "Indigenous Research Methods" to "Building Our Knowledge Bundles" as outlined below.

Rationale:  
We feel this title will be more attractive to non-Indigenous Studies majors, rather than Indigenous Research Methods.

## Psychology

Motion 21: That the Academic Curriculum Committee recommend to Senate to approve the creation of PSYC 3346 Research Methods in Psychological Science as outlined in the template below.

### Rationale:

The Psychology department has identified a need to add a new option to satisfy the advanced statistics/research design degree requirements for the BA Honours Specialization. The proposed course provides a current examination of research methods utilized in the broader research community examining psychological phenomena in academia and beyond.

Course Code	<b>PSYC 3346</b>
Course Title	Research Methods in Psychological Science
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the main research designs and procedures used in psychological science. Students explore the following topics: transparency of the research process and the replicability of research findings, power analyses when designing research projects, pre-registration of research hypotheses and data analytic plans, data presentation, science communication, mediation and moderation, and the use of statistical software for performing statistical analyses.
Course Prerequisite	PSYC 2126 and PSYC 2127
Course Corequisite	N/A
Antirequisite	PSYC 3906: Research Methods in Psychology taken in 22FA.
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	N/A
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">If yes, click here to indicate the type.</a>
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture per week

<p><a href="#">Is this course Cross-Listed? If so, with what department?</a></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No          If yes, click here to enter department</p>
<p><a href="#">Program Implications</a>  <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	<p>This course adds a degree requirement option as outlined in the accompanying motions.</p>
<p>Learning Outcomes  <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the importance of pre-registration for psychological research.</li> <li>2. Differentiate the various types of inferential statistics used for specific types of research designs.</li> <li>3. Explain and conduct statistical power analyses.</li> <li>4. Interpret and report the results of a formal power analysis.</li> <li>5. Construct a pre-registration research plan that details the study hypotheses, methods, and data analytic plans.</li> <li>6. Draw conclusions based on the results of the inferential statistical analyses.</li> <li>7. Compose a concise manuscript detailing the research findings.</li> <li>8. Communicate research findings in oral and written forms.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No  <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. Additional faculty, library resources or new laboratory space)?</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No          Click here to enter additional resources</p>

Motion 22: That the Academic Curriculum Committee recommend to Senate the program requirements for the BA Honours Specialization in Psychology be changed as outlined in the below.

New Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete [PSYC 1106](#), [PSYC 1107](#), [PSYC 2126](#), [PSYC 2127](#) and [PSYC 3356](#) or PSYC 3346 with a minimum grade of 60% in each.

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

<a href="#">PSYC 1106</a>	Introduction to Psychology I	3 cr.
<a href="#">PSYC 1107</a>	Introduction to Psychology II	3 cr.
<a href="#">PSYC 2126</a>	Scientific Method and Analysis I	3 cr.
<a href="#">PSYC 2127</a>	Scientific Method and Analysis II	3 cr.
<a href="#">PSYC 3356</a> or <a href="#">PSYC 3346</a>	Design and Analysis I Research Methods in Psychology	3 cr.
<a href="#">PSYC 4005</a>	Systems and Theories in Psychology	6 cr.
<a href="#">PSYC 4105</a>	Senior Empirical Thesis or	6 cr.
<a href="#">PSYC 4215</a>	Senior Research Seminar	
2000/3000/4000 level Psychology courses		33 cr.

Old Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete [PSYC 1106](#), [PSYC 1107](#), [PSYC 2126](#), [PSYC 2127](#) and [PSYC 3356](#) with a minimum grade of 60% in each.

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

<a href="#">PSYC 1106</a>	Introduction to Psychology I	3 cr.
<a href="#">PSYC 1107</a>	Introduction to Psychology II	3 cr.
<a href="#">PSYC 2126</a>	Scientific Method and Analysis I	3 cr.
<a href="#">PSYC 2127</a>	Scientific Method and Analysis II	3 cr.
<a href="#">PSYC 3356</a>	Design and Analysis I	3 cr.
<a href="#">PSYC 4005</a>	Systems and Theories in Psychology	6 cr.
<a href="#">PSYC 4105</a>	Senior Empirical Thesis or	6 cr.
<a href="#">PSYC 4215</a>	Senior Research Seminar	
2000/3000/4000 level Psychology courses		33 cr.

Rationale:

The Psychology department has identified the need for added flexibility in the statistics/research methods requirements for the BA Honours degree. The described change adds the option of taking the newly created course Research Methods in Psychology as an option to fulfil the degree requirements.

**Religions and Cultures**

Motion 23: That the Academic Curriculum Committee recommend to Senate to approve the creation of RLCT 2606 Hospice, Palliative Care and Religion as outlined below.

Rationale:

This course is an addition to the suite of death related courses in the department of Religions and Cultures. The course will be taught by a full-time faculty member.

Course Code	<b>RLCT 2606</b>
Course Title	Hospice, Palliative Care, and Religion
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students examine the roots and history of hospice and palliative care in the early and medieval era Christian communities. Students study the life and influence of the founder of the contemporary hospice movement and the trajectories of the movement in North America. Students examine the development of hospice and palliative care in the 21 <sup>st</sup> century and changing attitudes toward end-of-life care.
Course Prerequisite	Any 18 credits completed
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week

<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	Click here to enter Program Implications.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Explain the development of hospice and palliative care and the influence of religion on this history.</li> <li>2. Understand the importance of addressing spiritual needs in hospice care.</li> <li>3. Analyze and critique the ideas and concepts related to hospice, palliative care and religion.</li> <li>4. Critique the end-of-life philosophies related to hospice and palliative care and the health care sector.</li> <li>5. Assess the challenges and opportunities faced by the hospice and palliative care movement.</li> <li>6. Communicate effectively in writing.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No  Click here to enter additional resources

## **Sociology**

**Non-substantive:** That the course description for SOCI 2016 be changed as outlined in the attached document.

### New Description:

Students trace the historical development of social theory. Students learn the classical sociological foundation of theories of society and social change and examine the continuing relevance of classical theories for understanding contemporary society and culture. Students not only become familiar and conversant with classical sociological theories, but also be able to utilize them to better understand and explain the social processes that constitute cooperation or conflict between individuals and larger groups within the 21st Century. This course is also offered as ANTH 2016.

### Existing Description:

This course traces the historical development of social theory and focuses on classical theories and theorists within the sociological tradition. This course is also offered as ANTR 2016.

Rationale: The revised course description is present tense and active voice.

**Non-substantive:** That the course description for SOCI 2017 be changed as outlined in the attached document.

New Description:

Students learn an introduction to relevant schools of thought within modern sociological theory. Students explore conceptual frameworks that incorporate the perspectives of functionalism, conflict-critical theory, symbolic interactionism, phenomenology, feminism, post-structuralism, globalization, and various collective action problems. Students not only become familiar and conversant with contemporary sociological theories, but also be able to utilize them to better understand and explain the freedoms and constraints individuals and groups experience within the 21st Century. This course is also offered as ANTH 2017.

Existing Description:

This course traces social theory through the 20<sup>th</sup> century and focuses on contemporary theories and theorists within the sociological tradition. This course is also offered as ANTR 2017.

Rationale: The revised course description is present tense and active voice.

**Non-substantive:** That the course title for SOCI 3226 be changed from “Survey Research” to “Survey Design.”

Rationale:

The new title is a more suitable description of the course content. The change in course title also differentiates SOCI 3226 from SOCI 2126 as a research method course.

**Non-substantive:** That the prerequisite for SOCI 3226: Survey Research be changed as outlined below:

New Prerequisite:

18 credits completed.

Existing Prerequisite:

SOCI 2126 or SOCI 3126, and SOCI 2127 or SOCI 3127 or permission of the instructor

**Rationale:**

Students registered in SOCI 3226 will be able to successfully complete the course without having taken SOCI 2126 and SOCI 2127. Removing SOCI 2126 and SOCI 2127 as a prerequisite allows for greater student flexibility in their course selection and would allow students from related disciplines to enrol in SOCI 3226 without having to take SOCI 2126 and SOCI 2127.

**Non-substantive:** That the course description for SOCI 3226: Survey Research be revised.

New Description:

Students learn how to plan surveys, design questionnaires for different fields and media (e.g., mail, internet, telephone, and face-to-face), and select a sample of a large population. Through hands-on practice, students gain skills necessary to design and implement their original survey, interpret, and communicate the survey results, and assess the quality of survey data. Students



train for entry-level positions in careers that involve monitoring, evaluating, and investigating people's behaviors, attitudes, and opinions.

Old Description:

Students explore all aspects of survey research in different fields. Students learn to plan sample surveys, design questionnaires for different media (e.g., mail, internet, telephone, and face-to-face), and select a sample of a large population. Through hands-on practice and workshops, students gain skills necessary to design and implement their original survey, analyse survey data, interpret, and communicate the survey results, and assess the quality (reliability and validity) of survey data.

Rationale:

The new course description is a more suitable description of the course content and clarifies the course content for students.

## **5. Faculty of Education and Professional Studies**

### **School of Business**

Motion 24: That the program requirements for the Post Baccalaureate Diploma in Marketing be modified as outlined below:

**Program Requirements:**

To graduate with a Post-Baccalaureate Diploma in Marketing, students must complete 60 credits as follows:

Post-Baccalaureate Core:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management Accounting and Control I	3 cr.
<a href="#">ADMN 2136</a>	Research in Management	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2307</a>	Commercial Law	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.

Area of Concentration requirements:

All of the following:

<a href="#">ADMN 2716</a>	Change Management and Innovation Leadership	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">MKTG 3416</a>	Communications: Advertising and Promotion	3 cr.

MKTG 4406 Applied Marketing Management 3 cr.

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Nine credits from the following:

<u>MKTG 2417</u>	Communications: Selling and Sales Management	3 cr.
<u>MKTG 3206</u>	Sports Marketing	3 cr.
<u>MKTG 3306</u>	Digital Marketing	3 cr.
<u>MKTG 3316</u>	Communications: Public Relations	3 cr.
<u>MKTG 3417</u>	International Marketing	3 cr.
<u>MKTG 3436</u>	Social Marketing	3 cr.
<u>MKTG 3437</u>	Product and Brand Management	3 cr.
<u>MKTG 4306</u>	Sport Event Management	3 cr.
<u>MKTG 4426</u>	Services Marketing Management	3 cr.
<u>MKTG 4427</u>	Business-to-Business Marketing	3 cr.
<u>MKTG 4436</u>	Innovative Approaches in Marketing	3 cr.

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To:

**Program Requirements:**

To graduate with a Post-Baccalaureate Diploma in Marketing, students must complete 60 credits as follows:

Post-Baccalaureate Core:

<u>ACCT 1106</u>	Introductory Financial Accounting I	3 cr.
<u>ACCT 1107</u>	Introductory Financial Accounting II	3 cr.
<u>ADMN 1607</u>	Business Mathematics	3 cr.
<u>ECON 1006</u>	Introduction to Microeconomics	3 cr.
<u>MKTG 1126</u>	Marketing Concepts	3 cr.
<u>ORGS 1136</u>	Introduction to Organizational Behaviour	3 cr.
<u>ACCT 2146</u>	Management Accounting and Control I	3 cr.
<u>ADMN 2136</u>	Research in Management	3 cr.
<u>ADMN 2167</u>	Business Decision Making	3 cr.
<u>ADMN 2306</u>	Business Ethics	3 cr.
<u>ADMN 2307</u>	Commercial Law	3 cr.
<u>ADMN 2606</u>	Business Statistics	3 cr.
<u>ADMN 4606</u>	Business Strategy and Policy I	3 cr.

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Area of Concentration requirements:

All of the following:

<u>ADMN 2716</u>	Change Management and Innovation Leadership	3 cr.
<u>MKTG 2126</u>	Consumer Behaviour	3 cr.
<u>MKTG 3416</u>	Communications: Advertising and Promotion	3 cr.
<del><u>MKTG 4406</u></del>	<del>Applied Marketing Management</del>	<del>3 cr.</del>

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~~Nine~~ **Twelve** credits from the following:

<u>MKTG 2417</u>	Communications: Selling and Sales Management	3 cr.
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<a href="#">MKTG 3206</a>	Sports Marketing	3 cr.
<a href="#">MKTG 3306</a>	Digital Marketing	3 cr.
<a href="#">MKTG 3316</a>	Communications: Public Relations	3 cr.
<a href="#">MKTG 3417</a>	International Marketing	3 cr.
<a href="#">MKTG 3436</a>	Social Marketing	3 cr.
<a href="#">MKTG 3437</a>	Product and Brand Management	3 cr.
<a href="#">MKTG 4306</a>	Sport Event Management	3 cr.
<b>MKTG 4406</b>	<b>Applied Marketing Management</b>	<b>3 cr.</b>
<a href="#">MKTG 4426</a>	Services Marketing Management	3 cr.
<a href="#">MKTG 4427</a>	Business-to-Business Marketing	3 cr.
<a href="#">MKTG 4436</a>	Innovative Approaches in Marketing	3 cr.

**Rationale:** Shifting Applied Marketing Management (MKTG 4406) to the marketing options list for post-baccalaureate students will allow for greater flexibility and student preparedness. MKTG 4406 has three pre-requisite courses (MKTG 1126, MKTG 2126, MKTG 3416) that can be challenging for post-baccalaureate cohorts to secure in the streamlined pathway for this diploma. This revision will preserve the robustness of the marketing concentration while allowing for needed flexibility and greater elective options across the various marketing areas.

### **Schulich School of Education**

Motion 25: That the Academic Curriculum Committee recommend to Senate that EDUC 4926 Anishnaabemwin as a Second Language (Intermediate) be added to the offerings for the Bachelor of Education Program.

Justification (Rationale):

By adding Indigenous Languages (Anishnaabemwin) to our list of accredited teachable subjects, we can provide applicants the opportunity to enter the Junior/Intermediate program at the Schulich School of Education with Anishnaabemwin as a teachable subject.

Course Code	<b>EDUC 4926</b>
Course Title	Anishnaabemwin as a Second Language (Intermediate)
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Teacher candidates develop the knowledge and skills necessary to teach Anishnaabemwin as a second language at the intermediate level. The course focuses on the development of listening, speaking, reading, and writing skills of Anishnaabemwin. Teacher candidates plan and deliver the Anishnaabemwin curriculum through culturally appropriate ways of knowing and learning.
Course Prerequisite	<a href="#">Click here to enter Course Prerequisite</a>
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course.	This course is restricted to Bachelor of Education students

<i>For example "This course is restricted to BPHE students".</i>	
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">This course will be a new teaching subject in the intermediate division.</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: Apply knowledge and skill as indicated in the Indigenous Language curricula (Intermediate division) Design lessons and learning activities that center Anishinaabe ways of knowing and learning Reflect upon and develop reconciliatory practices in relation to the classroom and pedagogies Strengthen and reinforce knowledge and understanding of Anishnaabemwin as a Second Language Develop awareness of how concepts such as self-determination, sovereignty, culture and language revitalization are interrelated. Explore culturally appropriate practices and relationships with Indigenous peoples, resources and knowledges
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 26: That the Academic Curriculum Committee recommend to Senate that EDUC 4917 First Nation, Metis and Inuit Studies (Intermediate) be added to the offerings for the Bachelor of Education Program.

Justification (Rationale):

Nipissing University has offered an undergraduate degree (3-year) in Indigenous Studies for over 20 years (originally known as Native Studies). Unfortunately, Nipissing University does not

offer those graduates the opportunity to enter our BEd. program choosing Indigenous Studies (or First Nation, Metis and Inuit Studies) as a teachable subject.

Information provided by the Office of Institutional Planning demonstrates that there are a significant number of post-secondary students enrolled in undergraduate programs associated with Indigenous Studies in several universities across Ontario, including Nipissing University.

University Name	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Brock University	22	30	7	4	11	5
Carleton University			5	8	9	11
Lakehead University	61	60	72	51	55	44
McMaster University	11	24	35	35	36	33
Nipissing University	29	36	38	34	44	54
Queen's University				17	12	15
Trent University	69	62	64	64	73	97
University of Ottawa	25	21	16	18	27	18
University of Toronto	68	83	74	58	63	65
University of Western Ontario	24	24	24	17	18	15
<b>Total</b>	<b>309</b>	<b>340</b>	<b>335</b>	<b>306</b>	<b>348</b>	<b>357</b>

From this information, Nipissing University has consistently made up 10-13% of the total enrolment of undergraduates in Ontario pursuing this area of study. Noticeably, Nipissing University has experienced an 86% increase in its enrolment between 2015/16 (29 students) and 2020/21 (54 students).

Currently, only 5 other BEd. programs in Ontario offer Indigenous (or First Nation, Metis and Inuit) Studies as a teachable in their respective programs:

- Queen's University – Intermediate/Senior
- Lakehead University - Intermediate/Senior
- York University – Intermediate/Senior
- Trent University - Intermediate/Senior
- Laurentian University – Intermediate

The addition of these teaching subjects within the Bachelor of Education Program will provide i) another entry pathway into our teacher education programs from Nipissing undergraduate programs and ii) graduate teachers who can support the delivery of FNMI studies in public, private and First Nation administered schools in the province and across the country.

Course Code	<b>EDUC 4917</b>
Course Title	First Nation, Metis and Inuit Studies (Intermediate)

Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Teacher candidates apply their knowledge in First Nation, Métis, and Inuit (FNMI) Studies in the intermediate division context. Through an examination of the FNMI intermediate curricula, teacher candidates critically examine and engage with past, present and future issues through the planning and delivery of culturally-appropriate ways of knowing and learning honouring Indigenous knowledges and perspectives.
Course Prerequisite	<a href="#">Click here to enter Course Prerequisite</a>
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to Bachelor of Education students
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">This course will be a new teaching subject in the intermediate division.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: Apply knowledge and skill as specified in the First Nation, Métis, and Inuit Studies curricula (Intermediate division) Design lessons and learning activities that center FNMI ways of knowing and learning Reflect upon and develop reconciliatory practices in relation to the classroom and pedagogies Examine contemporary and historical events and issues related to First Nation, Metis and Inuit peoples of Canada Develop awareness of concepts such as self-determination, sovereignty, culture and language revitalization as interrelated Explore culturally appropriate practices and relationships with Indigenous peoples, resources and knowledges

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 27: That the Academic Curriculum Committee recommend to Senate that EDUC 4907 First Nation, Metis and Inuit Studies (Senior) be added to the offerings for the Bachelor of Education Program.

Justification (Rationale):

Nipissing University has offered an undergraduate degree (3-year) in Indigenous Studies for over 20 years (originally known as Native Studies). Unfortunately, Nipissing University does not offer those graduates the opportunity to enter our BEd. program choosing Indigenous Studies (or First Nation, Metis and Inuit Studies) as a teachable subject.

Information provided by the Office of Institutional Planning demonstrates that there are a significant number of post-secondary students enrolled in undergraduate programs associated with Indigenous Studies in several universities across Ontario, including Nipissing University.

University Name	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Brock University	22	30	7	4	11	5
Carleton University			5	8	9	11
Lakehead University	61	60	72	51	55	44
McMaster University	11	24	35	35	36	33
Nipissing University	29	36	38	34	44	54
Queen's University				17	12	15
Trent University	69	62	64	64	73	97
University of Ottawa	25	21	16	18	27	18
University of Toronto	68	83	74	58	63	65
University of Western Ontario	24	24	24	17	18	15
<b>Total</b>	<b>309</b>	<b>340</b>	<b>335</b>	<b>306</b>	<b>348</b>	<b>357</b>

From this information, Nipissing University has consistently made up 10-13% of the total enrolment of undergraduates in Ontario pursuing this area of study. Noticeably, Nipissing University has experienced an 86% increase in its enrolment between 2015/16 (29 students) and 2020/21 (54 students).

Currently, only 5 other BEd. programs in Ontario offer Indigenous (or First Nation, Metis and Inuit) Studies as a teachable in their respective programs:

- Queen's University – Intermediate/Senior
- Lakehead University - Intermediate/Senior
- York University – Intermediate/Senior
- Trent University - Intermediate/Senior
- Laurentian University – Intermediate

The addition of these teaching subjects within the Bachelor of Education Program will provide i) another entry pathway into our teacher education programs from Nipissing undergraduate programs and ii) graduate teachers who can support the delivery of FNMI studies in public, private and First Nation administered schools in the province and across the country.

Course Code	<b>EDUC 4907</b>
Course Title	First Nation, Metis and Inuit Studies (Senior)
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Teacher candidates apply their knowledge in First Nation, Métis, and Inuit (FNMI) Studies in the senior division context. Through an examination of the FNMI senior curricula, teacher candidates critically examine and engage with past, present and future issues through the planning and delivery of culturally-appropriate ways of knowing and learning honouring Indigenous knowledges and perspectives.
Course Prerequisite	<a href="#">Click here to enter Course Prerequisite</a>
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">This course will be a new teaching subject in the senior division.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning	Students who successfully complete this course will: Apply knowledge and skill as specified in the First Nation, Métis, and Inuit Studies curricula (Senior division) Design lessons and learning activities that center FNMI ways of knowing and learning



Outcomes, please consult the <a href="#">Quality Assurance website</a> .	<p>Reflect upon and develop reconciliatory practices in relation to the classroom and other aspects of a teacher's professional responsibilities</p> <p>Examine contemporary and historical events and issues related to First Nation, Metis and Inuit peoples of Canada</p> <p>Develop awareness of concepts such as self-determination, sovereignty, culture and language revitalization as interrelated</p> <p>Explore culturally appropriate practices and relationships with Indigenous peoples, resources and knowledges</p>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Additional Rationale for Motions: We have applied for funding that was available for French as a second language, through the Ministry of Colleges and Universities. We are supposed to hear if we are successful on February 18. If we are successful, the course development, advertising, offering, and administrative costs will be covered by the grant. Subsidies were not allowed to be part of the proposal. No other institutions are offering these courses at present, so we hope it will bolster AQ registrations.

Motion 28: That the Academic Curriculum Committee recommend to Senate that the additional qualification course: EDUC-1805 *Adapting curriculum for second language learners in a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.

Justification (Rationale):

To provide candidates the opportunity to enhance their professional practice, pedagogies and knowledge and skills within an Adapting Curriculum for Second-Language Learners in a French as a Second Language Setting.

Course Code	<b>EDUC-1805</b>
Course Title	Adapting Curriculum for Second-Language Learners in a French as a Second Language Setting
Course Credits	3 credits      6 credits      Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Candidates strengthen professional efficacy by gaining in-depth knowledge and generating new knowledge for practice within an Adapting Curriculum for Second-Language Learners in a French as a Second Language setting. Focus is placed on effective teaching and learning strategies, differentiation and collaboration, while creating inclusive learning environments.
Course Prerequisite	Certificate of Qualification and Registration

Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No Personal reflection of candidate as educator while taking into consideration diverse professional contexts, knowledge, skills, and understandings. Professional online dialogue/critique with course colleagues.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	12 hours (online format)
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Candidates who successfully complete this course will: <ul style="list-style-type: none"> <li>• Engage in pedagogical and professional inquiries through equitable, holistic and interrelated processes that are committed to Adapting Curriculum for Second Language Learners in a French as a Second Language Setting</li> <li>• Demonstrate competence in Adapting Curriculum for Second-Language Learners in a French as a Second Language Setting through Ontario curriculum and related Ministry policies and resources, frameworks and strategies</li> <li>• reflect on authentic ways to integrate learner voice and interest that takes into consideration the unique contextual dimensions and needs of each specific learning community</li> </ul>

	<ul style="list-style-type: none"> <li>• consider authentic ways to embed culturally appropriate content that is representative of learners' lived experiences</li> <li>• explore approaches to curricular integration through diverse planning models, content and resources development, learner centered pedagogical practices and implementation of assessment and evaluation practices that are fair, transparent and equitable</li> <li>• collaboratively engage with learners, their immediate support communities, and professional learning communities to foster collaboration, nurture a sense of belonging and further learning and well-being</li> </ul>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Qualified course instructor (part-time faculty) will be required.

Motion 29: That the Academic Curriculum Committee recommend to Senate that the additional qualification course: EDUC-1815 *Teaching in a French immersion setting*, be developed and added to the list of offerings for Additional Qualifications.

Justification (Rationale):

To provide candidates the opportunity to enhance their professional practice, pedagogies and knowledge and skills within a Teaching in a French Immersion setting.

Course Code	<b>EDUC-1815</b>
Course Title	Teaching in a French Immersion Setting
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Candidates strengthen professional efficacy by gaining in-depth knowledge and generating new knowledge for practice within a French Immersion setting. They examine various strategies for planning, assessment, and evaluation within a French Immersion setting across the divisions and as part of varied and diverse educational contexts. Focus is placed on effective learning strategies, differentiation and collaboration, while creating inclusive learning environments for all
Course Prerequisite	Certificate of Qualification and Registration.

Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	Click here to enter Restriction
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	Yes      No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	Yes      No Personal reflection of candidate as educator while taking into consideration diverse professional contexts, knowledge, skills, and understandings. Professional online dialogue/critique with course colleagues.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	12 hours (online format)
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	Yes      No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Candidates who successfully complete this course will: <ul style="list-style-type: none"> <li>• Develop an understanding of French Immersion settings as reflected in Ontario curriculum and related Ministry policies and resources, frameworks and strategies</li> <li>• reflect on authentic ways to integrate learner voice and interest in French immersion</li> <li>• consider authentic ways to embed culturally appropriate content that is representative of learners' lived experiences.</li> <li>• explore critical pedagogy that is committed to French as a Second Language curriculum design using learners' inquiry questions, passions, interests, identities and lived experiences</li> <li>• integrate theories of second language acquisition, development and identity formation</li> </ul>

	<p>to inform practice that support learner well-being, identities, efficacy and agency</p> <ul style="list-style-type: none"> <li>• explore approaches to curricular integration through diverse planning models, content and resources development, learner centered pedagogical practices and implementation of assessment and evaluation practices that are fair, transparent and equitable</li> </ul>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Qualified course instructor (part-time faculty) will be required.

Motion 30: That the Academic Curriculum Committee recommend to Senate that the additional qualification course: EDUC-1825 *Reading Part 1 for a French as a second language setting*, be developed and added to the list of offerings for Additional Qualifications.

Justification (Rationale):

To provide candidates the opportunity to enhance their professional practice, pedagogies and knowledge and skills within a Reading, Part I for a French as a Second Language Setting.

Course Code	<b>EDUC-1825</b>
Course Title	Reading, Part I for a French as a Second Language Setting
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Candidates strengthen professional efficacy by gaining in-depth knowledge and generating new knowledge for practice within a Reading, Part I for a French as a Second Language setting. They examine various strategies for planning, assessment, and evaluation within a Reading, Part I for a French as a Second Language Setting across the divisions and as part of varied and diverse educational contexts.
Course Prerequisite	Certificate of Qualification and Registration.
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course.	<a href="#">Click here to enter Restriction</a>

<p><i>For example "This course is restricted to BPHE students".</i></p>	
<p>Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)</p>	<p>Yes      No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p>Yes      No Personal reflection of candidate as educator while taking into consideration diverse professional contexts, knowledge, skills, and understandings. Professional online dialogue/critique with course colleagues.</p>
<p>Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i></p>	<p>12 hours (online format)</p>
<p><u>Is this course Cross-Listed? If so, with what department?</u></p>	<p>Yes      No If yes, click here to enter department</p>
<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Candidates who successfully complete this course will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of FSL settings as reflected in Ontario curriculum and related Ministry policies and resources, frameworks and strategies</li> <li>• explore an overview of Reading, Part I for a French as a Second Language setting through Ontario curriculum and related Ministry policies and resources, frameworks and strategies</li> <li>• reflect on authentic ways to integrate learner voice and interest to the Reading, Part I for a French as a Second Language setting</li> <li>• consider authentic ways to embed culturally appropriate content that is representative of learners' lived experiences</li> <li>• explore critical pedagogy that includes learners' questions, passions, interests, identities, and lived experiences</li> <li>• utilize a variety of assessment and evaluation processes to inform program planning, support learning, and foster engagement</li> <li>• integrate theories of second language acquisition, development and identity formation</li> </ul>

	to inform practice that supports learner’s well-being, identities, efficacy and agency
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. ( <i>ie. additional faculty, library resources or new laboratory space</i> )?	<input type="checkbox"/> Yes <input type="checkbox"/> No Qualified course instructor (part-time faculty) will be required.

## 6. School of Graduate Studies

### Master of Environmental Science

Motion 31: That the Academic Curriculum Committee recommend to Senate that a new course in Geography/Biology/Chemistry 4516, titled “Biogeochemistry of the Anthropocene” be added to the course calendar.

#### Justification (Rationale):

The provision of clean water is critical to healthy and sustainable societies and ecosystems. However, humans are causing significant, and in some cases irreparable, harm to our natural environment; often degrading water quality beyond what natural and human systems can tolerate. Successfully solving and/or mitigating water quality degradation fundamentally requires a thorough understanding of the biogeochemical processes operating in surface and groundwaters. The proposed new course will provide an advanced understanding of the biogeochemical processes that govern water quality in natural and disturbed landscapes.

Course Code	<b>GEOG/BIOL/CHEM 4516</b>
Course Title	Biogeochemistry of the Anthropocene
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	<p>Students explore the cycling, transport and fate of nutrients, carbon, and contaminants in surface and groundwater systems. Humans are disrupting nutrient and carbon cycling on ecosystems at various scales. Students focus on the physical and chemical processes in natural waters, as well as how wetlands, landscape disturbances, and climate change impact water quality.</p> <p>This course can be taught together with ENST 5516 Biogeochemistry of the Anthropocene, with undergraduate students being subject to different assignments and evaluation criteria than graduate students.</p>

Course Prerequisite	One of: CHEM 2506, GEOG 2126, GEOG 3397, BIOL 3397, GEOG 4326
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	GEOG/BIOL/CHEM 4516, ENSC 5516
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• Describe how biogeochemical processes underpin key ecosystem services</li> <li>• Demonstrate an understanding of the global Carbon, Nitrogen, Phosphorus, and Sulphur cycles</li> <li>• Articulate how humans are disrupting nutrient and carbon cycling on ecosystems at various scales</li> <li>• Analyze the natural and anthropogenic disturbances on water quality</li> <li>• Measure how climate and environmental change impact water quality</li> <li>• Synthesize how biogeochemical processes interact and feedback on each other to govern water quality</li> </ul>



Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 32: That the Academic Curriculum Committee recommend to Senate the creation of ENSC-5516 Biogeochemistry of the Anthropocene.

Justification (Rationale):

The provision of clean water is critical to healthy and sustainable societies and ecosystems. However, humans are causing significant, and in some cases irreparable, harm to our natural environment; often degrading water quality beyond what natural and human systems can tolerate. Successfully solving and/or mitigating water quality degradation fundamentally requires a thorough understanding of the biogeochemical processes operating in surface and groundwaters. The proposed new course will provide an advanced understanding of the biogeochemical processes that govern water quality in natural and disturbed landscapes.

At the graduate level, this course is not required in a degree program but will provide a much-needed new graduate level course. Specifically, the content in this course is not covered by any other course in the graduate program but will provide critical knowledge and skills for a wide variety of graduate students in the Master of Environmental Science/Studies program.

Course Code	<b>ENSC 5516</b>
Course Title	Biogeochemistry of the Anthropocene
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	<p>Students explore the cycling, transport, and fate of nutrients, carbon, and contaminants (e.g., mercury) in surface and groundwater systems. Students focus on nutrient and carbon cycles and the interconnected nature of physical and chemical processes in natural waters, as well as how wetlands, landscape disturbances, and climate change impact water quality.</p> <p>This course can be taught together with BIOL/CHEM/GEOG 4516 Biogeochemistry of the Anthropocene, with undergraduate students being subject to different assignments and evaluation criteria than graduate students.</p>
Course Prerequisite	<a href="#">Click here to enter Course Prerequisite</a>
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>

Antirequisite	GEOG/BIOL/CHEM 4516
List any restrictions or special notes for this course.	<a href="#">Click here to enter Restriction</a>
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours per week
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This will be considered a Specialty Course for the MEdSc.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• Describe how biogeochemical processes underpin key ecosystem services</li> <li>• Demonstrate an advanced understanding of the global Carbon, Nitrogen, Phosphorus, and Sulphur cycles</li> <li>• Articulate how humans are disrupting nutrient and carbon cycling on ecosystems and society from local to global scales</li> <li>• Contextualize current natural and anthropogenic disturbances on surface water and groundwater quality</li> <li>• Synthesize how the eco-physical (e.g., hydrological, climate, ecological) and chemical (e.g., sorption, redox, microbially mediated reactions) processes interact and feedback on each other to govern water quality</li> <li>• Integrate how climate and environmental change impacts water quality</li> </ul>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>

Will additional resources be required? If so, please list them.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">Click here to enter additional resources</a>
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## 7. Admissions

Motion 33: That the Academic Curriculum Committee recommend to Senate that the Bachelor of Education – First Nations, Metis, Inuit teaching subject admission policy be approved as outlined below.

### *Junior/Intermediate*

- Three full course equivalents (18 credits) from the following subject areas:
  - Indigenous Studies
  - Native Studies
  - Aboriginal Studies
- No more than one half course (3 credits) in Indigenous language can be counted towards the teaching subject.

### *Intermediate/Senior*

- Five full course equivalents (30 credits) for a first teaching subject or three full course equivalents (18 credits) for a teaching subject from the following subject areas:
  - Indigenous Studies
  - Native Studies
  - Aboriginal Studies
- No more than one full course equivalent (6 credits) in Indigenous language can be counted towards a first teaching subject and no more than one half course (3 credits) in a second teaching subject.

#### Rationale:

To support the proposal from the Schulich School of Education to add the First Nations, Metis, Inuit teaching subject to the Junior/Intermediate and Intermediate/Senior teaching subject options.

Motion 34: That the Academic Curriculum Committee recommend to Senate that the Bachelor of Education – Indigenous Languages: Anishnaabemwin teaching subject admission policy be approved as outlined below.

### *Junior/Intermediate*

- Three full course equivalents (18 credits) in Anishnaabemwin language, grammar, composition, and/or literature.

#### Rationale:

To support the proposal from the Schulich School of Education to add the Indigenous Languages: Anishnaabemwin teaching subject to the Junior/Intermediate teaching subject options.

Motion 35: That the Academic Curriculum Committee recommend to Senate that the Bachelor of Social Work (BSW) Professional Years admission policy modification be approved.

Current BSW Professional Years Admission Policy:

Admission consideration to the professional years (3 & 4) of the Bachelor of Social Work (BSW) is based on the following criteria:

- Successful completion of a minimum of 60 credits (10 full course equivalents) including SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent), SWLF-1006 (or equivalent), 6 credits (one full course equivalent) in Humanities and 6 credits (one full course equivalent) in Science;
- Minimum 70% in SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent) and SWLF-1006 (or equivalent);
- Minimum 70% overall average;
- Statement of Interest;
- Analysis of a Social Issue;
- Resume of Volunteer, Work and Educational Experience; and
- One academic and one personal/professional reference

Proposed Change to the BSW Professional Years Admission Policy:

Admission consideration to the professional years (3 & 4) of the Bachelor of Social Work (BSW) is based on the following criteria:

- Successful completion of a minimum of 60 credits (10 full course equivalents) including SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent), SWLF-1006 (or equivalent), and 6 credits (one full course equivalent in humanities);
- Minimum 70% in SWRK-1007 (or equivalent), SWRK-2006 (or equivalent), SWRK-2106 (or equivalent) and SWLF-1006 (or equivalent)
- Minimum 70% overall average;
- Statement of Interest;
- Analysis of a Social Issue;
- Resume of Volunteer, Work and Educational Experience; and
- One academic and one personal/professional reference

Rationale:

The changes bring the admission requirements in line with the proposed change to degree requirement changes requested for the Bachelor of Social Work degree. If students are no longer are required to have 6 credits in Science, then there is no longer a need for applicants to the professional years to meet this requirement.

## **8. Prior Learning Assessment Recognition (PLAR)**

Motion 36: That the Academic Curriculum Committee recommend to Senate that Prior Learning Assessment Recognition (PLAR) be considered as a pilot for the

Indigenous Foundations Program and BA, Indigenous Studies for  
Spring/Summer & Fall/Winter 2024 intake.

Rationale:

Nipissing was awarded funding through the Ontario Postsecondary Access and Inclusion Program (OPAIP), which included exploring & implementing a Prior Learning Assessment Recognition (PLAR) program.

PLAR recognizes knowledge, skills and abilities acquired through a wide variety of learning opportunities and is committed to a fair and consistent evaluation process.

After much research, consultation and collaboration with OII and the faculty in Indigenous Studies we've developed a process that we would like to pilot in our Indigenous Foundation Program and BA, Indigenous Studies for our 2024 Spring/Summer & Fall/Winter intakes.

## **9. Banking and Deleting Courses**

### For Information Only:

The below listing of courses (Courses to be Banked after 22FW) were not offered in the past five calendar years and will be banked by the Registrar's Office.

### **Courses to be Banked after 22FW**

ACAD-2901	Academic Writing in the Applied and, Professional Studies
BIOL-4887	Internship II
ENGL-2266	Adventurers, Outlaws, or Pioneers, of the Frontier: Early American, Literature
ENGL-3047	Topics in Digital Culture
ENGL-3127	Writing for Digital Media:, From Tweeting to Establishing a, Professional Online Presence
ENGL-3487	Topics in Poetic Genres
ENGL-4507	Honours Seminar: Advanced Studies in, Eighteenth-Century Literature
ENGL-4527	Honours Seminar: Advanced Studies in, Genre
ENGL-4537	Honours Seminar: Advanced Studies in, North American Literatures
ENGL-4886	Honours Seminar: Advanced Studies, In Digital Culture
GEOG-3707	A Geography of Eastern Europe, (formerly GEOG 2707)
HIST-3276	Topics in Environmental History
HIST-3567	Slavery and the American Civil War
HIST-3627	Post 1945 Europe
HIST-4055	Research Project
HIST-4605	Special Topics
HIST-4625	Special Topics
HIST-4817	The Third Reich
PSYC-4316	Fieldwork on ABA
SWLF-3146	Work
SWLF-3296	Globalization and Social, Inequalities
SWLF-3506	Social Change for Social Justice
EDUC-1205L	Practicum, Deaf and Hard of Hearing, I
EDUC-1526	Religious Education in the Roman Catholic Separate Schools
EDUC-2545	Native Languages Part 2
EDUC-3021	NCADP Junior Methods III

EDUC-3041 Children's Literature  
EDUC-3051 Music and Drama  
EDUC-4013 Observation & Practice Teaching IV, (junior/Intermediate)  
EDUC-4436 French As a Second Language, (intermediate)  
EDUC-4444 Curriculum Methods II (Primary/Junior)  
EDUC-4484 Curriculum Methods II, (junior/Intermediate)  
EDUC-4486 Science I (intermediate)  
EDUC-4671 Observation & Practice Teaching III (Primary/Junior)  
EDUC-4687 Observation & Practice Teaching V (primary/Junior)  
EDUC-4697 Observation and Practice Teaching V, (Junior/Intermediate)  
EDUC-4771 Environmental Science  
TMGT-4006 Management of Innovation and Technology  
ENST-5656 Chemical Approaches to Air and Water, Pollutants  
MATH-5056 Algebra

The below listing of courses (Courses to be Deleted after 22FW) were not offered in the past ten calendar years and will be deleted by the Registrar's Office.

**Courses to be Deleted after 22FW**

CHFS-3007 Selected Topics in Children's Rights  
ORGS-3706 Organization Structure and Design  
ORGS-3837 Organization Development and Change  
TMGT-2807 Project Management  
MATH-5046 Complex Analysis

**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)**  
**Academic Year 2022-2023**

March 24, 2023

The third meeting of the **Academic Quality Assurance and Planning Committee** of 2022-2023 was held on **March 24, 2023** at 1:00 p.m. in person in F303 and via Zoom conference.

**COMMITTEE MEMBERS:**

Carole Richardson (Chair)	Nancy Black	Nathan Kozuskanich
Dan Jarvis	Judy Smith	Prasad Ravi
Barbie Law	Cameron McFarlane	Alireza Khorakian
Dan Walters	Jamie Murton	Veronica Williams
Stephen Tedesco	Andrew Ackerman	Sarah Pecoskie-Schweir

Regrets: Pat Maher, Debra lafrate, Ron Hoffman, Riley McEntee, Chantal Phillips

Guests: J. Dech, J. Kovacs, Beth Holden, H. Brown

Recording Secretary: S. Landriault

**Review, Approve and Recommend to Senate the Stage II New Program Proposal - BA in Environmental Studies (Honours Specialization; Specialization; Major)**

The Stage II New Program Proposal - BA in Environmental Studies (Honours Specialization; Specialization; Major) was approved by the AQAPC to move to external review. The external reviewer's response and the Stage 2 program proposal were reviewed, approved and recommended to be forwarded to Senate.

Moved by D. Walters, seconded by N. Black that the Stage II New Program Proposal - BA in Environmental Studies (Honours Specialization; Specialization; Major) be recommended to Senate for approval.

CARRIED

**Review, Approve and Recommend to Senate the Stage II New Program Proposal - BSc in Environmental Sciences (Honours Specialization; Specialization; Major)**

The Stage II New Program Proposal - BSc in Environmental Sciences (Honours Specialization; Specialization; Major) was approved by the AQAPC to move to external review. The external reviewer's response and the Stage 2 program proposal were reviewed, approved and recommended to be forwarded to Senate.

Moved by D. Walters, seconded by V. Williams that the Stage II New Program Proposal - BSc in Environmental Sciences (Honours Specialization; Specialization; Major) be recommended to Senate for approval.

CARRIED

*For information only:*

The following programs—Gender Equality and Social Justice, Indigenous Studies, and Religions and Cultures—will form the Department of Gender Equality and Social Justice, Indigenous Studies, and Religions and Cultures, effective July 1, 2023.

In response to the financial situation of the university and to bolster collaboration across disciplines, the following departments have agreed to merge as one department:

Outcome: The Departments of Gender Equality and Social Justice, Indigenous Studies and Religions and Cultures have agreed to merge as one department, forming the Department of Gender Equality and Social Justice, Indigenous Studies and Religions and Cultures, effective July 1, 2023.

Department votes:

On January 23, 2023, the Religions and Cultures faculty voted to merge with Gender Equality and Social Justice and Indigenous Studies.

On January 25, 2023 the Indigenous Studies faculty voted to merge with Gender Equality and Social Justice and Religions and Cultures.

On January 26, 2023 the Gender Equality and Social Justice faculty voted to merge with Religions and Cultures and Indigenous Studies.

Dr. John Kovacs, Geography and Geology, Environmental Science/Studies, Program Chair, and Dr. Jeff Dech, Biology and Chemistry, Environmental Science/Studies, Program Chair attended the meeting to discuss concerns expressed by their departments regarding the merge to form the Department of Biology, Chemistry and Geography. It was noted that the merger was voted down unanimously by the departments.

*For information only:*

In response to the financial situation of the university and based on ongoing discussions and other departmental changes in Arts and Science, the Provost has recommended the following mergers:

*The Provost recommends that the Departments of Biology and Chemistry, and Geography merge to form one department, forming the Department of Biology, Chemistry, and Geography effective July 1, 2023.*

Outcome: The following programs – Biology, Environmental Biology and Technology, Chemistry, Geography, Environmental Geography, and Environmental and Physical Geography – will form the Department of Biology, Chemistry and Geography, effective July 1, 2023.

*For information only:*

*The Provost recommends that the Departments of English and Fine Arts merge to form one department, forming the Department of English and Fine Arts effective July 1, 2023.*

Outcome: The following programs – English, Fine Arts and Bachelor of Arts in Fine Arts – will form the Department of English and Fine Arts, effective July 1, 2023.

*For information only:*

*The Provost recommends that the Departments of Philosophy, Political Science and Economics, and Social Welfare and Social Development merge to form one department, forming the Department of Philosophy, Political Science, Economics and Social Welfare and Social Development, effective July 1, 2023.*

Outcome: The following programs – Philosophy, Political Science, Economics, Social Welfare and Social Development – will form the Department of Philosophy, Political Science, Economics, and Social Welfare and Social Development, effective July 1, 2023.

### **Program Targets and Institutional Data Presentation**

The Director of Institutional Planning and Analysis provided a presentation on program targets and institutional data. Background on the 2013-14 Program Prioritization Steering Committee Process, the PWC Report and the Auditor General of Ontario Recommendation was provided and discussed. A review of tuition vs cost of instruction using financial reporting data for each university was also provided. The following background was provided and discussed: full-time faculty members by discipline and the major FTE per full-time faculty member for the academic year 2022-23. A chart showing the discipline overview of the tuition vs cost of instruction by department for the 2021-22 academic year, and a cumulative gain/loss by department for 2018-19 through 2021-22 showing profit and loss was also provide and discussed. The presentation is attached to the report.

### **Suspension of the Bachelor of Science in Nursing Scholar Practitioner Program (SPP)**

An analysis of the SPP has been completed and we have come to the realization that the program differs significantly from the original model, and given the enrolment and associated costs, we can no longer sustain it.

- Of the original partnership agreements, UHN is the only one remaining
- Significant additional investment is required to secure classroom space at the Michener
- We have only once achieved the target intake of 50 students for this 24-month program
- Applications are down 47% for the September 2023 admission cycle



- The program has CNO approval for face-to-face delivery but is currently offered mostly online.

As a result, admission into the Bachelor of Science in Nursing Scholar Practitioner Program has been suspended. The Bachelor of Science in Nursing Scholar Practitioner Program, located in Toronto, currently has 85 active students enrolled. At the end of the 2023 summer semester, we anticipate that 38 of those students will graduate and 47 of those students will remain in Year 2 for Fall, Winter, and Summer 2023-24 semesters. Until these students finish the degree program, we will continue to offer it as it is currently structured. If, for any reason, a student is out of sequence or experiences a situation that would require them to be out of sequence, we would work with those individual students to support program completion (***we currently have 6 individuals in this situation***).

Applicants, current students, UHN, Sick Kids and the Ministry have been notified, and the two tenured faculty members will continue to teach in a BSCN program in the School of Nursing.

### **Revision of the Bachelor of Education Program Attendance Policy**

The Associate Dean of Bachelor of Education Programs, Consecutive and Concurrent, advised that the following proposal had been recommended to the AQAPC by the Education and Professional Studies Executive.

#### **Rationale for the Motion**

The B.Ed. program is an intense and demanding program of professional preparation in which Teacher Candidates are expected to demonstrate high levels of both academic and professional integrity. The Ontario College of Teachers (OCT), our external regulating body, must ensure, as part of their role, that all accredited B.Ed. programs contain certain course and practicum components, and that these components are experienced, to the fullest extent possible, by all students enrolled in these programs. In light of recent negative B.Ed. attendance trends, several Ontario Faculties of Education, including the Schulich School of Education, asked OCT for some guidance around the importance of mandatory attendance. The College then crafted a statement which was presented to the Ontario Association of Deans of Education (OADE) on February 24, 2023. In this statement, OCT highlighted five specific accreditation regulations which they consider to be directly connected to the issue of mandatory class attendance, and which include reference to elements such as connecting theory and practice, instructor modeling, micro-teaching components, the acquisition of knowledge and skills, connections to practicum placement, and ongoing student assessment. Further, regular attendance can also be shown to relate directly to OCT's [Standards of Practice for the Teaching Profession](#) and [Ethical Standards for the Teaching Profession](#) in terms of the stated elements of "respect for students," "professional responsibility," and "integrity"—all of which are presented as characterizing an Ontario Certified Teacher. Within the B.Ed. program, these elements are demonstrated, in part, by regular and punctual attendance at all onsite classes, workshops, and practicum activities, as well as active participation in all online courses, where applicable.

The current Nipissing University Attendance Policy applies only to courses which involve a final exam, in terms of an actionable consequence relating to chronic absenteeism. This policy was written at a time when all NU instructors had final exams connected to their courses. Since subsequently approved policies now allow instructors to choose not to include a final exam, and since in Education, for example, only 6 of our 84 instructors last year (or 7%) had final exams, the current attendance policy is no longer relevant or useful.

In preparing this new policy, we researched all the other Faculties of Education in Ontario (11) for publicly available policies and drew most heavily from Western University's policy in which they differentiate between excused and unexcused absence categories. Communication was also undertaken with the administration at Western to ask about challenges they may have encountered, and advice they would be willing to share. The policy was sent to the NU Registrar's Office for initial feedback and was also discussed at length with the EPS Executive, after which several further revisions were made. We have built upon the existing NU Attendance Policy insofar as we have maintained the 20% threshold for unexcused absences resulting in the option for punitive measures, but we have expanded the consequences beyond final exams.

The implementation of this new policy would seek to: acknowledge, and not penalize, students in cases where there are legitimate reasons for absences; reward the majority of our B.Ed. students who do regularly attend and participate in classes; support all of our instructors with clear, actionable consequences; and act as a deterrent to those students who do not feel that regular attendance is

required. We understand that for such a policy to be successfully implemented, it would require a commitment from all full-time/part-time instructors to take attendance carefully and regularly in all onsite classes (via roll call or roster signing), as well as a commitment on our part to ensure ongoing education of instructors and students in terms of the rationale for the policy, and what constitutes excused versus unexcused absences.

### **Bachelor of Education Program Attendance Policy**

**Excused Absences:** If a student is absent for illness, bereavement, religious observance, varsity athletic competitions, or other extenuating circumstances, the student will not be penalized. However, the student must provide instructors with notice in advance of the absence, or within a reasonable time frame (typically within 24 hours or when the student could be safely and reasonably expected to do so) following the absence and are responsible for all the work and class activities that are missed during the absence. Extra readings or make-up assignments may be required. Prolonged absences due to illness should be discussed with the Director/Dean's designate and may require a Leave of Absence from the B.Ed. program.

**Unexcused Absences:** All other absences which do not fall under the excused absence criteria above will be considered unexcused absences. Further, all absences which would have qualified as excused absences but are not communicated to the instructor within a reasonable time frame (typically within 24 hours or when the student could be safely and reasonably expected to do so) will be considered unexcused absences. All unexcused absences will be counted towards the 20% threshold for class attendance as described below.

**Process:** When three unexcused absences are recorded, the instructor will inform the Director/Dean's designate and is encouraged to also submit a [Student Retention Alert \(SRA\)](#) via WebAdvisor. In cases where unexcused absenteeism exceeds 20% (i.e., more than 3 classes in 9-week courses; more than 2 classes in 6-week courses), the student may be excluded from submitting/presenting a major final assignment, writing a final in-class test, or writing a final examination. If an instructor chooses to exclude a student from such an evaluation, the Dean, the Director/Dean's designate, and the student must be notified in writing prior to the evaluation in question. Students who wish to appeal this decision may appeal to the Dean as per the [Nipissing University Appeals and Petition Policy](#).

*Nipissing University acknowledges Western University's Faculty of Education, whose related attendance policy provided background and a foundation in best practices that assisted in the development of this policy.*

Moved by D. Jarvis, seconded by V. Williams that the following revised Bachelor of Education Program Attendance Policy be approved and implemented.  
CARRIED

Respectfully submitted,



Carole Richardson, PhD  
Chair, Academic Quality Assurance and Planning Committee

- Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated March 24, 2023.
- Motion 2: That Senate approve the Stage II New Program Proposal - BA in Environmental Studies (Honours Specialization; Specialization; Major).
- Motion 3: That Senate approve the Stage II New Program Proposal - BSc in Environmental Sciences (Honours Specialization; Specialization; Major).
- Motion 4: That Senate approve the revised Bachelor of Education Program Attendance Policy.

**NEW PROGRAM PROPOSAL**  
**BA in ENVIRONMENTAL STUDIES**  
**(Honours Specialization; Specialization; Major)**

**Submitted to Dean of Arts & Science**  
**2022**

NAME OF PROPOSED PROGRAM	Environmental Studies
DEGREE TO BE CONFERRED	Bachelor of Arts
SHORT FORM FOR DEGREE TO BE CONFERRED	BA Honours Specialization, BA Specialization, BA Major
LOCATION OF PROGRAM TO BE OFFERED	North Bay
ACADEMIC UNIT RESPONSIBLE FOR PROGRAM	School of Environment (proposed)
ANTICIPATED START DATE OF NEW PROGRAM	Winter 2023
DEAN(S) RESPONSIBLE FOR PROPOSAL	Dean for Arts and Science
WORKING GROUP CHAIR & MEMBERS OF WORKING GROUP	James Abbott (Geography) Carly Dokis (Anthropology) Kristen Greer (Geography/History) Nancy Stevens (Indigenous Studies)
DATE APPROVED BY AQAPC	July 22, 2022

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## **1. Introduction & Overview**

### **1.1. Program Description**

The world faces both longstanding and emerging environmental issues. As the scale of these issues, such as climate change, biodiversity loss, food security and water continue to grow, so does the obvious need to draw on a broad range of disciplines to understand challenges and identify possible solutions. The proposed Environmental Studies program is designed to provide a new venue for students and faculty from diverse disciplines to interact through learning and research. Moreover, the new program addresses an urgent need to consider serious and often overlooked environmental issues affecting Indigenous communities and Ontario's near north. Similarly, the proposed program in Environmental Studies has made Indigenous perspectives and ways of knowing a foundational aspect of its pedagogy.

The purpose of the proposed Environmental Studies program is to introduce students to the inherently complex nature of environmental issues and the need for interdisciplinary solutions, develop problem solving approaches and prepare them for roles in sustainable initiatives. The core courses provide insight into how human and physical landscapes interact, Indigenous perspectives, spatial analysis and qualitative methods. Insight from these courses is meant to develop the skills that are crucial for understanding environmental issues. At the same time, the program is structured to offer flexibility for students to explore different aspects of environmental studies using insight from different disciplines.

The Environmental Studies program will offer the following degree options: Honours Specialization, Specialization, Major or Minor. The Environmental Studies core courses will enable students to build a solid foundation in concepts and techniques in humanities, social sciences and physical sciences that are essential in solving environmental issues. These core courses are complimented by a range of upper year courses arranged into four thematic groupings: 1) History, Culture & Society; 2) Policy & Approaches; 3) Geomatics and 4) Indigenous Environments.

### **1.2. Appropriateness of Degree Nomenclature**

Environmental Studies encompasses a broad range of disciplines, primarily from the humanities and social sciences. The unifying theme is a focus on environmental issues from a social perspective. This distinguishes the degree from Environmental Sciences, which focuses on environmental issues from the context of biological, chemical and physical processes.

Environmental issues, by their nature, are better understood and addressed by a multidisciplinary approach. This need for multiple perspectives also shapes the pedagogical rationale of the Environmental Studies program. The program is structured to offer flexibility for students to critically evaluate different aspects of environmental studies using insight from different disciplines, while providing core courses that emphasize fundamental skills, such as communication skills, policy analysis and development. The capstone seminar course highlights the value of having diverse insights regarding how to understand and address environmental issues. The Environmental Studies program will also serve as pathways for undergraduates who wish to continue their studies in the graduate Environmental Studies program at Nipissing University.



### **1.3. Consistency of the Program with the Institution’s Mission and Academic Plans**

Nipissing University has made the environment a priority in both research and teaching for almost two decades. The 2019-2024 Strategic Research Plan cites it as a principle focus of research and the Faculty of Arts and Sciences has identified the environment and climate change as an area of concentration. In addition, the most recent Arts and Sciences Dean’s report recommended considering the establishment of a School of the Environment. Several departments have courses that include environmental themes, and this has made the proposed program a suitable venue to offer them. These courses are complimented by a robust environmental research focus by professors in several departments, spanning a range of disciplines and themes. This has included two Tier II Canada Research Chairs (in Environmental History and Watershed Hydrology), as well as an industry-sponsored Forest Products Research Chair. In addition to these research chairs, faculty have also been awarded numerous federal and provincial research grants related to better understanding of the environment.

The proposed program creates a pathway to the Masters of Environmental Sciences (MESC) and Environmental Studies (MES) programs introduced in 2011. These graduate programs have demonstrated the value of interdisciplinary approaches to understanding the environment and the value of departmental collaboration. The proposed program in Environmental Studies is an opportunity to build on the graduate program’s success in the last decade, through preparing potential graduate students as well as involving them in existing and future graduate research while undergraduates. An important feature of the proposed Environmental Studies program is the offer of admission to the Masters of Environmental Studies (MES) program (see Appendix 8). This undergraduate to graduate approach has proven successful in the Department of History and aligns with the Arts and Sciences strategic priority to establish pathways to graduate programs.

The University’s Strategic Plan includes a commitment to providing students with a personalized learning experience and undergraduate research. The proposed Environmental Studies program will provide wide range of course offerings drawn from different departments, allowing students to pursue their specific interests. The 2019-2024 Research Plan also emphasizes how the complexity of environmental issues requires consideration from multiple perspectives. The broad range of course options in the proposed Environmental Studies program addresses this need for looking at issues from different contexts. This approach also compliments the Faculty of Arts and Science 2017-2022 Strategic Goal emphasizing the need to promote awareness of rural, urban, regional and global issues.

The Indigenization and decolonization of the curriculum and strategic growth in enrolment are two of Nipissing University’s long-term objectives. The proposed Environmental Studies program would contribute to these goals in several ways. The core and elective courses include several courses with Indigenous context, equipping students with an understanding of Indigenous perspectives and ways of knowing. The program capitalizes on the growing interest among students, both domestic and international, in pursuing environmental programs, especially those that offer a multidisciplinary approach and opportunities for work and internships and a post-baccalaureate option. Similarly, the program aligns with the increasing need for environmental experts in professional fields, such as climate resilience, urban planning, landscape ecology, environmental consulting, policy analysis and law. Some

graduates from the Environmental Studies program would also be more likely to remain at Nipissing University to pursue studies at the graduate level.

**1.4. Consultation**

The Stage I process began in Fall 2020 and included contacting departments who had courses, either existing or proposed, for feedback on the appropriateness of the proposed program. Departments were also solicited to provide suggestions of other courses that could be included. The initial program structure was developed during the Stage I process and continued to be adapted after consultations with the Dean of Arts and Science and the Department of Geography.

Following advice from the Dean of Arts and Science, an *ad hoc* consultative committee was struck in December 2020. The committee included representatives from Anthropology, Geography, History and Indigenous Studies and included three members of the graduate Environmental Sciences/Studies faculty.

The program design was drafted during spring/summer 2021 with informal reviews/feedback from the Dean of Arts & Science and the Registrar’s office. Consultation with the Office of Institutional Planning, International admissions and Library services in Fall 2021 provided information supporting estimates of enrollments and program costs. A copy of the Phase II draft was also shared with Romeo Fournier, the Director of the Office of Indigenous Initiatives and Maurice Switzer, with the Nipissing University Indigenous Council on Education. Following this, James Abbott and Nancy Stevens met with Romeo Fournier and Maurice Switzer to get feedback on the document, particularly how it related to Indigenous education.

**2. Admissions & Enrollments**

**2.1. Admission Requirements**

Prospective students must meet the same admission standards as currently required for the Bachelor of Arts degree at Nipissing University. This includes the completion of the Ontario Secondary School Diploma (OSSD), with a combination of a minimum of six 4U/4M courses including ENG4U, or equivalent for students applying from outside of Ontario. Students transferring from another university or college will be considered for transfer credit assessment as per the transfer credit policy. Opportunities for college transfer pathways for graduates of environmental based diploma programs will also be explored.

**2.2. Enrollment Planning**

- a) The anticipated enrolment from the initial year as provided for from the business model prepared by Nipissing University’s Planning Office is shown in Table 1.

**Table 1.** Anticipated enrollment in the Bachelor’s Environmental Studies (domestic + international)

Cohort Yr 1	Cohort Yr 2	Cohort Yr 3	Cohort Yr 4 / Maturity	Cohort Yr 5	Total Enrolment	Yr. of Program Maturity
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Yr 1: 2022-2023	12				12	4
Yr 2: 2023-2024	15	10			25	4
Yr 3: 2024-2025	18	13	9		40	4
Yr 4: 2025-2026	21	15	12	8	56	4

- b) How proposed program plans supporting the anticipated class sizes.

The projected enrollments indicated in Table 1 can be easily accommodated in Nipissing University's current lecture spaces.

- c) How do the enrolment projections fit within the University's total enrolment forecasts set out in the University's (Strategic Mandate Agreement)?

Nipissing University's projected undergraduate enrollments as set out in the available University's SMA (2020-2025) currently estimates low to no growth (Table 2). The addition of an Environmental Studies program at Nipissing, attracting both domestic and international students, could contribute to Nipissing growing, increasing enrollments about ~ 2%, towards its capacity of 6,500 students, as identified in its Academic Plan. During the 2020-2025 SMA, Nipissing is investing significantly in international recruitment. Recent agreements with international universities with strong environmental studies-related programming (e.g., Instituto Tecnológico de Costa Rica and University of Tocantins (Brazil)) could support international exchanges, internships, research opportunities and well as help attract new students.

**Table 2.** Projected Undergraduate Fiscal Full-Time Equivalents (FFTE)

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Undergraduate FTE</b>	4,095	4,055	4,105	4,105	4,105

### 3. Program Structure & Curriculum

#### 3.1. Program Requirements

- a) For an **Honours specialization** in Environmental Studies, students must achieve a minimum of 70% overall average in 60 credits from core and additional required courses, including at least six credits at the 4000-level, and an overall average of 60%. Students must complete 120 credits as per the listing below.

**All the following: 21 credits**

GEOG 1016	People, Place & Environment	Existing	This course studies the spatial aspects of human development including the effects of human culture, economics and social structure upon utilization of earth space. In order to better understand human behaviour, perception and association are dealt with in lab exercises. (3 cr.)
GEOG 1017	Introduction to Physical Geography	Existing	This course introduces the student to important physical systems such as the lithosphere, biosphere, and atmosphere, and their elements and hazards. The student is introduced to the philosophies, theories, and concepts upon which physical and environmental geography is based. Laboratory exercises demonstrate the use of maps and aerial photographs and other equipment and methods of geographical analysis. (3 cr.)
INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	Existing	Students critically evaluate common assumptions about Indigenous peoples held by non-Indigenous Canadians through the exploration of colonial policies, stereotypes, and nation- building myths created at the expense of Indigenous nations' sovereignty. The Canadian government maintains a particular national narrative, perpetuating myths about Indigenous peoples, enabling the nation-state to ignore its fiduciary responsibilities to Indigenous nations. Students examine Indigenous nations' relations with Canada by considering the themes of identity, demographics, culture, politics, gender, history, economics, and urbanization. (3cr.)
GEOG 2017	GIS and the Earth from Space	Existing	Geomatics is the subfield of geography that deals with how spatial data are collected, managed, and analysed to produce spatial information. It includes the application of leading computer-based techniques in the environmental fields, such as global positioning systems, remote sensing, geographic information systems, and cartographic visualisation. This course aims to develop a better understanding of how we use global positioning systems and remote sensing to collect spatial data and geographic information systems to manage, analyse, and display spatial data and information. Students can expect to gain valuable hands-on experience in working with a leading geographic information system package. This course may be credited towards Anthropology and Science. (3cr.) Prerequisite: any 24 cr.
GEOG 2226	Environment and Society	Existing	This course will introduce students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. This course may be credited towards Science. (3 cr.) Prerequisite: GEOG 1016
ANTH 3036	Qualitative Research Methods	Existing	This course will examine themes and methods in contemporary qualitative research practice. Issues covered may include participant observation, focus groups, interviewing, case studies, and feminist methodologies. This course may be credited towards Social Welfare and Social Development. (3 cr.)

ENSC 4XXX	Environmental Seminar	New	This course serves as a capstone to the program. Students will meet and explore contemporary environmental issues. Students will gain experience in how to research best available knowledge, present findings and operate within a group. (3cr.)
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**One of the following:**

**3 cr.**

ENST 4XXX	Environmental Studies Internships	New	This course places students in paid internship positions with industry and government. Students will become familiar with the application of concepts and methods and gain insight on the opportunities available post-graduation. (3cr.)
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ENST 4XXX	Environmental Studies Co-op	New	Students must complete a third semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their degree, students must pass their work report and performance evaluations. (3cr.)
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**One of the following:**

**3 cr.**

INDG 2006	Indigenous Places – Changing Landscapes	Existing	Students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples’ relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge. (3 cr.) <i>Prerequisites: INDG 1006 or permission from Instructor.</i>
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ANTH 3027	Indigenous Peoples & the State	Existing	Students explore anthropological approaches to the role of law and legal systems that have structured the relationships between Indigenous peoples and the state. Particular attention is paid to diverse cultural perspectives that have informed legal traditions in the areas of land, resources, governance, legal procedures, and understandings of Aboriginal and Treaty rights in Canada. (3 cr.)
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ANTH 3006	Anthropology of Development in the Canadian North	Existing	This course offers anthropological perspectives of key issues facing Canada’s changing North including: resource development and associated social, ecological, and economic impacts; impacts of development on sustainable livelihoods and health; changing governance structures as a result of Aboriginal land claims; social conceptions and implications of climate change in the North; and the role of the North in future energy, resource, and international politics. (3cr.) <i>Anterequisites: ANTR 3376 if taken in 09FW, ANTR 3006.</i>
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**Additional course requirements:**

Any 33 credits within or between the course groupings listed in Appendix 1.

**Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Humanities	3 cr.
Electives	54 cr.

- b) For a **Specialization** in Environmental Studies, students must achieve a minimum of 60% overall average in 54 credits from core and additional required courses and an overall average of 60%. Students must complete 120 credits as per the listing below.

**All the following: 18 credits**

GEOG 1016	People, Place & Environment	Existing	This course studies the spatial aspects of human development including the effects of human culture, economics and social structure upon utilization of earth space. In order to better understand human behaviour, perception and association are dealt with in lab exercises. (3 cr.)
GEOG 1017	Introduction to Physical Geography	Existing	This course introduces the student to important physical systems such as the lithosphere, biosphere, and atmosphere, and their elements and hazards. The student is introduced to the philosophies, theories, and concepts upon which physical and environmental geography is based. Laboratory exercises demonstrate the use of maps and aerial photographs and other equipment and methods of geographical analysis. (3 cr.)
INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	Existing	Students critically evaluate common assumptions about Indigenous peoples held by non-Indigenous Canadians through the exploration of colonial policies, stereotypes, and nation- building myths created at the expense of Indigenous nations' sovereignty. The Canadian government maintains a particular national narrative, perpetuating myths about Indigenous peoples, enabling the nation-state to ignore its fiduciary responsibilities to Indigenous nations. Students examine Indigenous nations' relations with Canada by considering the themes of identity, demographics, culture, politics, gender, history, economics, and urbanization. (3 cr.)
GEOG 2017	GIS and the Earth from Space	Existing	Geomatics is the subfield of geography that deals with how spatial data are collected, managed, and analysed to produce spatial information. It includes the application of leading computer-based techniques in the environmental fields, such as global positioning systems, remote sensing, geographic information systems, and cartographic visualisation. This course aims to develop a better understanding of how we use global positioning systems and remote sensing to collect spatial data and geographic information systems to manage, analyse, and display spatial data and information. Students can expect to gain valuable hands-on experience in working with a leading geographic information system package. This course may be credited towards Anthropology and Science. (3cr.) <i>Prerequisite: any 24 cr.</i>
GEOG 2226	Environment and Society	Existing	This course will introduce students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. This course may be credited towards Science. (3 cr.) Prerequisite: GEOG 1016

ANTH 3036	Qualitative Research Methods	Existing	This course will examine themes and methods in contemporary qualitative research practice. Issues covered may include participant observation, focus groups, interviewing, case studies, and feminist methodologies. This course may be credited towards Social Welfare and Social Development. (3 cr.)
<b>One of the following:</b>			<b>1 course or 3 cr.</b>
INDG 2006	Indigenous Places – Changing Landscapes	Existing	Students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples’ relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge. (3cr.) <i>Prerequisites: INDG 1006 or permission from Instructor. Anterequisites: INDG 2005; NATI 2005</i>
ANTH 3027	Indigenous Peoples & the State	Existing	Students explore anthropological approaches to the role of law and legal systems that have structured the relationships between Indigenous peoples and the state. Particular attention is paid to diverse cultural perspectives that have informed legal traditions in the areas of land, resources, governance, legal procedures, and understandings of Aboriginal and Treaty rights in Canada. (3 cr.)
ANTH 3006	Anthropology of Development in the Canadian North	Existing	This course offers anthropological perspectives of key issues facing Canada's changing North including: resource development and associated social, ecological, and economic impacts; impacts of development on sustainable livelihoods and health; changing governance structures as a result of Aboriginal land claims; social conceptions and implications of climate change in the North; and the role of the North in future energy, resource, and international politics. (3cr.) <i>Anterequisites: ANTR 3376 if taken in 09FW, ANTR 3006.</i>

**Additional course requirements:**

Any 33 credits within or between the course groupings listed in Appendix 1.

**Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Humanities	3 cr.
Electives	60 cr.

c) For a **Major** in Environmental Studies, students must complete 36 credits from core and additional required courses. In addition to the program requirements listed below, students must also satisfy the Bachelor of Arts degree requirements, including regulations on first year and subject maximum and breadth requirements. Please refer to the Degree Requirement section for further information.

**All the following: 18 credits.**

GEOG 1016	People, Place & Environment	Existing	This course studies the spatial aspects of human development including the effects of human culture, economics and social structure upon utilization of earth space. In order to better understand human behaviour, perception and association are dealt with in lab exercises. (3cr.)
GEOG 1017	Introduction to Physical Geography	Existing	This course introduces the student to important physical systems such as the lithosphere, biosphere, and atmosphere, and their elements and hazards. The student is introduced to the philosophies, theories, and concepts upon which physical and environmental geography is based. Laboratory exercises demonstrate the use of maps and aerial photographs and other equipment and methods of geographical analysis. (3 cr.) Students critically evaluate common assumptions about Indigenous peoples held by non-Indigenous Canadians through the exploration of colonial policies, stereotypes, and nation- building myths created at the expense of Indigenous nations' sovereignty. The Canadian government maintains a particular national narrative, perpetuating myths about Indigenous peoples, enabling the nation-state to ignore its fiduciary responsibilities to Indigenous nations. Students examine Indigenous nations' relations with Canada by considering the themes of identity, demographics, culture, politics, gender, history, economics, and urbanization. (3cr.)
INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	Existing	Geomatics is the subfield of geography that deals with how spatial data are collected, managed, and analysed to produce spatial information. It includes the application of leading computer-based techniques in the environmental fields, such as global positioning systems, remote sensing, geographic information systems, and cartographic visualisation. This course aims to develop a better understanding of how we use global positioning systems and remote sensing to collect spatial data and geographic information systems to manage, analyse, and display spatial data and information. Students can expect to gain valuable hands-on experience in working with a leading geographic information system package. This course may be credited towards Anthropology and Science. (3cr.) <i>Prerequisite: any 24 cr.</i>
GEOG 2017	GIS and the Earth from Space	Existing	This course will introduce students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. This course may be credited towards Science. (3 cr.) <i>Prerequisite: GEOG 1016</i>



ANTH 3036	Qualitative Research Methods	Existing	This course will examine themes and methods in contemporary qualitative research practice. Issues covered may include participant observation, focus groups, interviewing, case studies, and feminist methodologies. This course may be credited towards Social Welfare and Social Development. (3 cr.)
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**One of the following:**

**3 cr.**

INDG 2006	Indigenous Places – Changing Landscapes	Existing	Students explore the nature of the changes brought on by colonization, and more recently, climate change. Indigenous peoples’ relationships with their lands remain a core aspect of culture and identity. Students examine how Indigenous peoples are responding to these pressures in ways that connect ancient and contemporary sources of knowledge. (3cr.) <i>Prerequisites: INDG 1006 or permission from Instructor. Anterequisites: INDG 2005; NATI 2005.</i>
ANTH 3027	Indigenous Peoples & the State	Existing	Students explore anthropological approaches to the role of law and legal systems that have structured the relationships between Indigenous peoples and the state. Particular attention is paid to diverse cultural perspectives that have informed legal traditions in the areas of land, resources, governance, legal procedures, and understandings of Aboriginal and Treaty rights in Canada. (3cr.)
ANTH 3006	Anthropology of Development in the Canadian North	Existing	This course offers anthropological perspectives of key issues facing Canada's changing North including: resource development and associated social, ecological, and economic impacts; impacts of development on sustainable livelihoods and health; changing governance structures as a result of Aboriginal land claims; social conceptions and implications of climate change in the North; and the role of the North in future energy, resource, and international politics. (3cr.) <i>Anterequisites: ANTR 3376 if taken in 09FW, ANTR 3006.</i>

**Additional course requirements:**

Any 15 credits within or between the course groupings listed in Appendix 1.

**Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Humanities	3 cr.

d) For a **Minor** in Environmental Studies, students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Environmental Studies. This minor is available for all students.

**All the following: 12 credits.**

GEOG 1016	People, Place & Environment	Existing	This course studies the spatial aspects of human development including the effects of human culture, economics and social structure upon utilization of earth space. In order to better understand human behaviour, perception and association are dealt with in lab exercises. (3 cr.)
GEOG 1017	Introduction to Physical Geography	Existing	This course introduces the student to important physical systems such as the lithosphere, biosphere, and atmosphere, and their elements and hazards. The student is introduced to the philosophies, theories, and

INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	Existing	<p>concepts upon which physical and environmental geography is based. Laboratory exercises demonstrate the use of maps and aerial photographs and other equipment and methods of geographical analysis. (3 cr.)</p> <p>Students critically evaluate common assumptions about Indigenous peoples held by non-Indigenous Canadians through the exploration of colonial policies, stereotypes, and nation- building myths created at the expense of Indigenous nations' sovereignty. The Canadian government maintains a particular national narrative, perpetuating myths about Indigenous peoples, enabling the nation-state to ignore its fiduciary responsibilities to Indigenous nations. Students examine Indigenous nations' relations with Canada by considering the themes of identity, demographics, culture, politics, gender, history, economics, and urbanization. (3cr.)</p>
GEOG 2226	Environment and Society	Existing	<p>This course will introduce students to key concepts and themes that help us to understand the relationship between humans and nature from a geographical perspective. It examines this interface through a variety of theoretical lenses (such as economic geography, resource geography, hazards geography, and environmental justice) that form geography's broader human-environment tradition. This course may be credited towards Science. (3 cr.) Prerequisite: GEOG 1016</p>

Any other 6 credits from upper year (i.e., 2000 level and above) courses listed in Appendix 1.

e) University Degree Requirements beyond the program requirements.

None. University Degree Requirements are specified within each degree.

f) Additional requirements applicable to the program.

None.

g) New courses required for this program.

There are two new courses proposed as part of the new program: ENST 4XXX, which is an Environmental Studies Internship course and ENST 4XXX Honours Seminar in Environmental Studies, a joint capstone course taken by students in both proposed programs.

### 3.2. Program Content

a) Evidence of a program structure that will ensure the intellectual quality of the student experience.

The program structure for the proposed BA in Environmental Studies starts with a foundation of core courses in the human aspects of the environment (GEOG 1016-People, Place and Environment and GEOG 1017-Introduction to Physical Geography) and how they interact (GEOG 2226-Environment & Society), as well as familiarization in the techniques used to analyze environmental issues from a spatial context (GEOG 2017-GIS & the Earth from Space). This suite of courses is complimented by a core course in Indigenous knowledge and worldviews (INDG 1006-Madjitang (In the Beginning) - An Introduction to Indigenous Studies).

These core courses provide an appreciation of the multiple perspectives characteristic of environmental issues. From this, students can choose from a broad range of courses within and between themes,

further underlining the multidisciplinary nature of environmental studies. In their final year, honours students are able to both develop and apply their understanding in a capstone seminar course (ENSC 4XXX - Honours Seminar). Students will also have opportunities for Experiential Learning within the course, through field courses, co-ops, internships, directed study and honours thesis projects.

b) Identify ways in which the curriculum addresses the current state of the discipline or area of study.

As the Environmental Studies program emphasizes interdisciplinarity, the discussion below highlights the current state of interdisciplinary teaching and research. Our use of “interdisciplinarity” is tied to the idea of creating teaching opportunities and research programs that rely on the integration of ideas, methods, philosophies, and dissemination strategies between multiple “traditional” disciplines. Scholars working on global environmental change research are increasingly seeing the value of collaborating on projects involving integrative methodologies in the geophysical and biophysical sciences, social sciences, and humanities to solve environmental problems such as climate change, deforestation, soil erosion, water pollution, and loss of biodiversity.<sup>1</sup>

Prior to the term’s first official appearance in print in 1972, interdisciplinary approaches were being defined in higher-education texts in increasing numbers in the late 1960s and early 1970s.<sup>2</sup> This was a time when, according to Asa Knowles, “existing patterns of higher education were being criticized by university teachers and students alike,” demanding radical changes to research practice and, more commonly, teaching methods. This was also when the fields of environmental studies and environmental sciences emerged as scholarly fields of inquiry within the context of the environmental movement.

When first conceived, “environmental studies” (ENST) grew out of “environmental sciences” (ENSc) as an interdisciplinary field of study which attempted to measure and evaluate the impact of humans on the structure and function of social and ecological systems, and which focused upon the management of these systems for their benefit and survival (Barrett and Puchy 1975)<sup>3</sup>. Today, the two environmental fields are often located in separate faculties divided by the social sciences and humanities, and the geophysical sciences (Cooke and Vermaire 2015)<sup>4</sup>. This traditional boundary has also been reinforced by

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<sup>1</sup> For examples, see: Pastore et al., “Tapping Environmental History to Recreate America’s Colonial Hydrology,” *Environmental Science and Technology* 44, no. 23 (2010): 8798–8803; Kelly, Morgan, Cormac Ó Gráda, Sam White, Ulf Büntgen, Lena Hellmann, and Jan de Vries. “The Little Ice Age: Climate and History Reconsidered.” *Journal of Interdisciplinary History* 44 (2014): 301–77; Carey, Mark, Olivia C Molden, Mattias Borg Rasmussen, M Jackson, Anne W Nolin, and Bryan G Mark. “Impacts of Glacier Recession and Declining Meltwater on Mountain Societies.” *Annals of the American Association of Geographers* 107, no. 2 (2017): 350–59.

<sup>2</sup> Livingstone, David. *The Geographical Tradition: Episodes in the History of a Contested Enterprise*. Oxford; Cambridge, MA: Wiley-Blackwell, 1992. Withers, Charles W J. “Geography’s Narratives and Intellectual History.” In *The SAGE Handbook of Geographical Knowledge*, edited by John Agnew and David Livingstone, 39–50. London: SAGE, 2011

<sup>3</sup> Gary W. Barrett & Claire A. Puchy, “Interdisciplinarity: Process and Theory” (Thousand Oaks: Sage, 2012). Environmental science: A new direction in environmental studies,” *Journal International Journal of Environmental Studies* 10, 2 (1977): 157-160

<sup>4</sup> Cooke, J. and Vermaire, J. “Environmental studies and environmental science today: inevitable mission creep and integration in action oriented transdisciplinary inquiry, training and practice.” *Env. Studies & Science* (2015) 5: 70-78.

government funding opportunities, both in terms of university administration and granting agencies (e.g., in Canada the Social Sciences and Humanities Research Council versus the Natural Sciences and Engineering Research Council). At Nipissing, the arts and sciences are placed together in a single faculty, and faculty are clustered, but not exclusively located, according to the department they teach in. This facilitates communication among faculty teaching in different disciplinary areas.

Some of the keys to establishing successful interdisciplinary graduate programs at Linköping University in Sweden and at the University of British Columbia were outlined by Oberg (2011)<sup>5</sup> as follows: maintain an open and respectful climate, remove hierarchies that impair, acquire deep understanding of the research process, strengthen metacompetence, and emphasize a dialogue and feedback approach. Most of the faculty supporting this application are also associated with the Masters of Environmental Studies/Masters of Environmental Sciences graduate program, established in 2012 and have been actively involved in attempting to promote all these aspects of research and teaching in our programs. While the Environmental Studies program described here highlights strategies across “traditional” science disciplines, the program design integrates broader reach across to the social sciences and humanities in required courses in the second (GEOG 2226 Environment and Society) and 4<sup>th</sup> year levels.

c) Identification of any unique program innovations or creative components.

The proposed Environmental Studies program builds on several existing strengths of Nipissing University: a cadre of faculty engaged in active research that addresses both existing and emerging environmental issues, a focus on issues related to northern and rural areas of Canada, conscious incorporation of Indigenous perspectives and priorities, and a broad and constantly expanding network of collaborations with other universities, government institutions and companies. These thematic, research and teaching strengths have resulted in a unique opportunity for students in Environmental Studies at Nipissing University.

#### **4. Experiential Learning Opportunities**

Opportunities for experiential learning in the proposed Environmental Studies program include exposure to real-life case studies, internships and independent research (Table 3). The City: Natural and Human Environments (GEOG 3416) is an elective field course focusing on the environmental issues that often emerge from overlapping natural and human factors in an urban setting. While this course is relatively new and has not been offered yet, it is envisaged that it can also be expanded to other nearby settings characterized by human-nature interactions, such as Manitoulin Island (GEOG 3XXX). In the future, students may also have the opportunity to take land-focused courses such as On the Land / From the Land: Indigenous Worldviews (INDG 1506).

Requirements for supervision of thesis and research opportunities are well established and require students to be supervised or co-supervised by a full-time faculty member. Approval of internship or co-op placement organizations are required prior to registration with students applying in writing to the

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<sup>5</sup> Oberg, G. 2011. *Interdisciplinary Environmental Studies: a Primer*. Wiley-Blackwell. West Sussex, UK

Department Chair no later than February 15 for the following Spring/Summer or Fall/Winter session. Anticipated increases in enrollments through this new program will require a dedicated placement coordinator that could be shared across Environment-related programs, including the MES/MESc graduate program which includes a Major research paper option and proposed internship and co-op courses. Table 4 provides examples of past and future internship placements.

**Table 3:** Description of dedicated Experiential Learning Courses

INDG 1506	On the Land / From the Land: Indigenous Worldviews	EXISTING	Students explore forms of Indigenous knowledge and expression through dynamic and interactive land and community-based activities. Core concepts explored relate to the value of the self, community, and nation as they inform Indigenous ways of learning. Students develop a critical understanding of Indigenous worldviews and their importance for reconciliation and decolonization. (3cr.)
GEOG 3416	The City: Natural & Human Environments	EXISTING	Students explore an urban setting from its cultural, economic, historical and environmental contexts. This will include visiting sites that highlight themes such as hazards, gentrification, indigenization, climate change, and urban biodiversity. (3cr.)
GEOG 3XXX	Manitoulin Island	NEW	Students examine the natural and human landscapes of Manitoulin Island and how they interact. Field sites will include Indigenous governance, watershed rehabilitation and development. (3cr.)
ENST 4XXX	Thesis	NEW	With the approval of the discipline, the student will individually plan and conduct a field and/or laboratory research project under the supervision of an appropriate faculty member. The student will also be required to present a seminar on their research, and to write the project up in dissertation form. All research projects must be supervised or co-supervised by a full-time faculty member. Student project proposals and final seminars will be reviewed or evaluated by Departmental Committee. Thesis is restricted to students in the fourth year of an Honours program with a minimum 70% overall average and approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15. (6cr.)
ENST 4XXX	Internship	NEW	This course provides students with the opportunity to gain work experience with government, industry or non-governmental organizations. Students are supervised by a faculty member and are expected to maintain an activity log, submit a final written report, and give a presentation to the Department at the end of the internship. Internship is restricted to students in the third or fourth year of an Honours program with a minimum 70% overall average in the program. Approval of the internship placement organization is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the Department Chair no later than February 15. (3cr.)

ENST 4XXX    Co-op    NEW

Students must complete a third semester-long work placement; however, the specific length may differ based on the nature of the placement. The placement may be in the city of North Bay or elsewhere depending on opportunities. To continue with the Co-op option in their degree, students must pass their work report and performance evaluations. (3cr.)

**Table 4.** Potential Placements for Co-ops and Internships (note: there may also be potential for placement in the organizations listed in Table 4 of the Environmental Studies Stage II Proposal).

Organization/Company	Website Address	Potential Number of placements per term	Location
City of North Bay-Public Works, Environmental Services and Parks	<a href="http://www.northbay.ca/city-government/departments/public-works-environmental-services-and-parks/">www.northbay.ca/city-government/departments/public-works-environmental-services-and-parks/</a>	1	North Bay
North Bay Horticultural Society	<a href="https://www.facebook.com/groups/54805801503/">https://www.facebook.com/groups/54805801503/</a>	1	North Bay
North Bay-Mattawa Regional Conservation Authority	<a href="http://www.nbmca.ca">www.nbmca.ca</a>	2	North Bay
Odonaterra Inc.	<a href="https://www.odonaterra.com/">https://www.odonaterra.com/</a>	2	North Bay & Ottawa
Wildlands League <sup>6</sup>	<a href="https://wildlandsleague.org/">https://wildlandsleague.org/</a>	1	Toronto

i) There is considerable potential to include Indigenous organizations as Co-op and Internship partners following consultation with relevant stakeholders. Potential partners include the Anishinabek/Ontario Fisheries Resource Centre, the Nipissing First Nation Department of Natural Resources.

ii) EcoCanada also provides Training and Wage Subsidies for co-op positions.

## 5. Assessment of Student Learning

The program goals, learning objectives and curriculum mapping are described in Tables 5 and 6 below. What makes this program innovative and distinctive is the wide range of experiential learning options and courses that focus on Indigenous perspectives and ways of knowing. These opportunities included a focus on areas in Ontario's Near North and hence address an important need to better understand the sociological changes rapidly taking place in this region.

### a) HONOURS SPECIALIZATION IN ENVIRONMENTAL STUDIES

The minimum 70% overall average in 60 credits from core and additional required courses, including at least six credits at the 4000-level, and an overall average of 60% for the Honours Specialization appears a standard expectation with the requirements of other Universities' Honours programs in Environmental Studies. The expectation for a student to complete 120 credits is also in line with the University's degree expectations.

<sup>6</sup> While Wildlands League is based in Toronto, there is considerable focus on northern Ontario. Examples of current research and advocacy include logging in Algonquin Park, environmental effects of diamond mining and the establishment of community managed protected areas in the James Bay area.

Lectures and seminars are the principal modes of delivery for the proposed program. Students in the Honours program are provided with an option of fulfilling their requirements by either doing a 4<sup>th</sup> year Thesis or by taking extra classes. The 4<sup>th</sup> year Thesis will particularly be most meaningful for students who intend to pursue graduate school. Seminar and presentation opportunities, as well as thesis, co-ops and internships will help prepare students for graduate school and employment.

The standard methods for the assessment of student achievement for the Honours Specialization program will depend on how each course instructor structures their class. That might include quizzes, tests, take-home assignments and essays. For those students who wish to do a thesis and/or internship, they will be assessed on how well they can make an oral presentation. The comments provided by the instructors and the rest of the audience help students to improve on how they communicate their ideas in a clear and logical manner.

b) SPECIALIZATION IN ENVIRONMENTAL STUDIES

An overall average of 60% in 54 credits from the core and additional required courses and an overall average of 60% for the Specialization in Environmental Studies appears a standard expectation with the requirements of other Universities' science Specialization programs. The expectation for a student to complete 120 credits is also in line with the University's expectation.

Lectures and seminars are the principal modes of delivery for the proposed program. The standard methods for the assessment of student achievement for the Specialization program will depend on how each course instructor structures their class. That might include quizzes, tests, labs, take-home assignments and essays.

c) MAJOR IN ENVIRONMENTAL STUDIES

The minimum overall average of 60% in 36 credits from the core and additional requirement courses presented for the Major in Environmental Studies is a common requirement of other Universities' arts Major programs.

Lectures and seminars are the principal modes of delivery for the proposed Major. The standard methods for the assessment of student achievement for the Major program will depend on how each course instructor structures their class. That might include quizzes, tests, labs, take-home assignments and essays.



**TABLE 5a: Program Goals & Learning Outcomes Aligned with Environmental Studies Honours Specialization Degree Expectations**

PROGRAM GOAL (PG)	ENVIRONMENTAL STUDIES HONOURS SPECIALIZATION DEGREE EXPECTATION	STUDENT LEARNING OUTCOMES	ILLUSTRATIVE EXAMPLES FOR EACH HONOURS SPECIALIZATION PROGRAM GOAL – SHOWING ASSESSMENT METHODS
PG-1	To graduate students who can critically examine interactions between human and non-human factors recognize their relevance to environmental issues	<ul style="list-style-type: none"> <li>• Define key terms and concepts relevant to environmental studies</li> <li>• Understand major issues, both past and present, relevant to environmental studies</li> <li>• Demonstrate an understanding of the different perspectives, including perspectives of Indigenous peoples, used to understand environmental issues</li> <li>• Synthesize diverse data sources to identify important causative factors and effects</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests, Quizzes, Labs and Essays</li> <li>• Class discussions</li> <li>• Self-reflections</li> <li>• Individual and group presentations</li> <li>• Creative work</li> </ul>
PG-2	To develop graduates who have a thorough understanding of various forms of environmental change and their associated impacts, and how these might be mitigated.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the interactions and interconnections of human and non-human ecologies</li> <li>• Define key types/aspects of environmental change, both natural and anthropogenic, and their impacts, in particular the role that social factors play in how these impacts are felt</li> <li>• Appreciate diverse perspectives and experiences of environmental change including the disproportionate impacts of climate change on Indigenous communities</li> <li>• Translate an understanding of adaptation and mitigation approaches and their relevance to contemporary environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests, Quizzes, Labs and Essays</li> <li>• Class discussions</li> <li>• Individual and group presentations</li> <li>• Self-reflections</li> <li>• Creative work</li> </ul>
PG-3	To train graduates who can use an interdisciplinary approach to the understanding and interpretation of their world	<ul style="list-style-type: none"> <li>• Appreciate the different ways of perceiving and describing socioecological landscapes</li> <li>• Understand and apply a two-eyed seeing approach to understanding environmental issues.</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests, Quizzes and Essays</li> <li>• Class discussions</li> <li>• Self-reflections</li> <li>• Creative work</li> </ul>
PG-4	To graduate students who are prepared to be independent researchers	<ul style="list-style-type: none"> <li>• Demonstrate competence to carry out research while observing laboratory and field safety protocols</li> <li>• Carry out assigned lab or field-based experiments and/or investigations with accuracy, precision and appropriate design</li> <li>• Develop written and oral communication skills, appropriate for the various projects, necessary for the dissemination of research results</li> <li>• Demonstrate an understanding of the ethical requirements of research with human participants, including the ethical requirements of conducting research with Indigenous communities.</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Presentation of findings to peers</li> <li>• Knowledge dissemination through multiple mediums.</li> </ul>
PG-5	To develop graduates who have the full potential for pursuing further education, and also those that can pursue various careers with ease	<ul style="list-style-type: none"> <li>• Clearly explain practical applications of the various projects/experiments</li> <li>• An accurate assessment of research that have relevance to the workplace or applied projects</li> <li>• Demonstrate an excellent ability to synthesize and communicate ideas in a clear and logical manner</li> <li>• Display an in-depth ability to use technical skills (e.g., spreadsheets, qualitative data software) to analyze data collected from research</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Oral presentations</li> <li>• Knowledge dissemination through multiple mediums.</li> <li>• Successful completion of co-op or internship</li> </ul>

**TABLE 5b: Program Goals & Learning Outcomes Aligned with Environmental Studies Specialization Degree Expectations**

PROGRAM GOAL (PG)	ENVIRONMENTAL STUDIES HONOURS SPECIALIZATION DEGREE EXPECTATION	STUDENT LEARNING OUTCOMES	ILLUSTRATIVE EXAMPLES FOR EACH HONOURS SPECIALIZATION PROGRAM GOAL – SHOWING ASSESSMENT METHODS
PG-1	To graduate students who can critically examine interactions between human and non-human factors recognize their relevance to environmental issues	<ul style="list-style-type: none"> <li>• Define key terms and concepts relevant to environmental studies</li> <li>• Understanding of the major issues, both past and present, relevant to environmental studies</li> <li>• Demonstrate an understanding of the different perspectives used to understand environmental issues</li> <li>• Understand the legal responsibilities to engage with Indigenous peoples on projects that may impact their constitutionally protected rights.</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests, Quizzes, Labs and Essays</li> <li>• Class discussions</li> <li>• Individual and group presentations</li> </ul>
PG-2	To develop graduates who have a thorough understanding of how various forms of environmental change are arising, impacts being felt and how they can be mitigated	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of interactions between the natural and social worlds</li> <li>• Define key types/aspects of environmental change, both natural and anthropogenic, and their impacts, in particular the role that social factors play in how these impacts are felt</li> <li>• Demonstrate understanding of adaptation and mitigation approaches and their relevance to contemporary environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests, Quizzes, Labs and Essays</li> <li>• Class discussions</li> <li>• Individual and group presentations</li> </ul>
PG-3	To train graduates who can use an interdisciplinary approach to the understanding and interpretation of their world	<ul style="list-style-type: none"> <li>• Appreciate the different ways of perceiving and describing socioecological landscapes</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-4	To graduate students who are prepared to be independent researchers	<ul style="list-style-type: none"> <li>• Demonstrate a sufficient ability to carry out research while observing laboratory and field safety protocols</li> <li>• Carry out assigned lab or field-based experiments and/or investigations with accuracy, precision and appropriate design</li> <li>• Develop written and oral communication skills, appropriate for the various projects, necessary for the dissemination of research results</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Presentation of findings to peers</li> </ul>
PG-5	To develop graduates who have the full potential for pursuing further education, and also those that can pursue various careers with ease	<ul style="list-style-type: none"> <li>• Clearly explain practical applications of the various projects/experiments</li> <li>• Assess of research-projects that have relevance to workplace</li> <li>• Demonstrate an excellent ability to communicate ideas in a clear and logical manner</li> <li>• Display an in-depth ability to use technical abilities (e.g., spreadsheets, qualitative data software) to analyze data collected from research</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Oral presentations</li> </ul>



**TABLE 5c: Program Goals & Learning Outcomes Aligned with Environmental Studies Major Degree Expectations**

PROGRAM GOAL (PG)	ENVIRONMENTAL STUDIES HONOURS SPECIALIZATION DEGREE EXPECTATION	STUDENT LEARNING OUTCOMES	ILLUSTRATIVE EXAMPLES FOR EACH HONOURS SPECIALIZATION PROGRAM GOAL – SHOWING ASSESSMENT METHODS
PG-1	To graduate students who can critically examine human and natural factors and recognize their relevance to environmental issues	<ul style="list-style-type: none"> <li>• Define key terms and concepts relevant to environmental studies</li> <li>• Understanding of the major issues, both past and present, relevant to environmental studies</li> <li>• Demonstrate an understanding of the different perspectives used to understand environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests, Quizzes, Labs and Essays</li> <li>• Class discussions</li> <li>• Individual and group presentations</li> </ul>
PG-2	To develop graduates who have a thorough understanding of how various forms of environmental change are arising, impacts being felt and how they can be mitigated	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of interactions between the natural and social worlds</li> <li>• Define key types/aspects of environmental change, both natural and anthropogenic, and their impacts, in particular the role that social factors play in how these impacts are felt</li> <li>• Demonstrate understanding of adaptation and mitigation approaches and their relevance to contemporary environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Tests, Quizzes, Labs and Essays</li> <li>• Class discussions</li> <li>• Individual and group presentations</li> </ul>
PG-3	To train graduates who can use an interdisciplinary approach to the understanding and interpretation of their world	<ul style="list-style-type: none"> <li>• An appreciation of the different ways of perceiving and describing socioecological landscapes</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-4	To graduate students who are prepared to be independent researchers	<ul style="list-style-type: none"> <li>• Demonstrate a sufficient ability to carry out research while observing laboratory and field safety protocols</li> <li>• Carry out assigned lab or field-based experiments and/or investigations with accuracy, precision and appropriate design</li> <li>• Develop written and oral communication skills, appropriate for the various projects, necessary for the dissemination of research results</li> <li>•</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Presentation of findings to peers</li> </ul>

**Table 6. Curriculum Mapping**

Required Courses		Related Undergraduate Degree Expectations					
		1	2	3	4	5	6
Course Code	Course Title	Depth & Breadth of Knowledge	Knowledge of Methodologies	Application of Knowledge	Communication Skills	Awareness of Limits of Knowledge	Autonomy and professional Capacity
GEOG 1016	People, Place and Environment	X	X	X	X		
GEOG 1017	Introduction to Physical Geography	X	X	X	X		
INDG 1006	Introduction to Indigenous Studies	X	X	X		X	
GEOG 2017	GIS and the Earth from Space	X	X	X			
GEOG 2226	Environment and Society	X	X	X		X	
ANTH 3036	Qualitative Research Methods	X	X	X	X	X	
ENST 4XXX	Environmental Studies Internship	X	X	X	X	XX	X
ENST 4XXX	Environmental Studies Co-op	X	X	X	X	X	X
ENST 4XXX	Environmental Seminar	X	X	X	X	X	X
<b>One of the following</b>							
INDG 2006	Indigenous Places – Changing Landscapes	X	X	X	X	X	
ANTH 3027	Indigenous Peoples & the State	X	X	X	X	X	
ANTH 3006	Anthropology of Development in the Canadian North	X	X	X	X	X	

**6. Faculty: Resources & Quality Indicators**

Faculty at Nipissing University are well positioned to support the new program, both through course offerings and research expertise, as illustrated in Table 7. This will facilitate long term sustainability of this new program. Individual faculty have research or other partnerships that facilitate unique field experiences, research, service/experiential learning and teaching opportunities that are integrated into individual courses and/or senior thesis research (Tables 7 and 8). Faculty CVs are provided in Appendix 2.

**Table 7. Faculty Expertise and Research**

Faculty Name	Dept.	Education	Status (Tenured, Tenure-Track, LTA)	Area(s) of Specialization/Expertise	Publications		
					Referred	Non-referred	Refereed presentations
James Abbott	Geography	PhD	Assistant Professor, Tenured	Africa, rural livelihoods, small-scale fisheries, institutional actors	8	3	2
April James	Geography	PhD	Professor, Tenured	Hydrology, Streamflow generation, Environmental Tracers, Modeling	32	15	63

**Commented [DW1]:** Are all the faculty members required? Can you reduce the list.

John Kovacs	Geography	PhD	Professor, Tenured	Environmental monitoring; environmental mapping; remote sensing; biogeography	48		8
David Rowbotham	Geography	PhD	Assistant Professor, Tenured	Terrain analysis; natural hazards; geomorphology; geographic information systems	4	4	8
Eric Mattson	Geography	PhD	Assistant Professor, Tenured	Snow and Ice Hydrology	6	8	26
Odwa Atari	Geography	PhD	Associate Professor, Tenured	Health geography; Geographic Information Systems (GIS); environmental management			
Dan Walters	Geography	PhD	Professor, Tenured	Water governance; First Nations drinking water and wastewater risk; harmful algae blooms; agricultural decision support	35	4	40
Mark Wachowiak	Math and Computer Science	PhD	Professor, Tenured	Biomedical Computing, Geospatial Computation, Visualization, Digital Humanities	37		54 (Referred conf. proceed.)
David Borman	Political Science, Philosophy and Economics	PhD	Professor, Tenured	Metaethics, especially Contractualism; Critical Social Theory, especially Jürgen Habermas; Karl Marx	9		6
Natalya Brown	School of Business	PhD	Associate Professor, Tenured	Economics	16		37
Reade Davis	Sociology and Anthropology	PhD	Associate Professor, Tenured	Anthropology	14		57
Carly Dokis	Sociology and Anthropology	PhD	Associate Professor, Tenured	Anthropology	12		24
Jamie Murton	History	PhD	Professor, Tenured	History	6	4	27
Rosemary Nagy	Gender Equality and Social Justice	PhD	Professor, Tenured	Gender Equality and Social Justice	19	4	28
Sean O'Hagan	Geography	PhD	Associate Professor, Tenured	Geography	32		15
Nancy Stevens	Indigenous Studies	PhD	Assistant Professor, Tenure track	Indigenous Studies	3	1	12

Renée Valiquette	Gender Equality and Social Justice	PhD	Instructor, contract	20th century Continental Philosophy; Post-structuralist, feminist, post-colonial and neo-materialist philosophy; Environmental Humanities and Environmental Cultural Studies; Critical Theory and Cultural Studies, Media and Communication Studies. Interdisciplinary social justice theory, pedagogy and curriculum.	4	12
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**Table 8. Faculty Instruction and Supervision**

MEMBER	Supervised		Committees		Other	Courses
	Master	PhD	Master	PhD		
James Abbott	3		3			17
April James	13	2	10	5	4 (PDF); 6(UG)	13
John Kovacs	4	1				2
David Rowbotham			1		17 (UG)	12
Eric Mattson			2	1	29 (UG)	31
Odwa Atari						
Dan Walters	11		7		10	17
Mark Wachowiak	3		2		10 (UG – RA supervision)	15
David Borman	1				6	29
Natalya Brown	1		1	1	30 (UG); 13 (RA)	20
Reade Davis	7	3	4	8	5 (UG)	31
Carly Dokis	5		6		6(UG)	46
Jamie Murton	8		3			22
Rosemary Nagy	1		1	1	6 (UG); 6	21
Sean O’Hagan					9 (UG)	15
Nancy Stevens						18
Renée Valiquette					4	22

## 7. Program Costs and Resource Planning

### 7.1 Program Costs

The Environmental Studies degree is designed to maximize and repack existing university resources by creating interdisciplinary linkages across Arts and Science disciplines. As such, it will incur relatively few costs that often accompany new programs. This is because almost all the courses, both core and elective, are already being offered. The program is maximizing on the existing offerings in Arts and Science, packaging them accordingly. Therefore, Nipissing University is already able to provide most of the resources required by the proposed Environmental Studies program. Table 9 outlines the program costs and anticipated revenue of the proposed program, provided by Nipissing’s Planning Office. Projections are based on a very conservative estimate of student enrolment.

**Table 9.** Program Costs and Anticipated Revenue for first four years of the program.

	Year 1	Year 1	Year 1	Year 2	Year 2	Year 2	Year 3	Year 3	Year 3	Year 4	Year 4	Year 4
	Hours	Weeks	Terms	Hours	Weeks	Terms	Hours	Weeks	Terms	Hours	Weeks	Terms
<b>Program Enrollment</b>												
New Enrollment (Domestic)			9			10			11			12
New Enrollment (International)			3			5			7			9
Continuing Enrollment (Domestic)						8			17			28
Continuing Enrollment (International)						2			5			7
<b>Total Enrollment</b>			<b>12</b>			<b>25</b>			<b>40</b>			<b>56</b>
<b>Revenue</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>
Tuition (Domestic)	\$5,781	9	\$52,029	\$5,839	18	\$105,102	\$5,897	28	\$165,116	\$5,956	40	\$238,240
Tuition (International)	\$19,325	3	\$57,975	\$19,325	7	\$135,275	\$19,325	12	\$231,900	\$19,325	16	\$309,200
Govt Operating Grant	\$2,023	12	\$24,276	\$1,687	25	\$42,175	\$1,351	40	\$54,040	\$1,183	56	\$66,248
<b>Total Revenues</b>			<b>\$134,280</b>			<b>\$282,552</b>			<b>\$451,056</b>			<b>\$613,688</b>
<b>Expenses</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost</b>
Placement Coordinator (10%)	0.1	\$65,000	\$6,500	0.1	\$68,250	\$6,825	0.1	\$71,663	\$7,166	0.1	75264	7526.4
Faculty Supervision	0	\$400		0	\$420		0	\$441	0	12	\$463	\$5,556
Materials/Equipment-Experiential Learning			\$10,000			\$10,000			\$10,000			\$10,000
Honoraria (FN Community Members)	3	\$350	\$1,050	3	\$350	\$1,050	3	\$350	\$1,050	3	\$350	\$1,050
Student Teaching Assistants	1	\$5,000	\$5,000	1	\$5,250	\$5,250	1	\$5,512	\$5,512	1	\$5,788	\$5,788
<b>Total Salary Expenses</b>			<b>\$22,550</b>			<b>\$23,125</b>			<b>\$23,728</b>			<b>\$29,920</b>
<b>Other Expenses</b>												
Materials and Supplies			\$500			\$520			\$541			\$562
Library Resources			\$1,500			\$1,000			\$1,000			\$1,000
Printing			\$1,000			\$1,040			\$1,082			\$1,125
Advertising, Marketing & Promotion			\$1,000			\$1,040			\$1,082			\$1,125
Recruiting Costs			\$2,500			\$2,500			\$2,500			\$2,500
Student Access Guarantee			\$4,047			\$9,400			\$16,161			\$24,480
<b>Total Other Expenses</b>			<b>\$10,547</b>			<b>\$15,500</b>			<b>\$22,366</b>			<b>\$30,792</b>
<b>Total Expenses</b>			<b>\$33,097</b>			<b>\$38,625</b>			<b>\$46,094</b>			<b>\$60,712</b>
Contribution Before Overhead			\$101,183			\$243,927			\$404,962			\$552,976
Admin Overhead			\$13,239			\$15,450			\$18,438			\$24,285
<b>Surplus (Deficit)</b>			<b>\$87,944</b>			<b>\$228,477</b>			<b>\$386,524</b>			<b>\$528,691</b>

Nb: (a) There are no new expenses related to faculty, except for thesis supervision in the 4<sup>th</sup> year. (b) The Placement Coordinator will be 'shared' between programs with coops/internships, hence the 0.1 cost factor, c) At least one teaching assistantship will be funded by the Graduate School.



## 7.2. Resources

### a) Administrative support

The proposed Environmental Studies, along with the existing graduate program, will fall within the same administrative group, such as a School of Environment. The School of Environment would include a Director and would be assisted by a dedicated staff position of Placement Coordinator for undergraduate student internships acting at the Faculty or Institutional level.

Grouping the administrative demands of existing and proposed environmental programs within a School of the Environment has several advantages: First, it ensures a more coherent and comprehensive development and application of policy and collaboration between faculty and students working on environmental issues in different departments. Similarly, it avoids ambiguity or redundancy in planning within and between programs. Finally, it underscores the inherently multidisciplinary nature of environmental pedagogy and research.

### b) Library Support

An assessment of information resources and services has been prepared and provided by the Library Services is provided in Appendix 3.

### c) Technology and Physical Space

As discussed earlier, the demands placed by projected enrolments to the program can be easily met by existing technological and physical infrastructure at Nipissing University.

## 8. Demand for Program

### 8.1. Evidence of Student Demand (local to international)

Estimates of student demand are based on data collected by Nipissing University Planning Office (Appendix 4). In 2019-2020, 4700 students were enrolled in degrees related to environmental studies in Ontario. Within this total, 236 students were enrolled in northern Ontario Universities (Lakehead, Laurentian and Nipissing).

A new Environmental Studies program at Nipissing, attracting both domestic and international students could contribute to Nipissing growing towards its capacity of 6,500 students, as identified in its' Academic Plan. Recent international agreements signed between Nipissing University and Universities in Brazil, Costa Rica, India, and the Philippines support strong demand for environmental studies programming (Appendix 5).

### 8.2. Evidence of Societal/Labour Market Need

The broad range of course options available in the Environmental Studies program makes graduates suitable for an equally broad range of careers. We used the list of Environmental Career Profiles at ECO Canada (<https://eco.ca/career-profiles-index/>) to illustrate the potential options (Appendix 6).

### 8.3. Evidence of Justifiable Duplication

Several universities across Canada offer undergraduate programs in Environmental Studies (see Appendix 7). These programs vary according to degree of specialization, multidisciplinary and credit number requirements. As well, several Environmental Studies programs require concentrations in specific themes (e.g., Environment & Business).

The proposed Environmental Studies program at Nipissing University will provide its own unique approach by including courses that examine issues from northern and Indigenous contexts, which distinguishes it from similar programs offered elsewhere in Ontario. The opportunities to develop themes could also be explored with other programs at Nipissing, such as the Business, Nursing and Education programs. Moreover, the program can act as a gateway for students to enter the Graduate program in Environmental Studies at Nipissing University.

## 9. Institutional Fit

### 9.1. Ministry Funding

This new program will be submitted to the Ministry for funding.

### 9.2. Alignment with Strategic Mandate Agreement

As highlighted by the 2020-2025 SMA, “Nipissing University was created by a provincial act to specifically address the needs of Northern Ontario and continues to have a special focus on serving the North in the North”. The addition of a new Environmental Studies program at Nipissing University is strongly aligned with improving capacities in Northern Ontario and will positively contribute to SMA performance metrics.<sup>9</sup> Graduates from Environmental Studies programs are typically employed across both private and public sectors with potential for pursuing professional designations (see Appendix 7) after gaining environmental work experience, leading to higher graduate employment earnings. Contributing faculty have long established records of working with community-based partners, generating environment-related research that is both regionally of value as well as of interest to broader academic and applied audiences, also evidenced by strong Tri-Agency funding and research chair awards.

Indicate Program Area of Growth and Strength as indicated in NU’s Strategic Mandate Agreement.

The Environment & Natural Resources is an area of strength with existing programs including:

- BA Environmental Geography
- BSc Biology
- BSc Environmental Biology and Technology,
- BSc Environment and Physical Geography,
- minors in Environmental Sciences (est. 2016/17), Chemistry, Geography, Biology
- Certificate in Forest Resource Management and Conservation
- a joint Masters of Environmental Studies/Masters of Environmental Sciences (MES/MESc) graduate program hosted by three founding departments (Geography, Biology and Chemistry, History) that has been offered since 2012.

### 9.3. Program Prioritization/Program transformation Initiatives

N/A

## Appendices

### Appendix 1. Elective course options for Environmental Studies

#### ENVIRONMENTAL STUDIES COURSE OPTIONS<sup>7</sup>

##### Group 1: History, Culture & Society

ANTH 2056	The Anthropocene
ANTH 3027	Indigenous Peoples & the State
ANTH 4106	Multispecies Ethnography
GEND 2256	Religion, Justice and Animals
GEND 3047	Dark Ecology
GEND 2086	Animal Rites
GEND 3326	Virtual Animals
GEND 2326	Pets
GEOG 2146	Cities in a Changing World
GEOG 2136	Cultural Geography
GEOG 3136	Global Economic Geographies
GEOG 3126	Geographies of Agriculture
GEOG 3306	Population Geography
GEOG 3416	The City: Natural & Human Environments (field course)
GEOG 4237	Urban Health
GEOG 4026	Political Ecology
HIST 2166:	Survival: People & Nature
HIST 3237	Global Environmental History
PHIL 2717	Environmental Ethics
RLCT 3507	Religion and the Environment

##### Group 2: Policy & Approaches

CHFS 3106	Youth & Social Justice
ECON 1007	Intro to Macroeconomics
ECON 3006	Environmental Economics
GEND 2036	Environmental Justice
GEND 2056	The Social Justice Toolkit
GEOG 3106	Impact Assessment for Resource Management
GEOG 3236	Geography of Environment & Health
GEOG 3316	Geography of Health & Health Care
GEOG 4437	Hazards Geography

GEOG-4777	Water Governance
GEOG-4807	Natural Resource Management
GEOG-4806	Natural Resource Planning
HIST-2167	The Environmental Era: Creating & Protecting Nature
PHIL-2507	Bullshit, Bias and Propaganda
POLI-1006	Power & the Common Good
SOCI-4227	Science, Technology & the Environment

##### Group 3: Geomatics

GEOG 3436	Earth Resources
GEOG 3056	Spatial Analysis Using GIS
GEOG 3066	Remote Sensing of the Environment
GEOG 4027	Spatial Computing
GEOG 4057	Topics in GIS Applications
GEOG 4066	Topics in Remote Sensing Applications

##### Group 4: Indigenous Environments

INDG 2007	Land-as-Home & Indigenous Wellbeing
INDG 2906	Indigenous Philosophy – Ininimowin (Way of Life)
INDG 3567	Ethnobotany
ANTH 3006	Anthropology of Development in the Canadian North
ANTH 3027	Indigenous Peoples & the State

##### Group 5: Honours Environmental Studies

ENST 4XXX	Environmental Studies Internship (NEW)
ENST 4XXX	Environmental Studies Co-op (NEW)
ENST XXXX	Thesis (NEW)

<sup>7</sup> NB: Students can take courses both within and between groups.

## Appendix 2. Faculty CVs

### Curriculum Vitae James Abbott

**Program:** Geography **Month and Year** November 2020

#### Professional Address

Nipissing University  
100 College Drive, Box 5002  
North Bay, ON, Canada P1B 8L7  
Telephone: 705-474-3450, ext. 4143  
Email: jabbott@nipissingu.ca

#### Education

2005 PhD, Duke University  
1997 MSc, University of Newcastle on Tyne  
1994 BSc (hons) Dalhousie University

#### Professional Experience

Date Activity

**Assistant Professor** (2008 to present; tenured in 2014)  
Department of Geography, Nipissing University

**Lecturer** (2005 to 2008)  
Department of Geography & Urban Studies, Temple University

**Lecturer and Research Assistant** (2004)  
Nicholas School of the Environment and Earth Sciences, Duke University

**Lecturer** (2003)  
Department of Geography, University of Western Ontario

**Liaison Officer/Policy Analyst** (1998-2000)  
Ministry of Fisheries & Marine Resources, Government of Namibia

**Consultant on Indigenous use of Boundary Waters** (1998)  
International Joint Commission, Government of Canada

#### External Research Funding

Date	Funding body	Type	Amount
2017	The Nature Conservancy	O	USD 3000
2012-2014	European Union and Kingdom of Norway	O	EU 5000

### Internal Research Funding

Date	Type	Institution	Amount
2008-2009	IRG	Nipissing University	\$10,000

\*Type: IRG – Internal Research Grant; RCA-Research Achievement Award; O-Other

### Publication Summary (Lifetime total)

	Count
Articles in Refereed Journals & Refereed Book chapters	8
Other Reports	7
Keynotes, Invited Papers, & Public lectures	1

### Publications

#### Articles in Refereed Journals & Refereed Book Chapters

Bronmann, J., Smith, M., **Abbott, J.**, Hay, C., Næsje, T. 2020. Integration of a local fish market in Namibia with the global seafood trade: Implications for fish traders and sustainability. *World Development*. 135 (11). <http://dx.doi.org/10.1016/j.worlddev.2020.105048>

Wachowiak, M., Smolikova-Wachowiak, R., Dobbs, B., **Abbott, J.G.** and Walters, D. 2015. Interactive Web-Based Visualization for Lake Monitoring in Community-Based Participatory Research: A Pilot Study Using a Commercial Vessel to Monitor Lake Nipissing. *Environment and Pollution* 4(2) DOI: 10.5539/ep.v4n2p42.

**Abbott, J.G.**, Hay, C., Næsje, T., Tweddle, D. and van der Waal, B. 2015. Rain and Copper: The Evolution of a Marketing Channel in a changing region of Southern Africa. *Journal of Southern African Studies*. 41(1).

**Abbott, J.G.** & L. M. Campbell. 2009. Environmental Histories and Emerging Fisheries Management of the Upper Zambezi River Floodplains. *Conservation & Society*. 7(2), 83-99.

**Abbott, J.G.**, L. M. Campbell, C. Hay, T. Næsje & J. Purvis. 2007. Market-Resource Links & Fish Vendor Livelihoods in the Upper Zambezi River Floodplains. *Human Ecology*. 35(5), 559-574.

**Abbott, J.G.**, L.M. Campbell, C. Hay, A. Ndumba, T. Næsje & J. Purvis. 2007. Rivers as Resources, Rivers as Borders: Community vs. Transboundary Management of Fisheries in the Upper Zambezi River Floodplains. *The Canadian Geographer*. 51(3), 280-302.

Campbell, L. M., N. Gray, Z. Meletis, **J.G. Abbott**, & J. Silver. 2006. Gatekeepers and keymasters: dynamic relationships of access in geographical field work. *The Geographical Review* 96 (1): 97-121.

Murphy, C. & **Abbott, J.G.** 2006. A description and preliminary assessment of participatory development policies and application in Namibia. *Tanzania Journal of Development Studies*. 6(1): 47-56.

#### Other Reports

**Abbott, J.G.** and Tabachnick 2019. Space Savers, Free Grazers and Ocean Raiders: Private Incursion into Public Spaces. Canadian Association of Political Science Annual Convention 2019

Abbott, J.G. 2018. Fisheries of the Lac Oueme. Baseline Survey and Options for Management. Report prepared for the Nature Conservancy (Gabon).

**Abbott, J.G.**, Hay, C., Kalonga, M., Næsje, T. & Purvis, J. 2003. Joint frame survey of the Upper Zambezi River (Namibia/Zambia). Directorate of Environmental Affairs Research Discussion Paper #54. <http://www.dea.met.gov.na/met/publications/research/RDP58.zip>

Næsje, T.F., Hay, C., Purvis, J., Hamukuaya, H., Kaperika, S. & **Abbott, J.G.** 2002. Shared Resource Management on the Zambezi/Chobe Systems in Northeast Namibia: Report of First River Survey and Collection of Information from Fish-markets, Including Survey Manuals and Forms. <http://www.nina.no/archive/nina/Publikasjoner/project%20report/pr18.pdf>

**Abbott, J.G.** 2001. WWF researches into sustainable fishing. *The Zambezi* 5(1) p.11. <http://www.sardc.net/imercsa/zambezi/Zambezi/v5n1/wwfresearches.htm>

**Abbott, J.G.** 2001. Traditional Fisheries Management in the Eastern Caprivi region of Namibia. Annex to a presentation at the FAO Expert Consultation on the Management of Small-scale Fisheries in Sub-Saharan Africa, Accra, Ghana, 12-14 December 2001. pp. 109-152. [www.cofad.de/download/backtobasics-web.pdf](http://www.cofad.de/download/backtobasics-web.pdf)

**Abbott, J.G.** 1999. Fisheries in Namibia after Independence. Originally published in Norwegian, in the review *Afrikagruppernas Arskronika* 1999. pp. 180-183.

Latif, R., & **J.G. Abbott.** 1999. The Establishment of a South East Atlantic Fisheries Organisation. A New Step in High Seas Fisheries Management. *SADC Marine Fisheries and Resources Newsletter*. 1(2), pp. 11-12.

#### ***Workshops and Seminars Presented***

Date	Title
Feb 2017	Introduction to PASGEAR, a platform for recording and analyzing fish data (hosted by me in French to Gabonese and Senegalese fisheries scientists in Libreville, Gabon)

#### ***Graduate and Post-Doctoral Supervisions***

Date	Student and the title of their research
2020-present	Brundia, D. (MES) Invasive species discourse and policy in Ontario.
2017-2018	Ruszin, N. (MES) Evaluating Comanagement of Fisheries in Lake Nipissing
2016-2018	Morris, R. (MES) Applying the Advocacy Coalition Framework to Timber Harvesting Policy in Ontario Parks
2013-2014	Grainger, D. (MES) Larder Lake: A Community Amongst Gold

### **Undergraduate Teaching**

GEOG 1016 Introduction to Human Geography	Nipissing University
GEOG 2226 <i>Environment &amp; Society</i>	Nipissing University
GEOG 3067 <i>Regional Geography of Africa</i>	Nipissing University
GEOG 4426 <i>Geography of Hazards</i>	Nipissing University
GEOG 4112 <i>Political Ecology</i>	Nipissing University
GEOG 2137 <i>Social Geography</i>	Nipissing University
GEOG 2136 <i>Cultural Geography</i>	Nipissing University
GEOG 3236 <i>Environmental Geography &amp; Health</i>	Nipissing University
GUS C063 <i>African Development</i>	Temple University
GUS/ES C257 <i>Hazards Geography</i>	Temple University
GUS/ES 256 <i>Political Ecology</i>	Temple University
GUS/ES H090/C050, <i>Environment and Society</i>	Temple University
GUS 5000, <i>Special Topics Seminar</i>	Temple University
ENV 273 <i>Fisheries Policy</i>	Duke University
Geography 360 <i>Conservation and Development</i>	University of Western Ontario

### **University Level Service**

Date	Type	Participation
2020-present	Member	MES/MSc. Env. Sciences/Studies Steering Committee
2018-2020	Coordinator	Graduate Program Env. Sciences/Studies
2018-2019	Member	IQAP Committee MES/MSc Env. Sciences/Studies
2017-2018	Union Observer	Tenure & Promotion Committee
2014-2015	Member	Undergraduate Studies Committee
2013	Organizer	Graduate Program Speakers Series
2010-2011	Senator	University Senate (1 year replacement)
2010	Member	Undergraduate Research Conference Committee
2009-2014	Member	University Research Ethics Committee
2007	Co-ordinator,	Temple University Summer Academy
2004	Organizer	Duke Marine Laboratory Guest Lecture & Visit

### **Community Service**

Date	Type	Participation	Committee
2016-present	Non-governmental	Volunteer,	Fatal Light Awareness Program (FLAP)
2012-present	Non-governmental	Board Member,	Canada Parks and Wildlife Society

### **Professional Memberships**

Canadian Association of Geographers	Ordinary Member
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## CURRICULUM VITAE

Dr. David A. Borman

Department of Political Science, Philosophy, and Economics

### AREAS OF SPECIALIZATION

Metaethics, especially Contractualism; Critical Social Theory, especially Jürgen Habermas; Karl Marx

### AREAS OF COMPETENCE

Ethics; Social and Political Philosophy; History of Philosophy, especially 19<sup>th</sup> and 20<sup>th</sup>-Century Philosophy; Informal Logic and Reasoning

### EDUCATION

Fordham University (New York, USA)	Doctor of Philosophy, 2008
Fordham University (New York, USA)	Master of Philosophy (ABD), 2007
Fordham University (New York, USA)	Master of Arts, Philosophy, 2006
York University (Toronto, Canada)	Honours Bachelor of Arts, Philosophy, 2003 <i>summa cum laude</i>

### ACADEMIC APPOINTMENTS

Summer 2016 – Present	Associate Professor of Philosophy and Political Science (tenured)
Spring 2012 – Summer 2016	Assistant Professor of Philosophy and Political Science (tenure-track, cross-appointment)
Associate Member of the School of Graduate Studies (2013-2018)	
Fall 2010 – Spring 2012	Assistant Professor of Philosophy and Political Science, Nipissing University (limited-term cross-appointment)
Fall 2008 – Spring 2010	Assistant Professor of Philosophy, University of Winnipeg (limited-term)
Winter 2006-Spring 2007	Teaching Fellow in the Core Curriculum, Fordham University

### PUBLICATIONS

#### 1. Books

*The Idolatry of the Actual: Habermas, Socialization, and the Possibility of Autonomy.* Series in the Philosophy of the Social Sciences. Albany, NY: SUNY Press, September 2011; paperback, 2012

#### 2. Chapters in Books

[invited] 'Bourgeois Illusions: Axel Honneth and the Ruling Ideas of Capitalist Societies' in *Axel Honneth and the Critical Theory of Recognition*, edited by Volker Schmitz. New York: Palgrave Macmillan, 2018

[invited] 'Materialism in Critical Theory: Marx and the Early Horkheimer' Chapter 10 in *The Palgrave Handbook of Critical Theory*, edited by Michael Thompson. New York: Palgrave Macmillan, 2017

'Habermas on Peace and Democratic Legitimacy,' in *The Question of Peace in Modern Political Thought*, edited by David Tabachnick and Toivo Koivokoski. Wilfred Laurier Press, 2015

#### 3. Journal Articles

'Self-Deception and Moral Interests,' *European Journal of Philosophy*, forthcoming

'First-Personal Moral Testimony: A Defence,' *Ethical Theory and Moral Practice* 23: 1 (2020): 163-179

'Contractualism and the Right to Strike,' *Res Publica* 23: 1 (2017): 81-98



'Actual Agreement Contractualism,' *Dialogue: Canadian Philosophical Review* 54: 3 (2015): 519-539

'Protest, Parasitism, and Community: Reflections on the Boycott,' *Social Philosophy Today* 31: 7 (2015): 7-22

'Going Social with Constitutivism,' *The Philosophical Forum* 46: 2 (2015): 205-215

'Bullshit, Social Integration, and Political Legitimation: Habermasian Reflections,' *Dialogue: Canadian Philosophical Review* 50: 1 (2011): 117-140

'Labour, Exchange, and Recognition: Marx contra Honneth,' *Philosophy and Social Criticism* 35: 8 (2009): 935-959

'Betrayal in Teaching: Persuasion in Kierkegaard, theory and performance,' *Continental Philosophy Review* 39: 3 (2006): 245-272

'To Give in the Name or to Give Without Names: Derrida, the Gift, and the Giving of Alms,' *Philosophy Today* 49: 2 (Summer 2005): 145-155

#### **IN-PROGRESS**

##### **PRESENTATIONS**

###### 1. Conferences and Competitively-Selected Talks

'Market Revisionism and the Theory of Capitalist Domination,' *Annual Conference for the Society for Philosophy, Politics, and Economics*, New Orleans, LA, March 28-31, 2019

'Capitalist Domination, The Moral Economy, and the Right to Justification', *Annual Meeting of the Canadian Philosophical Association*, Montreal, QC, June 4-7, 2018.

'Other Peoples' Reasons', *33rd Annual International Social Philosophy Conference*, Carleton University, Ottawa ON, July 21-23, 2016

'Protest, Parasitism, and Community: Reflections on the Boycott,' *31<sup>st</sup> Annual International Social Philosophy Conference*, Southern Oregon University, Ashland, OR, July 17-19, 2014

'The Genesis and Demands of the Politics of Recognition: Towards a Hegelian-Marxism and a Marxist-Hegelianism,' *Annual Meeting of the Society for Phenomenology and Existential Philosophy*, October 2006, Philadelphia, PA

'The Technology of Identity: Politics, Biometrics, and Sincerity,' *Truth, Science, and Democracy*, Fordham Philosophical Society Symposium (held jointly in Spring 2004 with the Department of Political Science), April 2004, Bronx, NY

###### 2. Invited and Other Talks

'The Truth About Secrets: on Lies, Privacy, and Whistleblowing,' Guest Lecturer in Interdisciplinary Summer Course, "Secrets in Spring," Nipissing University (Spring/Summer 2015)

'Four Constructivist Theses on Moral Progress', *How to Be A Human in the Age of Human Rights*, October 2013, Workshop at Brock University, St. Catherines, ON (invited)

'Bullshit: Habermasian Reflections,' *University of Winnipeg Philosophy Students' Association Colloquium*, March 3, 2010, Winnipeg, MB

'Can Torture be Justified?' (Seminar), *United Nations Association of Canada, Annual High School Human Rights Conference*, December 10, 2008, Winnipeg, MB

#### **TEACHING**

##### 1. Nipissing University

###### a. *Philosophy*

Seminar in Philosophy: Disagreement (PHIL 4206)

Seminar in Philosophy: Life: A Theory of Stages (PHIL 4207)

Seminar in Philosophy: Equality of What? (PHIL 4207)

Seminar in Philosophy: Marxism After Marx (The Frankfurt School) (PHIL 4207)

Marx (PHIL 3756) [x2]

Justice, Justification, and Equality (PHIL 3756)

Idealism and Its Critics (PHIL 3337) [x2]

Philosophy of Law (PHIL 3636)

Philosophy of Religion (PHIL 3616) [x4]

Existentialism (PHIL 3476)

Environmental Ethics (PHIL 2717) [x4]

Bio-Ethics (PHIL 2716) [x5]

Ethical Theory (PHIL 2706) [x2]

Reasoning and Logical Argument (PHIL 2505) [x7]

Bullshit, Bias, and Proganda (PHIL 2507) [x2]

Introduction to Western Philosophy (PHIL 1116) [x1]

Introduction to Philosophy (PHIL 1115) [x3]

b. *Political Science*

Democracy and Development: A Comparative Approach (POLI 2207) [x2]

Conflict and Unity: Political Culture in the 21<sup>st</sup> Century (POLI 3206)

Great Political Questions II (POLI 2107, cross-listed with PHIL)

2. University of Winnipeg

Topics in Social-Political Philosophy: The Foucault-Habermas Debate (PHIL 4504)

Postmodern Philosophy (PHIL 3511)

Philosophy of the Social Sciences (PHIL 2252)

Philosophy of Religion (PHIL 2232)

Moral Philosophy (PHIL 2201) [x2]

Values and the Human Condition (PHIL 1002) [x2]

Introduction to Philosophy (PHIL 1001) [x2]

3. Fordham University

Philosophical Ethics (PHIL 1100) [x2]

Philosophy of Human Nature (PHIL 1000 x2)

**HONOURS THESIS, MA THESIS, AND DIRECTED STUDIES SUPERVISION**

Supervisor for Kieran Adamson, Directed Studies (Nipissing University, 2019): ‘Marx’

Supervisor for Bryan Stone, Directed Studies: ‘Frankfurt School Critical Theory’ (Nipissing University, 2017/18)

Supervisor for Meghan Landriault, Directed Studies: ‘Constructivism in Metaethics’ (Nipissing University, 2015/16)

External Examiner for Chris Peemoeller, M.A. History Thesis (MRP) Committee, ‘We Must Not Come Under His Spell: Recasting Albert Speer’ (Nipissing University, Summer-Fall 2013)

Supervisor for Johanna Fraser, Directed Studies: ‘Trust, social cohesion, and political participation in two Northern Ontario communities’ (Nipissing University, 2012/13) [Now an M.A. student in Political Theory at McMaster]

Supervisor for Robert Holley, Directed Studies: ‘Theories of Justice: Plato, Aristotle, Rawls, Habermas’ (Nipissing University, 2011/12) [Completed M.A. in Philosophy at Laurier; now Ph.D. student in Philosophy at McMaster]

Supervisor for Justin Bzovy, Honours Thesis: ‘Our Time, Our Boredom: A redirection of Martin Heidegger’s phenomenological interpretation of boredom’ (University of Winnipeg, 2008/09) [Completed M.A. in Philosophy at Manitoba; now Ph.D. student at Western]

#### **PROFESSIONAL SERVICE**

North American Society for Social Philosophy, Representative for the Canadian Division (2015-18)

Manuscript Reviewer for: *Politics, Philosophy, and Economics*; *HOPOS*; *Dialogue*; *Journal of Social Philosophy*; *Social Philosophy Today*; *Journal of Applied Philosophy*; *Constellations*; *Metodo*; Wilfred Laurier Press

Peer-Reviewer for SSHRC Insight Grant

Organizer for Guest Speaker and Reading Group in Philosophy (February-March 2013); speaker: James R. Brown, University of Toronto

Organizer for Guest Speaker and Reading Group in Philosophy (November-December 2011); speaker: Kristin Andrews, York University

Referee for Annual Meeting of the *Canadian Philosophical Association*, Aesthetics section (2010)

Program Committee for 'Cosmopolitanism in Philosophical Contexts,' Fourth Biennial Graduate Student Conference, Fordham University (2008)

Office Manager, *Journal of Neoplatonic Studies*, Fordham University (2005)

#### **UNIVERSITY SERVICE**

Chair, Department of Political Science, Philosophy, and Economics (2021-)

Program Co-ordinator, Philosophy (2016-2019, 2020-21)

Judge, Nipissing University Undergraduate Research Conference (March 2018)

Judge, Nipissing University Undergraduate Research Conference (March 2017)

Nipissing University Faculty Association, Trustee for the CAUT Defence Fund (2016-)

Tenure and Promotion Faculty Committee, Arts and Science (Fall 2016)

Faculty Representative, Joint Special Commission on Governance, Nipissing University (2016)

Nipissing University Faculty Association Executive, Member-at-Large for Arts and Science (2015-16)

Moderator, Nipissing University Eighth Annual Undergraduate Research Conference (March 2015)

External Representative for NURS Scholar-Practitioner Program Hiring Committee, Nipissing University (July 2014)

External Representative for ECON Hiring Committee, Nipissing University (June 2014)

Moderator, Nipissing University Seventh Annual Undergraduate Research Conference (March 2014)

Member of the Academic Senate of Nipissing University, (2013-16)

Senate Appeals Committee, Nipissing University (2013/14)

Nipissing University Faculty Association, Communications Committee (2013/14)

Moderator, Nipissing University Sixth Annual Undergraduate Research Conference (March 2013)

Nipissing University, IQAP Review Team for the Department of Psychology (2012/13)

Nipissing University, Senate Advisory Subcommittee on the Library (2012/13)

Nipissing University Faculty Association, Collective Bargaining Committee (2011/12)

Undergraduate Studies Committee, Nipissing University (2011/12)

External Representative for GESJ Hiring Committee, Nipissing University (2012)

Moderator, Nipissing University Fifth Annual Undergraduate Research Conference (March 2012)

Nipissing University Faculty Association, Constitution Committee (2010/11)

Faculty Representative, Nipissing University, Ontario University Fair, Toronto (October 2010)

Department Review Committee, University of Winnipeg (2008-2010)

Department Curriculum Committee, University of Winnipeg (2008-2010)  
Library Representative for the Philosophy Department, University of Winnipeg (2008-2010)

**CURRICULUM DEVELOPMENT**

Digital Ethics PHIL 2508  
Bullshit, Bias, and Propaganda PHIL 2507  
Philosophy of Law PHIL 3636  
Bioethics PHIL 2716  
Environmental Ethics PHIL 2717  
The Right and the Good PHIL 2706

Stage 1 and Stage 2 Program Proposals for Interdisciplinary Degree Program in Political Science, Philosophy, and Economics (Stage 2 approved by Senate in 2012)

**AWARDS AND GRANTS**

Nipissing University Arts and Sciences, Start-Up Research Grant  
Fordham University (2012—)

Graduate School of Arts and Sciences  
Research Grant, 2007/08  
(competitively-awarded grant for research  
related to the applicant's dissertation)

Fordham University

President's Scholarship, 2006/07  
President's Scholarship, 2005/06  
President's Scholarship, 2004/05  
President's Scholarship, 2003/04

York University

President's Scholarship (1999-2003)  
(full scholarship for four years of study,  
awarded to the five applicants with highest  
entrance average in each faculty)

## Curriculum Vitae

### Natalya Renee Brown

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North Bay, ON, P1B 8L7  
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November 2021

### Employment History

#### Nipissing University, Ontario, Canada

Associate Professor, cross-appointment School of Business Department of Political Science, Philosophy and Economics Chair	2016 –  2017 – 2019
Department of Political Science, Philosophy and Economics Assistant Professor, cross-appointment School of Business Department of Political Science, Philosophy and Economics	2009 – 2016
Assistant Professor, limited term appointment School of Business and Economics	2005 – 2009

Courses: Introductory Macroeconomics; Introductory Microeconomics; Intermediate Macroeconomics; Money, Banking and Financial Markets; International Economics; Economic Development; Financial Management; International Finance; Business Mathematics.

#### University of Texas at Austin, Texas, U.S.A.

Teaching Assistant	1999 – 2004
Instructor	2002, 2003
Courses: Intermediate Microeconomics; Introductory Macroeconomics; Introductory Microeconomics; Regional Economics; Economic Statistics; Mathematics for Graduate Economists	

#### University of Houston, Texas, U.S.A.

Teaching Assistant	1997 – 1999
Courses: Intermediate Macroeconomics; Graduate Microeconomic Theory	

#### University of the West Indies Mona, Kingston, Jamaica

Research Assistant	Summer 1997
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### Education

PHD	Economics, University of Texas at Austin Dissertation: <i>Polarization, Candidacy and Advancement in Politics</i> Committee Co-Chairs: Melvin Hinich and Maxwell Stinchcombe	August 2009
MS	Economics, University of Texas at Austin	December 2001
MA	Economics, University of Houston	June 1999
BS	Economics, University of the West Indies <i>First Class Honours</i>	May 1997

### Research

### Journal Articles (peer-reviewed)

1. Esses, V., McRae, J., Alboim, N., Brown, N., Friesen, C., Hamilton, L., Lacassagne, A., Macklin, A., Walton-Roberts, M. 2021. Supporting Canada's COVID-19 Resilience and Recovery Through Robust Immigration Policy and Programs. *FACETS*, 6: 686-759.
2. Brown, N.R., Armenakyan, A., and L. Piper. 2021. Early Adopters' Philosophies, Practices and Perspectives on Eco-tourism and Eco-Certification: The Case of Ecotourism in Jamaica. *Multidisciplinary Business Review*, 14(1), 120-136.
3. Ferguson, K. and N.R. Brown. 2019. Better Together? Sense of Community in the Pre-Service Teacher Cohort Model. *Currents in Teaching and Learning*, 11(1): 96-111.
4. Ferguson, K., Brown, N.R. and L. Piper. 2018. The Lasting Impact of a University Common Reading Program. *Association of Literacy Educators and Researchers Yearbook*, 40: 217-234.
5. Ferguson, K., Brown, N.R. and L. Piper. 2018. Common Book: A Novel Approach to Teaching and Learning. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(2).
6. Brown, N.R. 2017. Housing Experiences of Recent Immigrants to Canada's Small Cities: The Case of North Bay, Ontario. *Journal of International Migration and Integration*, 18(3): 719-747. DOI: 10.1007/s12134-016-0498-5.
7. Mang, C., Brown, N.R. and L. Piper. 2017. 'Old School' meets 'New School': Using books and tablets to improve information literacy and promote integrative learning among undergraduate business students. *International Journal of Management Education*, 15(3): 449-455.
8. Brown, N. R. and Ferguson, K. 2017. Teaching Financial Literacy with Max and Ruby. *Childhood Education*, 93(1): 58-65.
9. Adler, A. and N.R. Brown. 2016. The production, consumption, and sharing of art, knowledge and benefits within the network of a university-community choir. *Learning Landscapes Journal*, 10(1): 57-80.
10. Mang, C., Piper, L. and Brown N. 2016. The incidence of smartphone usage among tourists. *International Journal of Tourism Research*, 18(6): 591-601. DOI: 10.1002/jtr.26.
11. Ferguson, K. Brown, N.R. and L. Piper. 2016. Tensions and Issues in Selecting a Book for a University Common Book Program. *Currents in Teaching and Learning*, 8(1): 58-69.

12. Ferguson, K., Brown, N.R. and L. Piper. 2015. Exploring Sense of Community in a Common Book Program. *The Learning Assistance Review*, 20(1): 7-22.
13. Brown, N.R. 2014. The Impact of Voter Uncertainty and Alienation on Turnout and Candidate Policy Choice. *B.E. Journal of Theoretical Economics*, 14(1): 273-292.
14. Ferguson, K., Brown, N. and Piper, L. 2014. 'How Much Can One Book Do?': Exploring Perceptions of a Common Book Program for First-Year University Students. *Journal of College Reading and Learning* 44(2): 164-199.
15. Brown, N.R. 2014. Candidate Ambition and Advancement Under Term Limits. *Atlantic Economic Journal* 42: 53-64.
16. Mang, C.F. and Brown, N.R. 2013. The Role of Economics in Canadian Undergraduate Business Education." *Journal of Education for Business* 88(4): 187-193.

#### Book Chapters

Mang, C., Brown, N., and Piper, L. 2018. The impact of smartphones on hospitality consumer behavior, *Routledge Handbook of Hospitality Marketing*, Gursoy, D. (ed.), New York: Routledge, pp. 536-550.

#### Conference Proceedings (peer-reviewed)

1. Brown N., Armenakyan A., Shahi A. (2020) Sports Marketing Special Session: Cricket in the North: The Impact of Sports Participation and Sponsorship on Immigrant Social Inclusion and Fostering Welcoming Communities: An Abstract. In: Pantoja F., Wu S., Krey N. (eds) *Enlightened Marketing in Challenging Times*. AMSWMC 2019 p 107-108. *Developments in Marketing Science: Proceedings of the Academy of Marketing Science*. Springer, Cham. [https://doi.org/10.1007/978-3-030-42545-6\\_24](https://doi.org/10.1007/978-3-030-42545-6_24)
2. Mang, C. and N.R. Brown. (2020) Shared Experience or Distraction? Examining Mobile Device Usage Within Groups of Travelers. *Proceedings of the Annual Conference of the Administrative Sciences Association of Canada*, Virtual Conference, June 12-14, 2020.
3. Brown, N.R., Armenakyan, A. and L. Piper. (2019) Relative Benefits and Barriers of Sustainable Tourism Development for SMEs in Northern Ontario, Canada. *Proceedings of the Annual Conference of the Administrative Sciences Association of Canada*, St. Catharines, May 24-27, 2019.
4. Armenakyan A., Brown N. (2019) Ecotourism Perspective: The Case of Armenia: An Abstract. In: Rossi P., Krey N. (eds) *Finding New Ways to Engage and Satisfy Global Customers*. AMSWMC 2018 p 363-364. *Developments in Marketing Science: Proceedings of the Academy of Marketing Science*. Springer, Cham.
5. Mang, C., Brown, N.R. and L. Piper. 'Old School' meets 'New School': Using books and tablets to improve information literacy and promote integrative learning among undergraduate business students. *Proceedings of the Annual Conference of the Administrative Sciences Association of Canada*, Calgary, Alberta, June 8-11, 2013.

#### Conference Presentations (peer-reviewed)

1. Litalien, M., Brouard, F., Brown, N., Adams, G. Northern Foundations Ecosystem. PhiLab Ontario: Activities and Projects Roundtable at the Association for Nonprofit and Social Economy Research (ANSER) 14th Annual

- Conference, Nonprofits and the Social Economy: Northern Relations from May 27-28, 2021.
2. Brown, N.R., Armenakyan, A. and A. Shahi. The Impact of Cricket on Immigrant Social Inclusion in Northern Ontario Communities. Annual Conference of the Administrative Sciences Association of Canada, Virtual Conference, June 12-14, 2020.
  3. Mang, C. and N.R. Brown. Shared Experience or Distraction? Examining Mobile Device Usage Within Groups of Travelers. Annual Conference of the Administrative Sciences Association of Canada, Virtual Conference, June 12-14, 2020.
  4. Brown, N.R. and C. Mang. Progression in Information Literacy over an Undergraduate Career. 63<sup>rd</sup> Annual Conference of the Association of Literacy Educators and Researchers, Corpus Christi, Texas, November 7-10, 2019.
  5. Brown, N.R., Armenakyan, A. and A. Shahi. Cricket in the North: The Impact of Sports Participation and Sponsorship on Immigrant Social Inclusion and Fostering Welcoming Communities, 2019 Academy of Marketing Science World Marketing Congress, Edinburgh, Scotland, July 9-12, 2019.
  6. Brown, N.R., Armenakyan, A. and L. Piper. Relative Benefits and Barriers of Sustainable Tourism Development for SMEs in Northern Ontario, Canada. Annual Conference of the Administrative Sciences Association of Canada, St. Catharines, May 24-27, 2019.
  7. Brown, N.R. and A. Armenakyan. Welcome to the Neighbourhood: The Housing and Neighbouring Experiences of Recent Immigrants to North Bay, Ontario. 6<sup>th</sup> Annual Pathways to Prosperity Conference, Montreal, QC, Nov 22-23, 2018.
  8. Armenakyan, A. and N.R. Brown. Ecotourism Perspective: The Case of Armenia. Academy of Marketing Science World Marketing Congress, Porto, Portugal June 26-29, 2018.
  9. Adler, A., N.R. Brown, and A. Armenakyan. What's in it for me? Chorister Recruitment and Retention in a University-Community Choir. International Symposium on Singing and Song II, St. Johns, Newfoundland, June 27-29, 2018
  10. Ferguson, K., Brown, N.R. and L. Piper. The Lasting Impact of a University Common Reading Program. Annual Conference of the Association of Literacy Educators and Researchers, November 2-5, 2017.
  11. Ferguson, K., Brown, N.R. and L. Piper. Common Book: A Novel Approach to Teaching and Learning. Annual Conference of the Society for Teaching and Learning in Higher Education, Halifax, Nova Scotia, June 20-22, 2017.
  12. Brown, N.R., Mang, C., and L. Piper. A review of the use of smartphones in the tourism context. ASAC Conference, Montreal, Quebec May 29-June 1, 2017.
  13. Ferguson, K. and N. Brown. SOS! Save Our Sections - Examining Sense of Community in the Cohort Model of a Bachelor of Education Program. The Canadian Society for the Study of Education Annual Conference, Toronto, Ontario, May 27-31, 2017.
  14. Ferguson, K. and N. Brown. Max and Ruby Teach Financial Literacy. 55<sup>th</sup> Annual Financial Literacy and Economic Education Conference, Phoenix, Arizona, Oct 4-7, 2016.



15. Brown, N.R. and A. Adler. The serious business of singing: Stakeholder valuation and subsidy of community choral performance. International Symposium on Singing and Song, St. Johns, Newfoundland, October 1-4, 2015.
16. Adler, A. and N.R. Brown. Questioning the benevolent monarch: The political economy of a university-community choir. International Symposium on Singing and Song, St. Johns, Newfoundland, October 1-4, 2015.
17. Brown, N.R. Voter Uncertainty and Third Party Candidate Entry. 49<sup>th</sup> Conference of the Canadian Economic Association, Ottawa, Ontario, May 28-31, 2015.
18. Ferguson, K., Brown, N. and L. Piper. So Many Books, So Little Time: The Selection Process for a University Common Book Program. Annual Conference of the Society for Teaching and Learning in Higher Education, June 17-20, 2014.
19. Ferguson, K., Brown, N. and L. Piper. Exploring Sense of Community in a Common Book Program. The Canadian Society for the Study of Education Annual Conference, May 24 -28, 2014.
20. Brown, N. Housing Experiences of Recent Immigrants to Canada's Small Cities: A Pilot Study. 3<sup>rd</sup> Annual International Conference on Urban Studies and Planning, Athens, Greece June 10-13, 2013.
21. Mang, C., Piper, L. and N. Brown. "Smart" Tourists? Smartphone usage by tourists in Rome, Italy. 9<sup>th</sup> Annual International Conference on Tourism, Athens, Greece, June 10-13, 2013.
22. Piper, L. and N. Brown. A Rose by Any Other Name: Rural Versus Ecotourism in Greece and Jamaica. 9<sup>th</sup> Annual International Conference on Tourism, Athens, Greece, June 10-13, 2013.
23. Mang, C., Brown, N. and L. Piper. 'Old School' meets 'New School': Using books and tablets to improve information literacy and promote integrative learning among undergraduate business students. Honourable Mention. ASAC Conference, Calgary, Alberta June 8-11, 2013.
24. Ferguson, K., Brown, N. and L. Piper. Common Book, Common Ground? Reflections on a Common Reading Pilot Project for First-year University Students. Canadian Society for the Study of Higher Education, Waterloo Ontario May 28-30, 2012.
25. Brown, N., Piper, L. and J. Nadeau. 'A Nuh Mi': The case for a broader definition of the eco-tourist in Jamaica. International Conference on Tourism Archanes, Crete, Greece, May 23-26, 2012.
26. Piper, L., Brown, N. and J. Nadeau. 'Soon Come?' The marketing challenges of ecotourism operators in Jamaica. International Conference on Tourism Archanes Crete, Greece May 23-26, 2012.
27. Mang, C. and N. Brown. The Role of Economics in Canadian Undergraduate Business Education. Administrative Sciences Association of Canada, Montreal, Quebec, July 2-5, 2011.
28. Piper L., Brown, N. and J. Nadeau. Community-based Ecotourism in Jamaica: An Inclusive Framework of Ecotourism Operator Philosophies and Impact. 7<sup>th</sup> Annual International Conference on Tourism, Athens, Greece, June 13-16, 2011.

29. Brown, N. The Impact of Voter Uncertainty and Alienation on Voter Turnout and Candidate Policy Choice. 45<sup>th</sup> Conference of the Canadian Economic Association, Ottawa, Ontario, June 2-5, 2011.

30. Brown, N. Uncertainty, Alienation, Polarization and Voter Turnout. 71<sup>st</sup> International Atlantic Economic Conference, Athens, Greece, March 2011.

31. Brown, N. Candidate Ambition and Advancement under Term Limits. 70<sup>th</sup> International Atlantic Economic Conference, Charleston, South Carolina, October, 2010.

32. Brown, N. Candidate Recruitment and Retention under Term Limits. 44<sup>th</sup> Conference of the Canadian Economic Association, Quebec City, Quebec May, 2010.

#### **Keynotes, Plenaries, Invited Speaker & Public Lectures**

1. Brown, N. Innovative Retention Strategies for Newcomers in Small Centres and Rural Communities [Invited Speaker]. Grow Your Workforce Conference (Virtual). Workforce Planning and Development Board. November 24, 2021. Role: Presenter

2. Brown, N. The Housing Experiences of Newcomers in Northeast Ontario [Invited Speaker]. Pathways to Prosperity 2021 Annual Conference (Virtual). November 8, 2021. Role: Presenter and Chair

3. Brown, N. The Business Case for Diversity in the Workplace [Keynote]. Diversity at the Work Nipissing (D.A.W.N.) First Annual Summit (Virtual). October 20, 2021. Role: Presenter

4. Esses, V., McRae, J., Alboim, N., Brown, N., Friesen, C., Hamilton, L., Lacassagne, A., Macklin, A., Walton-Roberts, M. *Building Back Stronger with Robust Immigration Policy and Programs* [Plenary]. Conference Board of Canada, Canadian Immigration Virtual Summit, May 26, 2021. Role: Panelist.

5. Esses, V., McRae, J., Alboim, N., Brown, N., Friesen, C., Hamilton, L., Lacassagne, A., Macklin, A., Walton-Roberts, M. *The Royal Society of Canada Report on COVID-19 and Immigration: Vulnerabilities Revealed and Recommendations for the Future* [Plenary]. Pathways to Prosperity 2020 Virtual Conference, November 23-24. Role: Chair/Moderator

6. Brown, N. and Ferguson, K. Early Childhood Financial Literacy Lessons with Max and Ruby: A Pilot Study [Public Lecture]. NU 360. North Bay, Ontario. March 10, 2020. Role: Presenter

7. Brown, N. Housing Experience of Newcomers to North Bay. North Bay Newcomer Network All Members Breakfast [Public Lecture]. North Bay, Ontario. January 21, 2014. Role: Presenter

#### **Policy Briefs, Research Reports and Technical Reports**

1. Esses, V., McRae, J., Alboim, N., Brown, N., Friesen, C., Hamilton, L., Lacassagne, A., Macklin, A., Walton-Roberts, M. Supporting Canada's COVID-19 Resilience and Recovery Through Robust Immigration Policy and Programs. Royal Society of Canada COVID-19 Resources, March 23, 2021.

2. Brown, N., and K. Ferguson. 2020. Early childhood financial literacy lessons with Max and Ruby: A pilot study. A report prepared for [name removed for REB confidentiality] School Board.

3. Brown, N.R. and A. Armenakyan. 2020. In Search of Welcoming Neighbourhoods and Adequate Housing: The Experiences of Recent Newcomers in Northeast Ontario. Prepared for Pathways to Prosperity.
4. Brown, N.R. and L. McAlear. 2014. An Examination of the Academic and Professional Success of Nipissing University's Bachelor of Commerce College Partnership Program (BComm-CPP). Prepared for the Ontario Council on Articulation and Transfer (ONCAT).
5. Ferguson, K., Brown, N.R. and L. Piper. 2011. Common Book, Common Ground Project: Lessons from the First Year. Prepared for the Faculty of Applied and Professional Studies at Nipissing University.

**Newspaper Articles, Opinion-Editorials**

Brown, N., Lacassagne, A., McRae, J. (2021, April 20) Next Steps for Canada in Strengthening Smaller and Rural Communities through Immigration. *Globe and Mail*. Available at: <https://www.theglobeandmail.com/canada/article-next-steps-for-canada-in-strengthening-smaller-and-rural-communities/>

**Works in Progress**

Kelly, M., Brown, N. and V. Esses. Evidence-Based Strategies for Improving the Attraction and Retention of Internationally Educated Healthcare Professionals in Small and Rural Communities.

Brown, N.R. and K. Ferguson. It's Not Too Early: A Pilot Study of Financial Literacy for Young Children and Professional Development for their Educators.

Brown, N.R. and C. Mang. Progression in Information Literacy over an Undergraduate Career.

Brown, N.R., Armenakyan, A. and A. Shahi. Cricket in the North: The Impact of Sports Participation and Sponsorship on Immigrant Social Inclusion and Fostering Welcoming Communities.

Mang C., and N.R. Brown. Shared Experience or Distraction? Examining Mobile Device Usage Within Groups of Travelers.

Mang, C., and Brown, N.R. Microsocial Effects of Mobile Device Usage within Groups of Travelers.

Brown, N.R. and A. Armenakyan. Welcome to the Neighbourhood: The Housing and Neighbouring Experiences of Recent Immigrants to North Bay, Ontario.

Brown, N.R. Voter Uncertainty and Third Party Candidate Entry.

Brown, N.R., Mang, C., and L. Piper. A review of the use of smartphones in the tourism context.

Brown, N.R., Piper, L. and Armenakyan, A. Perceptions of the Benefits and Constraints of Sustainable Tourism Development by Small- and Medium-Sized Recreation and Tourism Enterprises in Northern Ontario.

Brown, N.R. The Impact of Term Limits and Party Recruitment and Retention Policies on Candidate Quality.

Armenakyan, A. and N.R. Brown. Examining eco-consumer tourist behaviour: The case of Armenia.

**External Research Funding**

Year	Role	Source	Amount	Purpose	Title of Project
2021	Co-applicant	PhiLab	\$5,000	Research	Exploring the Philanthropic Ecosystem in Northern Communities

2020	Primary Investigator	SSHRC Institutional Grant	\$5,000	Research	The Impact of Smartphones on Group Communication and Decision-Making in the Tourism Context
2018	Co-applicant	SSHRC Institutional Grant	\$5,393	Research	Piloting An Early-Childhood Financial Literacy Curriculum with Max and Ruby
2017	Primary Investigator	Pathways to Prosperity	\$7,850	Research	In Search of Welcoming Neighbourhoods and Adequate Housing: The Experiences of Recent Immigrants in Northeast Ontario
2013	Primary Investigator	Ontario Council on Articulation and Transfer (ONCAT)	\$17,260	Research Report	An Examination of the Academic and Professional Success of Nipissing University's Bachelor of Commerce College Partnership Program (BComm-CPP)

#### Internal Research Funding

Year	Role	Source	Amount	Purpose	Title of Project
2020	Co-Primary Investigator	COVID-19 Impacts in North Bay and the Surrounding Area	\$5,000	Research	Community Service in a Time of Coronavirus: The Impact of COVID-19 on Volunteering and Experiential Learning in the Non-Profit Sector in North Bay and surroundings areas
2018	Primary Investigator	Internal Research Grant	\$4,846	Research	The Impact of Smartphones on Group Dynamics During Travel
2016	Co-applicant	Internal Research Grant	\$4,900	Research	NEATourism: Analysis of marketing strategies for sustainable tourism development in Armenia
2011	Co-applicant	Dean of Applied and Professional Studies	\$1,100	Research Report	Common Book Common Ground Project
2010	Primary Investigator	School of Business	\$5,000	Support for External Grant Application	Settlement Services, Housing Gaps and Immigrant Success in Northern Ontario
2009		Start Up Research Grant	\$5,000	Research	-

#### Panelist, Session Chair, Moderator, Discussant, or Reviewer

Reviewer, Ontario Agri-Food Innovation Alliance Tier I Research Program, 2021  
Workshop Chair, Where are the Homes? Pathways to Prosperity Annual Conference, November 7-9 2021

Moderator, Housing, Housing, Housing Discussion Forum, Pathways to Prosperity Annual Conference, November 7-9 2021  
 Reviewer, *Studies in Social Justice*, 2021  
 Reviewer, *Canadian Journal of Nonprofit and Social Economy Research*, 2021  
 Reviewer, *Journal of Immigrant & Refugee Studies*, 2021  
 Chair, Opening Plenary, Pathways to Prosperity Annual Conference, November 23-24, 2020  
 Reviewer, *Journal of Housing and the Built Environment*, 2020 – present.  
 Reviewer, *The Social Science Journal*, 2018 – present  
 Reviewer and Member of Editorial Board, *Journal of Education for Business*, 2016 – present  
 ASAC conference paper reviewer, Management Education Track, 2016 – 2019  
 Reviewer, World Marketing Congress, Marketing in Emerging Markets, 2017  
 Assessor, Social Science and Humanities Research Council, 2017  
 Session Chair, 49<sup>th</sup> Conference of the Canadian Economic Association, May 29-31, 2015, Toronto.  
 Discussant, 71<sup>st</sup> International Atlantic Economic Conference, March 16-19, 2011, Athens, Greece  
 Discussant, 45<sup>th</sup> Conference of the Canadian Economic Association, June 2-5, 2011, Ottawa.  
 Discussant, 70<sup>th</sup> International Atlantic Economic Conference, October 10-13, 2010, Charleston, South Carolina  
 Session Chair, 44<sup>th</sup> Conference of the Canadian Economic Association, May 28-30, 2010, Quebec City.

#### Media Interviews

1. Tuesday, October 19, 2021 – Up North with Jonathan Pinto, CBC Radio – Causes and solutions of northern Ontario's labour gaps and shortages
2. Sunday, September 19, 2021 – Cost of Living with Paul Haarvardrud, CBC Radio – The business of charging you to not do business – inactivity fees.
3. Wednesday, August 25, 2021 – Sudbury Sports, Simon Widdifield – A conversation about Sudbury Cricket, current and past.
4. Thursday, June 17, 2021 – CBC Radio Up North with Jonathan Pinto – Should we be concerned about the inflation rate.
5. Tuesday, April 13, 2021 – Sudbury Star – Laurentian cuts could take more than \$100 million out of Sudbury's economy
6. Monday, July 1, 2019 – Open Disclosure Podcast – Populism and Its Impact on Economies
7. Tuesday, October 9, 2018 – CBC Sudbury – Big projects a major talking point in many communities this municipal election
8. Thursday, September 2017 – Cogeco News – Gas Price Hike and Hurricane Harvey
9. Thursday, January 22, 2015 – Cogeco News – Bank of Canada Interest Rate Drop

#### Publication Summary (Lifetime Total)

	Count
Articles in Refereed Journals & Refereed Book chapters	17
Refereed Articles in Online Publications	5

Other On-line Publications	2
Policy Briefs, Research Reports and Technical Reports	5
Conference Papers	32
Keynotes, Plenaries, Invited Speaker & Public Lectures	7
Newspaper articles, Opinions-Editorials	1
TV, Radio, Newspaper, and Documentary Interviews	9
Works in Progress	12

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## Teaching Experience

### Traditional (Face-to-Face)

ADMN 1607 Business Mathematics  
 ADMN 3117 Financial Management II  
 ADMN 3336 Special Projects/iLEAD Jamaica  
 ADMN 3337 Field Placement I  
 ADMN 4335 Honours Thesis  
 ADMN 4336 Directed Studies  
 ECON 1006 Introduction to Microeconomics  
 ECON 1007 Introduction to Macroeconomics  
 ECON 2016 Intermediate Macroeconomic Theory  
 ECON 2017 Money, Banking and the Canadian Financial System  
 ECON 3066 Principles and Concepts of Economic Development  
 ECON 3067 Problems and Policies of Economic Development  
 ECON 3226 International Economics  
 ECON 4126 Special Topics in Economics II – Economics of Tourism and the Environment  
 ECON 4126 Special Topics in Economics II – Economics of Immigration, Human Trafficking and the Refugee Crisis  
 FYFE 1002 Topics in Arts and Science II – Money on the Mind

### Online or Blended-delivery

ECON 1006 Introduction to Microeconomics  
 ECON 1007 Introduction to Macroeconomics  
 ECON 2017 Money, Banking and the Canadian Financial System  
 ECON 3127 International Financial Management

### Courses Developed/Revised

COMM 5032 Economics (Developed - Laurentian University)  
 ECON 2017 Money, Banking and the Canadian Financial System (Revised)  
 ECON 2106 Managerial Economics (Revised)  
 ECON 3006 Environmental Economics (Developed)  
 ECON 4005 Research Project in Economics (Developed)  
 ECON 4126 Special Topics in Economics I (Developed)  
 ECON 4127 Special Topics in Economics II (Developed)  
 ADMN 3056/ECON 3056 Economic and Management Decision Making (Revised)  
 ADMN 3336 Special Projects (iLEAD) (Developed)  
 ADMN 3337 Field Placement I (iLEAD) (Developed)

ADMN 4346 Field-Based Consulting (iLEAD) (Developed)  
MGT 204 Statistical Analysis (Developed - Canadore College)

#### Online Courses Reviewed

ADMN 1607 Business Mathematics  
ADMN 2606 Business Statistics  
ADMN 3056 Economic and Management Decision Making

#### Guest Lectures

GEND 3127 Gender, Globalization and Human Rights – “The Feminization of Poverty”  
INTD 2005 Introduction to Interdisciplinary Analysis: SECRETS – “The Secret Economy”  
NURS 4017 Nursing Trends & Issues – “Health Economics”

#### Supervision of Graduate Students

Vuong Tran 2021  
Schulich School of Education  
Nipissing University  
(Supervisors: C. Cho and N. Brown)  
Betty Jo McCabe 2020 – present  
Schulich School of Education  
Nipissing University  
(Supervisor: C. Ricci; Committee Members: A. Baregheh and N. Brown)  
Lisa Taylor, PhD Candidate 2014 – 2019  
Schulich School of Education  
Nipissing University  
(Supervisor: L. Frost; Committee Members: D. Jarvis, K. Ferguson, and N. Brown.)

#### Supervision of Undergraduate Students

##### Honours Thesis

Tealia Carriere 2017 – 2018  
“Barriers to Business for Young Female Entrepreneurs”  
Morgan Marchant 2011 – 2012  
“The Great American Dream or Nightmare? An Analysis of Fannie Mae, Freddie Mac, and the Subprime Mortgage Crisis.”

##### Directed Studies

Andrea Leslie Spring 2021  
“The Endowment Effect and Its Impact in Finance”  
Andrea Leslie Winter 2021  
“Human Trafficking and Economic Influences and Effects”  
Brandon Pulyk Winter 2020  
“Suggestions to Increase Post-Secondary Volunteer Recruitment at North Bay Regional Health Centre”  
Jesse Lopinski Winter 2019  
“A Cost-Benefit Analysis of the US-Mexico Border Wall”  
Kathryn Collins Fall 2018  
“Deviant Transplant Tourism: The Impact of Kidney Transplant Policy on Poverty and Economic Development in the Philippines”  
Nusha Ramsoondar Spring 2015  
“Barriers to Innovation and Implementation of Environmentally Sustainable Practices for SMEs in France”

Matthew Lewis (Special Topics in Economics)	Winter 2015
“Eco-tourism and Economic, Environmental and Socio-Cultural Sustainability”	
Shannon Howe (Managerial Economics)	Spring/Summer 2013
Kayla Elford (Managerial Economics)	Spring/Summer
2013	
Dawn Lambe (Econometrics)	Winter 2012
“Econometric analysis of Germany’s Renewable Energy Sources Act and comparison with Ontario’s recently enacted energy policy.”	
Bradley Coddington (Advanced Macroeconomics)	Winter 2012
“An examination of the diverse experiences of countries in the euro-zone.”	

### Field Placements

Brandon Pulyk	North Bay Regional Health Centre	Fall 2019
Astrid Songmene	AMAH Magazine	Summer 2019
Rebecca Wareham	Biomass Innovation Centre	Winter 2015
Nusha Ramsoondar	Biomass Innovation Centre	Fall 2014
Hannah Conroy	Biomass Innovation Centre	Winter 2014
Anne Brule	Mark’s Work Wearhouse	Winter 2013

### Research Seminar Projects and Research Papers

Nusha Ramsoondar	Spring/Summer 2015
“Barriers to Adopting Sustainable Practices for SMEs in France”	
Brady Coggings	Winter 2014
“Toronto Zoo: Assessing the environmental, social and economic impacts of eco-tourism.”	
David Jackson	Winter 2014
“Rising to the top: regaining airline industry competitiveness.”	
Tanika Dawkins Williams	Winter 2013
“China’s One-Child Policy: One Step too Far?”	
Jordan Nairn	Winter 2013
“Bolsa Familia Program: Reducing Present and Future Poverty.”	
Morgan Marchant	Winter 2012
“Dumping”	
Peter Morin	Winter 2012
“Purchasing Power Parity”	
Dawn Lambe	Winter 2010
“An analysis of the justification and efficacy of Germany’s Renewable Energy Sources Act.”	
Ian Dunville	Winter 2010
“International Trade and the Olympics: Can the Olympics Impact Trade?”	

### Special Projects/iLEAD Jamaica

Tanika Dawkins-Williams, Brittany Lazure and Dana Vaillancourt	Winter 2014
“Discovering Jamaica: A look into the Tourism Industry.”	
Tyler Ferris and Corey Grist	Winter 2014
“Achieving success through social media: A Jamaican Context.”	

### Supervision of Student Research Assistants



Sarah Schouten (Graduate)	2020
Ashley Leblanc (Graduate)	2020
Emily Barber (Graduate)	2020
Brandon Pulyk	2019 - 2020
Pauline Greene (Graduate)	2017 – 2018
Katie Calcaterra (Graduate)	2017 – 2018
Cooper Allen	2017
Catherine Giroux (Graduate)	2015
Anuka Meegama	2012 – 2015
Liam McAlear (Graduate)	2013 – 2014
John Jackson	2013 – 2014
Derek Handley	2013
Kyle Yantha	2011Page Break

## Service and Committee Work

### Nipissing University

2020 – present	Tenure and Promotion Committee
2020 – present	Community Engagement Committee, Faculty of Arts and Science
2017 – present	Economics Coordinator for Department of Political Science, Philosophy and Economics
2019 – 2020	Internal Reviewer, IQAP Department of English
2019	Institutional Support, IQAP Department of Mathematics
2017 – 2019	Judge, Undergraduate Research Conference
2009 – 2019	School of Business Economics Stream Coordinator
2016 – 2018	Tenure and Promotion Faculty Committee member
2016 – 2017	Provost and Vice President Academic and Research Search Committee
2011 – 2017	Chair, School of Business Teaching and Student Experience Committee
2016, 2017	Ontario University Fair volunteer
2009 – 2010, 2016	Library Advisory Committee
2013 – 2014, 2016	Honorary Degrees Subcommittee
2010 – 2015	Nipissing University Research Ethics Board member
2010 – 2015	Economics Coordinator for Department of Political Science, Philosophy and Economics
2014	ASAC 2014 Organizing Team Member, Doctoral Consortium Chair
2011 – 2014	Financial Accounting Faculty Search Committee
2011 – 2013	Managerial Accounting Faculty Search Committee
2013	Administration Faculty Search Committee
2006 – 2013	International Student Orientation volunteer
2011 – 2013	School of Business Research Committee
2010 – 2012	Common Book Common Ground Advisory/Selection Committee
2008 – 2010	Academic Senate Representative for the Faculty of Applied and Professional Studies
2009 – 2010	Chancellor’s Award for Excellence in Teaching Committee
2009 – 2010	Undergraduate Service Awards Committee
2009 – 2010	Admissions and Enrolment Committee
2006, 2008 – 2009	Student Academic Appeals Committee
2007 – 2008	Student Affairs Committee

### **Nipissing University Faculty Association**

2021 – present	Executive, Vice President
2020 – present	Pension and Benefits Advisory Committee
2011 – present	Collective Bargaining Committee
2020 – 2021	Executive, Member Engagement Officer
2010 –2016, 2018 -2020	Social Committee
2010 – 2013	Scholarship Committee

### **Community**

2012 – 2017, 2019 – 2021	Nipissing Transition House Board Chair Scott Robertson Campaign, Nipissing-Timiskaming Federal NDP, Official Agent
2020	North Bay and District Multicultural Centre Interim Board Chair
2019 – present	Nipissing-Timiskaming Federal NDP EDA, Financial Agent
2018 – present	Trinity United Church Board, Finance Committee, Secretary
2017 – present	J.O.Y. Band Concert Band member (trombone)
2016 – present	North Bay and District Multicultural Centre Board member
2015 – present	J.O.Y. Band Too Concert Band member (trombone)
2010 – present	North Bay Newcomer Network member
2008 – present	North Bay and District Multicultural Centre Volunteer
2007 – present	Nipissing Transition House Board member
2009 – 2010, 2016	North Bay and District Multicultural Centre ESL instructor
2011 – 2015	North Bay Newcomer Network Housing Issues Subcommittee Chair

### **Community Media Appearances**

Wednesday, February 24, 2016 – North Bay Nugget – Royal LePage Shelter Foundation Initiative  
Tuesday, June 28, 2016 – North Bay Nugget – Getting a good sleep  
Tuesday, June 28, 2016 – North Bay Now – Sleep Country Canada Opens New Store and Donates New Beds in North Bay  
Thursday, September 30, 2013 – Cogeco News – Nipissing Transition House 30<sup>th</sup> Anniversary

### **Awards, Fellowships, Honors, Memberships**

Member, American Economic Association	
Member, Canadian Economic Association	
Member, Administrative Sciences Association of Canada	
Member, Society for Teaching and Learning in Higher Education	
Member, Academy of Marketing Science	
Member, Association for Nonprofit and Social Economy Research	
Member of the Welcoming Communities Initiative of Ontario	
Collaborator, Standing Committee Vice Chair, Pathways to Prosperity	
Member, Canadian Philanthropy Research Partnership Network (PhiLab)	
Honourable Mention, ASAC Management Education Track	2013
University Continuing Fellowship, University of Texas at Austin	2003-2004
President, Representative, Texas Economics Graduate Students Association	2001-2004

University Tuition Fellowship, University of Texas at Austin 2002-2003  
Charles Kennedy Award for Economics, University of the West Indies 1997

### **Professional Development**

Reconciliation Education, Reconciliation Education and First Nations University of Canada, November 27, 2021.

Participant, How to Motivate and Retain Online Learners, Dr. Curtis Bonk, Indiana University, via Contact North/Nord, June 29, 2020.

Participant, The Equity Centre and NUFA's Gender Equity and Diversity Committee.

'Introduction to Gender Identity and Expression Workshop', April 2, 2019.

Participant, artsVest Ontario webinar titled: 'What Can be Done if the Board is not Functioning Well? Methods of Identifying Problems and Leading Positive Change Within Your Board,' July 10, 2017.

Participant, Becoming a Change Agent, Anti-Oppression Workshop – North Bay and District Multicultural Centre, August 2014.

Facilitator, Canadian Workplace Culture Workshop – North Bay and District Multicultural Centre, October 2013.

Participant, Faculty Engagement in Educational Development (FEED) Summit, Hamilton, Ontario, October 2013.

Participant, Common Book Common Ground Faculty training Session, September 2013.

Participant, iLearn iPad Initiative Workshops, Winter – Spring 2012.

Participant, Trans Awareness Training, November 2011.

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE), September 2011.

## **CURRICULUM VITAE**

**Reade Davis**

**Program: Anthropology**

**July 1, 2021**

### **Professional Address**

Nipissing University  
100 College Drive, Box 5002,  
North Bay, ON  
P1B8L7  
Tel: (705) 474-3450, ext. 4181,  
E-mail: reade@nipissingu.ca

### **Education**

#### **2009 PhD, Anthropology, Memorial University of Newfoundland, St. John's, NL**

Thesis and comprehensive exams passed with distinction. The thesis was the university's nominee for the Canadian Association of Graduate Studies Dissertation Award in the category of Fine Arts, Humanities, and Social Sciences.

#### **2000 MA, Anthropology, Memorial University of Newfoundland, St. John's, NL**

Thesis passed with distinction.

#### **1997 BA (Honours), Sociology, Queen's University, Kingston, ON.**

Graduated with first class honours.

#### **1996 BA Mathematics and Statistics, Queen's University, Kingston, ON.**

### **Professional Experience**

July 2021- , Associate Professor (with tenure), Department of Sociology & Anthropology, Nipissing University

July 2018-July 2021, Associate Professor (tenure-track), Department of Sociology & Anthropology, Nipissing University

July 2021- , Adjunct Research Professor (final approval pending), Department of Anthropology, Memorial University of Newfoundland and Labrador.

January 2016-present Adjunct Research Professor, School of Indigenous and Canadian Studies, Carleton University

September 2016-August 2017: Visiting Associate Professor, Department of Sociology and Anthropology, Carleton University

September 2015-2021: Associate Professor (with tenure), Department of Anthropology, Memorial University of Newfoundland

September 2009-August 2015: Assistant Professor (tenure-track), Department of Anthropology, Memorial University of Newfoundland.

July 2007- August 2009: Assistant Professor (limited term appointment), Department of Anthropology, Memorial University of Newfoundland.

#### **Awards and Honours**

2020 Winner of the Nipissing University Students Union (NUSU) Sunshine Award. Anonymously nominated by 3 different undergraduate students for being a positive influence in the lives of Nipissing University students.

2015 MESAS Invited Scholar, Marine Ecosystem Sustainability in the Arctic and Subarctic Research Group, School of Fisheries and Ocean Sciences, University of Alaska. Gave two invited guest lectures,

mentored graduate students, and participated in meetings in Anchorage and Juneau, AK between July 20 and 25, 2015.

2014 Winner of the Dean of Arts Award for Teaching Excellence (Tenured and Tenure-Track Faculty 2012-2013), Memorial University. This is the highest teaching award given out by the Faculty of Humanities and Social Sciences (formerly named the Faculty of Arts) and is awarded to up to one tenured or tenure-track faculty member per year who has shown a demonstrated record of teaching excellence over the six-year period leading up to the award date.

2014 Finalist for President's Award for Outstanding Teaching (Tenured and Tenure-Track Faculty 2013-2014), Memorial University.

2014 Finalist for the Memorial University of Newfoundland Student's Union Excellence in Teaching Award (2014).

2009 Fellow of the School of Graduate Studies, Memorial University of Newfoundland.

2007 SSHRC Postdoctoral Fellowship (\$81,000 over two years) (Declined to take up tenure-track faculty appointment at Memorial).

2004 Ocean Management Research Network Sustainability Node Doctoral Fellowship (Funded by SSHRC and Fisheries and Oceans Canada) (\$10,000 over one year).

2001 SSHRC Doctoral Fellowship (\$70,000 over four years).

2001 SSHRC Doctoral Fellowship Top-up, Coasts Under Stress Research Project (\$8,000 over four years).

2001 SSHRC Doctoral Fellowship Top-up, School of Graduate Studies, Memorial University of Newfoundland (\$9,000 over three years).

2001 Doctoral Fellowship, GEOIDE Network Centres of Excellence Project (NSERC funded), (\$49,500 over three years) (Declined).

2000 Fellow of the School of Graduate Studies, Memorial University of Newfoundland.

1998 ISER Master's Fellowship, Institute of Social and Economic Research (\$10,000 over one year).

1997 Master's Fellowship, School of Graduate Studies, Memorial University of Newfoundland (\$17,400 over two years).

### **External Research Funding**

2020 Changing Salmon Coasts: Connecting Sites of Global Commodity Production across Rural Communities in Chile, Canada, and the United States. 2020 International Research Seed Grant Competition. Karen Hebert (Geography, Carleton) is the Principal Investigator and I am a Co-investigator. The project was awarded \$10,000 over 2 years.

2020 Les Phoques Comme Révélateur de Mouvements à L'ère des Changements Climatiques : un Décloisonnement Scientifique, Politique et Sociétal en Action dans l'Est du Canada (Seals as an indicator of movement in the era of climate change: Scientific, political and societal decompartmentalization in action in Eastern Canada). SSHRC Partnership Grant. Nathalie Lewis (Département Sociétés, Territoires et Développement, University of Quebec, Rimouski) is the Principal Investigator. I am a Collaborator. The project was awarded \$199,990 over three years.

2018 Caring for Atiku/Caribou in Nitassinan/Labrador. SSHRC Partnership Grant Application. Mario Blaser (Archaeology, Memorial) is the Principal Investigator. I am a Co-applicant. Application submitted for review January, 2018. The project was not funded.

2016 Safe and Sustainable Development of the Ocean Frontier. Sustainable Aquaculture, Fisheries, Ecosystem Services and Communities (SAFE.COM). Ocean Frontier Institute. Canada First Research Excellence Fund (co-funded by SSHRC, NSERC, and CIHR). I am a Co-investigator. The project was awarded \$93,732,000 over 7 years.

2016 Navigating the Foggy Seas of Sustainability Certification: Are there Benefits for Fish Harvesters? SSHRC Insight Development Grant. Paul Foley (Environmental Policy, Sir Wilfred Grenfell College) is the Principal Investigator. I am a Core Co-Investigator along with two others. The project was awarded \$48,574 over two years. Subsequently extended due to parental leaves by the PI.

2015 The Power of Private Governance in Canadian Fisheries. Paul Foley (Principal Investigator, Environmental Policy, Sir Wilfred Grenfell College, MUN). I am a Core Co-investigator along with two others. The application was submitted as part of the SSHRC Insight Development Grant Competition in February 2015. The project was recommended for funding by the adjudication committee (4A status), but was not funded due to budgetary constraints.

2012 SSHRC Partnership Grant. Project Title: Too Big to Ignore: Global Partnership for Small-Scale Fisheries Research. Ratana Chuenpagdee (Principal Investigator, Geography, MUN). I was a Core Co-investigator, serving as Regional Research Coordinator for North America and sitting on the 17 person project steering committee. I also sat on the four person leadership group based at Memorial and I served on the four person writing team that wrote the successful grant proposal along with Ratana Chuenpagdee (Geography, MUN), Derek Johnson (Anthropology, University of Manitoba), and Alida Bundy (Bedford Institute, Nova Scotia). The project was submitted in 2011 as part of the SSHRC Partnership Grant Competition. In 2012, it was awarded \$2,498,895 in funding over 7 years.

2012 SSHRC Insight Development Grant. Project Title: The Global Whitefish Project. Reade Davis (Principal Investigator), Kurt Korneski (Co-Applicant, History, MUN), Dean Bavington (Co-Applicant, Geography, MUN). \$72,000 over two years. The project was recommended for funding by the adjudication committee (4A status), but was not funded due to budgetary constraints.

2012 SSHRC Insight Grant. Project Title: The Fish Scale Project. Kurt Korneski (Principal Investigator, History, MUN). I was a co-applicant along with Dean Bavington (Geography, MUN), and Sean Cadigan (History, MUN). \$350,000 over five years. The application was unsuccessful.

2011 SSHRC Partnership Grant Letter of Intent. Project Title: Too Big to Ignore: Global Partnership for Small-Scale Fisheries Research. I was a co-applicant and served on the writing team along with Ratana Chuenpagdee (Geography, MUN), who served as the PI. The project was awarded \$19,510 in funding to develop a larger application.

2011 SSHRC Partnership Grant Letter of Intent. Project Title: On the Move: Employment-Related Geographical Mobility in the Canadian Context. The project is led by Barbara Neis and I was one of the co-applicants. The letter of intent was submitted on January 31, 2011 and was allocated \$20,000. I resigned from the project in August, 2011 in order to concentrate my full attention on developing the full "Too Big to Ignore" proposal which was entered in the same competition.



2010 SSHRC Major Collaborative Research Initiatives (MCRI). Project title: On the Move: Employment-related Mobility in the Canadian Context. The project was led by Barbara Neis and I was one of the co-applicants. The Letter of Intent was shortlisted and the full proposal was submitted for adjudication in September, 2010. The application made it onto the shortlist of ten projects, but was not funded.

2009 Industrial Research and Innovation Fund (IRIF), Government of Newfoundland and Labrador Application. Project title: Ecosystem Complexity and Ocean Development in Newfoundland. I was the Principal Investigator. The application was submitted for review in September 2009 and was shortlisted, but not funded.

2009 SSHRC Research Development Initiative – Special Call on Canadian Environmental Issues. Project title: Reconceptualizing Ecosystem Complexity. The Principal Investigator was Ratana Cheunpagdee (Geography, Memorial). I was one of three co-investigators, along with Rodolph Devillers (Geography, Memorial) and Kurt Korneski (History, Memorial). The application was successful and was allocated \$72,000 over three years.

2001 Research Grant, Coasts Under Stress Research Project (Funded by SSHRC and NSERC) (\$20,000 over four years).

1998 Research Grant, Institute of Social and Economic Research (\$2000 over one year).

Research Grant (\$2,000 over one year).

#### **Internal Research Funding**

2020 Exploring the History and Politics of Biodiversity Conservation in the Frontenac Arch Biosphere Reserve. SSHRC Institutional Grant, Nipissing University. The project was awarded \$4933 over one year.

2020 Narratives of Covid-19 Survival in Northeastern Ontario. Nipissing University special funding call: Covid-19 Impacts in North Bay and Surrounding Area. The project was awarded \$4989.45 over one year.

2019 Nipissing University Start-Up Research Grant, Awarded \$5,000.

2016 The Changing Politics of Cultural and Ecological Heritage Preservation in the Rideau Canal UNESCO World Heritage Site. Sabbatical Grant: I am the Principal Investigator. The project was awarded \$5,000 over one year.

2015 Climate Change and the Future of Fisheries in Eastern Newfoundland. I am the Principal Investigator and the sole applicant. The project was awarded \$9969.48 over 2 years from the Memorial Seed, Bridge and Multidisciplinary Fund.

2009 Memorial University Start Up Research Grant (\$10,000)

**Publication Summary**

	Count
Special Issues Edited	2, 1 in preparation
Articles in Refereed Journals	12
Refereed Book Chapters	2
Conference, Workshop, Panel & Roundtable Organization	17
Conference Papers	40
Keynotes	5
Invited Papers & Public Lectures	9
Panel Chair, Moderator, Commentator	16
Electronic Documents and Multi-media Productions	2

**Special Issues Edited**

Davis, R, and C. Westman, eds.

In Preparation Mobilizing Communities and Managing Publics in North American Extractivist Frontiers. Proposal accepted by *The Extractive Industries and Society*. 7 articles (Peer reviewed). Our proposal has been accepted by the journal and articles are being written.

Pinkerton, E. and R. Davis, eds.

2015 Neoliberalism and North American Small-Scale Fisheries. *Marine Policy*. 61 (Fall 2015) 13 articles (Peer reviewed).

Davis, R. and L. Zanotti, eds.

2014 Hybrid Landscapes: Science, Conservation, and the Production of Nature. Special issue of *Anthropological Quarterly* 87(3). 7 articles (Peer reviewed).

**Articles in Refereed Journals**

Davis, R.

2020 Aires Marines Protégées et Politique Précaire de Conservation à Terre-Neuve (English: Marine Protected Areas and the Precarious Politics of Conservation in Newfoundland). *Revue Anthropologie et Sociétés*. 43(2): 123-144. (Peer reviewed).

Rigby, B., R. Davis, D. Bavington, and C. Baird.

2017 Industrial Aquaculture and the Politics of Resignation. *Marine Policy*. 80: 19-27 (Peer reviewed).

Lyons, C., B. Blount, C. Carothers, M. Marchioni and R. Davis, and P. Loring

2016 Considering Communities in Fisheries Management. *Marine Policy*. 74: 288-291 (Peer reviewed).

Pinkerton, E. and R. Davis

2015 Neoliberalism and the Politics of Enclosure in North American Small-Scale Fisheries. *Marine Policy* 61 (Fall 2015), 303-312. (Peer reviewed).

Davis, R.

2015 'All in' Snow Crab, Capitalization, and the Future of Small-Scale Fisheries in Newfoundland. *Marine Policy* 61 (Fall 2015) 323-330 (Peer reviewed).

Kristensen, T. and R. Davis.

2015 The Legacies of Indigenous Histories in Archaeological Thought. *Journal of Anthropological Archaeology* 22(2):512-542 (Peer reviewed).

Davis, R.

2014 A Cod Forsaken Place: Fishing in an Altered State in Newfoundland. *Anthropological Quarterly* 87(3): 795-726 (Peer reviewed).

Davis, R. and L. Zanotti.

2014 Hybrid Landscapes: Science, Conservation, and the Production of Nature. *Anthropological Quarterly* 87(3): 601-611 (Peer reviewed).

Davis, R. and K. Korneski.

2012 In a Pinch: Snow Crab and the Politics of Crisis in Newfoundland. *Labour/Le Travail* 69: 119-146 (Peer reviewed).

Davis, R.

2006 All or Nothing: Video Lottery Terminal Gambling and Economic Restructuring in Newfoundland. *Identities: Global Studies in Culture and Power* 13(4): 503-531 (Peer reviewed).

Davis, R., J. Whalen, and B. Neis.

2006 From Orders to Borders: Toward a Sustainable Co-managed Lobster Fishery in Bonavista Bay, Newfoundland. *Human Ecology* 34(6): 851-867 (Peer reviewed).

Davis, R.

2003 Development Eco-Logics: Power and Change in the Political Ecology of Arturo Escobar. *Studies in Political Economy* 70: 153-172 (Peer reviewed).

#### **Refereed Book Chapters**

Baker, K., R. Davis, T. Pitcher, S. Heymans, R. Sumaila, C. Ainsworth, R. Haedrich, K.

Vodden, L. Hamilton, and J. Wroblewski.

2007 Chapter 14: New Options for Governance I: Marine and Coastal Waters. In: R. Ommer (ed.) *Coasts Under Stress: Restructuring and Social Ecological Health*. Montreal & Kingston: McGill-Queen's University Press. Pp. 379-404 (Peer reviewed).

Vodden, K., K. Metuzals, G. Murray, B. Neis, R. Haedrich, M. Wernerheim, A. Murrin, R. Davis, P. Copes, D. Bavington, J. Lutz.

2007 Chapter 3: Not Managing for Scarcity: Social-Ecological Issues in Contemporary Fisheries Management and Capture Practices. In R. Ommer (ed.) *Coasts Under Stress: Restructuring and Social-Ecological Health*. Montreal & Kingston: McGill-Queen's University Press. Pp. 68-93 (Peer reviewed).

#### **Conference, Workshop, Panel & Roundtable Organization**

2019 Organizer (with Danielle DiNovelli-Lang, Carleton University). Assemblage and Accumulation: Materialist Renderings of Capitalist Environments. Roundtable at the jointly held Annual Meetings of the American Anthropological Association and the Canadian Anthropology Society, Vancouver, BC, November 20-24, 2019.

2019 Organizer (with Clinton Westman, University of Saskatchewan). Mobilizing Communities and Managing Publics in Northern Extractivist Frontiers. Panel presented at the Annual Meetings of the Society for Applied Anthropology, Portland, Oregon, March 19-23, 2019.

2017 Co-organizer (with Danielle DiNovelli-Lang, Carleton University and Karen Hebert, Carleton University). Animating Nature, Animating Capital: Environmental Anthropology Across New and Old Materialisms. Roundtable presented at the Annual Meetings of the Canadian Anthropology Society, Ottawa, ON, May 2-7, 2017.

2017 Co-organizer (with Karen Hebert, Carleton University). Thinking Through Theory and Practice in Environmental Anthropology. Roundtable presented at the Annual Meetings of the Society for Applied Anthropology, Santa Fe, NM, March 28-April 1, 2017

2016 Co-organizer (with Michael Connors Jackman, Memorial University). The View from Here: Positioning Solidarity in Canadian Anthropology. Panel presented at the Annual Meetings of the Canadian Anthropology Society, Halifax, NS. May 13-16, 2016.

2015 Co-organizer (with Karen Hebert, Yale University). Staking Claims in Environmental Hazard Zones: Re-examining Public Participation in North American Landscapes of Extraction. Panel presented at the Annual Meetings of the American Anthropological Association, November 18-22, 2015, Denver, CO.

2015 Co-organizer (with Sabrina Doyon, Laval University). Setting Sail? Coastal Areas Between Marginalization and Socio-Environmental Alternatives. Panel presented at the Annual Meetings of the Canadian Anthropology Society, May 13-16, Quebec, QC.

2015 Co-organizer (with Danine Farqharsson, MUN, Sean Cadigan, MUN, Meghan Burchell, MUN, and Janet Harron, MUN). Arts on Oceans Research Symposium, April 7, 2015, St. John's, NL.

2014 Organizer: Shifting Currents: Critical Issues in North American Small-Scale Fisheries. 8 papers presented at the Too Big to Ignore: Global Partnership for Small-Scale Fisheries, 2<sup>nd</sup> Global Symposium, September 21-25, 2014, Merida, Mexico.

2014 Organizing Committee: Too Big To Ignore: Global Partnership for Small-Scale Fisheries, 2nd Global Symposium, September 21-25, 2014, Merida, Mexico.

2013 Organizer. Coastal Futures: Negotiating Neoliberalism in North American Small-Scale Fisheries. The panel, which is sponsored by the Anthropology and Environment Section of the American Anthropological Association, was presented at the American Anthropological Association Meetings, November 20-24, 2013, Chicago, IL.

2013 Co-organizer. The Creation of Sameness: Quantification, Commensuration, Abstraction Workshop., July 2-7, 2013, Chaffey's Locks, ON

2013 Conference Organizer (in collaboration with Dr. Evelyn Pinkerton, Simon Fraser University and Dr. Ellen Hines, San Francisco State University). Fishing Futures: Articulating Alternatives in North American Small-Scale Fisheries. June 12-15, 2013, University of British Columbia, Vancouver, BC.

2012 Co-organizer (with Dr. Jaime Yard, University of Victoria, and Charles Menzies, University of British Columbia) The Organization of Work and Politics in Marine Fisheries. This double panel (10 papers and four discussants) was sponsored by the Society for the Anthropology of Work of the American Anthropological Association and was presented at the 2012 American Anthropological Association Meetings, November 14-18, 2012, San Francisco, CA.

2012 Co-Chair: Too Big To Ignore North American Group Conference. September 3, 2012, St. John's, NL,

2012 Co-Organizer "Violent Numbers" Workshop, June 25-30, 2012, Chaffey's Locks, ON.

2010 Co-organizer (in collaboration with Laura Zanotti, Purdue University)

Hybrid Landscapes: Anthropological Engagements with Environmental History, Political Ecology, and Science and Technology Studies. The panel, which was sponsored by the Anthropology and Environment Section of the American Anthropological Association was presented at the 2010 American Anthropological Association Meetings, November 17-21, 2010, New Orleans, LA.

### **Conference Papers**

2019 Roundtable Presenter. Assemblage and Accumulation: Materialist Renderings of Capitalist Environments. Roundtable at the jointly held Annual Meetings of the American Anthropological Association and the Canadian Anthropology Society, November 20-24, 2019, Vancouver, BC.

2019 Discussant. Mobilizing Communities and Managing Publics in Northern Extractivist Frontiers. Panel presented at the Annual Meetings of the Society for Applied Anthropology, March 19-23, 2019, Portland, Oregon.

2018 Unsettling the Present: Anthropology, History, and the Dynamics of Socio-Ecological Change in Newfoundland Fisheries. Paper presented at the Annual Meetings of the Canadian Anthropology Society, May 16-20, 2017, Santiago de Cuba, Cuba.

2017 The Descent of Man: Toward an Anthropology of Human Failings. Paper presented at the conference: Ethics for the 21st Century: Body, Mind and Spirit, Nov. 29-Dec 1, 2017, St. John's, NL.

2017 Toward A Political Economy of Ocean Science, Technology & Society. With Dean Bavington (Geography, MUN). Paper presented at the conference: Canada's Responsibility to Our Shining Seas: Ethics, Community, Culture, 1867-2067, May 10-12, 2017, Halifax, NS.

2017 Discussant. Animating Nature, Animating Capital: Environmental Anthropology Across New and Old Materialisms. Roundtable presented at the Annual Meetings of the Canadian Anthropology Society, May 2-7, 2017, Ottawa, ON.

2017 Discussant. Thinking Through Theory and Practice in Environmental Anthropology. Roundtable presented at the Annual Meetings of the Society for Applied Anthropology, March 28-April 1, 2017, Santa Fe, NM.

2016 The View from Here: Positioning Solidarity in Canadian Anthropology. Paper presented at the Annual Meeting of the Canadian Anthropology Society, May 13-16, 2016, Halifax, NS.

2016 Anthropology and the Politics of Resignation: Lessons from Newfoundland and Labrador. Paper presented as part of the organized panel "At the Intersection of Development: The Role and Relationship of Anthropologists in Natural Resource Development" at the meetings of the Society for Applied Anthropology, March 29-April 2, Vancouver, BC.

2016 Newfoundland Fish as a Source of Local Food: The Idea that Dare Not Speak Its Name. Paper presented as part of the organized panel "Regulatory Processes and Cultural Knowledge: Blurring the Lines of Fisheries Classification" at the meetings of the Society for Applied Anthropology, March 29-April 2, 2016, Vancouver, BC.

2016 In the Soup: Industry Partnerships and the Future of Critical Coastal Research. Co-presented with Dean Bavington (Geography, MUN). Paper presented at "Oceans, Arctic, and Society: Moving the Conversation Forward," 2016 Humanities and Social Sciences COASTS Symposium. St. John's, NL.

2016 Anthropologies of Integration/Anthropologies of Disintegration. Paper presented at "The Future, the Arts, and Ecology" conference. March 3-5, 2016, St. John's, NL.

2015 Compromising Situations: Oil, Water, and the Politics of Incommensurability in Newfoundland. Paper presented as part of the organized panel "Staking Claims in Environmental Hazard Zones: Re-



examining Public Participation in North American Landscapes of Extraction” at the 2015 meetings of the American Anthropological Association, November 18-22, 2015, Denver, CO.

2015 Everything that Isn't Tied Down: On the Nature of Commodities. The Future of Nature Conference, September 10-12, 2015, Corner Brook, NL.

2015 (with Dr. Evelyn Pinkerton) Neoliberalism and the Politics of Enclosure: Consequences for Small-Scale Fisheries. Paper presented at the “Mare Academic Conference: People and the Sea VIII, June 24-28, 2015, Amsterdam, NL.

2015 Rethinking Ecological and Economic Crisis in the Newfoundland Fishing Industry. Paper presented at the Canadian Anthropology Society Meetings, May 13-16, 2015, Quebec, QC.

2015 Arts on Science on Oceans: Representations and Interventions in Newfoundland and Labrador's Oceans Industries. Paper presented at the Arts on Oceans Research Symposium, April 7, 2015, St. John's, NL.

2015 The Last Generation: Debt and Familial Tensions in Newfoundland Fishing Communities. Presented as part of the organized panel “People, Places, Power, and Prosperity: Approaches to Including Community Considerations in Fisheries Management.” C. Lyons and C. Carothers, organizers. Annual Meeting of the Society for Applied Anthropology, March 24-28, 2015, Pittsburgh, PA.

2014 Mixing Oil and Water: Integrated Planning and Incommensurability in Placentia Bay, Newfoundland. Paper presented as part of the organized panel “Shifting Currents: Critical Issues North American Small-Scale Fisheries” at the at the Too Big To Ignore: Global Partnership for Small-Scale Fisheries, 2nd Global Symposium, September 21-25, 2014, Merida, Mexico.

2014 Cod's Will? Rethinking Recovery in the Newfoundland Fishing Industry. Paper presented as part of the organized panel “Fishing futures: Getting from Here to Where?” at the Annual Meeting of the Society for Applied Anthropology, March 18-22, 2014, Albuquerque, NM.

2013 “Fish Killers” and the New Politics of Predation in Newfoundland. Paper presented as part of the organized panel: “Coastal Futures: Negotiating Neoliberalism in North American Small-Scale Fisheries,” at the 2013 American Anthropological Association Meetings, November 24-28, 2013, Chicago, Ill.

2013 Cod Recovery and the Changing Politics of Crisis in Newfoundland and Labrador. Paper presented as part of the organized panel: "Post-Cod Fisheries in Newfoundland and Labrador: 20 Years On from Collapse" at the 2013 Canadian Association of Geographers Conference, NL, August 11-15, 2013, St. John's, NL.

2012 The Emergence of the Global Whitefish: Commodity Substitution and the Politics of Fish Processing in Newfoundland. Paper presented as part of the organized double panel: "The Organization of Work and Politics in Marine Fisheries" at the 2012 American Anthropological Association Meetings, November 14-18, 2012, San Francisco, CA.

2012 A Fish by Any Other Name: Examining the Role of Commodity Substitution in Newfoundland's Whitefish Processing Crisis. Paper presented at the International Symposium: Rebuilding Collapsed Fisheries and Coastal Communities, October 1-4, 2012, Norris Point, NL.

2011 The Political Ecology of an Altered State: Ecosystem Complexity, Neoliberalism, and the Social Construction of Ocean Space in Newfoundland, Canada. Paper presented as part of the organized panel: "The Conceptual Work of Ecology" at the 2011 American Anthropological Association Meetings, November 16-20, 2011, Montreal, QC.

2011 Reconceptualizing Ecosystem Complexity: A New Emphasis. Co-authors: R. Chuenpagdee, K. Korneski. Paper presented at the MARE: People and the Sea VI Conference, July 6, 2011, Amsterdam, Netherlands.

2011 A Cod Forsaken Place: Fishing After the Fall in Newfoundland. Paper presented at the international conference: "Nature, Inc.: Questioning the Market Panacea in Environmental Policy and Conservation," June 30-July 2, 2011, The Hague, Netherlands.

2010 Immutable Mobiles and Mutable Subjects: Ocean Mapping and the Production of Silences. Paper presented as part of the "Hybrid Landscapes: Anthropological Engagements with Environmental History, Political Ecology, and Science and Technology Studies" session at the 2010 American Anthropological Association Meetings, November 17-21, 2010, New Orleans, LA.

2010 A Mari usque ad Mare: Ocean Governance as Nation-Building in Canada. Paper presented as part of the organized panel "Theorising the Sea" at the Royal Geographical Society (RGS) Annual International Conference, September 1-3, 2010, London, UK.

2010 Eco-casino: Unpredictability and Affluence in the New North Atlantic. Paper presented at the Canadian Anthropology Society (CASCA) Conference, June 1-3, 2010, Montreal, QC.

2010 The Invisible Handler: Ecosystem Complexity and the Neoliberal State. Paper presented as part of the "Environmental Histories of the Neoliberal Present: Managerial, Recreational & Political Ecologies" session at the "A Brief Environmental History of Neoliberalism" Conference, May 7-10, 2010, Lund, Sweden.

2009 Lost at Sea: Ecosystem Management and the Politics of Uncertainty. Paper presented as part of the "Political Ecology of Landscapes" session at the annual meetings of the American Anthropological Association, December 2-6, 2009, Philadelphia, PA.

2005 An Ocean of Opportunity: High Modernism Revisited on Canada's Coastal Margin. Paper presented at the annual meetings of the American Anthropological Association, November 30 – December 4, 2005, Washington, DC.

2005 Going Coastal: Conflicting Perspectives on Integrated Ocean Management. Paper presented at the 3<sup>rd</sup> Annual National Conference of the Ocean Management Research Network, Ottawa, ON, September 29 – October 1, 2005, Ottawa, ON.

2004 Institutional Reform, Collaborative Governance and the Search for Sustainability in the Eastport Peninsula Lobster Fishery. Paper presented at the Coastal Zone Canada 2004 Conference. St. John's, NL.

2004 Catching the Wave: Citizens, Stakeholders, and Sustainable Development in Canadian Oceans Policy. Paper presented at the meetings of the Canadian Anthropology Society, May 6-9, 2004, London, ON.

2002 The Establishment and Maintenance of Lobster Conservation Programs on the Eastport Peninsula. Paper presented at Canada's Oceans: Research, Management and the Human Dimension. 1<sup>st</sup> Annual National Conference of the Ocean Management Research Network, October 25-27, 2002, Ottawa, ON.

2001 All or Nothing: VLT Gambling as Resistance to Economic Restructuring in Rural Newfoundland. Paper presented at the meetings of the American Anthropological Association, November 28 – December 2, 2001, Washington, DC.

2001 They're Great People When You're in With Them: Consumption and Communitas Among Heavy VLT Gamblers in Newfoundland. Paper presented at the meetings of the Canadian Anthropology Society, May 2-6, 2001, Montreal, QC.

1999 Gambling on the Future: Video Lottery Terminals and Social Change in Rural Newfoundland. Paper presented at the meetings of the Canadian Anthropology Society, May 12-16, 1999, Quebec, QC.

### **Keynotes**

2018 Keynote lecture at "For a New Earth: Embracing Ecological Conversation," FANE Annual Meeting, St. John's, NL, February 8, 2018.

2017 Keynote lecture. #Enclosure. Given as part of the Hashtag Lecture Series, Carleton University, Ottawa, ON, March 21, 2017.

2015 Stock Recovery and the Changing Politics of Crisis in Newfoundland. MESAS Invited Scholar Speaker Series, University of Alaska. Anchorage, AK, July 22, 2015.

2015 Climate Change, Politics and the Future of Fishing in Newfoundland. MESAS Invited Scholar Speaker Series, University of Alaska. Juneau, AK, July 20, 2015

2013 Neoliberalism and the Future of Small-Scale Fisheries in Canada. Keynote lecture co-authored with Evelyn Pinkerton (Simon Fraser University) presented as part of the workshop: Fishing Futures: Imagining Alternatives in North American Small-Scale Fisheries, June 12-15, 2013, Vancouver, BC.

### **Invited Papers and Public Lectures**

2020 Guest lecture: "Raised and Razed from the Ashes? Playing with Fire at the Beginnings and Ends of Worlds. Nipissing University Interdisciplinary Studies, March 17, 2020. Cancelled two days before due to the Covid-19 closures. North Bay, ON.

2018 Guest Lecture: Anthropologies of Utopia to the students registered in the MPhil in Humanities Program, Memorial University of Newfoundland, March 14, 2018, St. John's, NL.

2018 Guest Lecture: Anthropologies of Justice given to the students registered in the MPhil in Humanities Program, Memorial University of Newfoundland, March 15, 2018, St. John's, NL.

2018 Guest Lecture: Geography 3630: Cultural Landscapes, Memorial University of Newfoundland, Feb 2, 2018, St. John's, NL.

2018 Guest Lecture: Russian 3440: The Russian Ecological Imagination, Memorial University of Newfoundland, Feb 7, 2018, St. John's, NL.

2018 Placing Oblivion: Re-Cognizing the Anthropology of Forgetting. Nipissing University, January 25, 2018, North Bay, ON.

2017 Geographies of Enclosure: The Changing Politics of North American Fisheries. Invited Lecture: Sustainable Environments class, Department of Geography and Environmental Studies, Carleton University, January 25, 2017, Ottawa, ON.

2007 The Cultural Politics of Participatory Ocean Management. Paper presented to the Department of Anthropology and Archaeology, Memorial University of Newfoundland, January 24, 2007, St. John's, NL.

2001 Narratives of Health and Illness Among Heavy VLT Gamblers in Post-Moratorium Newfoundland. Public lecture sponsored by the Coasts Under Stress Research Project and the Department of Anthropology at Memorial University, St. John's, NL.

**Panel Chair, Moderator, Commentator**

2019 Co-Chair/Moderator. Mobilizing Communities and Managing Publics in Northern Extractivist Frontiers. Panel presented at the Annual Meetings of the Society for Applied Anthropology, Portland, Oregon, March 19-23, 2019.

2017 Co-Chair/Moderator. Thinking Through Theory and Practice in Environmental Anthropology. Roundtable presented at the Annual Meetings of the Society for Applied Anthropology, Santa Fe, NM, March 28-April 1, 2017

2016 Participant. National Symbols and Landscapes Session. Canadian Studies Network Annual Conference, October 28-29, 2016, Ottawa, ON.

2015 Moderator. Citizens Dialogue About CETA - What does CETA mean for Newfoundland and Labrador? What does it mean for Memorial University? What does it mean for you? April 15, 2015, St. John's, NL.

2015 Co-chair/Commentator. Arts on Oceans Research Symposium, April 7, 2015, St. John's, NL.

2015 Chair. Staking Claims in Environmental Hazard Zones: Re-examining Public Participation in North American Landscapes of Extraction. Panel presented at the Annual Meetings of the American Anthropological Association, November 18-22, 2015, Denver, CO.

2014 Chair. Shifting Currents: Critical Issues in North American Small-Scale Fisheries. 8 papers presented at the Too Big to Ignore: Global Partnership for Small-Scale Fisheries, 2<sup>nd</sup> Global Symposium, September 21-25, 2014, Merida, Mexico.

2013 Chair. Coastal Futures: Negotiating Neoliberalism in North American Small-Scale Fisheries. The panel, which is sponsored by the Anthropology and Environment Section of the American Anthropological Association, was presented at the American Anthropological Association Meetings, November 20-24, 2013, Chicago, IL.

2013 Co-chair/Commentator (moderated the panel and gave opening and closing remarks). Fishing Futures: Articulating Alternatives in North American Small-Scale Fisheries. June 12-15, 2013, University of British Columbia, Vancouver, BC. 2013.

2012 Co-chair. The Organization of Work and Politics in Marine Fisheries. This double panel (10 papers and four discussants) was sponsored by the Society for the Anthropology of Work of the American Anthropological Association and was presented at the 2012 American Anthropological Association Meetings, November 14-18, 2012, San Francisco, CA.

2012 Co-Chair: Too Big To Ignore North American Group Conference. September 3, 2012, St. John's, NL,

2012 Presentation on North American Research Group Strategic Priorities. Too Big To Ignore: Global Partnership for Small Scale Fisheries Research Group Inaugural Meeting and Steering Committee Meeting, September 3-6, 2012, St. John's, NL.

2010 Discussant for the paper "Modernization Theory: A Blueprint for Fisheries Development in Newfoundland" by George Withers. Paper presented at the "State of the Art: Explorations in Historiography" Conference, April 14-15, 2010, St. John's, NL.

2009 Discussant. "Fisheries as Wicked Problems" Symposium. Memorial University of Newfoundland, November 30, 2009, St. John's, NL.

2004 Discussant. Community-Based Strategies Session. Coastal Zone Canada 2004 Conference. St. John's, NL.

2002 Panelist. AAA Policy Forum on Marine Protected Areas. Meetings of the American Anthropological Association, New Orleans, LA.

#### **Electronic Documents and Multimedia Productions**

2012-2018 I collaborated with Ratana Chuenpagdee (Geography, MUN), Rodolphe Deveillers (Geography, MUN), Kurt Korneski (History, MUN) and other members of the Too Big To Ignore: Global Partnership for Small-Scale Fisheries research project steering committee in designing an interactive digital mapping system to graphically depict various dimensions of small-scale fisheries around the world. The project was built upon a Google Earth platform and will provide opportunities to depict demographic and fishery resource trends as well as other social and environmental variables. It will also provide opportunities to upload photos, video, and text.

2009-2011 Collaborated with Ratana Cheunpagdee and Rodolphe Deveillers (Geography, MUN), Kurt Korneski (History, MUN), and five student research assistants in developing a digital mapping system, to document the economic networks linking the fishing, aquaculture, oil, and mining industries on the Southeast coast of Newfoundland. Information about the historical transformation of each of these industries was collected through participant observation, semi-structured interviews and archival

research. This information was subsequently integrated into a database and used to visualize the flows of commodities and graphically depict the economic networks operating in this region using the virtual globe application WorldWind.

### **Graduate and Post-Doctoral Supervisions**

#### **PhD Students (Primary Supervisor)**

Michael Oman-Reagan, PhD (Anthropology) (2017-present)

Thesis topic: "The Anthropology of Interstellar Space Exploration" In Progress.

Joonas Plaan, PhD (Anthropology, Memorial) (2014-present)

Thesis topic: "The Dynamics of Climate Change in the Fishing Industry on Newfoundland's Northeast Coast." In Progress (currently on a parental leave of absence)

Brent Kuefler, PhD (Anthropology, Memorial) (2009-2013)

Thesis topic: "The Political Ecology of the Newfoundland Seal Hunt." (withdrew in good standing for familial health reasons)

#### **PhD Students (Supervisory Committee Member)**

Amanda van Beinum, PhD (Sociology, Carleton University). (2016-2021).

Thesis title: "Unable to Live, Unable to Die: Tensions of Life Saving/Death Assisting in the Intensive Care Unit." (completed).

Damian Castro, PhD (Anthropology, Memorial) (2015-2016)

Thesis title: "Meating the Social: Sharing atiku eiwash in Sheshatshiu, Labrador" (completed).

David Cooney, PhD (Anthropology, Memorial) (2012-present)

Thesis title: "Redrawing Classmaps in the New Guided Age: Charting Occupations of Public Space in Montreal, New York City, and Beyond." Thesis being revised for submission in 2022.

Samantha Breslin, PhD (Anthropology, Memorial) (2011-2018)



Thesis topic: Gendering Citizens and Subjects: The Making of Computer Scientists in Singapore.” (completed). Passed with distinction.

George Withers, PhD (History, Memorial) (2009-2015).

Thesis topic: “State-Assisted Resettlement in Newfoundland, 1934-1972” (completed)

Dianne West, PhD (Anthropology, Memorial) (2008-present)

Thesis topic: “Food, Class and Identity in Mexico.” (extended leave of absence).

Tracy Winters, PhD (Anthropology, Memorial) (2008-2018)

Thesis topic: “Leaving to Stay: Space, Place and Class Implications of the Newfoundland Turnaround.” Withdrew for personal reasons in 2018.

Alison Bell, PhD (Anthropology, Memorial) (2008-2015).

Thesis topic: “The Social Construction of Gender in the Training of Minor Hockey Players.” Withdrew for personal reasons in 2015.

#### **PhD Comprehensive Examination Committees (Chair)**

Meghan Walsh, PhD (Anthropology) (2013-2016)

Jae Hong Jin, PhD (Anthropology) (2013-2015)

Wonkyoung Choi, PhD (Anthropology) (2012-2014)

Ann Stewart, PhD (Anthropology) (2009-2011)

Sandra Murdock, PhD (Anthropology) (2009-2011)

Dianne West, PhD (Anthropology) (2008-2010)

**PhD Comprehensive Examination Committees (Reading List Preparation)**

Samantha Breslin, PhD (Anthropology) (2011-2012)

Responsible for preparing and grading the reading list and exam on the Anthropology of Science and Technology. 35 books and 24 articles.

Consuelo Griggio, PhD (Anthropology) (2009-2011)

Responsible for preparing and grading the reading list and exam on Contemporary Anthropological Theory. 30 books and 20 articles.

George Withers, PhD (History) (2009-2011)

Responsible for preparing and grading the reading list and exam on Modernization and Development. 34 books and 6 articles.

Brent Kuefler, PhD (Anthropology) (2009-2011)

Responsible for preparing and grading the reading list on Political Ecology. 37 books and 23 articles.

Alison Bell, PhD (Anthropology) (2008-2010)

Responsible for preparing and grading the regional reading list and exam on the city of Ottawa and the surrounding region. 28 books, 34 articles, and 1 dissertation.

Tracy Winters, PhD (Anthropology) (2008-2010)

Responsible for preparing and grading of the reading list exam on Newfoundland. 29 books, 18 articles, and 2 dissertations.

**PhD Comprehensive Examination Committees (Internal Reader)**

Amadul Islam, PhD (Anthropology, Memorial University), 2020-2022.

Amanda van Beinum, PhD (Sociology, Carleton University). 2016-2018.

Joonas Plaan, PhD (Anthropology) 2014-2016

Michael Oman-Reagan, PhD (Anthropology) 2014-2016

David Cooney, PhD (Anthropology) 2012-2014

Nehraz Mahmud, PhD (Anthropology) 2011-2013

Sebastien Déprés, PhD (Anthropology) 2007-2009

Roger Bill, PhD (Anthropology) 2007-2009

**PhD Comprehensive Exam Committees (Dean's Delegate)**

Julie Furj-Khun, PhD (Social Work) 2013

**MA Students (Primary Supervisor)**

Marly Hill, MA (Sociology, Nipissing) Fall 2019-2020..

Thesis title: "Death in the Digital Age: Exploring Virtual Forms of Grieving Within Networked Community Spaces" (completed).

Casey Gray, MA (Indigenous and Canadian Studies, Carleton University) 2016-2018 (co-supervisor with Jerzy Elzanowski)

Thesis title: "Sites of Grave Meaning: the Heritage of Human Remains on the Rideau Canal" (completed). Passed with distinction.

Andrew Fitzgerald, MA (Anthropology, Memorial) (2016-2018)

Thesis topic: Eco-tourism in Iceland. Incomplete (withdrew for health reasons in 2018).

Anne Troake, MA (Anthropology, Memorial) (2013-2014)

MRP title: "Seeing is Deceiving: Hunting, Ecology, and Visual Media" (completed). Passed with distinction.

Benjamin Rigby, MA (Anthropology, Memorial) (2009-2014)

Thesis Title: "Environmental Crises and the Management of Perception in the Newfoundland Aquaculture Industry" (completed). Passed with distinction.

Katie Harris, MA, (Anthropology, Memorial) (2007-2009)

MRP title: "Governance, Migration, and Labour: A Historical Analysis of Development in Post-Confederation Newfoundland" (completed). Passed with distinction.

Jennifer O'Connor, MA (Anthropology, Memorial) (2008-2012) (co-supervised with Robin Whitaker)

MRP topic: "The Changing Policy Context of Midwifery in Newfoundland." (withdrew for personal reasons in 2012).

#### **MA Students (Supervisory Committee Member)**

Kristen MacLean, MA (Sociology/Applied Social Research, Nipissing) (2018-2019)

Thesis title: "Lock Downs and Walk Outs: Managing and Losing Trust within the Regulated Wispy Community of Fantasy Role-Playing." (completed).

Benjamin Dosu, MSc (Environmental Policy, Sir Wilfred Grenfell College, Memorial). (2015-2016)

MRP Title: "Resources Grabbing in the Global South: Analyzing and Comparing Land, Water, and Ocean Grabbing" (completed).

Chris Baird, MA (Geography, Memorial) (2013-2021).

Thesis topic: "Interactions Between Salmon Aquaculture and Recreational Angling in Newfoundland and Labrador" (thesis under review).

Amy Tucker, MA (Geography, Memorial) (2008-2011).

Thesis title: "Stakeholder Participation and Communication in the Placentia Bay/Grand Banks Large Ocean Management Area" (completed).

#### **Fulbright Scholar (Primary Supervisor)**

Kate McNally (2017-2018)

Project Title: "Narratives of Knowledge: Cultural and Scientific Perspectives on Newfoundland Fisheries." Memorial University of Newfoundland (completed).

#### **Master's and Doctoral Theses Examined**

2019 Internal Examiner for the MA Major Research Paper of Kristen MacLean, Master of Sociology (Applied Social Research) Program, Nipissing University. Thesis title: "Lock Downs and Walk Outs: Managing and Losing Trust within the Regulated Wispy Community of Fantasy Role-Playing."

2018 External Examiner for the PhD Thesis of Daniel Houser, Department of Sociology and Anthropology, Carleton University (April 2018). Thesis title: "Feeding the Wrong Wolf: Gender and Consumption in a Northern Alberta Oil and Gas Community."

2018 Examiner for the MA Major Research Paper of Ukachi Okpara. Department of Anthropology, Memorial University of Newfoundland (August 2018). MRP title: "Grabbing Lands and Displacing People: A Look at the Effects of Land Grabbing in Ghana,"

2018 Examiner for the MA Major Research Paper of Ashley MacDonald, Department of Anthropology, Memorial University of Newfoundland (April 2018). MRP title: "Don't Call it a Comeback: Countering the Myth of the Emerging Urban Agriculture Movement in Detroit."

2017 Examiner for the PhD Thesis of Christine Knott. Department of Sociology, Memorial University of Newfoundland. Thesis title: "Beyond Cheap Wage Labour: An Investigation into Qualitative Labour Shortages and Mobility in the New Brunswick Fishing Industry."

2016 Examiner for the Major Research Paper of Susannah Franklin, Department of Anthropology, Memorial University of Newfoundland. Thesis title: "Breastfeeding and Food Security: Identifying and understanding social and structural barriers to food security efforts in Canada."

2015 External Examiner for the MA Thesis of Chloe Poitevin, Department of Geography, Memorial University of Newfoundland (August 2015). Thesis title: "Fish as Food: Examining a Place for Fish in Newfoundland's Alternative Food Networks."

2014 Examiner for the MA Thesis of Nicole Wilson, Department of Anthropology, Memorial University of Newfoundland (April, 2014). Thesis title: "The Comfort to be Me: Home and Housing Struggles in St. John's, Newfoundland."

2013 Examiner for the MSc Thesis of Angela Viviana Ramirez, Department of Environmental Science, Memorial University of Newfoundland (May, 2013). Thesis title: "The Exclusive Fishing Zone for the Artisanal Fishery in Chocó Colombia: Origins, Development, and Consequences for Artisanal Fisheries and Food Security."

2011 Examiner for the MA Major Research Paper of Aaron Lemkow, Department of Anthropology, Memorial University of Newfoundland (December, 2011). MRP title: "Capping the Critics: Corporate Environmentalism and the Alberta Oil-Sands."

2011 Examiner for the MA Thesis of Ashley Laracy, Department of Sociology, Memorial University of Newfoundland (September, 2011). Thesis title: "The Promise of Another Spin': Identity and Stigma among Video Lottery Players in Urban Newfoundland and Labrador."

2011 Examiner for the MA Major Research Paper of Sayeed Russel, Department of Anthropology, Memorial University of Newfoundland (August, 2011). MRP title: "The Muslim Veiling Debate: An Anthropological Perspective."

2009 Examiner for the PhD Thesis of Deatra Walsh, Department of Sociology, Memorial University of Newfoundland (November 16, 2009). Thesis title: "Young Women on the Move: Gender, Migration Patterns and the Construction of Rural Space in Newfoundland, Canada."

#### **Additional Graduate Student Training**

- Katie Harris, MA Candidate (Anthropology) Graduate Assistant Fall 2007-2008
- Sandra Murdock, PhD Candidate (Anthropology) Graduate Assistant Winter 2007-2008, Fall 2010-2011
- Tracy Winters, PhD Candidate (Anthropology) Graduate Assistant Fall 2009-2010
- Alison Bell, PhD Candidate (Anthropology) Graduate Assistant Winter 2009-2010
- Ben Rigby, MA Candidate (Anthropology) Graduate Assistant Fall and Winter 2009-2010
- Alyson McCann, MA Candidate (Anthropology) Graduate Assistant Fall 2010-2011, Winter 2010-2011
- Monique Bourgeois, PhD Candidate (Anthropology) Graduate Assistant Winter 2010-2011
- Monique Bourgeois, PhD Candidate (Anthropology) Graduate Assistant Summer 2011 (start-up grant)
- Angelina Leggo, MA Candidate (Anthropology) Graduate Assistant Fall 2011-2012
- Ann Stewart, PhD Candidate (Anthropology) Graduate Assistant Fall 2011-2012
- Alanna Felt, MA Candidate (Anthropology) Graduate Assistant Winter 2011-2012
- Joy Brander, MA Candidate (Anthropology) Graduate Assistant Winter, 2011-2012, Fall 2012-2013
- Joshua Lalor, PhD Candidate (Anthropology) Graduate Assistant Winter, 2012-2013
- Wonkyoung Choi, PhD Candidate (Anthropology) Graduate Assistant Winter 2012-2013
- Angeline Jones, PhD Candidate (Anthropology) Graduate Assistant, Fall 2013-2014
- Meghan Walsh, PhD Candidate (Anthropology) Graduate Assistant Fall 2013-14
- Joshua Lalor, PhD Candidate (Anthropology) Graduate Assistant Winter 2013-14
- Laura Hennebury, MA Candidate (Anthropology) Graduate Assistant, Fall 2014-2015
- Michael Oman-Reagan, PhD Candidate (Anthropology) Graduate Assistant, Fall 2014-Winter 2015
- Samantha Breslin, PhD Candidate (Anthropology) Graduate Assistant, Winter 2013-Winter 2015
- Emily Cauz, MA Candidate (Anthropology) Graduate Assistant Fall 2015-16
- Joonas Piaan, PhD Candidate (Anthropology) Graduate Assistant Winter 2017-18
- Meg Paulin, MA Candidate (Environmental Studies) Graduate Assistant, Fall 2018
- Kristen MacLean, MA Candidate (Sociology) Graduate Assistant, Winter 2019
- Marly Hill, MA Candidate (Sociology) Graduate Assistant, Winter 2020

- Avery Beall, MA Candidate (Sociology) Teaching Assistant Fall and Winter 2021-2022.

### **Graduate Teaching**

Sociology 5617 Directed Studies I: Death and Mourning (Nipissing)

Semester: Winter 2021 (2 students)

Sociology 5627 Directed Studies II: Science, Technology, and Society (Nipissing)

Semester: Fall 2020 (1 student).

Sociology 5617 Directed Studies I: Digital Media and Society (Nipissing)

Semester: Winter 2020 (1 student).

Sociology 5627 Directed Studies II: Death and Mourning (Nipissing)

Semester: Winter 2020 (1 student).

Sociology 5227: Science, Technology, and Environment (Nipissing)

Semester: Fall 2019 (7 students total, 4 undergrad students and 3 graduate students). The course title has been used previously by other instructors, but I created a new syllabus.

Anthropology 6440: Master's Research Paper (Memorial)

Semester: Fall 2009 (1 student); Winter 2010 (1 student); Fall 2013 (1 student); Winter 2014 (1 student).

Anthropology 6890: Graduate Seminar (Core Graduate Cultural Theory Course, Memorial). This is the core graduate level theory course taught by the department.

Semester: Winter 2010-2011 (6 students, 6MA); Winter 2017-2018 (5 students, 5MA). The course title has been used previously by other instructors, but I created a new syllabus.

Anthropology 6600: Contemporary Debates in Anthropology (Memorial)



Semester: Fall 2009-2010 (8 students, 4PhD, 4MA), Fall 2014-2015 (6 students, 2 PhD, 4 MA); Fall 2015-2016 (5 students). This course title has been used previously by other instructors, but I created a new syllabus.

Anthropology 6280: Advanced Newfoundland Ethnography (Memorial)

Semester: Winter 2009-2010 (1 student, PhD), 1<sup>st</sup> time course. Taught as a directed readings course to Joshua Lalor. Winter Semester 2009 (completed April 2009). 1<sup>st</sup> time course. This course title has been used previously by other instructors, but I created a new syllabus.

Anthropology 6010: Cultural Ecology (Memorial)

Semester: Fall 2013-2014 (5 students, 5MA), 1<sup>st</sup> time course. This course title has been used previously by other instructors, but I created a new syllabus.

### **Undergraduate Supervision**

Jansen Ortepi, Honours Essay (Sociology, Nipissing): Fall-Winter: 2018-2019. Thesis Title: "The Uses of Distance Education in Remote Northern Ontario Indigenous Communities." Completed April 2019.

Monica Girouard, Honours Essay (Anthropology, Memorial): Winter 2015-2016.

Honours Thesis Title: "Nature and Natural Resources: Exploring Tensions within Forestry Management in Southeast Asia." Completed April 2016.

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Alexandra Anderson, Honours Essay (Anthropology, Memorial): Fall 2013-14.

Honours Thesis Title: "Reinventing the Human Body: Paradoxes of Contemporary Organ Transplantation." Completed Fall 2013.

Erin Heys, Honours Essay (Anthropology, Memorial): Winter Semester 2011-2012

Honours Thesis Title: "Constructing an Imagined Community: Examining Nationalist Discourse in Newfoundland Historiography." Completed Winter 2012.

Kayla Ward, Honours Essay (Anthropology, Memorial), Winter Semester 2009

Honours Thesis Title: "Reconceptualizing Genetic Destiny: Risk and Responsibility in Human Genomics Research." Completed Winter 2009.

### **Additional Undergraduate Student Training**

- Camden Church, BA (Sociology) Undergraduate Assistant (NUWorks Grant) Fall-Winter 2019-20.
- Lauren Udeschini BA (Sociology) Undergraduate Assistant (NU Works Grant, Winter 2019)
- Leandra Pilon BA (Sociology) Undergraduate Assistant (NUWorks Grant) Winter 2019
- Sydney Waring, BA (Hons) Candidate (Psychology/Anthropology) Undergraduate Assistant Winter 2015. (MUCEP grant)
- Rebecca Madrid, BA (Hons.) Candidate (Anthropology) Undergraduate Assistant Spring/Summer 2012, Fall 2012, Spring/Summer 2014 (MUCEP grant)
- Erin Heys, BA (Hons.) Candidate (Anthropology) Undergraduate Assistant, Summer 2011 and Fall 2011 (MUCEP grant)

### **Undergraduate Teaching**

Anthropology 1006: Introduction to Anthropology (Nipissing)

Semester: Fall 2018-19 (40 students); Fall 2020-21 (online asynchronous, 80 students); Winter 2020-2021 (online asynchronous, 40 students; Fall 2021-2022 (number of students TBD); Winter 2021-2022 (number of students TBD). This course title has been used previously by other instructors, but I created a new syllabus

Anthropology 2006: Cultural Anthropology/The Ethnographer's Craft (Nipissing)

Semester: Winter 2018-19 (10 students). Course was renamed and redesigned before I taught it, but the old name (Cultural Anthropology) was still present in the calendar until the following year.

Anthropology 2056: The Anthropocene (Nipissing)

Semester: Fall 2019-20 (17 students); Fall 2020-21 (online asynchronous, 8 students); Fall 2021-2022 (number of students TBD). I created this course and produced a new syllabus.

Anthropology/Sociology 2017 Contemporary Sociological Theory (Nipissing)

Semester: Winter 2018-19 (69 students); Winter 2019-20 (69 students); Winter 2020-21 (online asynchronous, 56 students). This course title has been used previously by other instructors, but I created a new syllabus

Anth 3046: The Living and the Dead (Nipissing). Semester Winter 2020-21. (online synchronous, 14 students). I created this course and developed a new syllabus.

Anthropology 3367: Special Topics in Anthropology (Death and Dying) (Nipissing)

Semester: Fall 2018-19 (18 students). I created this course.

Anthropology 3407: Anthropological Theory (Nipissing)

Semester: Winter 2019-20 (3 students); Winter 2021-2022 (number of students TBD). This course title has been used previously by other instructors, but I created a new syllabus.

Anthropology 4106: Multispecies Ethnography (Nipissing)

Semester: Winter 2021-2022 (number of students TBD).

Environmental Studies 5106: Multispecies Ethnography (Nipissing)

Semester: Winter 2021-2022 (number of students TBD).

Sociology 4006: Independent Studies (Contemporary Sociological Theory) (Nipissing)

Semester: Spring 2021.

Sociology 4096 and 4097: Honours Thesis 1 and 2 (Nipissing)

Semester: Fall/Winter 2018-19 (1 student).

Anthropology 1031: Introduction to Social and Cultural Anthropology (Memorial)

Semesters: Fall 2007-2008 (2 sections with 64 and 57 students respectively), 1<sup>st</sup> time course; Winter 2007-2008 (19 students); Fall 2008-2009 (58 students); Winter 2008-2009 (2 sections with 58 and 56 students respectively); Winter 2009-2010 (54 students); Fall 2010-2011 (57 students); Fall 2011-2012 (60 students); Winter 2011-2012 (70 Students); Fall 2012-2013 (62 students); Fall 2013-2014 (60 students);

Winter 2014-2015 (69 students); Winter 2017-2018. This course title has been used previously by other instructors, but I created a new syllabus and revised it over time.

**Anthropology 3050: Ecology and Culture (Memorial)**

Semesters: Winter 2007-2008 (6 students), 1<sup>st</sup> time course; Winter 2008-2009 (13 students); Fall 2009-2010 (9 students); Fall 2010-2011 (18 students); Fall 2011-2012 (14 students); Fall 2012-2013 (17 students), Fall 2015-2016 (7 students); Winter 2017-2018 (12 students). This course title has been used previously by other instructors, but I created new syllabi.

**Anthropology 3060: The Idea of Culture (Memorial)**

Semesters: Spring 2009-2010 (1 student), 1<sup>st</sup> time course; Spring 2010-2011 (1 student). Taught as a directed readings course to Jonathan Bungay in the Spring semester of 2010 and to Erin Heys in the Spring semester of 2011. This course title has been used previously by other instructors, but I created a new syllabus.

**Anthropology 3064: Anthropology and the Study of Social Problems (Memorial)**

Semesters: Fall 2012-2013 (1 student), 1<sup>st</sup> time course. Taught as a directed readings course focusing on the theme of social problems associated with economic development in Africa for Joshua Thompson who completed the course while doing an internship in Tanzania. This course title has been used previously by other instructors, but I created a new syllabus.

**Anthropology 3083: Environmental Crises (Memorial)**

Semesters: Fall 2007-2008 (6 students), 1<sup>st</sup> time course; Fall 2008-2009 (13 students); Winter 2009-2010 (9 students); Winter 2010-2011 (18 Students). This course title has been used previously by other instructors, but I created a new syllabus.

**Anth 4072: Social and Cultural Aspects of Death (Memorial)**

Semesters: Winter 2011-2012 (16 students), 1<sup>st</sup> time course; Winter 2012-2013 (20 students), Winter 2015-2016 (19 students); Fall 2017-2018 (16 students). This course title has been used previously by other instructors, but I created a new syllabus.

**Anth 4280: Advanced Newfoundland Ethnography (Memorial)**

Semester: Spring 2012-2013 (1 student), 1<sup>st</sup> time course. Taught as a directed reading course to Andrew Fitzgerald. This course title has been used previously by other instructors, but I created a new syllabus.

Anth 4412: Contemporary Anthropological Theory. (Memorial) This is a core required theory course for Anthropology majors. Semester: Fall 2017-2018 (18 students). First time course. This course title has been used previously by other instructors, but I created a new syllabus.

Anth 4595: Honours Essay (Memorial)

Semesters: Winter 2008-2009 (1 student), 1<sup>st</sup> time course; Winter 2011-2012 (1 student); Spring 2011-2012 (1 student); 2015-2016 (1 student).

**Service: University Level**

2021 Community and Labour Relations Officer, Nipissing University Faculty Association (NUFA). Position begins July 1, 2021.

2021 Sociology & Anthropology Representative, Liberal Arts Program Restructuring Committee.

2021 Faculty of Arts and Science Representative. Nipissing University Presidential Search Committee Faculty Consultation Process.

2020-23 Steering Committee. Master of Environmental Science/Studies Program, Nipissing University.

2020 Internal Reviewer: IQAP Process, Department of Gender Equality and Social Justice, Fall 2020 (pending) (Nipissing).

2020 Participant on a Canadian Foundation for Innovation Grant to establish a "Centre for the Study of State Violence" at Nipissing University.

2020 Search Committee, Associate Dean of Arts and Science, Nipissing University (Nipissing).

2020 Judge. Celebration of Research Panel. Nipissing University Undergraduate Research Conference (cancelled days before due to Covid-19) (Nipissing).

2020 Faculty Participant/Lecturer. IDIS 2005. Interdisciplinary Course on Fire. Lecture title: "Raised and Razed from the Ashes: Playing with Fire at the Beginnings and Ends of Worlds" (cancelled days before due to Covid-19) (Nipissing).

2020 Community Engagement Committee. Faculty of Arts and Science (Nipissing).

2019 Search Committee, Associate Dean of Arts and Science (Nipissing).

2019 Search Committee, LTA Position. Department of Child and Family Studies (Nipissing).

2019 Anthropology Representative, Arts and Science Planning Retreat. May 23, 2019 (Nipissing)

2018-19 Faculty participant: Master of Environmental Science/Environmental Studies IQAP Process (Nipissing).

2019-present Graduate Faculty (Affiliate Member), PhD Program in Educational Sustainability (Nipissing).

2018-present Graduate Faculty (Full Member), Master's in Sociology (Applied Social Research) Program (Nipissing),

2018-present Graduate Faculty (Full Member), Environmental Studies/Environmental Science Master's Program (Nipissing).

2011-2018 North American Research Coordinator on the SSHRC Partnership Grant: Too Big to Ignore: Global Partnership for Small Scale Fisheries Research Project. TBTI was a 7 year, \$2,498,895 project investigating issues facing small-scale fisheries in 6 large geographic regions around the world. I was one of four co-authors on the grant application and I sat on the TBTI project's 17 member steering committee as well as sitting on the 4 person leadership group based at Memorial.

2017-2019 Executive Committee, Institute of Social and Economic Research (ISER) (Memorial).

- 2017-2019 Executive Committee, Smallwood Foundation (Memorial).
- 2015-2017 Science and Technology Studies Graduate Diploma Development Committee (Memorial).
- 2015-2016 Environmental Humanities Undergraduate Diploma Development Committee (Memorial).
- 2015-2018 MUNSTS (Science, Technology, and Society) Research Cluster (Memorial).
- 2013-2018 Arts on Oceans Organizing & Steering Committee. Duties: I was part of a four-person committee responsible for coordinating and planning public events and research dissemination activities associated with the Arts on Oceans initiative (Memorial).
- 2017 Nexus Centre Governance Framework Development Committee, (Memorial).
- 2013-2016 Bonne Bay Social Science Field School Development Committee (Memorial).
- 2015 SSHRC Graduate Fellowships Selection Committee, (Memorial).
- 2015 Vanier Scholarship Selection Committee (Memorial).
- 2014 SSHRC Insight Grants Competition Reviewer (Memorial).
- 2014 SSHRC Graduate Fellowships Selection Committee, (Memorial).
- 2013 Vanier Scholarship Selection Committee (Memorial).

2013 Delegate of the Dean of Graduate Studies, School of Social Work Comprehensive Examination Process (Memorial).

2012 SSHRC Graduate Fellowships Selection Committee, (Memorial).

2012 Vanier Scholarship Selection Committee (Memorial).

2011-2019 Editorial Board, Newfoundland and Labrador Studies (Memorial).

2012-2018 Harris Centre Fishery Research Group (Memorial).

2012-2018 Memorial University Discussion Group on Complexity (Memorial).

2011-2018 Harris Centre Placentia Bay Working Group (Memorial).

2011-13 Appointed by the Dean of Arts as the Faculty of Arts' Representative on the Advisory Committee for the Development of the Memorial University Teaching Skills Enhancement Program (Memorial).

2013 Search Committee: Labrador Institute Tenure-Track Position, Faculty of Arts. Duties: Review application files, attend public seminars, interview candidates, and Labrador Institute personnel, make nomination to the Dean of Arts (Memorial).

2013 Chair, Search Committee: 8 month contract teaching position, Department of Anthropology (Memorial).

2011 Represented Memorial University in counseling prospective students during high school visits in St. John's.

2011 Consulted in the development of the MetaKettle project in the Faculty of Engineering (Memorial).



2010 Faculty of Arts Representative, Office of Research Environment Cluster Planning Session, Office of Research. March 18, 2010 (Memorial).

2009 Discussant “Roles and Responsibilities of Supervisors and Advisors/Graduate Officers” panel. Featured as part of the 2009 Memorial University of Newfoundland Graduate Student Orientation sponsored by the School of Graduate Studies, September 8, 2009 (Memorial).

2009 Graduate Program in Teaching Supervisor. I served as the teaching mentor and primary supervisor for PhD Candidate Andrea Procter for the Memorial University Graduate Program in Teaching, Winter Semester, 2008-2009 (Memorial).

2009 Faculty Participant. Stakeholder consultation exercise on the future direction of the Harris Centre, November 23, 2009 (Memorial).

2008-present Faculty Participant. Memorial University’s Environmental Health and Human Systems Sustainability Initiative (EHSSI). Duties: I have attended multiple planning meetings to discuss strategies for increasing collaborations between Memorial faculty members and the broader municipal and provincial community in order to better understand and engage with critical environmental issues (Memorial).

**Service: Departmental Level**

2020-2021 Search Committee, LTA Position. Sociology Program, Department of Sociology and Anthropology (Nipissing).

2019-2020 Advertised for and served as the primary supervisor for one NU Works Student assisting with departmental priorities (Nipissing).

2019-2020 Creation (with Dr. Carly Dokis) of two new courses: Anth 3106: Food and Culture; and Anth 3206: Narrative and Memory (Nipissing).

2018-2019 Master of Sociology (Applied Social Research) Selection Committee (Nipissing).

2018-2019 Creation (with Dr. Carly Dokis) of three new courses: Anth 2056: The Anthropocene; Anth 3406: The Living and the Dead; and Anth 4106: Multispecies Ethnography. Renaming and restructuring of Anth 2006: The Ethnographer's Craft; and Anth 1006 Introduction to Anthropology. Modifications of course descriptions for Sociology courses, including Science, Technology, and Environment and Consumer Culture to more effectively incorporate concepts and material from both disciplines (Nipissing).

2018-2019 Advertised for and served as the primary supervisor for two NU Works Students assisting with departmental priorities, including the creation of course posters (Nipissing).

2019 Sociology & Anthropology Department Representative, Nipissing Recruitment Fair, October 27, 2019 (Nipissing).

2018-2019 Co-author: Interim Quality Council Assurance Report for Anthropology (Nipissing).

2018-2019 Faculty Participant: Department of Sociology IQAP Process (Nipissing).

2018 Department of Sociology & Anthropology Representative, Nipissing Recruitment Fair, October 27, 2018 (Nipissing).

2017-18 Creation of one new course: Anth 3452: Fisheries, Aquaculture, and the Global Commodity (Memorial).

2017-2018 Undergraduate Coordinator, Department of Anthropology. Duties: Oversee the running of the Anthropology undergraduate honours, major, and minor programs; counsel students and respond to student inquiries; represent the Department of Anthropology at the Faculty level; communicate with the Office of the Registrar and the Faculty of Arts; oversee the recruitment of majors and minors; meet with new students and respond to student inquiries; complete required forms and other paperwork; draft letters on behalf of the department; coordinate the review process for Honours theses (Memorial).

2017-2018 Headship Search Committee: Department of Anthropology (Memorial).

2017-2018 Promotion and Tenure Committee, Department of Anthropology, (Memorial).

2016 Chair, Search Committee: 8-month contract teaching position, Department of Anthropology (Memorial).

2012-2016 Graduate Coordinator, Department of Anthropology, Memorial University of Newfoundland. Duties: Oversee the management of two Master's and one PhD program, containing a total of approximately 35 students; attend School of Graduate Studies (SGS) workshops; communicate with SGS personnel, the Associate Dean of Arts, and other Graduate Officers; serve on the Faculty of Arts Graduate Officers committee; recruit new students and respond to student inquiries; oversee graduate program budget and prepare funding offers; oversee scholarship applications and funding allocations; implement an entirely new departmental comprehensive examination system; counsel graduate students and respond to graduate student inquiries; complete required forms and other paperwork; draft letters on behalf of the department; assist with the coordination of thesis reviews; represent the department at the faculty and university level, including serving on internal MA and PhD SSHRC committees, and the Vanier Scholarship committee (Memorial).

2015-16 Chair, Graduate Studies Committee, Department of Anthropology (Memorial).

2015-16 Chair, Scholarship in the Arts Fund Committee for the Department of Anthropology (Memorial).

2015-16 Web Site Committee, Department of Anthropology (Memorial).

2015 Tenure-track Faculty Member Hiring Committee, Department of Anthropology (Memorial).

2015 Promotion and Tenure Committee, Department of Anthropology (Memorial).

2015 Online video producer. Worked with the Department Head and a film producer to produce a video of student testimonials to promote the Department of Anthropology undergraduate major and minor programs. The video was featured on the main page of the Department web site. (Memorial).

2015 Designer (with Bradley Cooper, Faculty of Arts). Department of Anthropology, MUN Graduate Program Brochure and Poster. (Memorial).

2015 Chair, Search Committee: 8 month contract teaching position, Department of Anthropology (Memorial).

2009-2015 Committee member, MUN Department of Anthropology Ethics Review Committee (DRC). Duties: This three person committee is responsible for reviewing departmental course content to ensure that it is in compliance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS). (Memorial).

2014-2015 Headship Search Committee: Department of Anthropology (Memorial).

2013-2014 Search Committee: Department of Anthropology Tenure-Track Position in the Anthropology of the Environment. Duties: Review application files, attend public seminars, interview candidates, make nomination to the Dean of Arts (Memorial).

2008-2014 Co-organizer and moderator (with Robin Whitaker), Department of Anthropology (MUN) Seminar Series. Duties: Recruitment of speakers. Coordination and moderation of 5-10 seminars per year (Memorial).

2013 Chair, Search Committee: 8 month contract teaching position, Department of Anthropology. Duties: Review application files, interview candidates, make nomination to the Dean of Arts (Memorial).

2011-2012 Undergraduate Coordinator, Department of Anthropology. Duties: See above (Memorial).

2011-2012 Anthropology Department Headship Review Committee. Duties: Review application files, conduct interviews, make nomination to the Dean of Arts (Memorial).

2011-2012 Search Committee: 8 month contract teaching position, Department of Anthropology. Duties: Review application files, interview candidates, make nomination to the Dean of Arts (Memorial).

2009-2012 Library Representative, Department of Anthropology. Duties: I oversaw the acquisition of anthropology-related books, journals, videos and software for the Queen Elizabeth II Library and acted as a liaison between my departmental colleagues and the librarians responsible for Anthropology and closely related fields (Memorial).

2010-2011 Co-ordinator, Sociology/Anthropology Interdisciplinary Undergraduate Program. Duties: Oversee the running of the S/A honours, major, minor programs; liaise with the heads of the Departments of Sociology and Anthropology and the Faculty of Arts; counsel students and respond to student inquiries. Represent the S/A Program at the Faculty level; communicate with the Office of the Registrar; oversee the recruitment of majors and minors; complete required forms and other paperwork; draft letters on behalf of the S/A program; coordinate the review process for Honours theses (Memorial).

2009-2011 Department of Anthropology Graduate Program Review Committee. Duties: Participated in a re-examination of all aspects of departmental graduate programs, including the development of a completely new comprehensive exam system (Memorial).

2009-2010 Chair, Promotion and Tenure Committee, Department of Anthropology, MUN. Duties: Oversaw the evaluation and authorship of successful letters of recommendation for two tenure-year decisions and one recommendation for promotion to full professor (Memorial).

2009-2010 Department of Anthropology Undergraduate Program Review Committee, MUN. Duties: Participated with all other Anthropology faculty in the committee responsible for implementing the recommendations of the 2008 Academic Program Review process. I was also a member of a three-person subcommittee that was responsible for examining the structure of the undergraduate major and minor programs in the department, comparing them to Anthropology departments at other North American universities and other departments at Memorial, as well as re-examining cross-listed programs and courses (Memorial).

2009-2010 Coordinator, departmental library renewal process. Over the course of the 2009-2010 academic year, I coordinated a major renewal of the MUN Anthropology Department Library. Duties: Consulting with my colleagues and university librarians about the acquisition of new materials and overseeing and taking primary responsibility for the reallocation or removal of unwanted books, journals, and other items to create space; donating delicate and historically significant books to the Queen Elizabeth II Library and the Centre for Newfoundland Studies (Memorial).

2008-2011 Web site administrator, MUN Department of Anthropology. Duties : Writing, uploading and editing web content; maintaining a continually updated list of news items that showcases the accomplishments of faculty members and graduate students; organizing and updating faculty and graduate student research bios; performing ongoing maintenance of the site; and overseeing the creation of a new web site for the newly independent Department of Anthropology in 2009-2010 (Memorial).

2008-2009 Library Representative, MUN Department of Anthropology and Archaeology. Duties: I oversaw the acquisition of social and cultural anthropology, physical anthropology, and archaeology-related books, journals, videos and software for the Queen Elizabeth II Library and acted as a liaison between my departmental colleagues and the librarians responsible for Anthropology, Archaeology and closely related fields (Memorial).

**National and International Service: Peer Review**

2019 Grant Reviewer, Alaska Sea Grant Program, Grant Proposal Reviewer

2018-present Manuscript Reviewer, *Fisheries*

2018-present Manuscript Reviewer, *MARE Publication Series, Springer Press.*

2018-present Manuscript Reviewer, *Canadian Journal of Communication.*

2017-present Manuscript Reviewer, *Human Organization*

2017-present Manuscript Reviewer, *Geoforum*

2017-present Manuscript Reviewer, *World Development*

2016-present Manuscript Reviewer, *University of Washington Press.*

2015-present Program Reviewer, DAAD Prime Postdoctoral Fellowship Program (Germany).

2014-present Manuscript Reviewer, *Marine Policy*

2012-present Manuscript Reviewer, *Ecology and Society*

2011-present Manuscript Reviewer, *Area*

2010-present Manuscript Reviewer, *Berghahn Books*

2010-present Manuscript Reviewer, *Ethnos*

2009-present Manuscript Reviewer, *Maritime Studies (MAST)*

2009-present Manuscript Reviewer, *Fish and Fisheries*

2006-present Manuscript Reviewer, *Human Ecology: An Interdisciplinary Journal*

**Community Service**

2021-22 Nipissing University Faculty Association (NUFA) Representative, North Bay District Labour Council (NBDLC).

2021-22 Nipissing University Faculty Association (NUFA) Representative, Northern Peoples Coalition.

2015 Co-organizer, Great Fish for a Change. A series of four public events across Newfoundland showcasing possibilities to encourage local seafood consumption.

2015 Co-organizer and Moderator, Arts on Oceans Symposium, April 7, 2015, St. John's, NL.

2015 Co-organizer: Beneath the Waves: Film Festival and Panel Discussion, January 2015, St. John's, NL.

2015 Co-organizer: Work and the Sea event. Rocket Room, April 1, 2015, St. John's, NL.

2015 Moderator, Citizens Dialogue About CETA - What does CETA mean for Newfoundland and Labrador? What does it mean for Memorial University? What does it mean for you? April 15, 2015, John's, NL.

2014 Co-organizer: Slow Fish Event, Rocket Room, Rocket Bakery, St. John's, NL.

**Workshop Participation**

2021 OCUFA Countdown to Strong Workshop. Spring Semester 2020-2021.

2021 Microsoft Office Information Session. Spring Semester 2020-2021.

2021 Microcredential Information. Spring Semester 2020-2021.

2020 Training Session: Online Teaching and Learning 101, Nipissing University. Fall Semester: 2020-2021. Online delivery.

2020 Training Session: Library Reading Lists in Blackboard, Nipissing University. Fall Semester: 2020-2021. Online delivery.

2017 Workshop Participant: Thinking Through Precarity, a workshop led by Syla Federicci and George Caffentzis, Sept 29, 2017, St. John's, NL.

2016 Workshop Participant, The Governance of Seeds and Food: Taking Stock. Carleton University, October 27, 2016, Ottawa, ON.

2014 Strategies for Building Resilient Fisheries and Coastal Communities Workshop, April 11, 2014, St. John's, NL.

2012-2015 Harris Centre Fishery Group Workshops, St. John's, NL.



- 2013 Working group to develop a Social Science Field School in Bonne Bay, NL., October 19-20, 2013, Norris Point, NL.
- 2013 Too Big To Ignore Global Information System Development Workshop, June 16-17, 2013, Vancouver, BC.
- 2012 Visualization and Database Workshop. Too Big To Ignore Project, September 7, 2012, St. John's, NL.
- 2011 Small Scale Fisheries Working Group Meetings. MARE Conference, July 7-8, 2011, Amsterdam, Netherlands.
- 2010 Invited Participant. "CURRA Workshop on Global Value Chains," April 12-13, 2010, St. John's, NL.
- 2009 Invited participant. Governing Small-scale Fisheries for Wellbeing and Resilience: A Canada-WorldFish Center Collaborative Research Program, November 6, 2009, St. John's, NL.
- 2005 Invited participant. 3<sup>rd</sup> Annual Eastern Scotian Shelf Integrated Management (ESSIM) Forum. February 22-23, 2005, Halifax, NS.
- 2004 Invited participant. Sustainable Development: Getting it Right the First Time. Workshop organized by the Oil and Gas Development Partnership. Memorial University of Newfoundland, St. John's, NL.
- 2004 Invited participant. Information Seaway: Placentia Bay Pilot Project Stakeholder Workshop. Canadian Centre for Marine Communications, St. John's, NL.
- 2003 Participant. Canada's Oceans: Research, Management and the Human Dimension. 2<sup>nd</sup> Annual National Conference of the Ocean Management Research Network, Ottawa, ON.
- 2003 Invited participant. Ocean Management Research Network Sustainability Node Workshop, Ottawa, ON.

2003 Invited participant. Ocean Management Research Network Sustainability Node Workshop, St. John's, NL.

2003 Invited participant. Vulnerability in Coastal Communities: Adaptations to Change and Planning for the Future. Workshop organized by the Linking Science and Local Knowledge Node of the Ocean Management Research Network, Change Islands, NL.

2003 Sustainability Node Representative. Ocean Management Research Network 2003 National Conference Planning Workshop, Ottawa, ON.

2003 Participant. High Seas Symposium – Diplomatic and Legal Options for Managing Fishing and Oil and Gas Developments on the High Seas: NAFO Fishing and International Oil and Gas Developments on the Grand Banks, St. John's, NL.

2003 Participant. Ocean Innovation 2003 Conference, St. John's, NL.

2002 Invited participant. Science and Local Knowledge: Making the Linkages Work in Canada's MPAs. Workshop organized by the Science and Local Knowledge Node, Ocean Management Research Network, Moncton, NB.

### **Professional Memberships**

- Canadian Anthropology Society (active)
- American Anthropological Association (active)
- Anthropology and Environment section, American Anthropological Association (active)
- Anthropology of North America section, American Anthropological Association (active)
- Society for the Anthropology of Work, American Anthropological Association (active)
- Society for Applied Anthropology (active)
- Canadian Studies Network (periodic)
- Canadian Association of Geographers (periodic)

**Dr. Carly A. Dokis**

Associate Professor, Anthropology

Chair, Department of Sociology and Anthropology

Email: carlyd@nipissingu.ca

**EDUCATION:**

Ph.D. Anthropology, University of Alberta, 2010

*Dissertation: People, Land, and Pipelines: Perspectives on Resource Decision-Making Processes in the Sahtu Region, Northwest Territories*

M.A. Social Sciences, University of Chicago, 2003

*Thesis: A Case of Resistance: An Inquiry into the Construction of Residential School History*

B.A. (Honours) Sociology, Gonzaga University, 2000

**EMPLOYMENT HISTORY:**

2017 –Present Associate Professor of Anthropology (Tenured)

Department of Sociology and Anthropology, Nipissing University

2020 –Present Chair

Department of Sociology and Anthropology, Nipissing University

2017 –2018 Program Coordinator

Masters of Arts in Sociology, Applied Social Research

Nipissing University

2014 –2017 Assistant Professor of Anthropology (Tenure-Track)

Department of Sociology and Anthropology, Nipissing University

2015 –Present Full Graduate Faculty Member

School of Graduate Studies, Nipissing University

2013-2014 Assistant Professor of Anthropology (Non-Tenure-Track)

Department of Sociology and Anthropology, Nipissing University

2012 – 2013 Research Associate

Department of Sociology, Nipissing University 2

2010 – 2012 Social Sciences and Humanities Research Council of Canada (SSHRC) Postdoctoral Fellow

Departments of Sociology & History, Nipissing University

2008 –2013 Anthropology Instructor,

Department of Sociology, Nipissing University

**AWARDS & HONOURS:**

2017 Chancellor’s Award for Excellent in Teaching, Nipissing University

2017 The Hill Times List of Best Books for 2016 for *Where The Rivers Meet: Pipelines, Participatory Resource Management, and Aboriginal-State Relations in the Northwest Territories*

2016 Research Matters – Top 50 Research Partnerships in Ontario, Council of Ontario Universities

2009 Richard F. Salisbury Award, Canadian Anthropology Society

**EXTERNAL RESEARCH FUNDING:**

2020- SSHRC Insight Grant, Principal Investigator (\$228,351)

2025 Title: *Taking Care of Our Stories*

2019- **SSHRC Connection Grant, Collaborator (\$25,000)**

2020 Title: *Place-Based Reparative Environmental Histories: Symposium 2.0*

2017- **Canadian Institute for Health Research, Co-Investigator (\$1,000,000)**

2022 Title: *Mno Nimkodadding Geegi (We Are All Connected): The Ontario Node of the Indigenous Mentorship Network Program*, Training Grant

2015- SSHRC Insight Development Grant, Principal Investigator (\$70,219)

2019 Title: *“Contested Waters: Exploring the Lived Experience of Water Quality Risks in an Anishinaabe Community in Northern Ontario”*

2015 **SSHRC Aid to Scholarly Publications Program Grant, Principal Applicant (\$8,000)**

Funding for *“Where the Rivers Meet: Pipelines, Participatory Resource Management, and Aboriginal-State Relations in the Northwest Territories”*

2013 - **NSERC Canadian Water Network, Co-Investigator (\$28,000)**

2015 Title: *“Sustainable Water and Wastewater Treatment Systems Through A Bottom-Up Participatory Technology Development Process – A Case Study in three Indigenous Communities in Canada”* 3

2010- **SSHRC Postdoctoral Fellowship, Principal Investigator (\$79,000)**

2012 Title: *“After the Hearings: Politics, Development, and Participatory Management in the Sahtu Region, Northwest Territories”*

## **PUBLICATIONS:**

### **Books Authored:**

Dokis, Carly (2015) *Where the Rivers Meet: Pipelines, Participatory Resource Management, and Aboriginal-State Relations in the Northwest Territories*. Nature/History/Society Series (Ed. Graeme Wynn). Vancouver: UBC Press.

### **Books Edited:**

Murton, J., Bavington, D., and **Dokis, C.** (2016) *Subsistence Under Capitalism: Historical and Contemporary Perspectives*. Rural, Wildland and Resources Studies Series. Montreal: McGill-Queen's Press. (Co-Edited, contribution 20-30%).

### **Journal Articles in Refereed Journals:**

Dokis, Carly. (In Review). Imposing Calculations: visibility and invisibility of harm in the Mackenzie Gas Project environmental assessment. *The Extractive Industries and Society*. Special Issue: "Mobilizing Communities and Managing Publics in North American Extractivist Frontiers." (Under Review). 32 pgs.

Lukawiecki, Jessica, Gagnon, Rhonda, **Dokis, Carly**, Walters, Dan, Molot, Lewis (2019) Indigenous Consultation in the Development of Ontario's Great Lakes Protection Act. *International Journal of Water Resources Development*, DOI DOI: 10.1080/07900627.2019.1681261

Dokis, Carly (2016) Shapeshifters, the Petro-State, and the Making of Uncertain Futures in the Canadian North. Hot Spots. *Cultural Anthropology* on-line. <https://culanth.org/fieldsights/928-shapeshifters-the-petrostate-and-the-making-of-uncertain-futures-in-the-canadian-north>

Dokis, Carly (2010) Modern Day Treaties: 'Development,' Politics, and the Corporatization of Land in the Sahtu Dene and Métis Comprehensive Land Claim Agreement. *Geography Research Forum. Special Issue: Aboriginal Canadians Issues and Challenges*. Vol. 10: 32-49.

McLafferty, Carly (2009) "But We Know Different, We Live Here": Public Participation in Environmental Assessment Hearings from Voisey's Bay, Labrador and the Sahtu Settlement Area, Northwest Territories. In *Proceedings of the Fourth IPSSAS Seminar*. François Trudel ed. Centre Interuniversitaire d'études et de Recherches Autochtones of Université Laval: Quebec City. 4

### **Refereed Book Chapters:**

Dokis, Carly (2022) Emergent Forms of Indigenous-State Relations in the Circumpolar North. In *The Routledge Handbook of Arctic Politics*. Mark Nuttall and Anita Dey Nuttall (eds.) Routledge. (Invited, Accepted).

Dokis, Carly (2022) Constructing and Contesting Temporalities in the Mackenzie Gas Project Environmental Assessment. In *Arctic Abstractive Industry*. Arthur Mason (ed.). Berghahn Books: Oxford and Brooklyn.

Dokis, Carly (2020) Hauling Water. In *Search After Method: Sensing, Moving, and Imagining in Anthropological Fieldwork*, eds. Julie Laplante, Ari Gandsman, and Willow Scobie. Berghahn Books: Oxford and Brooklyn. (Invited Contribution). Pp. 108-11.

Restoule, P., **Dokis, C.**, and Kelly, B. (2018) Working to Protect the Water: Stories of Connection and Transformation. *Indigenous Research: Theories, Practices, and Relationships*. D. McGregor, J.P. Restoule, and R. Johnston (eds). Toronto: Canadian Scholars Press. Pp. 219-239. (Invited Contribution, contribution 40%)

Dokis, Carly (2017) Knowing Land, Quantifying Nature: Assessing Environmental Impacts in the Sahtu Region, Northwest Territories. *Critical Norths: Space, Nature, Theory*. Sarah Jaquette Ray & Kevin Maier (Eds). Fairbanks: University of Alaska Press.

Murton, J., Bavington, D., and **Dokis, C.** (2016) Introduction: Why Subsistence? In *Subsistence Under Capitalism: Historical and Contemporary Perspectives*. Rural, Wildland and Resources Studies Series. J. Murton, D. Bavington, and C. Dokis (Eds). Montreal: McGill-Queen's Press. Pp. 3-36. (Contribution 21-30%).

Stubbs, Thom and **Dokis, Carly** (2009) Socio-Economic Effects of Increased Arctic Shipping. In *Arctic Marine Shipping Assessment 2005-2008*. Protection of the Arctic Marine Environment International Secretariat (permanent working group of the Arctic Council): Akureyri, Iceland. Section 5.

#### **Book Reviews:**

Dokis, Carly (2019) Report of an Inquiry into an Injustice: Begade Shutagot'ine and the Sahtu Treaty. *Canadian Journal of Native Studies*. Vol. 38(2):206-208 (Invited).

#### **Invited Comments/Editorials:**

Dokis, Carly (2016) "Treating Your Food Good: Changing Natures and Economies in the Northwest Territories." In *Anthropology: what does it mean to be Human?* Fourth Edition. New York & Oxford: Oxford University Press. 5

**Dokis, Carly** and Benjamin Kelly (2014) Learning to Listen: Reflections on Fieldwork in First Nation Communities in Canada. *Canadian Association of Research Ethics Boards Pre & Post*. September, 2014: 2-3.

#### **On-Line Resources:**

Dokis First Nation Water Project (2017) *Migisi Stories*. [www.migisistories.com](http://www.migisistories.com)

#### **Audio-Video Resources:**

*Working in Relationship with Indigenous Communities*. Video. 34 minutes, June 2018.

#### **PAPERS PRESENTED AT CONFERENCES (REFEREED PUBLISHED ABSTRACTS):**

Dokis, Carly (2019) Evaluating Risk, Assessing Harm: Constructions of Sustainable Futures in the Mackenzie Gas Project Environmental Assessment. Meeting of the American Society for Environmental History (ASEH), Columbus, OH, USA, April.

Dokis, Carly (2019) Beef for a Moose, Cash for Your Hides: The Misrecognition of Harm in the Mackenzie Gas Project Environmental Assessment. Meeting of the Society for Applied Anthropology (SFAA), Portland, WA USA, March.

Dokis, Carly (2018) Caring for Okikendawt's Stories. Meeting of the Canadian Anthropology Society (CASCA), Santiago de Cuba, May.

**Dokis, Carly, Paige Restoule** (2017) A World Covered in Stories. Challenging Canada 150: Settler Colonialism and Critical Environmental Sciences, North Bay, Canada, October.

Dokis, Carly (2017) (Re)Inscribing Relationality, (Re)Imagining Community: constructions of mobilities in an Anishinaabeg community in Northern Ontario. Meeting of the Canadian Anthropology Society/ International Union of Anthropological and Ethnological Sciences. Ottawa, ON, May.

Dokis, Carly (2016) The Biopolitics of Drinking Water Quality Assessment in First Nations Communities in Canada. Meeting of the Canadian Anthropology Society (CASCA). Halifax, NS, May.

Kelly, Benjamin, **Carly Dokis** (2015) Mutual Decolonization: Exploring Group Culture Formation Between Environmental Scientists and an Anishinaabe Community. Qualitative Analysis Conference. London, ON, June.

**Dokis, Carly, Benjamin Kelly, Randy Restoule, Paige Restoule and Natalie Restoule** (2015) Working to Protect the Water: Exploring Water Knowledges and Experiences Through Storycircles. GDO AKIMINAAN GANAWENDANDAAN (Taking Care of Our Land): Exploring Aboriginal Land Management, Planning, and Use. Algoma University, Sault St. Marie ON, May. 6

**Dokis, Carly, Benjamin Kelly, Randy Restoule, and Paige Restoule** (2015) "Water is Life": Exploring Water Knowledges and Experience in Northern Ontario. Meeting of the Society for Applied Anthropology. Pittsburg, PA USA, March.

Dokis, Carly (2014) Problematizing Certainty: First Nations "Safe" Drinking Water and the Construction of Risk. Presented at *Promising Uncertainties: Unsettling the Future of Anthropological Terrain*, the annual Meeting of the Canadian Anthropological Society (CASCA). Toronto, ON, May.

Dokis, Carly (2013) Does Subsistence Provide an Alternative to Capitalism? Presented at the annual meeting of the *American Society for Environmental History* (Panel Participant). Toronto, May.

Dokis, Carly (2012) Encountering Anthropology: Danger, Humour, and Ethics in the Field. Presented at *The Unexpected*, the annual meeting of the Canadian Anthropology Society. Edmonton, AB. May.

Dokis, Carly (2011) "What We Are Taking About Is the Truth": The Role of Knowledge, Power, and Being Dene in the Mackenzie Gas Project Community Hearings. Accepted for *Traces, Tidemarks, and Legacies*, the annual meeting of the American Anthropological Association. Montreal, PQ. November. Dokis, Carly (2010) Resource Decision Making Processes Under Comprehensive Claims: Consultation, Co-Management and the Corporatization of Land. Salisbury Lecture. Given at *Anthropological Connections*, CONGRESS and the annual meeting of the Canadian Anthropology Society. Montreal, PQ. May.

Dokis, Carly (2008) Invited Discussant for the Panel "Teaching/Learning Anthropology: Ethnography as a Critical Pedagogy in Undergraduate Classrooms." Presented at *Ethnography: Entanglements and Ruptures*, the annual meeting of the Canadian Anthropology Society. Ottawa, Ontario. May.

Dokis, Carly (2008) Communities at a Crossroads: Sahtu Dene and Métis Experiences of Oil and Gas Activities and Assessment. Poster presented at *Arctic Frontiers - Oil and Gas in the Arctic*. Sponsored as a part of International Polar Year. Tromsø, Norway. January 20 - 31.

Dokis, Carly (2007) There Are No Doctors for the Fish: Industrial Impacts and Sickness in Sahtu Dene Environmental Assessment Discourse. Presented at *Putting Region in its Place: An Interdisciplinary Conference on Health, Healing and Place*. Edmonton, Alberta. October.

McLafferty, Carly (2007) Resource Development and the Politics of Participation: An Examination of the Community Hearings for the Mackenzie Gas Project in the Sahtu Settlement Area, NWT. Presented at *Indigenities & Cosmopolitanisms*, the annual meeting of the Canadian Anthropology Society and the American Ethnological Society. Toronto, Ontario. May. 7

McLafferty, Carly (2006) A Quagmire Underfoot: Consultation in Practice, Consultation in Principle. Presented at the Society for Applied Anthropology Annual Meetings. Vancouver, B.C. March.

McLafferty, Carly (2005) We Can't Say That: Perspectives in Organizational Capacity Building for Aboriginal Community Engagement in Canada. Presented at

*Translocalidad/Translocality/Translocalité*, the annual meeting of the Anthropology of North America section of the American Anthropological Association, Universidad Autonomia de Yucatan, and the Canadian Anthropology Society. Mérida, México. May.

McLafferty, Carly (2005) Contested Sites and Inscribed Places: Wounded Knee Revisited. Presented at the Northwest Anthropological Annual Conference. Spokane, WA, U.S.A. March.

McLafferty, Carly (2006) But We Know Different, We Live Here: Public Participation in Environmental Assessment from Voisey's Bay, Labrador and the Sahtu Settlement Area, NWT. Presented at the International PhD School for the Study of Arctic Societies (IPSSAS), Kuujuuaq, Nunavik. May 22 . June 3.

#### **PRESENTATIONS:**

Dokis, Carly (2021) Invited Lecture for ENST 5116: Perspectives on the Environment, Nipissing University, October.

Dokis, Carly (2021) Invited Lecture for INTD 2005: Introduction to Interdisciplinary Analysis "Chaos," Nipissing University, February.

Dokis, Carly (2020) Invited Lecture for GGR 416H1: Environmental Impact Assessment, University of Toronto, November.

Dokis, Carly (2020) Invited Lecture for joint session of ENST 5116: Perspectives on the Environment, Nipissing University and PLA 1102H: Planning Decision and Methods I, University of Toronto, October.



Dokis, Carly (2020) Invited Panellist for FYFE 1001: Topics in Arts & Science I, Nipissing University, September.

Dokis, Carly (2020) The Waters that Connect Us. Invited Circle Session Participant. *Reparative Environmental Histories in 'Place,'* Ottawa, March (\*Cancelled due to COVID-19).

Dokis, Carly (2019) Indigenous Knowledge Keeping in the Digital Domain. Invited Panel Moderator. *The Cold Waters: Media Symposium & Arts Festival.* North Bay, June.

Dokis, Carly (2017) Building Sustainable Futures in an Era of Reconciliation. Public talk given at *NU 2042 Faculty Speaker Series*, North Bay, ON, December. 8

Dokis, Carly (2017) Invited Panel Participant in "She Speaks Alongside the Water: Working for Water and Future Generations." Enji giigdoyang, Office of Indigenous Initiatives Speaker Series, North Bay, November.

Dokis, Carly (2017) Invited Panel Participant in "The Four R's of Indigenous Research and Pedagogy." The Centre for Interdisciplinary Collaboration in the Arts and Sciences (CICAS) and Enji giigdoyang, Office of Indigenous Initiatives "From This Place" Speaker Series, North Bay, October.

Dokis, Carly (2017) Invited lecture for GEND 4205: *Honours Seminar*, Nipissing University, November.

Dokis, Carly (2017) Invited lecture for ENST 5117: *Methods of Inquiry in Environmental Research*, Nipissing University, September.

Dokis, Carly (2017) Invited lecture for EDUC 6616 *Critical Conversations in Research*, Nipissing University, July.

Dokis, Carly (2017) "Participant Observation in the Context of Research with Indigenous Communities." Invited lecture for *NATI 3606: Special Topics (Indigenous Health Research)*, Nipissing University, March.

Dokis, Carly (2016) "Resource Extraction in the Canadian North." Invited lecture for *HIST 5307: International Resource Development*, Nipissing University, April.

Dokis, Carly (2016) "Partnerships with Indigenous Communities: Experiences in Participatory Action Research and Academic Programming." Invited guest speaker for the *Ministry of Natural Resources Aboriginal Working Group*, North Bay, March.

Dokis, Carly (2015) "Truth, Power, Prophecy: Beyond Material Knowledge Among the Sahtu Dene." Invited lecture for *INTD 2005: GENIUS*. Nipissing University (Muskoka Campus), October.

Dokis, Carly (2015) "Explorations in Qualitative Research Design and Ethics." Invited lecture for *EDUC 6116: Critical Conversations in Educational Research*. Nipissing University, July.

Dokis, Carly (2015) "Good Water: Water Governance and Water Quality Risks in First Nations Communities." Invited lecture for *SOCI 4227: Sociology of Science, Technology, and Environment*. Nipissing University, April.

Dokis, Carly (2014) "Power, Authority, and Dene Hand Games." Invited lecture for *HIST/PHYS 3946: History of Sport in Canada*. Nipissing University, November.

**Dokis, Carly** and Paige Restoule (2014) "Research *With* Indigenous Communities: Experiences with Participatory Action Research." Indigenous Wellness Addictions Prevention Program, Canadore College. October. 9

Dokis, Carly (2014) Good Water: The Application of Scientific Rationalism to Evaluating Nature. Presented at *Paddling Together: Integrative Traditional and Western Water Knowledge CWN Workshop*. North Bay, August.

Dokis, Carly (2014) Mini Lecture. *Aboriginal Education Youth Gathering*. Nipissing University, North Bay, ON, March.

Dokis, Carly (2013) Invited Panel Participant. *Decolonizing the Curriculum: A Faculty Panel Discussion*. Nipissing University, North Bay, ON, November

Dokis, Carly (2011) Multiple Frontiers: An Examination of Resource Extraction in the Sahtu Region, Northwest Territories. Presentation for the Nipissing University History Seminar Series. North Bay, March.

Dokis, Carly (2011) "Very Nice Talk in a Very Beautiful Way": Knowledge, Power, and the Cultural Constitution of Environmental Impacts in Sahtu Dene Environmental Assessment Discourse. Presentation for the Nipissing University Faculty Research Lunch. North Bay, January.

Dokis, Carly (2008) Oil and Gas Regulation and Assessment in the Sahtu Region, Northwest Territories. Invited Lecture for Aboriginal Studies Oil and Gas Land Administration, Southern Alberta Institute of Technology. Calgary, AB. January.

Dokis, Carly (2007) Doing Anthropology: Notes from the Field. Invited Lecture, Nipissing University. North Bay, ON. December.

Dokis, Carly (2007) People, Land, and Pipelines: Perspectives of Resource Decision Making Processes in the Sahtu Region, Northwest Territories. Invited Lecture, Nipissing University. North Bay, ON. November.

Dokis, Carly (2007) The Politics of Participation. Invited Lecture for Political Anthropology. Invited Seminar, University of Calgary. Calgary, AB. June.

McLafferty, Carly (2007) An Examination of the Cultural Construction of Environmental and Social Impacts Relative to the Mackenzie Gas Project in the Sahtu Region, NWT. Invited Lecture for Aboriginal Awareness Week, University of Calgary. Calgary, AB. March.

McLafferty, Carly (2006) Resource Development in the Sahtu Settlement Area. Invited Lecture for Aboriginal Studies Oil and Gas Land Administration, Southern Alberta Institute of Technology. Calgary, AB. December.

McLafferty, Carly (2006) Perspectives on Increasing the Effectiveness of Public Participation in Resource Decision Making. Invited Lecture for Shell Canada. Calgary, AB. June.

McLafferty, Carly (2005) Folklore and the Verbal Arts. Lecture for Anthropology 208: Introduction to Linguistic Anthropology, University of Alberta, Edmonton, AB. March. 10

McLafferty, Carly (2004) Impressions of Contact. Invited Lecture for Aboriginal Studies Oil and Gas Land Administration, Southern Alberta Institute of Technology, Calgary, AB. November.

McLafferty, Carly (2004) Politics, Conflict and Social Order. Lecture for Anthropology 207: Introduction to Cultural Anthropology, University of Alberta, Edmonton, AB. November.

#### **GRADUATE STUDENT SUPERVISION:**

##### **Masters:**

2017 –Present Megan Paulin

Masters of Environmental Studies/Science (MES), Nipissing University

Thesis Title: *The Relationship of Indigenous Art Making: cultural identity, environmental monitoring, oral histories, and decolonization*

2020 –2021 Jenna White

Masters of Environmental Studies, Nipissing University

Major Research Paper title: *An Analysis of Canada's Role with the UNECE Convention on the Transboundary Effects of Industrial Accidents.*

2014 –2020 Mary Kelly

Masters of Environmental Studies/Science (MES), Nipissing University

Thesis Title: *Multilocality and Multivocality of Place in a Subarea of the Algonquin Land Claim Settlement: the perspectives of trappers and hunters*

2015 –2019 Paige Restoule

(Withdrawn) Masters of Environmental Studies/Science (MES), Nipissing University

Thesis Title: *Resurgence of Indigenous Land-Based Practices: Indigenous wisdom, scientific knowledge, decolonization*

2014 –2016 Alysha Young

Masters of Education, Nipissing University

Thesis Title: *School Experiences and Life Trajectory: A Life History Perspective*

2012 – 2016 Rhonda Gagnon

Masters of Environmental Studies/Science (MES), Nipissing University

Thesis Title: *Exploring the Nature of Consultation & Accommodation in*

*Ontario: An Anishinabek Perspective*

**GRADUATE STUDENT COMMITTEE MEMBERSHIP:**

2020 Second Reader, M.A. Major Research Paper, Master of Sociology –Applied Social Research, Nipissing University

Marly Hill (Completed)

MRP Title: *Death in a Digital Age: Exploring Virtual Forms of Grieving Within Networked Community Spaces* 11

2020 Second Reader, M.A. Major Research Paper, Master of Sociology –Applied Social Research, Nipissing University

Andrew Ouellette (Completed)

MRP Title: *Max Weber's Continued Relevance into the 21st Century: Western Humanism*

2020 Second Reader, M.A. Thesis, Master of Environmental Science/Studies, Nipissing University

Keithen Sutherland (Completed)

Thesis Title: *Family or Bureaucratic Traplines?: The Registered Trapline System as a Tool of Colonialism in Kashechewan*

2019 Second Reader, M.A. Major Research Paper, Master of Environmental Science/Studies, Nipissing University

Vijanti Ramlogan Murphy, (Completed)

MRP Title: *The Media Portrayal of First Nations Drinking Water Advisories Under the Modern Trudeau Era*

2019 Second Reader, M.A. Major Research Paper, Master of Environmental Science/Studies, Nipissing University

Ikemdinachi Obasi (Completed)

MRP Title: *Community Perceptions of Impact of Petroleum Exploration on Ground Water in The Niger Delta, Nigeria*

2016 Second Reader, M.A. Thesis Department of History, Nipissing University

Autumn Varley (Completed)

Thesis title: *Nokomis's Story: Family, Identity, and the Child Welfare System*

**EXTERNAL REVIEWER FOR GRADUATE THESIS:**

2021 Internal/External Examiner, PhD. Dissertation in Education (Educational Sustainability), Nipissing University.

Daniel Brant (Completed)

Dissertation Title: *The Impact of Culture on Indigenous Leadership*.

2020 External Examiner, M.A. Thesis, Master of Indigenous Relations, Laurentian University

Joseph Burke (Completed)

Thesis Title: *Including Indigenous Perspectives in Policy-Making Processes: Natural Resources Development in Northern Ontario*.

2014 External Reviewer, M.A. Thesis Department of History, Nipissing University

Linda Coffee (Completed)

Thesis title: *Radio, Resistance, and Representation: CBC'S OUR NATIVE LAND, 1965-1980*. 12

2014 External Reviewer, M.A. Thesis Department of History, Nipissing University

Lorraine Sutherland. Thesis title: *Nikawii Otipaachiimowina (My Mother's Stories)*

Department of History, Nipissing University, April.

**UNDERGRADUATE THESIS SUPERVISION:**

2021 – Present Rebecca Johnson

Bachelors of Arts in Anthropology, Nipissing University

2017- 2018 Kyla Cangiano

Bachelors of Arts in Anthropology, Nipissing University

Thesis Title: *Beyond the Dust: An Ethnographic Account of Burning Man*

2017- 2018 Gab Lavoie

Bachelors of Arts in Anthropology, Nipissing University

Thesis Title: *An Ethnography of An Undergraduate Student Union*

2016-2017 Analucia Vucic

Bachelor of Arts in Anthropology, Nipissing University

Thesis Title: *Lived Experiences of Military Spouses in North Bay, Ontario*

2011-2012 Kodi Veenstra

Bachelor of Arts (Honours) Sociology, Nipissing University

Thesis Title: *Effects of Development Projects on Northern Communities*

**UNDERGRADUATE MAJOR PAPER SUPERVISION:**

2017-2018 Brandon Smit

Bachelors of Engineering, Engineering and Society Stream, McMaster University

Major Paper Title: *Bridging the Divide: Understanding the Canadian Water Crisis*

**PROGRAM DEVELOPMENT:**

2021 – Present Health Sciences/Studies Program, Committee Member

2020 – Present Certificate in Indigenous Leadership Working Group, Member

2020 – Present Environmental Studies Program, Committee Member

2016- 2018 Certificate in Archaeological Monitoring, Department Lead

2010-2013 Specialization Major and Minor in Anthropology, Department Lead 13

**COURSE DEVELOPMENT:**

ANTH 2066: Language and Culture

ANTH 3106: Food and Culture (Nipissing University)

ANTH 3206: Narrative and Memory (Nipissing University)

ANTR 3037: Archaeological Cataloguing and Reporting (Nipissing University)

ANTR 3027: Indigenous Peoples and the State (Nipissing University)

ANTR 3006: Anthropology of Development in the Canadian North (Nipissing University)

ANTR 3026: Medical Anthropology (Nipissing University)

ANTR 3047: Anthropological Theory (Nipissing University)

**COURSES TAUGHT:**

2021-2022

ANTH 3206: Narrative and Memory

ANTH 2006: The Ethnographer's Craft

ANTH/SOCI 3036: Qualitative Research Methods

2020-2021

ANTH 3026: Medical Anthropology

ANTH 2006: The Ethnographer's Craft

ANTH 3027: Indigenous Peoples and the State

2019-2020:

ANTH 1006: Introduction to Anthropology (Nipissing University)

ANTH/SOCI 3036: Qualitative Research Methods (Nipissing University)

ANTH 2006: The Ethnographer's Craft (Nipissing University)  
ANTH 3006: Anthropology of Development in the Canadian North (Nipissing University)  
2018-2019: (Sabbatical)  
2017-2018  
ANTR 1006: Introduction to Anthropology (Nipissing University)  
ANTR 3026: Medical Anthropology (Nipissing University)  
ANTR 2006: Cultural Anthropology (Nipissing University)  
SOC1 5417: Qualitative Analysis (Nipissing University)  
2016-2017  
ANTR 1006: Introduction to Anthropology (Nipissing University)  
ANTR 2006: Cultural Anthropology (Nipissing University)  
ANTR 3006: Anthropology of Development in the Canadian North (Nipissing University)  
ANTR/SOCI 3036: Qualitative Research Methods (Nipissing University)  
2015-2016  
ANTR 1006: Introduction to Anthropology (Nipissing University)  
ANTR 2006: Cultural Anthropology (Nipissing University)  
ANTR 3026: Medical Anthropology (Nipissing University)  
ANTR 3027: Anthropology, Aboriginal Peoples and the Law (Nipissing University) 14  
2014-2015  
ANTR 1006: Introduction to Anthropology (Nipissing University)  
ANTR 2006: Cultural Anthropology (Nipissing University)  
ANTR 3006: Anthropology of Development in the Canadian North (Nipissing University)  
ANTR 3407: Anthropological Theory (Nipissing University)  
2013-2014  
ANTR 1006: Introduction to Anthropology (Nipissing University)  
ANTR 2006: Cultural Anthropology (Nipissing University)  
ANTR/SOCI 2016: Classical Theory (Nipissing University)  
ANTR/SOCI 3036: Qualitative Research Methods (Nipissing University)  
ANTR 3026: Medical Anthropology (Nipissing University)

2012-2013:

ANTR 1006: Introduction to Anthropology (Nipissing University)

ANTR 2006: Cultural Anthropology (Nipissing University)

ANTR 3027: Anthropology, Aboriginal Peoples, and the Law (Nipissing University)

ANTR 3036: Qualitative Research Methods (Nipissing University)

2011-2012: (Maternity Leave)

ANTR 1006: Introduction to Anthropology (Nipissing University)

2010-2011:

ANTR 1006: Introduction to Anthropology (Nipissing University)

ANTR 3026: Medical Anthropology (Nipissing University)

2009-2010:

ANTR 1006: Introduction to Anthropology (Nipissing University)

ANTR 2006: Cultural Anthropology (Nipissing University)

ANTR 3006: Anthropology of Development in the Canadian North (Nipissing University)

2008-2009:

ANTR 1006: Introduction to Anthropology (Nipissing University)

ANTR 2006: Cultural Anthropology (Nipissing University)

ANTR 3376: Special Topics in Anthropology I: Race, Ethnicity, and Nationalism (Nipissing University)

ANTR 3027: Anthropology, Aboriginal Peoples, and the Law (Nipissing University)

2008:

ANTR 3027: Anthropology, Aboriginal Peoples, and the Law (Nipissing University)

**SCHOLARLY AND PROFESSIONAL SERVICE:**

2022 Reviewer, *SAGE*

2021- Present SSHRC Internal Research Grant Committee (Nipissing University) 15

2021 –Present External Member, Department of Religions and Cultures IQAP Self-Study Committee

2021 Reviewer, *Canadian Water Resources Journal*

2020 Search Committee Member, Limited Term Appointment in Sociology

2020 Search Committee Member, Cluster Hire for Indigenous Scholars



2020 Search Committee Member, Dean of Education and Professional Studies

2020 External Expert Reviewer, SSHRC Insight Grant Competition

2020 Reviewer, *Environment and Planning E: Nature and Space*

2020 Reviewer, *Papers in Canadian History and Environment*

2020 –Present Member, Arts and Science Ad-Hoc Committee, Land-Based Pedagogies and Research

2020 Judge, Celebration of Research Panel, Nipissing University Undergraduate Research Conference (cancelled due to COVID-19)

2017—2020 SSHRC Aid to Scholarly Publications Program Review Committee

2019 External Expert Reviewer, Laurentian University Department of Anthropology Institutional Quality Assurance Process (IQAP)

2019 Nipissing University Canada Research Chair Renewal Committee

2019 ArcticNet (Network of Centres of Excellence Canada), Expert Reviewer

2019 Reviewer, *Sage Publishing*

2017 –2018 Member, Indigenization Steering Committee (Nipissing University)

2017- 2018 Co-Vice Chair, Nipissing University Research Ethics Board

2018 (January – March) Co-Chair, Nipissing University Research Ethics Board

2015 – 2018 Member, Nipissing University Research Ethics Board

2017 – 2018 Member, Graduate Studies Committee

2017- 2018 Search Committee Member, Tenure Stream Position in Anthropology

2018 Member, Selection Committee for Chancellor’s Award for Excellence in Teaching 16

2018 Faculty Call Campaign, Anthropology

2018 Judge, 3MT

2018 Reviewer, *The Northern Review*

2017 Reviewer, *Environment and Planning E: Nature and Space*

2017 Reviewer, *Extractive Industries*

2017 Sociology Representative, NU Graduate and Professional Studies Fair

2016—2018 Faculty Advisor, Sociology and Anthropology Student Society

2017 Search Committee Member, Tenure Stream position in Native Studies

2016—2017 Chair, Nipissing University Faculty Association Scholarships Committee

2017 Panel Moderator, Nipissing University Undergraduate Research Conference

2017 Departmental Representative for Sociology and Anthropology, March Open House

2016 Search Committee Member, Tenure Stream position in Sociology

2016 Search Committee Member, Chair in Indigenous Education

2016 Search Committee Member, Tenure Stream position in Native Studies

2016 Poster Judge, Nipissing University Undergraduate Research Conference

2015 Departmental Representative for Anthropology, Ontario University Fair, September.

2015 Departmental Representative for Anthropology, New Student Orientation, July.

2014 Reviewer (manuscript), Oxford University Press

2014 Departmental Representative for Anthropology, Nipissing University Fair, November.

2014 Conference Co-Organizer, "Paddling Together: Integrative Traditional and Western Water Knowledge" Canadian Water Network (NSERC) Early Career Scholars Workshop, North Bay, ON, August 25-29th. 17

2012 Organizer, Dokis First Nation Youth Workshop "A Journey to Personal Achievement and Career Success." August.

2011 Richard F. Salisbury Award Selection Committee, Canadian Anthropology Society

2010 Reviewer (manuscript), Canadian Circumpolar Institute Press. Edmonton, Alberta

2007 Worked with Behdzi Ahda First Nation (Colville Lake) in preparation for their submission for the Joint Review Panel for the Mackenzie Gas Project: Topic 17 Recommendations Hearing held in Inuvik, NWT on November 6-7, 2007.

2007 Assisted in facilitating the Tuli't'a Unity Accord signed between the Dene and Métis of Tulita, NWT on February 17, 2007.

2006 Evaluation of Traditional Knowledge Studies conducted for licensing and permitting for the Déline Land Corporation. (August 2006 - October 2006). Reviewed and evaluated Traditional Knowledge Studies done in the community of Déline, NWT. An evaluation and recommendations for future Traditional Knowledge work was prepared for the Déline Land Corporation in October, 2006.

2006 Campaign Organizer, First Peoples National Party of Canada (FPNP), Riding: Calgary Centre-North 2006 Federal Election.

Jan 2022

#### CURRICULUM VITAE

##### NAME:

KOVACS, John M., Full Professor, Tenured

##### DEGREES:

Ph.D. Geography, University of Western Ontario, 2000

M.A. Geography, University of Windsor, 1995

B.Sc. (Hons.) Biology/Physical Geography, Queen's University, 1991

##### ACADEMIC EMPLOYMENT HISTORY:

2008 Full Professor, Department of Geography, Nipissing University

2004-2008 Associate Professor, Department of Geography, Nipissing University

2000-2004 Assistant Professor, Department of Geography, Nipissing University

##### HONOURS/RECOGNITION:

2005-2006 The Chancellor's Award for Excellence in Research, Nipissing University

2004-2005 Research Achievement Award, Nipissing University

2012-2016 Editorial Board, Geography Journal

##### EXPERT WITNESS (International Tort Litigation - Commercial Law)

2017-2018 "The Government of Indonesia vs The Petroleum Authority of Thailand Exploration and Production (PTTED) Australasia (Ashmore Cartier) Pty Ltd., The PTTED Public Company & The Petroleum Authority of Thailand (PTT) Public Company Limited"

2012-2015 "The Bodo Community and Others vs The Shell Petroleum Development Company of Nigeria Limited" (Case #: HT-13-295 and HT-13-339 to 350)

##### SCHOLARLY AND PROFESSIONAL ACTIVITIES:

2021-2022 Guest Editor, International Journal of Applied Earth Observation and Geoinformation, Special Issue "Remote sensing of plant phenological and physiological responses to climate change"

2022 Reviewer, Quality Assurance Cyclical Program, Undergraduate Geography/Geosciences Programs (BSc; BA), Trent University

2021 Reviewer, Quality Assurance Cyclical Program, Natural Resources Management Graduate Programs (MScF; MFM; PhD), Lakehead University

2021 Grant Reviewer, NSERC, Discovery Grant, Geosciences

KOVACS 2 OF 23

2019-2020 Guest Editor, Remote Sensing, Special Issue "Advances of Multi-Temporal Remote Sensing in Vegetation and Agriculture Research"

32 papers peer reviewed & published (Impact Factor 4.5)

[https://www.mdpi.com/journal/remotesensing/special\\_issues/Multi-Temporal\\_RemoteSensing](https://www.mdpi.com/journal/remotesensing/special_issues/Multi-Temporal_RemoteSensing)

2020 Grant Reviewer, Research Grants Council of Hong Kong,

Earth Sciences

2020 Grant Reviewer, NSERC, Discovery Grant, Geosciences

2019 Reviewer, Quality Assurance Cyclical Program, Natural Resources Management Undergraduate Program (BScF;BEM), Lakehead University

2018 Grant Reviewer, Swiss National Science Foundation, Croatian-Swiss Research Program-Engineering Sciences, (1 proposal at Swiss CHF\$ 398,381.00)

2017 Grant Reviewer, US Department of Defense, Strategic Environmental

Research and Development Program, Statement of Need

RCSON-18-C2""Climate Change Vulnerability Assessment of Major Habitats on and Around DoD lands"" (3 proposals at US\$ 4,267,816.00)

2017 Grant Reviewer, German Research Foundation (Deutsche

Forschungsgemeinschaft) (1 proposal at €\$ 233,850.00)

2017 Member, Environmental Panel, Ontario Research Fund-Large Infrastructure Fund Competition, Ontario Ministry of Research Innovation and Science (8 proposals at \$52,789,740.00)

2015-2018 Adjunct Professor, TropWATER Centre, James Cook University, Australia

2015-2016 International Expert, for EnGlobe Corporation to conduct an

Environmental Baseline Study of Mangroves

2009-2016 External reviewer, Promotion to Full Professor, Memorial University of Newfoundland & Mt. Allison University, Promotion to Senior Lecturer, The University of the South Pacific

2012-2013 Panel Chair (153), Ontario Council of Graduate Studies, Grant Adjudicator (Division: Biological Sciences, Discipline: 401

Environmental Sciences) Doctorate Level

2012 Grant Reviewer, US Department of Defense, Strategic Environmental

Research and Development Program, Statement of Need

RCSON-13-01""Department of Defense Pacific Island

Installations: Impacts of and Adaptive Responses to Climate

Change”, two proposals (2 proposals at US\$ 2,138,428.00)

2009-2014 Adjunct Professor of Geography, School of Graduate and Postdoctoral Studies, University of Western Ontario (M.Sc. & Ph.D. supervision)

2008-2011 Member, Natural Sciences & Engineering Research Council of Canada Scholarships and Fellowships Selection Committee for Earth Sciences and Ecology (GSC-186)- MS, Doctorate & Post-Doctorate levels

2011 International Expert, for Environnement Illimité Inc (Dessau) to conduct an Environmental Baseline Study of Mangroves

2010 Reviewer as international authority, for Tier II Canada Research Chair renewal, University of Regina KOVACS 3 OF 23

2001-2010 Visiting Research Professor, Scientific Institute for Oceanography and Limnology-Mazatlan Research Station, Universidad Nacional Autonoma de Mexico, (ola.icmyl.unam.mx; 2001, 2002, 2004, 2007, 2008, 2010)

2006 & 2009 International Grant Reviewer, Belgian Earth Observation Programme- Belgian Space Agency/Science Policy-Support to the Exploitation and Research of Earth Observation data Program

2008-2009 International Expert, for Environnement Illimité Inc & SNC-Lavalin Environment Inc. to conduct an Environmental Baseline Study of Mangroves

2003-Present Referee-30 International Academic Journals:

Aquatic Conservation; Biogeosciences, Biotropica; Canadian Journal of Forest Research; Canadian Journal of Remote Sensing; Ciencias Marinas; Economic Botany; Environmental Management; Environmental Monitoring and Assessment; Estuaries and Coasts; European Journal of Forest Research; Hydrological Processes; IEEE Journal Selected Topics in Applied Earth Observations & Remote Sensing; International Journal of Remote Sensing; International Journal of Applied Earth Observation & Geoinformation; Indian Journal of Marine Sciences; Interciencia, ISPRS Journal of Photogrammetry and Remote Sensing; Journal of Coastal Research; Journal of Forestry Research; Journal of Mountain Science; Landscape and Urban Planning; Photogrammetric Engineering and Remote Sensing; Remote Sensing; Remote Sensing of Environment; Science of the Total Environment; Society and Ecology; Wetlands; Wetlands Ecology and Management

Declined: Journal of Environmental Management; Landscape Ecology; Marine and Freshwater Research; Sensors; Progress in Physical Geography; Computers and Electronics in Agriculture

SIGNIFICANT UNIVERSITY ADMINISTRATION DUTIES:

2020-2023 Chair, Department of Geography  
2020-2021 Member, B.E.Sc. program development committee  
2020-2021 Member, CRC selection committee (Environment & Climate Change)  
2018-2020 Chair, Department of Geography  
2016-2018 Chair, Department of Geography  
2011-2014 Chair, Department of Geography  
2016-2017 Program Representative, Graduate Studies Council  
2015-2016 Program Representative, Graduate Studies Council  
2013-2015 Member, Board of Governors  
2014-2015 Board Representative, Plant and Property Committee  
2013-2014 Board Representative, University Governance Committee  
2013-2014 Member, Assistant Registrar (Curriculum/Advising) hiring committee  
2013 Member, CRC selection committee (Environmental History)  
2011-2012 Member, Graduate Studies Council (M.E.S. Adviser)  
2011-2012 Member, Vice President Acad. & Res. Selection committee  
2012 Member, hiring committee, Physical & Health Education  
2011 Member, CRC selection committee (Lifespan Health & Physical Activity)  
2011 Member, Chancellor's Award-Research selection sub-committee  
2008-2010 Elected Senate Representative, Faculty of Arts & Science  
2009-2011 Member, M.E.S/ M.E.Sc. development committee  
2008-2010 Member, University Research Committee  
2010 Member, Strategic Research Plan Committee  
2010 Member, CRC Selection Committee (Watershed Hydrology)  
2010 Member, Chancellor's Award-Research selection sub-committee

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2009-2010 Member, Senate Executive Committee  
2008-2009 Member, External on Mathematics Hiring Committee  
2008-2009 Member, CRC Selection Committee (Life Science & Environment)

2007-2008 Member, Chancellor's Award-Research selection sub-committee  
2006-2007 Member, CRC Recruitment Committee (Biogeochemistry)  
2006-2007 Member, Chancellor's Award-Research selection sub-committee  
2005-2006 Member, Appointments, Promotions and Tenure Sub-Committee for the Faculty of Arts & Science  
2005-2006 Member, Academic Planning Committee  
2004-2005 Member, Academic Planning Committee  
2004-2005 Member, Appointments, Promotions & Tenure Committee –Appeals for Promotion  
2004-2005 Member, Appointments, Promotions & Tenure Committee –Appeals for Tenure  
2003-2004 Member, Admissions, Promotions and Petitions Committee  
2003-2004 Member, Grading Standards & Practices Policy Review Sub-Committee (Faculty of Arts & Science)  
2003-2004 Member, CRC Recruitment Committee  
2002-2003 Co-Chair, Student Affairs Committee  
2001-2002 Member, University Library Committee  
2000-2008 Member, University Senate

GRADUATE SUPERVISIONS:

Completed: 5 (4 Masters, 1 PhD, \*=NSERC/SSHRC recipient)

i-Flores de Santiago, Francisco (Ph.D. Thesis co-supervisor), Department of Geography, The University of Western Ontario. (2009-2013)

ii-\*Wilson, Jeff (M.E.Sc. Thesis), Nipissing University (2011-2013)

iii-Cable, Jeff (M.E.Sc. Thesis), Nipissing University (2011-2013)

iv-Flores de Santiago, Francisco (M.Sc. Thesis advisor) Facultad de Ciencias Marinas, Universidad Autonoma de Baja California, Mexico. (2005-2007)

v-\*Gambles, Autumn (M.Sc. Thesis co-supervisor), Department of Geography, The University of Western Ontario. (2011-2015)

vi-\* Ysabel Castle (M.E.Sc thesis), Nipissing University (2019-2021)

In Progress: 1

i-\*Stephane Rhude (M.E.Sc. thesis), Nipissing University (2015-)

M.E.Sc Thesis Examiner-Ms. Elizabeth Elliot-"Oxygen isotope values of charred tree bark

as an indicator of forest fire severity”

(Supervisor: Dr. Jeff Dech, Dept Biology & Chemistry, Nipissing U)

MESc Thesis Examiner-Ms. Rebecca Wylie-“Estimating stand age from airborne laser scanning data to improve ecosite-based models of black spruce wood quality in the boreal forest of Ontario”

(Supervisor: Dr. Jeff Dech, Dept Biology & Chemistry, Nipissing U)

PhD Thesis Examiner-Dr. Tekleab Gala-“Characterizing near-surface and surface hydrology in the prairie pothole region of central Canada” -2010

(Supervisor: Dr. Creed-CRC, Depts of Biology/Geography/Earth Sci., UWO)

KOVACS 5 OF 23

g) GRADUATE COURSES:

ENST 5316 Remote Sensing for Environmental Monitoring (2012, 2016, 2019)

ENST 5117 Methods of Inquiry in Environmental Research (2015-2016)

h) 1. EXTERNAL RESEARCH FUNDING (†=PI or Co-PI):

Year Source Type\* Total Purpose\*\*

Natural Sciences and Engineering Research Council (NSERC) of Canada

†2014-2022 NSERC Discovery Grant C \$180,000 Research

“Alternative methods for assessing and monitoring mangrove forests”

†2008-2014 NSERC Discovery Grant C \$75,000 Research

“Alternative methods for assessing and monitoring mangrove forests”

†2006-2008 NSERC Discovery Grant C \$26,800 Research

“Alternative methods for assessing and monitoring mangrove forests”

†2003 NSERC Tools & Instr. C \$8, 390 Research

“Alternative methods for assessing and monitoring mangrove forests”

†2002-2006 NSERC Discovery Grant C \$60,000 Research

“Alternative methods for assessing and monitoring mangrove forests”

Other Granting Agencies

2019-2021 SSHRC Partnership Development Grant \$189,920 Research (PI-Kirsten Greer, Nipissing U)

“Reassembling Ontario's ‘Near North’: Reparation through university-museum-Indigenous



research partnerships”

2019 Agriculture Agri-Foods Cdn. G \$20,000 Research

(AAFC Project # 3000684493)

“Data and information collection in support of the sustainability Biomass Harvest project in Ontario”

2016-2018 Tropical Water Quality Hub \$450,000 (Australian) Research

National Environmental Science

Programme (Australia) (PI-Dr. Duke, James Cook University)

“Working with Traditional Owners and local citizens to better manage GBR estuarine wetlands”

2014-2020 Gladstone Ports Corporation G \$468,020 (Australian) Research

Queensland, Australia (PI-Dr. Duke, James Cook University)

“Monitoring the survival and recovery of shorelines, specifically tidal wetlands (Mangroves/Saltmarsh/Salt pans)”

†2014-2018 Canadian Space Agency C \$156,240 (Oct-2014)† Research Agenzia Spaziale Italiana

COSMO-SkyMed/Radarsat-2 Initiative

“Combined use of X and C band space-borne SAR for monitoring white mangrove biophysical parameters”

†2013-2018 Japan Aerospace Exploration C \$100,000† Research

Agency

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“Examining the use of PALSAR-2 for mapping and monitoring degraded tropical coastal forested wetlands”

†2014-2017 Japan Aerospace Exploration C \$100,000† Research

Agency (PI- Dr. Shang, AAFC)

“Integration of multi-frequency and multi-sensor SAR data for agricultural land use mapping and crop growth condition monitoring in Canada, USA, and China”

2011-2013 AgriFlex (PI-Dr.Shang) G \$155,000 Research

(AAFC External Collaborator)

“Soil nutrient and crop stress monitoring using advanced Earth Observation technology”

2011 Agriculture Agri-Foods Cdn. G \$12,000 Research

(AAFC Project # 3000448138)

“Field data collection in Ontario in support of crop inventory mapping”

†2011-2014 NOHFC G \$410,500 Research

(Co-PI with D.Walters)

“Integrated geospatial data and visualization technology”

2008-2009 East Tennessee State Univ. C \$8,995 Research

(PI-Dr. Zhang, ETSU)

“Monitoring degraded mangrove forests using hyperspectral remote sensing techniques”

†2008 Env.Illim.-SNC Lavalin O \$100,000 Research

“An inventory of the Mabala and Yélitono mangrove forest: A field and remote sensing based approach”

2007-2011 Japan Aerospace Exploration C \$100,000+ Research

Agency (PI- Dr. Lu, NUS)

“Assessing forest change associated sediment modifications for large tropical estuaries using ALOS PALSAR data”

†2006 Canadian Space Agency, C \$54,000+ Research

Canada Centre for Remote

Sensing & MDA

“Monitoring mangrove forests using RADARSAT-2 data”

†2004 Canadian Space Agency C \$16,700+ Research

& MDA

“Use of RADARSAT-1 for estimating mangrove forest structure”

\*Type: C-Granting councils; G-Government; F-Foundations; O-Other

\*\*Purpose: research, travel, publication, etc.; † = cost of data

Nipissing Grant

2020 Nipissing University COVID-19 \$4,800 Research

“Mapping and assessing potential changes in the spatial distribution of criminal activities in the City of North Bay, Ontario, during the COVID-19 pandemic.”

## 2. RESEARCH INDICES (as of July 21st-2021):

Research Gate

RG Score: 30.9 Reads: 32,391

Google Scholar

Citations: 4,498 H-index = 31 i10-index = 42

KOVACS 7 OF 23

## 3. PUBLICATIONS/REPORTS/PRESENTATIONS

Expert Witness Court Report

Kovacs, J.M. 2014. State of the Mangrove Environment in Bodo Before and After the 2008 Operational Spills. Submitted-The High Court of Justice-Queens Bench Division-Technology and Construction Court in the Matter of the Bomu-Bonny Oil Pipeline Litigation before the Honourable Mr Justice Akenhead between "The Bodo Community and Others" (Claimants) and "The Shell Petroleum Development Company of Nigeria Ltd" (Defendant), 115 pp.

Chapters in Books:

5. Zhang, C., Kovacs, J.M., and D. Walters. 2018. The use of small unmanned aerial systems (UASs) in precision agriculture. In: Precision Agriculture for Sustainability. Stafford, J. (Ed.) Burleigh Dodds Science Publishing Limited, Cambridge, United Kingdom, 22 pgs. (doi:10.19103/AS.2017.0032.04)

4. Flores-Verdugo, F., Amezcua, F., Kovacs, J.M., Serrano, D. and M. Blanco Correa. 2014. Changes in the hydrological regime of coastal lagoons affect mangroves and small scale fisheries: The case of the mangrove-estuarine complex of Marismas Nacionales (Pacific Coast of Mexico). In: Fisheries Management of Mexican and Central American Estuaries. Amezcua, F., Bellgraph, B. (Eds.)

Springer Science, Deordrecht, Netherlands, pp. 81-92. (doi:10.1007/978-94-017-8917-2\_6)

3. Flores-Verdugo, F., Kovacs, J.M., Serrano, D. and J. Cid-Becerra. 2014. Mangrove structure and distribution dynamics in the Gulf of California. In: Conservation Science in Mexico's Northwest: Ecosystem Status and Trends in the Gulf of California. Wehncke, E.V., Lara-Lara, J.R., Alvarez-Borrego, S., Ezcurra, E. (Eds.), University of California-Riverside & Secretaria de Medio Ambiente y

Recursos Naturales, Mexico City, Mexico, pp. 167-189. (ISBN: 978-1-4951-2222-4)

2. Rocío-Hernández, M., Flores-Verdugo, F., Kovacs, J.M. and F. Abarca. 2011.

Manglares. In: Ambiente, Biología, Manejo y Legislación de Ambientes Costeros

Mexicanos, G. de la Lanza-Espino and S. Hernandez-Pulido (Eds.), Universidad

Nicolaita de Michoacan de Hidalgo Press, Mexico, pp. 279-300.

1. Flores-Verdugo, F., Benitez-Pardo, D., Agraz-Hernandez, C. and J.M. Kovacs. 2006. Manejo, conservacion y restauracion de ecosistemas de manglar. In: Atlas del Manejo y Conservacion de la

Biodiversidad y Ecosistemas de Sinaloa. Cifuentes-Lemus, J.L., Gaxiola Lopez, J. (Eds.), El Colegio de Sinaloa, Sinaloa, Mexico, pp. 11-20.

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Papers under review:

Castle, Y.A., and J.M. Kovacs. Weather and crime in a small northern city.

Duke, N.C., Mackenzie, J.R., Hutley, L., Kovacs, J.M., Staben, G., Lymburner,

L., Bourke, A., and E. Ai. Extreme ENSO-driven oscillations in mean sea

level destabilise critical shoreline mangroves – an emerging additional threat with greenhouse warming.

Papers in refereed journals (all ISI Web of Science Indexed)

48. Castle, Y.A., and J.M. Kovacs. 2021. Identifying seasonal spatial patterns of crime in a small northern city. *Crime Science* 10 (25)

(doi.org/10.1186/s40163-021-00161-w)

47. Valderrama-Landeros, L., Flores-de-Santiago, F., Rodríguez-Sobreyra, R., Flores-Verdugo, F., and J.M. Kovacs. 2020. Extrapolating canopy phenology information using Sentinel-2 data and the Google Earth Engine platform to identify the optimal dates for remotely sensed image acquisition of semiarid mangroves. *Journal of Environmental Management* 279 (1):111617

(doi.org/10.1016/j.jenvman.2020.111617)

46. Serrano, D., Flores-Verdugo, F., Ramírez-Félix, E., Kovacs, J.M. and F.

Flores-de-Santiago. 2020. Modelling tidal hydrodynamic changes induced by

the opening of an artificial inlet within a subtropical mangrove dominated estuary.

*Wetlands Ecology and Management* 28: 103-118 (doi.org/10.1007/s11273-019-09697-w)

45. Shang, J., Liu, J., Poncos, V., Geng, X., Qian, B., Chen, Q., Dong, T.,

Macdonald, D., Martin, T., Kovacs, J.M., and D. Walters. 2020. Detection of

Crop Seeding and Harvest through Analysis of Time-Series Sentinel-1

Interferometric SAR Data. *Remote Sensing* 12: 1551-1569 (doi.org/10.3390/rs12101551)

44. Donga, T., Shang, J., Liu, J., Qian, B., Jing, Q., Ma, B., Huffman, T., Geng, X.,

Sow, A. A., Shi, Y., Canisius, F., Jiao, X., Kovacs, J.M., Walters, D., Cable, J.

and J. Wilson. 2019. Using RapidEye imagery to identify within-field

variability of crop growth and yield in Northeastern Ontario, Canada. *Precision*

Agriculture (doi:10.1007/s11119-019-09646-w)

43. Dong, T. Liu, J., Shang, J., Qian, B., Ma, B., Kovacs, J.M., Walters, D., Jiao, X., Geng, X., and Y. Shi. 2019. Assessment of red-edge vegetation indices for crop leaf area index estimation. *Remote Sensing of Environment* 222: 133-148. (doi:10.1016/j.rse.2018.12.032)

42. Flores-de-Santiago, F., Kovacs, J.M. and F. Flores-Verdugo. 2018. Discrimination of three dominant mangrove species from the Pacific coast of

Mexico by spectroscopy on intact leaves. *Ciencias Marinas* 44:185-202. (doi:10.7773/cm.v44i3.2806)

KOVACS 9 OF 23

41. Valderrama-Landeros, L., Flores-de-Santiago, F., Kovacs, J.M. and

F. Flores-Verdugo. 2018. An assessment of commonly employed satellite-based

Remote sensors for mapping mangrove species in Mexico using a NDVI-based

classification scheme. *Environmental Monitoring and Assessment* 190: 1-23.

(doi:10.1007/s10661-017-6399-z)

40. Canisius, F., Shang, J., Liu, J., Huang, X., Ma, B., Jiao, X., Kovacs, J.M. and D. Walters. 2018. Tracking crop phenological development using multi-temporal polarimetric Radarsat-2 data. *Remote Sensing of Environment* 210: 508-518. (doi:10.1016/j.rse.2017.07.031)

39. Herath, A., Ma, B.L., Shang, J., Liu, J., Dong, T., Jiao, X., Kovacs J.M., and D.

Walters. 2018. On-farm spatial characterization of soil mineral nitrogen, crop

growth, and yield of canola as affected by different rates of nitrogen application. *Canadian Journal of Soil Science* 98: 1-14. (doi:10.1139/CJSS-2017-0024)

38. Wachowiak, M., Walters, D., Kovacs, J.M., Wachowiak-Smolikova, R., and A. James. 2017. Visual analytics and remote sensing imagery to support community-based research for precision agriculture in emerging areas. *Computers and Electronics in Agriculture* 143: 149-164.

(doi:10.1016/j.compag.2017.09.035)

37. Jarvis, D., Wachowiak, M., Walters, D., and J.M. Kovacs. 2017. Adoption of web-based spatial tools by agricultural producers: Conversations with seven northern Ontario farmers using the GeoVisage decision support system. *Agriculture* 7: 69 (1-22) (doi:10.3390/agriculture7080069)

36. Duke, N.C., Kovacs, J.M., Griffiths, A.D., Preece, L., Hill, D.J.E., van Oosterzee,

P., Mackenzie, J., Morning, H.S., and D. Burrows. 2017. Large-scale dieback of mangroves in Australia's Gulf of Carpentaria: a severe ecosystem response, coincidental with an unusually extreme weather event. *Marine and Freshwater Research* 68: 1816-1829. (doi:10.1071/MF16322)

35. Jing, Q., Qian, B., Shang, J., Huffman, T., Liu, J., Pattey, E., Dong, T., Tremblay,

N., Drury, C., Ma, B., Jego, G., Jiao, X., Kovacs, J.M., Walters, D. and J. Wang.

2017. Assessing the options to improve regional wheat yield in eastern Canada using the CSM-CERES-Wheat model. *Agronomy Journal* 109:1-14. (doi:10.2134/agronj2016.06.0364)
34. Flores-de-Santiago, F., Kovacs, J.M., Wang, J., Flores-Verdugo, F., Zhang, C. and González-Farías. 2016. Examining the influence of seasonality, condition and species composition on mangrove leaf pigment contents and laboratory based spectroscopy data. *Remote Sensing* 8 (3): 226 (1-20). (doi:10.3390/rs8030226)
33. Jing, Q., Shang, J., Qian, B., Hoogenboom, G., Huffman, T., Liu, J., Ma, B.L., Geng, X., Jiao, X., Kovacs, J.M. and D. Walters. 2016. Evaluation of the CSM-KOVACS 10 OF 23 CROPGRO-Canola model for simulating canola growth and yield at West Nipissing in Eastern Canada. *Agronomy Journal* 108:1-10. (doi:10.2134/agronj2015.0401)
32. Shang, J., Liu, J., Ma, B., Zhao, T., Jiao, X., Geng, X., Huffman, T., Kovacs, J.M. and D. Walters. 2015. Mapping spatial variability of crop growth conditions using RapidEye data in Northern Ontario, Canada. *Remote Sensing of Environment* 168: 113-125. (doi:10.1016/j.rse.2015.06.024)
31. Zhang, C., Kovacs, J.M., Liu, Y., Flores-Verdugo, F. and F. Flores-de-Santiago. 2014. Separating mangrove species and conditions using laboratory hyperspectral data-a case study of a degraded mangrove forest of the Mexican Pacific. *Remote Sensing* 6: 11673-11688. (doi:10.3390/rs61211673)
30. Zhang, C., Walters, D. and J.M. Kovacs. 2014. Applications of low altitude remote sensing in agriculture upon farmers' requests- a case study in Northeastern Ontario, Canada. *PLoS ONE* 9: e112894 (doi:10.1371/journal.pone.0112894)
29. Jiao, X., Kovacs, J.M., Shang, J., McNairn, H., Walters, D., Ma, B. and X. Geng. 2014. Object-oriented crop mapping and monitoring using multi-temporal polarimetric RADARSAT-2 data. *ISPRS Journal of Photogrammetry and Remote Sensing* 96: 38-46. (doi:10.1016/j.isprsjprs.2014.06.014)
28. Cable, J.W., Kovacs, J.M., Jiao, X. and J. Shang. 2014. Agricultural monitoring in northeastern Ontario, Canada, using multi-temporal polarimetric RADARSAT-2 data. *Remote Sensing* 6: 2343-2371. (doi:10.3390/rs6032343)

27. Cable, J.W., Kovacs, J.M., Shang, J. and X. Jiao. 2014. Multi-temporal polarimetric RADARSAT-2 for land cover monitoring in northeastern Ontario, Canada. *Remote Sensing* 6: 2372-2392. (doi:10.3390/rs6032372)
26. Wilson, J., Zhang, C. and J.M. Kovacs. 2014. Separating crop species in northeastern Ontario using hyperspectral data. *Remote Sensing* 6: 925-945. (doi:10.3390/rs6020925)
25. Kovacs, J.M., Lu, X.X., Flores-Verdugo, F., Zhang, C., Flores de Santiago, F. and X. Jiao. 2013. Applications of ALOS PALSAR for monitoring biophysical parameters of a degraded black mangrove (*Avicennia germinans*) forest. *ISPRS Journal of Photogrammetry and Remote Sensing* 82: 102-111. (doi:10.1016/j.isprsjprs.2013.05.004)
24. Kovacs, J.M., Jiao, X., Flores-de-Santiago, F., Zhang, C. and F. Flores-Verdugo. 2013. Assessing relationships between Radarsat-2 C-band and structural parameters of a degraded mangrove forest. *International Journal of Remote Sensing* 34: 7003-7020. (doi:10.1080/01431161.2013.813090)
23. Flores-de-Santiago, F., Kovacs, J.M. and F. Flores-Verdugo. 2013. The KOVACS 11 OF 23 influence of seasonality in estimating mangrove leaf chlorophyll-a content from hyperspectral data. *Wetlands Ecology and Management* 21: 193-207. (doi:10.1007/s11273-013-9290-x)
22. Zhang, C., Kovacs, J.M., Wachowiak, M. and F. Flores-Verdugo. 2013. Relationship between hyperspectral measurements and mangrove leaf nitrogen concentrations. *Remote Sensing* 5: 891-908. (doi:10.3390/rs5020891)
21. Flores-de-Santiago, F., Kovacs, J.M. and F. Flores-Verdugo. 2013. Assessing the utility of a portable pocket instrument for estimating leaf chlorophyll contents. *Bulletin of Marine Science* 89: 621-633. (doi:10.5343/bms.2012.1032)
20. Flores-de-Santiago, F., Kovacs, J.M. and P. LaFrance. 2013. An object-oriented classification method for mapping mangroves in Guinea, West Africa, using multipolarized ALOS PALSAR L-band data. *International Journal of Remote Sensing* 34: 563-586. (doi:10.1080/01431161.2012.715773)
19. Zhang, C. and J.M. Kovacs. 2012. The application of small unmanned aerial systems for precision agriculture - A review. *Precision Agriculture* 13: 693-712. (doi:10.1007/s11119-012-9274-5)

18. Zhang, C., Liu, Y., Kovacs, J.M., Flores-Verdugo, F., Flores de Santiago, F., and K. Chen. 2012. Spectral response to varying levels of leaf pigments collected from a degraded mangrove forest. *Journal of Applied Remote Sensing* 6 (063501): 1-14. (doi:10.1117/1.JRS.6.063501)
17. Flores-de-Santiago, F., Kovacs, J.M. and F. Flores-Verdugo. 2012. Seasonal changes in leaf chlorophyll-a content and morphology in a sub-tropical mangrove forest of the Mexican Pacific. *Marine Ecology Progress Series* 444: 57-68. (doi:10.3354/meps09474)
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8. Kovacs, J.M. Merging science and story: An alternative view of wetland change. Annual Conference, Canadian Association of Geographers -Ontario Division, 22-23 Oct., 1999. McMaster University, Hamilton, Ontario.
7. Kovacs, J.M. Evaluating disturbances in a coastal wetland (Nayarit, Mexico). Tenth International Conference- The Society for Human Ecology, 27-30 May, 1999. McGill University, Montreal, Quebec.
6. Kovacs, J.M. Coastal wetland as community resource. 5th Annual Environmental Science Graduate Symposium, 9 Apr., 1999. Faculty of Science, University of Western Ontario, London, Ontario.

5. Kovacs, J.M. Evaluating a wetland resource: The fishermen's perspective. Annual Conference, Canadian Association of Geographers -Ontario Division, 30-31 Oct., 1998. Wilfrid Laurier University, Waterloo, Ontario.

4. Kovacs, J.M., Malczewski, J. and M. Blanco-Correa. Assessing natural and anthropogenic impacts on a mangrove ecosystem-case study of Nayarit, Mexico. Annual Conference, Canadian Association of Geographers, 2-6 June, 1998. University of Ottawa, Ottawa, Ontario.

KOVACS 23 OF 23

3. Malczewski, J., Kovacs, J.M. and M. Blanco-Correa. Applications of GIS for coastal management. Conference, International Cooperation for the Sustainable Management of Natural Coastal Resources of the State of Nayarit, 6-10 Dec., 1997. Universidad Autonoma de Nayarit, Tepic, Mexico.

2. Kovacs, J.M. Continued threats to New World mangroves. Ontario Co-operative Program for Latin American and Caribbean Studies, 22-23 Mar., 1996. Queen's University, Kingston, Ontario.

1. Kovacs, J.M. and V.C. Lakhani. Evaluating degradation of mangal communities along Guyana's coast. Joint Conference, Canadian Association of Geographers –Ontario Division and Association of American Geographers-East Lakes Division, 1993. University of Windsor, Windsor, Ontario.

Current memberships:

Canadian Remote Sensing Society

Coastal Education and Research Foundation

Society of Wetland Scientists

The Remote Sensing and Photogrammetry Society

## Curriculum Vitae

JAMIE MURTON

*Program: History*                      *November, 2021*

*Master of Environmental Science/Studies*

### Professional Address

Nipissing University

100 College Drive, Box 5002

North Bay, ON, Canada P1B 8L7

Telephone:    705 474-3450 x4402 (office)

705 492-6764 (cell)

E-mail: [jmurton@nipissingu.ca](mailto:jmurton@nipissingu.ca)

### Education

2002    Ph.D., Queen's University (Canada)

Thesis: "Creating a Countryside in British Columbia: An Alternative Modernity, 1919-1935."

1995            M.A., University of Victoria

Thesis: "Public Celebrations and Public Meanings: The Queen's Birthday in Victoria, 1859-1901."

1992            B.A., University of British Columbia

### Professional Experience

2021-pres    Professor            Department of History

MES/MESc Program

Nipissing University

2009-21       Associate Professor    Department of History

MES/MESc Program

Nipissing University

2005-09       Assistant Professor    Department of History

Nipissing University

2004-05 Contract Instructor Department of History

Simon Fraser University

2005 Contract Instructor Department of Geography

University of British Columbia

2003-05 SSHRC Postdoctoral Fellow Department of Geography

University of British Columbia

2002-03 Contract Instructor Department of History

Queen's University (Canada)

**Related Professional Experience**

2021 Editor-in-Chief, *The Otter*, the blog of the Network in Canadian History of the Environment

2021 Expert Witness for court case before the Special Claims Tribunal

2012-pres Academic Editor (with Ruth Sandwell and Colin Duncan) of the McGill-Queen's Series in Rural, Wildland and Resource Studies

2019-20 Editor-in-Chief, *The Otter*, the blog of the Network in Canadian History of the Environment

2018-pres Member of the Executive and of the Editorial Board, Network in Canadian History of the Environment

2017 External Examiner for Ph.D. candidate Hayley Goodchild, "Building 'a natural industry of this country': an Environmental History of the Ontario Cheese Industry from the 1860s to the 1930s," McMaster University.

2015-19 Chair, Department of History, Nipissing University

2009-19 Peer Reviewer for 4 book-length manuscripts for UBC Press and one book proposal for Routledge Press

2015 "University-Museum Research Partnerships: Geopolitical Environmental Histories of the Global North Atlantic," PI: Kirsten Greer, Nipissing University. Program: SSHRC Partnership Grant. I developed this application with Dr. Greer. The project was not funded, and Dr. Greer has pursued other grants

2014 "Canada in the Anthropocene: a Research Network in Canadian History and Environment." PI: Sean Kheraj, York University. Program: SSHRC Partnership Grant. Ranked 36/96. I was invited to be part of the executive team that developed this grant. I headed up the part of this grant that focused on the environmental history of agriculture, including a partnership with the National Farmer's Union. The

applicants decided to pursue the goal of extending the Network in Canadian History and Environment through other means.

2006-17 Peer Reviewer for 9 journal articles and book chapters:

- *Journal of Historical Geography*, 2017.
- *Scientia Canadensis*, 2016.
- *Business History*, 2015.
- *Journal of Canadian Studies*, 2013.
- *Urban History Review*, 2011. Re-reviewed manuscript in 2016.
- *Journal of Historical Geography*, 2010.
- *The West and Beyond: New Perspectives on ad Region*, 2010.
- *Cuizine: the Journal of Canadian Food Cultures*, 2009.
- *Journal of Canadian Studies*, 2006

2014 External Assessor, Promotion & Tenure, Memorial University of Newfoundland

2013 External Examiner for Ph.D. candidate Patricia Bowley, "A Century of Soybeans: Scientific Research and Mixed Farming in Agricultural Southern Ontario," University of Guelph

2009 Initiated, obtained funding for, and organized (all with Dr. Dean Bavington) *Bringing Subsistence out of the Shadows: a Workshop on Subsistence Relationships with Nature*, Oct 2-4, 2009, Nipissing University (forthcoming). This brought 15 scholars from the US and Canada to Nipissing University to consider the existence of non-market forms of obtaining food and shelter under conditions of modern capitalism

I am a member of the Centre for Understanding Semi-Peripheries and the Integrative Watershed Research Centre at Nipissing University

#### **Awards, Honours and Distinctions**

2019-pres Associate of the Wilson Institute for Canadian History, McMaster University

2008 **K.D. Srivastava Prize** for best UBC Press book by a UBC author, 2008.

2002 **Prix Guy et Lilianne Frégault**. Awarded for best article published in the *Revue d'histoire de l'Amérique française* in 2001-02. (\$1,000).

#### **External Research Funding**

Date	Funding Body & Type	Title/Topic	Amount
2009	SSHRC Aid to Small Universities Grant – C	“The Subsistence Project at Nipissing University”	\$5,000
2007	SSHRC Standard Research Grant - C	“Empire Grown: Land, Agriculture and the British Colonial Food System in Canada”	\$39,000
2003	SSHRC Postdoctoral Fellowship, UBC Department of Geography - C	“Tea Colonies: Canada and India in the Creation of a World Food System”	\$75,000

**Internal Research Funding**

Date	Funding Body & Type	Title/Topic	Amount
2019-2021	Nipissing University Internal Research Grant - IRG	“How Canadians Ate: The History of Non-market and Market Means of Subsistence in Canada to the Second World War”	\$5,000
2009	Nipissing University Start-Up Research Grant - IRG		\$5,000
2005	Nipissing University Internal Research Grant - IRG		\$5,000

\*Type: IRG – Internal Research Grant; RCA-Research Achievement Award; O-Other - 207 -

**Publication Summary (Lifetime total)**

Count

Books Authored        2  
 Books Edited        1  
 Articles in Refereed Journals & Refereed Book chapters    6  
 On-line Publications    9  
 Non-Refereed Articles    4  
 Encyclopedia Articles    4  
 Book Reviews    12  
 Conference Papers        27  
 Keynotes, Invited Papers, & Public lectures        7

TV, Radio, and Documentary Interviews 4

Works in Progress 2

Commentator & Roundtable Participant 7

### **Publications**

#### **Books Authored**

2021 *Canadians and Their Natural Environment: A History*. Toronto: Oxford University Press, 2021.

2007 *Creating a Modern Countryside: Liberalism and Land Resettlement in British Columbia*. Vancouver: UBC Press, 2007. Winner of the K.D. Srivastava Prize for excellence in scholarly publishing.

#### **Books Edited**

2016 *Subsistence Under Capitalism: Historical and Contemporary Perspectives* (edited with Dean Bavington and Carly Dokis). Montréal & Kingston: McGill-Queen's University Press, 2016.

- Contribution to editing: approximately 70%. One of our goals for this book was a substantial introduction that would set out an intellectual framework for studying subsistence. This introduction came out of the discussions at the workshop that started the project and subsequent debates between Dr. Bavington, Dr Dokis and I. Following a first draft I did all subsequent writing and conceptualizing, including a substantial revision following reader's reports; most of the introduction is my work. As well, I directly edited one-third of the essays in the book and did final edits on the entire book.

#### **Articles in Refereed Journals & Refereed Book Chapters**

2021 "Subsistence Production and Commodity Production in the British Imperial Food System: the Case of Nova Scotia Apples," *Histoire Sociale/Social History*, 54 (111) (2021), 335-358.

<https://hssh.journals.yorku.ca/index.php/hssh/issue/view/2346>.

Part of a special Issue: Agriculture, Food, and Fuel Markets in Canada, 1860s-1990s.

2012 "John Bull and Sons: The Empire Marketing Board and the Creation of an Imperial Food System," in Franca Iacovetta, Valerie Korinek, and Marlene Epp, eds., *Edible Histories: Towards a Canadian Food History* (Toronto: University of Toronto Press, 2012).

2012 "The Normandy of the New World: Canada Steamship Lines and the Selling of Old Quebec," in Nicole Neatby, ed., *Remembering Canadian Pasts in Public* (Toronto: University of Toronto Press, 2012). Originally published as « La Normandie du Nouveau Monde » *RHAF* (2001).

2008 "Creating Order: The Liberals, the Landowners, and the Draining of Sumas Lake, British Columbia," *Environmental History*, 13(1) (January, 2008), 92-125.

2004 "What J.W. Clark Saw in British Columbia, or, Nature and the Machine: A Photo Essay," *B.C. Studies* 142/143 (Summer/Autumn 2004): 129-52.



2001 "La « Normandie du Nouveau Monde »: la société Canada Steamship Lines, l'antimodernisme et la promotion du Québec ancien," *Revue d'histoire de l'Amérique française* 55(1) (Été 2001): 3-44.

Winner of the Prix Guy et Lilianne Frégault for best article published in the *Revue* in 2001-02.

#### **On-line publications**

2020 "Subsistence and Access to Nature in Canada" (interviewed by Tina Adcock), *The Otter*, May 26, 2020.

2020 "Introduced: An Interview with Ruth Sandwell," *The Otter*, April 14, 2020 (as interviewer and editor).

2020 "Hope in Dystopia," *The Otter*, February 11, 2020.

2020 "Defeating Pipelines Through Play," *The Otter*, January 9, 2020.

2019 "ASEH 2020 Reading List" (with Tina Adcock, Andrew Watson, and Blair Stein), *The Otter*, Nov 28, 2019.

2019 "There's Nothing Like the Outdoor Shows," *The Otter*, Nov 14, 2019.

2019 "Of Tailing Ponds and Edible Forests, or, Going Out in the Field in Northern Ontario," *The Otter*, April 19, 2019.

2018 "Holiday Reading: 2018 Edition" (with Andrew Watson, Daniel Macfarlane, and Claire Campbell), *The Otter*, Dec 20, 2018.

2018 "New Publications in Canadian Environmental History: Rural, Material, and Indigenous Worlds" (with Andrew Watson and Sean Kheraj), *The Otter*, Nov 13, 2018.

2017 "What We Leave Behind," *The Otter*, Aug 30, 2017.

2013 "Why Subsistence?" *The Otter*, Mar 4, 2013.

#### **Non-refereed articles**

2014/15 "The Long Question of Food and Land," review essay of books by C. Allen, C. Czajkowski, L. Armstrong, and D. Deur & N.J. Turner, *BC Studies*, 184 (Winter 2014/2015): 125-137.

2008 "The Lay of the Land: Four New Books in Canadian Rural History," review essay of books by R. Bitterman, R.W. Sandwell, J.I. Little, and R. Loewen, *Journal of Canadian Studies* 42(1) (2008): 204-12.

2005 "Forum: Appraising Cole Harris' *Making Native Space*," (with Keith Thor Carlson, Sarah Carter, Kate McPherson, and Cole Harris), *Native Studies Review* 16(2) (2005): 125-49.

2002/03 "National Parks: What are they Good for? A Review Essay" *BC Studies* 136 (2002-03): 111-115.

#### **Encyclopedia and Reference Articles**

2005 Three entries in *The Encyclopedia of the Gilded Age and Progressive Era* (Armonk, NY: M.E. Sharpe, 2005):

“Back to the Farm Movement”: 220.

“Country Life Movement”: 346-7.

“Irrigation”: 567-8.

2003 “Irrigation and Farming,” in *The Atlas of U.S. and Canadian Environmental History* (Routledge, 2003): 90-91.

### **Book Reviews**

2021 Cole Harris, *A Bounded Land: Reflections on Settler Colonialism in Canada*. Vancouver: UBC Press, 2020. *Canadian Historical Review*, 102 (Dec) (2021), 651-2.

2019 Clay Chattaway and Warren Eloffson, *Rocking P Ranch and the Second Cattle Frontier in Western Canada* (Calgary, AB: University of Calgary Press, 2019). *Histoire Sociale/Social History*, 53 (109) (2020), 686-87.

2016 André Magnan, *When Wheat was King: The Rise and Fall of the Canada-UK Grain Trade* (Vancouver: UBC Press, 2016), *The Otter*, 2016, web.

2016 Nathalie Chambers with Robin Alys Roberts and Sophie Wooding, *Saving Farmland: The Fight for Real Food* (Victoria, BC: Rocky Mountain Books, 2015) and Rachel Fisher, Heather Stretch, and Robin Tunnicliffe, *All the Dirt: Reflections on Organic Farming* (Victoria, BC: Touchwood Editions, 2012), *BC Studies*, no. 193, Spring 2017: 193-95.

2015 Derek Wall, *The Commons in History: Culture, Conflict and Ecology* (Cambridge, MA: The MIT Press, 2014), *Environmental History*, 20, no. 4 2015: 834-835.

2013 Danny Dorling, *The No-Nonsense Guide to Equality* (Oxford: New Internationalist, 2012), *Alternatives Journal*, Jan 21, 2013.

2008 Jack Boudreau, *Sternwheelers & Canyon Cats: Whitewater Freighting on the Upper Fraser* (Prince George: Caitlin Press, 2006), *Canadian Historical Review*, 89(2) (June 2008), 292-94.

2007 William J. Turkel, *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau* (Vancouver: UBC Press, 2007), *Environmental History* (Special Issue on Canadian Environmental History), 12(4) (October 2007), 1006-1008.

2007 Stephen Bocking, *Nature's Experts: Science, Politics and the Environment* (New Brunswick, NJ: Rutgers, 2004) and Harold L. Platt, *Shock Cities: The Environmental Transformation of Manchester and Chicago* (Chicago: University of Chicago Press, 2005), *Left History* 12(1) (Spring/Summer 2007), 130-133.

2007 Patricia E. Roy and John Herd Thompson, *British Columbia: Land of Promises* (Don Mills, ON: Oxford University Press, 2005), *H-Canada, H-Net Reviews*, March, 2007. URL: <http://www.h-net.org/reviews/showrev.cgi?path=168721176825767>.

2006 Richard Harris, *Creeping Conformity: How Canada Became Suburban* (Toronto: University of Toronto Press, 2004), *Australasian-Canadian Studies*, 24(1) (2006): 127-131.

2004 Joe Hermer, *Regulating Eden: The Nature of Order in North American Parks* (Toronto: University of Toronto Press, 2002), *B.C. Studies* 142/143 (Summer/Autumn 2004): 312-13.

2001 Alan MacEachern, *Natural Selections: National Parks in Atlantic Canada, 1935-1970* (Montréal & Kingston: McGill-Queen's University Press, 2001), *Canadian Issues* (Oct/Nov 2001).

#### **Conference Papers**

2022 I will present on the panel "Pedagogy for Environmental History" at the *Annual Meeting of the American Society for Environmental History*, Eugene, Oregon, March 23 – 27, 2022.

2021 "Analyzing the Subsistence Strategies of Rebecca Ells and Family: A Foray into Digital History," *Fighting Scarcity and Creating Abundance: The Politics of Food and Water in Canadian History and Beyond*, L.R. Wilson Institute for Canadian History, McMaster University (online), June 25-26, 2021.

2021 "Understanding the ALR: British Columbia's Agricultural Land Reserve, 1973 to Now," *Between Postwar and Present Day: Canada, 1970 – 2000 – Local, National, Global*, University of Guelph (online), May 6-9, 2021.

2020 I was scheduled to present on two panels at the *Annual Meeting of the American Society for Environmental History* in Ottawa, ON, which was cancelled due to the COVID-19 pandemic.

2019 "Conserving Subsistence: Self-Provisioning as Resistance to the Market in 20th Century Canada," *Annual Meeting of the American Society for Environmental History*, Columbus, Ohio, 2019.

2017 "Conserving Subsistence: Self-Provisioning as Resistance to the Market in 20th Century Canada," *150 Ideas that Shaped Canada – 150 idées qui ont façonné le Canada*, a conference sponsored by the Avie Bennett Historica Chair in Canadian History, October 12-14, 2017 at York University, Toronto.

2015 "Subsistence Production and Commodity Production in the British Imperial Food System: the Case of Nova Scotia Apples," *Annual Meeting of the Agricultural History Society*, 2015, Lexington, Kentucky.

2013 "Following the Body Through the Early Global Food Chain, from Nova Scotia to Britain," *Foodscapes of Plenty and Want*, University of Guelph, 2013, Guelph, ON.

2013 "The Severing of Bodies from Environments in the Early Global Food System," *Annual Meeting of the Canadian Association for Food Studies*, 2013, Victoria, BC.

2012 "Making the Global Market: Canadian Apples in Britain and the Empire," *Nature Inc.: Questioning the Market Panacea in Environmental Policy and Conservation*, 2012, The Hague, Netherlands.

2010 "Tasting Food in Environmental History," *Canadian History of the Environment Summer School*, 2010, Montreal, PQ.

2009 "The Authority of Apples and the Environment in the Shaping of the Okanagan Valley," *Annual Meeting of the Canadian Historical Association*, 2009, Ottawa, ON.

2009 "Empire Marketing, Canadian Apples, and the Shaping of the Okanagan Valley," *Space and Place in British Columbia*, 30 April – 2 May, 2009, Victoria, B.C.

- 2009 "John Bull and Sons: the Empire Marketing Board and the Creation of a British Colonial Food System," *2009 Annual Meeting of the American Society for Environmental History*, 25 Feb – 1 Mar, 2009, Tallahassee, Florida.
- 2008 "John Bull and Sons: the Empire Marketing Board and the Politics of Home in the British Colonial Food System," *Edible Histories, Cultural Politics: Towards a Canadian Food History*, University of Waterloo, Waterloo, ON, 2008, 6-7 Aug, 2008.
- 2007 "'Protected for as long as humans eat': Food, Preservation, and British Columbia's Agricultural Land Reserve," *Quelque Arpents de Neige Environmental History Group Meeting*, 4-5 May 2007, Yale University, New Haven, CT.
- 2007 "'We Preserved the Land, Society Didn't!'" Preservation, Local Use, and State Management of Agricultural Lands in British Columbia," *2007 American Society for Environmental History Annual Meeting*, Feb 28 – Mar 3, 2007, Baton Rouge, LA.
- 2006 "Food, Trade, & Imperial Canada," *(Dis)United Empires*, 15-18 May, 2006, Queen's University, Kingston, ON.
- 2006 "Shop the Empire: Food, Knowledge, and the Environmental Impact of British Agriculture," *Quelque Arpents de Neige Environmental History Group Meeting*, 12-13 May, 2006, Queen's University, Kingston, ON.
- 2005 "Eating Out: Canada in the Colonial Food System," *What's for Dinner?: the Daily Meal Through History*, 3-4 November 2005, McCord Museum, Montreal, QC.
- 2005 "Building a Progressive Countryside: Liberalism, the State, and Sumas Lake, BC," *Annual Meeting of the Canadian Association of Geographers*, 31 May – 5 June, 2005, London, ON.
- 2005 "Creating Order: the Liberals, the Landowners, and the Draining of Sumas Lake," *Heartland or Hinterland? British Columbia from the Inside Out*, 28-30 April, 2005, University of Northern British Columbia, Prince George, BC.
- 2005 "Liberalism & the Land: the State, Agriculture, and Environmental Change in British Columbia, 1919-28," *2005 American Society for Environmental History Annual Meeting*, Mar 16-20, 2005, Houston, TX.
- 2004 "Sir John A. Macdonald Prize: Cole Harris, *Making Native Space*," *83<sup>rd</sup> Annual Meeting of the Canadian Historical Association*, June 2-5, 2004, University of Manitoba, Winnipeg, MN.
- 2003 "'Where is the Land?': On Liberalism, the State and Environmental History, as Seen from BC Land Settlement Programs in the 1920s," *Quelque Arpents de Neige Environmental History Group Meeting*, Dec 12-13, 2003, Queen's University, Kingston, ON.
- 2003 "The Power to Imagine: the State, New Liberalism, and Environmental Change in British Columbia after the Great War," *82<sup>nd</sup> Annual Meeting of the Canadian Historical Association*, May 29-31, 2003, Halifax, NS.
- 2002 "What J.W. Clark Saw in British Columbia, or, Nature and the Machine: A Photo Essay," *81<sup>st</sup> Annual Meeting of the Canadian Historical Association*, May 27-29, 2002, Toronto, ON.

2001 "Constructing a Countryside in British Columbia, 1919-29," *Beyond Hope: Constructing British Columbia in Practice and Theory*, 10-12 May 2001, University College of the Cariboo, Kamloops, B.C.

2001 "Soldiers, the Land and the Nature of Modern B.C.," *Making Environmental History Relevant in the 21<sup>st</sup> Century: A Joint Meeting of the American Society for Environmental History and the Forest History Society*, March 28<sup>th</sup>-April 1, 2001, Durham, NC.

2000 "Canada Steamship Lines and the Selling of Old Québec, 1928-45," *Québec/Scotland: An Evolving Comparison*, May 5-6, 2000, University of Edinburgh, Edinburgh, Scotland.

1997 "Outpost of Empire: Queen's Birthday Celebrations and the Cultural Construction of Victoria, 1887-1914," *Annual Conference 1997, Association for Canadian Studies*, June 6-8, 1997, Memorial University of Newfoundland, St. John's, Nfld.

#### **Invited Papers & Public Lectures**

2017 "Manure, or, the Declining Connection Between Agriculture & Ecology," *Talk Given to Chisholm United Church*, Jan 29, 2017, Chisholm, ON.

2013 "Out from the Market's Shadow: the Hidden History of Subsistence in Ontario and Abroad," *History Department Seminar Series*, Nipissing University, 2013, North Bay, ON.

2013 "Out from the Market's Shadow: Subsistence as the Primary Concern of Agricultural History" (invited speaker) *Rural Roundtable*, University of Guelph, 2013, Guelph, ON.

2011 "Agriculture Before Petroleum," *Presentation to Transition Town North Bay*, 2011, North Bay, ON.

2008 "Creating Order: the Liberals, the Landowners, and the Draining of Sumas Lake, British Columbia," presented at *Nipissing YOU Lecture Series*, Mar 25, 2008.

2008 "John Bull and Sons: the Empire Marketing Board and the Creation of an Imperial Food System," *History Department Seminar Series*, Nipissing University, 21 Nov, 2008.

2005 "Liberalism & the Land: the State, Agriculture, and Environmental Change in British Columbia, 1919-28," *Geography Department Colloquium*, University of British Columbia, Nov 3, 2005.

#### **Radio and Podcast Interviews**

2017 "Nature's Past Episode 58: The Past and Future of Canadian Environmental History," *Nature's Past: Canadian Environmental History Podcast*, Network in Canadian History & Environment, 2017, web.

2012 "The History of the Apple Industry in Nova Scotia," *Mainstreet*, CBC Radio Halifax, 2012.

2013 "Nature's Past Episode 37: Histories of Canadian Environmental Issues, Part VII – Agri-Food Systems, II," *Nature's Past: Canadian Environmental History Podcast*, Network in Canadian History & Environment, 2013, web.

2011 "Nature's Past Episode 19: Metropolitanism and Environmental History," *Nature's Past: Canadian Environmental History Podcast*, Network in Canadian History & Environment, 2011, web.

#### **Works in Progress**

TBD “‘Protected for as long as humans eat’: Food, Preservation, and British Columbia’s Agricultural Land Reserve.”

***Commentator and Roundtable Participant***

2020 “A Kitchen [Round]Table Conversation: Environmental Restoration in Atlantic Canada,” *Annual Meeting of the American Society for Environmental History*, Ottawa, Ontario, March, 2020, conference cancelled due to COVID-19.

2020 “A Roundtable: New Pedagogies in Environmental History,” *Annual Meeting of the American Society for Environmental History*, Ottawa, Ontario, March, 2020, conference cancelled due to COVID-19.

2017 “The Past and Future of Canadian Environmental History” (invited member), *Annual Meeting of the Canadian Historical Association*, 28-31 May, 2017, Ryerson University, Toronto.

2014 “Past and Present in the Canadian Crisis of Food: A Roundtable” (organizer) a joint session at the *Annual Meeting of the Canadian Association for Food Studies* and the *Annual Meeting of the Canadian Historical Association*, Brock University, St Catherine’s, ON.

2013 Commentator for “Intersections Observed and Experienced within 19th Century Rural Ontario Neighbourhoods: Methods and Mapping, People and Spaces” (presenters: John Walsh, Catharine Wilson, and Nick Van Allen), *Annual Meeting of the Canadian Historical Association*, Victoria, BC.

2012 Moderator for “Roundtable: Out from the Market’s Shadow: Subsistence as the Primary Concern of Environmental History” (organizer), *Annual Meeting of the American Society for Environmental History*, 2012, Toronto, ON. With C. Dokis, J. MacFadyen, J. St Amand, N. Pottery, & C. Westman.

2006 “Roundtable on Canada’s Rural History: Classical Traditions and the State of the Art,” *Agrarian Societies: Agricultural History Society 2006 Annual Meeting*, 15-17 June, 2006, Massachusetts Institute of Technology, Cambridge, MA.

**Graduate and Post-Doctoral Supervisions**

***Primary Supervisor***

<b>Student Name</b>	<b>Degree</b>	<b>Title/Topic</b>	<b>Status</b>
Maxwell Peacock	M.A.	Canadian Courts and Mercury Poisoning at Grassy Narrows First Nation	In progress
Robert Olajos	M.A.	Indigenous and Environmental History in Temagami, ON	In progress
Chris Crozier	M.A.	Coal Miners’ Strikes in Nova Scotia	Withdrawn

David Battista	M.A.	Maintaining the household subsistence farmers on the little clay belt, 1900-1930	Successfully defended, 2014
Devan Grainger	M.E.S.	Larder Lake: A Community Amongst Gold	Successfully defended, 2013
Jennifer Rose Thompson	M.E.S.	Agricultural promotion and apiculture in Ontario, 1880-1910	Successfully defended, 2013
Jordan Crosby	M.A.	"The good Canadian Nationalist first must be a good Imperialist": Sam Hughes and the South African War, 1899-1900	Successfully defended, 2011
Dustin Wall	M.A.		Withdrawn, 2009

***Second Reader***

Nancy Pottery	M.A.	Crises and control : fisheries management on Lake Nipissing 1968-2008	Successfully defended, 2012
Kyle Charlebois	M.A.	May tea? : the construction of Metis identity in 20th century Penetanguishene and Ontario	Successfully defended, 2010
Jennifer Hough Evans	M.A.		Successfully defended, 2009

**Graduate Teaching**

Hist 5606: Environmental History

Hist 5116: Canadian History

ENST 5116: Perspectives on the Environment

**Undergraduate Teaching**

Nipissing University

Hist 1506: The Idea of Canada

Hist 1106: Food: A North American History

Hist 3226: Food, Farms and Farm People

Hist 4485: Environmental History

Hist 3275: North American Environmental History  
Hist 3217/Hist 2016: Colonialism and Resettlement in the Canadian West  
Hist 3267: Food, Land and Subsistence in Human History  
Geog 3235: Historical Geography  
Hist 3357: British North America  
Hist 3205: Canadian Social History  
Hist 2166: Survival: Canada in Global Environmental History  
Hist 2167: Bodies and Nature in the Environmental Era  
Hist 1405: Power and Resistance in the Canadian Past  
Hist 1406: Canada: The Formative Years  
Hist 1407: Canada: The National Era  
University of British Columbia, 2005  
Geog 210: Vancouver and Its Region  
Simon Fraser University, 2004-05  
Hist 436: British Columbia  
Queen's University, 2002-03  
Hist 215: Canadian Social History  
Hist 122: World History

**Service**

***University Level***

2018-19      Chair, Department of History  
Academic Regulations and Curriculum Committee (ARCC)  
2017-18      Chair, Department of History  
Academic Regulations and Curriculum Committee (ARCC)  
Graduate Travel Funding Committee  
2016-17      Chair, Department of History  
Organizer of annual Anne Clendinning Memorial Lecture featuring Dr. Steven  
High, Concordia University  
2015-16      Chair, Department of History



Nipissing University Faculty Association (NUFA)

- Strike Preparedness Committee
- Strike Captain. As a Strike Captain, I managed pickets and worked to keep everyone on and crossing the picket line safe
- Social Committee

Research Ethics Board

Native Studies Department Search Committee

2014-15      Research Ethics Board

University Review Committee for Tenure & Promotion

Internal/Examiner, Institutional Quality Alliance Process program review of Department of Economics at Nipissing University

2013-14      Judge, North Bay Regional Heritage Fair

2012-13      NUFA Strike Preparedness Committee

Co-Organizer (with Dr. Catherine Murton Stoehr), History Department

Keynote Lecture [now Anne Clendinning Memorial Lecture] with Dr. Ian McKay, "Warrior Nation: the Use and Abuse of History in Harper's Canada"

2010-11      Academic Senate

Senate Committee of the Arts & Science Faculty Council

Master of Environmental Studies/Environmental Science Program Steering Committee

2009-10      Academic Senate

Senate Committee of the Arts & Science Faculty Council. Founding Member

NUFA Strike Preparedness Committee

Master of Environmental Studies/Environmental Science Program Steering Committee, charged with creating a new environmental studies graduate program

2008-09      Academic Senate

Hiring Committee (Graduate Leadership Position), Faculty of Education

2008-9 Biidaaban Community Service-Learning Advisory Committee

Faculty Review Committee (Arts & Science) for Tenure and Promotion

Library Advisory Sub-Committee

Coordinator of History Department Seminar Series

2007-8 Biidaaban Community Service-Learning Advisory Committee

Consecutive Education Coordinating Committee

Coordinator of History Department Seminar Series

2006-7 Biidaaban Community Service-Learning Advisory Committee

Coordinator of History Department Seminar Series

Organized the visit of historical geographer Dr. Brian Osborne to Nipissing University

***Provincial, National, and International Service***

2019-pres Executive and Editorial Committees, NiCHE (Network in Canadian History & Environment)

2019-20 Local Arrangements Committee for American Society for Environmental History Annual Conference, Ottawa, ON

Associate of the Wilson Institute for Canadian History, McMaster University

2012-13 Chair, Prize Committee Member, Clio Prize for Best Book in the History of British Columbia, Canadian Historical Association

2011-12 Prize Committee Member, Clio Prize for Best Book in the History of British Columbia, Canadian Historical Association

2011-12 Prize Committee Member, Clio Prize for Best Book in the History of British Columbia, Canadian Historical Association

2010-11 Site Selection Committee for Annual Conference, American Society for Environmental History

2009-10 Site Selection Committee for Annual Conference, American Society for Environmental History

***Community Service***

*Date Type Participation Committee/Event*

2018-pres Board Member Board of the North Bay Public Library

2013-14 Meeting Co-Organizer “Unite the Left North Bay: A Community Conversation” with Dr. Ian McKay

2011-12 Committee Chair WKP Kennedy Gallery Advisory Committee

2009-10 Roundtable Co-Organizer Opening public roundtable with local food producers of Bringing Subsistence Out of the Shadows Workshop

2016-17 Lecture Co-Organizer “Breach of Trust: Energy East & the Risk of Pipeline Failure,” a presentation by Dr. Alan Hepburn on the risks of the then-proposed Energy East Pipeline, Oct 27, 2016. In conjunction with Stop Energy East (North Bay) and the Master of Environmental Science/Studies Program

***Professional Memberships***

Canadian Historical Association

American Society for Environmental History

NiCHE (Network in Canadian History & Environment)

National Farmers’ Union (Associate Member)

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ROSEMARY NAGY – CURRICULUM VITAE

Department of Gender Equality & Social Justice

Nipissing University,

100 College Drive, Box 5002

North Bay, ON P1B 8L7, Canada

705 474-3450 ext. 4156

rnagy@nipissingu.ca

59 Janey Avenue

North Bay, ON P1C 1M9

Canada

705 477-2151 (cell)

#### EDUCATION

1998-2003 Ph.D. University of Toronto, Department of Political Science

Dissertation: "Through the Public/Private Lens: Reconciliation, Responsibility and Democratization in South Africa."

Supervisor: Professor Melissa S. Williams

1995-1997 M.A., Carleton University, Department of Law (Legal Studies)

Thesis: "Diversity, Deliberation and Agonistic Politics: An Arendtian Critique of Habermas' Discourse Theory" (Pass with Distinction)

Supervisor: Professor Peter Swan

1990-1994 B.A.(Hon.), McGill University, Department of Political Science

#### EMPLOYMENT

2021-present Professor

2010-2020 Associate Professor

2007-2009 Assistant Professor

Gender Equality and Social Justice, Nipissing University

\*January 2008 – November 2009 on maternity leave

2016-2017 Visiting Scholar

Centre for Law, Justice and Culture and Department of Political Science

Ohio University, Athens OH

2003-2007 Assistant Professor

Department of Law, Carleton University

\*Sept 2005 – Sept 2006 on maternity leave

2002-2003 Postdoctoral Fellow (SSHRC award)

Residency at Department of Law, Carleton University

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#### GRANTS & PROFESSIONAL HONOURS

2016-2019

2014-15

2013-2014

2009-2012

SSHRC Partnership Development Grant, "Combatting Human Trafficking for the Purpose of Sexual exploitation in Northeastern Ontario: Mapping Exploitation and Building Community Resilience" (\$194,894).

Rosemary Nagy (Primary Investigator and Co-Director), Brenda Quenneville (Co-director), Lanyan Chen, Donna Debassige, Kathleen Jodouin, and Adrienne Pelletier

Research partnership: Nipissing University, Amelia Rising Sexual Assault Centre of Nipissing, The Union of Ontario Indians: Anishinabek Nation, and the AIDS Committee of North Bay and Area.

Internal Research Grant (\$3000 seed funds for "Sex Trafficking in Northern Ontario: Mapping Exploitation and Community Resilience.")

Nipissing University Research Award (\$5000)

SSHRC Standard Research Grant, "Unsettling Peace and Justice? The Indian Residential Schools Truth and Reconciliation Commission" (\$50,000)

2006-2007

SSHRC Institutional Grant, Carleton University "Whose Justice? Legal Pluralism in Transitions from Atrocity" (\$7000)

2002-2004

SSHRC Postdoctoral Fellowship

1999-2002

SSHRC Doctoral Fellowship

1998-2002

University of Toronto Open Fellowship (declined for SSHRC in 1999)

#### PUBLICATIONS

Edited books.....1 (second editor)

Refereed journal articles.....19 (15 first author)

Chapters in edited books.....7 (6 first author)

Book reviews.....3

Invited talks .....7

Refereed Conference presentations.....28 (lifetime; only last ten years listed)

Non-refereed reports.....4

#### Edited Books

Melissa Williams, Rosemary Nagy, and Jon Elster, eds., *Transitional Justice: Nomos LI, Yearbook of the American Society for Political and Legal Philosophy*, (New York: New York University Press, 2012).

#### ROSEMARY NAGY

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#### Refereed Journal Articles

Gina Snooks, Rosemary Nagy, et al. "Blending Feminist, Indigenous, and Participatory Action Research Methodologies: Critical Reflections from the Northeastern Ontario Research Alliance on Human Trafficking," *Feminist Formations* (forthcoming).

"Transformative Justice in a Settler Colonial Transition: Implementing UNDRIP in Canada," *International Journal of Human Rights* (2021): 1-26, DOI: 10.1080/13642987.2021.1910809

"Settler Witnessing at the Truth and Reconciliation Commission of Canada," *Human Rights Review* 21 (2020): 219–241.

Rosemary Nagy, Gina Snooks, Brenda Quenneville, Kathleen Jodouin, Rebecca Timms, Donna Debassige and Lanyan Chen. "Human Trafficking in Northeastern Ontario: Collaborative Responses". *First Peoples Child & Family Review* 15, 1 (2020) :80-104. <https://fpcfr.com/index.php/FPCFR/article/view/405>.

"Can Reconciliation be Compelled? Transnational Advocacy and the Indigenous-Canada Relationship" *Peace and Change: A Journal of Peace Research*, vol. 42, no. 3, (2017): 313–341.

"Truth, Trauma, Agency," *International Journal of Transitional Justice*, vol. 9, no. 3 (2015): 527-538  
[\*review essay, reviewed by editors]

Rosemary Nagy and Emily Gillespie, "Representing Reconciliation: A news frame analysis of print media coverage of Indian Residential Schools," *Transitional Justice Review*, vol. 1, no. 3 (2014): DOI: <http://dx.doi.org/10.5206/tjr.2015.1.3.2>

"The Truth and Reconciliation Commission of Canada: Genesis and Design" *Canadian Journal of Law and Society*, vol. 29, no. 2 (2014): 199-217.

Franklin Oduro and Rosemary Nagy, "What's in an Idea? Truth Commission Policy Transfer in Ghana and Canada," *Journal of Human Rights*, vol. 13, no. 1 (2014): 85-102.

"The Scope and Bounds of Transitional Justice and the Canadian Truth and Reconciliation Commission," *International Journal of Transitional Justice* 7 no. 1 (2013): 52-73.

"Truth, Reconciliation and Settler Denial: Specifying the Canada-South Africa Analogy," *Human Rights Review*, 2012, Vol. 13 Issue 3, p349. DOI: 10.1007/s12142-012-0224-4.

Rosemary Nagy and Robinder Kaur Sehdev, "Introduction: Residential Schools and Decolonization," *Canadian Journal of Law and Society*, 2012, Volume 27, no. 1, pp. 67-73. doi: 10.3138/cjls.27.1.067.  
(\*reviewed by Journal editor, as we were guest editors for a special section)

Susan M. Thomson and Rosemary Nagy, "Law, Power and Justice: Local Power Dynamics in Rwanda's Gacaca Courts," *International Journal of Transitional Justice* 5, no. 1 (2011): 11-30.

"Transitional Justice as Global Project: Critical Reflections," *Third World Quarterly* 29, no. 2 (2008): 275-289.

"Post-Apartheid Justice: Can Cosmopolitanism and Nation-Building be Reconciled?," *Law and Society*

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*Review* 40, 3 (2006): 623-652.

"After the TRC: Citizenship, Memory and Reconciliation," *Canadian Journal of African Studies* 38, no. 3 (2004): 638-653.

"The Ambiguities of Reconciliation and Responsibility in South Africa," *Political Studies* 52 (2004): 709-727.

"Violence, Amnesty and Transitional Law: 'Private' Acts and 'Public' Truth in South Africa," *African Journal of Legal Studies* 1, no.1 (2004):1-22 at [www.africalawinstitute.org/ajls](http://www.africalawinstitute.org/ajls).

"Reconciliation in Post-Commission South Africa: Thick and Thin Accounts of Solidarity," *Canadian Journal of Political Science* 35, no. 2 (2002): 323-346.

Chapters in Edited Books

"Transitional Justice, Trauma and Healing: Indigenous Residential Schools in Canada," in REDRESS: Ireland and Transitional Justice, ed. Katherine O'Donnell, Maeve O'Rourke, and James M. Smith (University College Dublin, forthcoming).

"Transnational Advocacy for the Missing and Murdered Indigenous Women," in Forever Loved: Exposing the Hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada, eds. D. Memee Lavell-Harvard and Jennifer Brant (Demeter: 2016).

"Transitional Justice as Global Project: Critical Reflections," (reprinted in) Law in Transition: Human Rights, Development and Transitional Justice, edited by Peer Zumbansen & Ruth Buchanan (Oxford, Portland OR: Hart Publishing, 2016).

"Combating Violence Against Indigenous Women: Reconciliation as Decolonisation for Canada's Stolen Sisters," in Rape Justice: Beyond the Realm of Law, eds. Anastasia Powell, Nicola Henry and Asher Flynn (Palgrave: 2015).

"Centralizing Legal Pluralism? Traditional Justice in Transitional Context," in Transitional Justice and Peacebuilding on the Ground: Victims and Ex-combatants, eds. Chandra Lekha Sriram, Jemima García-Godos, Johanna Herman and Olga Martin-Ortega (London: Routledge, 2012).

Melissa Williams and Rosemary Nagy, "Introduction" in Nomos: Transitional Justice, ed. Melissa Williams, Rosemary Nagy and Jon Elster, eds. (New York: NYU Press, 2012).

"Traditional Justice and Legal Pluralism in Transitional Context: The Case of Rwanda's Gacaca Courts" in Reconciliation(s): Transitional Justice in Postconflict Societies, ed. Joanna R. Quinn (Montreal, McGill-Queen's Press: 2009).

"After the TRC: Citizenship, Memory and Reconciliation" in Fragile Freedom: Democracy's First Decade in South Africa, eds. A.H. Jeeves and G. Cuthbertson (Tshwane, University of South Africa Press: 2009).

#### Book Reviews

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Feminist Perspectives on Transitional Justice: From International and Criminal to Alternative Forms of Justice, eds. Martha Albertson Fineman and Estelle Zinsstag. Intersentia Press, 2013. In Canadian Journal of Women and the Law 26, 2 (2014): 464-467.

What Happened to the Women? Gender and Reparations for Human Rights Violations. Edited by Ruth Rubio-Marín. New York: Social Science Research Council, 2006. In Peace and Change, 35, no.4 (2010): 660-663.

Transitional Justice From Below: Grassroots Activism and the Struggle for Change. Edited by Kieran McEvoy and Lorna McGregor. Oxford and Portland, Oregon: Hart, 2008. In Law and Society Review 43, no.3 (2009): 707-709.

Guest editing



Guest co-editor (with Robinder K. Sehdev), *Canadian Journal of Law and Society*, special section on Truth, Reconciliation and Residential Schools (2012, vol 17).

#### INVITED TALKS

"Responding to Human Trafficking: Complexities and Challenges," Network for Economic and Social Trends, Western University, London, ON, December 6, 2018.

"Healing the Intergenerational Legacy of Indian Residential Schools," paper presented at "Towards Transitional Justice: Recognition, Truth-telling and Institutional Abuse in Ireland," Boston College, Boston, November 1-2, 2018.

"Settler Witnessing at the TRC," Institute for the Study of International Development, McGill University, February 8, 2018.

Closing Roundtable (with Leigh Payne and Tyler Giannini), "Emerging Expertise Conference: Holding Accountability Accountable," The Strassler Center for Holocaust and Genocide Studies, Clark University, Worcester MA, 6-9 April 2017. I also served as discussant for the "Perpetrators as Insiders/Outsiders" panel. Program available at <http://commons.clarku.edu/chgs/2017accountability/>.

"Settler Witnessing at the TRC," Centre for Law, Justice and Culture, Ohio University, Fall 2016.

"Human Trafficking in Northeastern Ontario" Department of Women's, Gender and Sexuality Studies, Ohio University, Fall 2016.

"Truth, Reconciliation and Settler Denial: Specifying the Canada-South Africa Analogy." Presented at the Centre for Transitional Justice and Post-Conflict Resolution Speaker Series, Western University, November 25, 2011.

#### REFEREED CONFERENCE PRESENTATIONS (last ten years)

"Human Trafficking: Toward an Affinities-based Transformative Justice," Beyond Discourse: Critical and Empirical Approaches to Human Trafficking conference, University of Kansas, Lawrence, KS, April

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3-4, 2019.

"The United Nations Declaration on the Rights of Indigenous Peoples as Transformative Justice?," International Studies Association panel and pre-ISA "Margins of Accountability Workshop," Toronto, March 26-30, 2019.

"Decolonizing Antiracism: Human trafficking of Indigenous and racialized migrant women in Settler States," International Studies Association, Toronto, March 26-30, 2019. \*basically the same paper as the Beyond Discourse conference above.

Snooks Gina, Rosemary Nagy, Brenda Quenneville, Donna Debassige, Rebecca Timms, Kathleen Jodouin, Lanyan Chen, Jylle Carpenter-Boesch, "Research as Allyship: Reflections on the Northeastern Research

Alliance on Human Trafficking (NORAHT)", Paper presented at Women's and Gender Studies et Recherches Féministes conference, May 30, 2018, Regina, SK.

"Epistemology as a resource for transitional justice: Healing the intergenerational legacy of Indian Residential Schools," paper presented at International Studies Association, spring 2017, Baltimore.

Roundtable: "Sex Trafficking in the U.S.: A Conversation for Artists, Activists and Feminists," National Women's Studies Association, 12 November 2016, Montreal.

Nagy, Rosemary and Frederick Paul, "'We were brave children': Childhood agential narratives and settler recognition," paper presented at Pathways to Reconciliation Conference, Winnipeg, 15-18 June 2016.

"Truth, Trauma, Agency," presented at Canadian Political Science Association, Ottawa, 2 June 2015.

"Gender, Colonization and the Stolen Sisters: International Frames for Truth and Reconciliation?," presented at International Studies Association, Toronto, 26-29 March 2014.

"The TRC of Canada: Genesis and Design", presented at Canadian Political Science Association Meeting, Victoria, 3-6 June 2013.

Oduro, Franklin and Rosemary Nagy, "What's in an Idea? Truth Commission Policy Transfer in Ghana and Canada," paper presented at International Studies Association Annual Meeting, April 1-4, 2012, San Diego, CA.

"Truth, Reconciliation and Settler Denial: Specifying the Canada-South Africa Analogy," paper presented at SIT symposium, Conflict, Memory and Reconciliation: Bridging past, present and future, Kigali, Rwanda, January 10-13, 2012. [also presented at UWO, November 25, 2011].

"Unsettling Peace and Justice? The Scope and Bounds of Transitional Justice and the Canadian TRC," paper presented at Canadian Law and Society Association, Fredericton, N.B., May 29-31, 2011.

-----Also presented at Law and Society Association, San Francisco, June 2-5, 2011.

Papers under review

Nagy, Rosemary, Rebecca Timms, Gina Snooks, Donna Debassige, Kathleen Jodouin, Brenda Quenneville and Lanyan Chen, "Temporal Discrimination and the Entry-to-Exit Imperative in Canadian Anti-Human Trafficking," *Journal of Human Trafficking*. Revise and Resubmit.

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OTHER RESEARCH ACTIVITIES AND WORKS:

Northeastern Ontario Research Alliance for Human Trafficking (NORAHT)

2013 to 2020

Co-Director (with Brenda Quenneville) and Primary Investigator of the associated 2016 Partnership Development Grant.

Supervisor of 3 undergraduate research assistants (Megan Stevens, Jylle Carpenter-Bosch, and Sydnee Wiggins for 1 year each, including full-time summer employment)

Supervisor of one doctoral research assistant (Gina Snooks, 2016 to 2020).

2018

Organized and participated in three plenary conferences for service providers and persons with lived experience as follow up to our PAR workshops in 2017:

“Anti-Human Trafficking Conference: An International, Northern and Indigenous Perspective,” Sault Ste Marie, August 27-28, 2018. Co-organized with Mississinabie Cree First Nation and the PACT Grandmothers. Agenda available at <https://noraht.nipissingu.ca/wp-content/uploads/sites/70/2018/09/Agenda-Conference-1.pdf>.

“Human Trafficking Conference: Survival, Healing and Support,” Timmins, November 8, 2018.

“Human Trafficking Conference: Survival, Healing and Support,” Sudbury, November 19, 2018.

Building Research Relationships: Facilitated and co-organized the participation of the Sex Workers Advisory Committee of Sudbury (SWANS) in International Women’s Week at Nipissing University.

“Creating Safer and More Inclusive Spaces by and for Sex Workers” workshop on March 7 and the performance of Project ArmHer on March 8. (also listed under University service for 2018-19.)

2017

Organized and participated in 8 participatory action research workshops with service providers and persons with lived experience across the region.

NORAHT Non-refereed Reports

Rosemary Nagy, Gina Snooks, Rebecca Timms, Donna Debassige, Kathleen Jodouin, Brenda Quenneville, and Lanyan Chen, “Transitions and Fluidity: Exploring Women’s Agency in the Sex Industry,” North Bay: Northeastern Ontario Research Alliance on Human Trafficking, 2020.

Rosemary Nagy, Gina Snooks, Jylle Carpenter-Boesch, Kathleen Jodouin, Brenda Quenneville, Donna Debassige, Rebecca Timms, Lanyan Chen. “Human Trafficking for the Purpose of Sexual Exploitation in Northeastern Ontario: Service Provider and Survivor Needs and Perspectives.” (NORAHT: North Bay, 2018).

Rosemary Nagy, Gina Snooks, Kathleen Jodouin, Brenda Quenneville, Megan Stevens, Lanyan Chen, Donna Debassige, Rebecca Timms, “Community Service Providers and Human Trafficking: Best Practices and Recommendations for Northeastern Ontario.” (NORAHT: North Bay, 2018).

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Rosemary Nagy et al, “Baseline Survey Results,” 2016.

NORAHT Policy Briefs, Toolkits and Webinars

Nagy, Rosemary, Gina Snooks, Brenda Quenneville, Lanyan Chen, Sydnee Wiggins, Donna Debassige, Kathleen Jodouin, and Rebecca Timms. "Violence, Exploitation and Abuse in the Sex Trade: Strategies for Service Provider Collaboration," Policy Brief No. 1, Northeastern Ontario Research Alliance on Human Trafficking. 2020.

Quenneville, Brenda, Gina Snooks, Rosemary Nagy, Kathleen Jodouin, Lanyan Chen, Donna Debassige, Rebecca Timms and Sydnee Wiggins. "Trauma and Violence Informed Approaches to Service Provision," Policy Brief No. 2, Northeastern Ontario Research Alliance on Human Trafficking. 2020.

Nagy, Rosemary, Brenda Quenneville, Gina Snooks, Donna Debassige, Kathleen Jodouin, Rebecca Timms, and Lanyan Chen. "Decolonize Our Actions! Providing Services to Indigenous Persons involved in the Sex Industry," Policy Brief No. 3, Northeastern Ontario Research Alliance on Human Trafficking. 2020.

Kathleen Jodouin and Sydnee Wiggins "Safer places: Harm Reduction Strategies to Address Human Trafficking," Policy Brief No. 4, Northeastern Ontario Research Alliance on Human Trafficking. 2020

Nagy, Rosemary, "The Impacts of Anti-Human Trafficking on Sex Workers," Policy Brief No. 5, Northeastern Ontario Research Alliance on Human Trafficking. 2020.

Nagy, Rosemary, Gina Snooks, Brenda Quenneville, Lanyan Chen, Sydnee Wiggins, Donna Debassige, Kathleen Jodouin, and Rebecca Timms., "Service Mapping Toolkit: Strategies for Service Provider Collaboration," 2020.

Quenneville, Brenda, Gina Snooks, Donna Debassige, Kathleen Jodouin, Rosemary Nagy, Rebecca Timms, Lanyan Chen and Sydnee Wiggins. "Trauma and Violence Informed Approaches to Human Trafficking: A Critical Reflection Workbook for Service Providers." North Bay: Northeastern Ontario Research Alliance on Human Trafficking, 2020.

Quenneville, Brenda, Gina Snooks, et al. "Trauma and Violence Informed Approaches to Human Trafficking," Webinar, 2020 at <https://noraht.nipissingu.ca/noraht-research/webinars/>

Jodouin, Kathleen, Rosemary Nagy, et al, "Strategies for Service Provider Collaboration," Webinar, 2020 at <https://noraht.nipissingu.ca/noraht-research/webinars/>.

Jodouin, Kathleen et al, "Safer Places: Harm Reduction Approaches to Human Trafficking," Webinar, 2020 at <https://noraht.nipissingu.ca/noraht-research/webinars/>

#### Social Media

2016-2020: Northeastern Ontario Research Alliance on Human Trafficking: helped with 5 newsletters, managing the Facebook page and website. See also NORAHT in the news.

#### ROSEMARY NAGY

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2012-2013: Guest blogger for The Society for Building a Healthier Kugluktuk. I've authored three posts (at roughly 2000 words each): "The Power of Truth," "Truth, Reconciliation and Success in International Context," "Honouring Treaty and Gender Equality," co-authored with GESJ honours student Emily Gillespie, "Representing Reconciliation", and solicited GESJ honours student Dawn Lamothe to post "The

Intergenerational Effects of Indian Residential Schools on Foster Care Today: A Personal Narrative.” All available at [http://www.healthykugluktuk.ca/index.php?p=1\\_2\\_Dr.-Rosemary-L.-Nagy-coming-soon](http://www.healthykugluktuk.ca/index.php?p=1_2_Dr.-Rosemary-L.-Nagy-coming-soon)

2013: Solicited post for Oxford University Press’s blog, Academic Insights for the Thinking World: “Honouring Treaty and Gender Equality” (also posted at Healthier Kugluktuk). 9 August 2013 at <http://blog.oup.com/2013/08/honouring-treaty-gender-equality-canada-stolen-sisters/>

#### TEACHING

##### Graduate Supervision and Examination

2020: External Examiner for Dr. Robyn O’Laughlin, Department of Law, Carleton University, The Ontario Anti-Bullying Framework and its potential impact on Indigenous Students in Northern Ontario.

2020: External Examiner for Dr. Brian Budd, Department of Political Science, University of Guelph, Representation in the Era of Reconciliation: News Framing of Indigenous Politics in Canada.

2014: External Examiner for Dr. David Hoogenboom, Department of Political Science, University of Western Ontario, Justice as Im-Possibility.

2007-2012: Doctoral committee member for Dr. Franklin Oduro, Department of Political Science, Carleton University. Transitional Societies, Democratic Accountability and Policy Responses: The Formulation of the Truth Commission Approach to a Transitional Justice Policy (South Africa, Nigeria, Ghana).

2011 – External Examiner for Dr. Stéphanie Vieille, Department of Political Science, University of Western Ontario. Rethinking Justice in Transitional Context: An Examination of the Maori Conception and Customary Mechanism of Justice.

2010-11 External examiner; Morgann Rymal, MA in History, Nipissing University. Surviving Genocidal Rape: Women’s Experiences of the Rwandan Genocide.

2007-8 Co-supervisor, MA in Legal Studies, Carleton University (Susan Harada)

2003-4 Second reader, MA in Legal Studies, Carleton University (Rafeena Rashid)

2003-4 External examiner, MA in Philosophy, Carleton University (Sarah Rosenhak)

##### Undergraduate Supervision:

Nipissing University: Dept of GESJ

2012-13 Honours Thesis (Emily Gillespie)

2010-11 Honours Thesis (Laura Mayer)

2010-11 Honours Thesis (Cyndi Mayhew)

Carleton University, Department of Law

2006-7 Honours paper (Kerr, Coté, Johnson)

2004-5 Directed Readings (Armitage, Poirier)

2004-5 Honours thesis (Semenovych)

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Student mentoring:

Co-authorships: Emily Gillespie (fourth year), Jyelle Carpenter-Boesch (fourth year), Franklin Oduro (doctoral), Gina Snooks (doctoral), Sydney Wiggins (undergraduate).

Editing: Dawn Lamothe: sole-authored blog (helped with editing)

Conference Presentations: Jylle Carpenter-Boesch (fourth year), Gina Snooks (doctoral), Franklin Oduro (doctoral)

Academic Courses

GEND=Nipissing University; LAWS = Carleton University; POLS and CAS = Ohio University

Introduction to Gender, Power and Justice

GEND 1006

4 times

2018/19; 2017/18; 2015/16; 2014/15

Selected Topics: Human Trafficking

GEND 1007

1 time

2015/16

Law, Power, and Justice

GEND 2146

1 time

2009/10

Bodies, Borders and Belonging

(formerly Citizenship and Social Justice)

GEND 2147

5 times

2020-21\*; 2017/18; 2013/14; 2010/11; 2009/10

International Human Rights

GEND 2187

4 times

2020-21\*; 2018/19; 2016/17\*

2012/13

Genocide and Mass Violence in Rwanda

(formerly Case Studies in Persecution & Violent Conflict, GEND 2226)

GEND 2227

(now banked)

4 times

2014/15; 2012/13;

2010/11; 2009/10

Special Topics in Human Rights and Social Justice:

--Narrating Human Rights

--Gender, War and Peace

--Residential Schools: What's Next?

--Apartheid and the "New" South Africa

--International Human Rights: Local and Global

--Legal Pluralism: Local and Global

GEND 3057

LAWS 4904

6 times

1 time

2020-21\*

2017/18

2014/15

2008/9

2007/8

2006/7

Gender, Globalization and Human Rights

GEND 3127

3 times

2020-21\*; 2016/17\*; 2012/13;

Justice After Atrocity/Transitional Justice

GEND 3227

LAWS 4603

POLS 4555

4 times

3 times

1 time

2016/17; 2015/16; 2013/14; 2010/11;

2006/7; 2005/4;

2003/4

The United Nations and Responsibility to Protect

(formerly the UN and Int'l Human Rights)

GEND 3207

6 times

2021-22; 2014/15; 2012/13; 2009/10; 2008/9; 2007/8

Ideas of Power

(formerly Theories of Power and Equality)

GEND 3306

2 times

2015/16; 2010/11

International Rights of Indigenous Peoples

GEND 3356

1 time

2021-22

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Honours Seminar

GEND 4205

1.5 times

2017/18 (first half)

2013/14

GEND Fourth Year Special Topics

GEND 4106

1 time

2020-21\*

Breaking the Law

CAS 2500

1 time

2016/17 (team teach)

Social Justice and Human Rights

LAWS 2105

5 times

2006/7; 2004/5; 2003/4; 2002/3

Contemporary Theories of Justice

LAWS 4101

1 time

2004/5

Law, State, and Politics

LAWS 5005

1 time

2006/7

\*online

Note: Since my first faculty appointment in 2003, I have had 4 non-teaching years: 2 for parental leave and 2 for sabbatical.

Teaching Development

2004-5

ICRC Seminar on Teaching International Humanitarian Law

Week-long training seminar offered in September by the International Committee of the Red Cross in Geneva, Switzerland

2002

THE500H "Teaching in Higher Education"

Credit course at University of Toronto

SERVICE

University Administrative Service (NU only)

2021-22

2020-21

2018-19

Departmental Activities, including IQAP review

Research Ethics Board

NUFA Scholarship Committee

Academic Curriculum Committee (university wide)

Departmental activities, including IQAP review

Sabbatical (Jan 2019 to Jan 2020).

Research Ethics Board (fall semester)

2017-18

Tenure and Promotion Faculty Review Committee

Human Rights Certificate Committee

International Women's Week Organizing Committee (also listed under "other research activities" for 2018)

2016-17

Honorary Degrees Committee (on reduced workload; based in Ohio)

2015-16

Chair, Department of Gender Equality and Social Justice

Research Ethics Board

Chair, Proposal Committee for the Human Rights and State Violence BA program

Tenure and Promotion Faculty Review Committee

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Search Committee for Native Studies

Member-at-large, Canadian International Council

International Women's Week organizing committee

2014-15

Chair, Department of Gender Equality and Social Justice

Research Ethics Board

Co-Chair, Gender Equity and Diversity Committee

Chair, Proposal Committee for the Human Rights and State Violence BA Program

Member-at-large, Canadian International Council

International Women's Week Organizing Committee

2013-14

University Review Committee for Tenure and Promotion

Research Ethics Board

Gender Equity and Diversity Committee

Special Joint Committee on Pregnancy and Parental Leave

Chair, Proposal Committee for the Human Rights and State Violence BA Program

Member-at-large, Canadian International Council

2012-13

University Review Committee for Tenure and Promotion

Head of International Women's Week organizing committee

Common Book Selection Committee

2011-12

Full sabbatical

Gender Equality and Social Justice search committee

2010-11

Member of Senate

Chair, Teaching and Learning Committee

Session Moderator, Undergraduate Research Conference, Nipissing University

Gender Equality and Social Justice Search Committee

2009-10

Interim Chair, Department of Gender Equality and Social Justice

Member of Senate

Chair, Teaching and Learning Committee

Geography Search Committee

2008-9

One term only – parental leave

International Women's Week organizing committee

Gender Equality and Social Justice search committee

External Reviewer: Grants and Tenure & Promotion

2021

2020

2019

External Reviewer, Application for promotion to Senior Lecturer, Dr. Matthew Evans, University of Sussex.

Grant proposal, NWO Social Sciences and Humanities Board, VENI Program (Netherlands). File number VI.Veni.2015.054.

Grant proposal, Leverhulme Trust (UK), Dr. A. Jeffrey, "Journeys for justice after war: understanding the mobile legal subject."

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2017-18

SSHRC Partnership Engage Grant review committee (3 review sessions over one year).

2015

Grant proposal for Netherlands Organisation for Scientific Research (McGonigle Leyh)

2017

External review, application for Tenure and Promotion, Dr. Kerstin Carlson, American University of Paris, December 2017.

2011

External reviewer, application for Tenure and Promotion, Dr. Augustine Park, Department of Sociology and Anthropology, Carleton University

2011

SSHRC standard research grant application on residential schools, truth and reconciliation

2011

Research proposal on Rwanda and legal pluralism for Foundation for Scientific Research Belgium

2009

Grant proposal for Shastri Indo-Canadian Institute.

Peer Review

2021

2020

2019

Article for Canadian Review of Sociology

Article for Genocide Studies International

Article for International Studies Quarterly

Article for Hypatia

Article for Journal of Canadian Studies

Article for International Studies Perspectives

Article for International Journal of Transitional Justice

Article for Settler Colonial Studies

2018

Article for International Journal of Human Rights

Article for International Journal of Transitional Justice

2017

Article for Peace and Change

2016

Article for Australian Feminist Studies  
Article for Third World Quarterly  
Article for Religion and Politics  
2015  
Article for Polity  
Article for Canadian Journal of Law and Society  
Article for Political and Legal Anthropology Review  
Article for Canadian Journal of Political Science  
2014  
Article for Transitional Justice Review  
Article for Macquarie Law Journal  
ROSEMARY NAGY  
14 of 14  
2013  
Article for Review of International Studies  
Article for Canadian Journal of Political Science  
Book proposal for Routledge (on Rwanda)  
Journal article for Law, Culture and Humanities  
Journal article for International Journal of Transitional Justice  
Journal article for Review of International Studies  
2012  
Edited volume for Routledge Press, three sample chapters  
Article for International Peacekeeping  
Article for International Journal of Transitional Justice  
Article for Ethics & International Affairs  
2011  
Article for International Journal of Transitional Justice  
Article for Canadian Foreign Policy  
Book proposal on Rwanda (Routledge)

Edited volume proposal on reconciliation (Routledge)

2009

Book manuscript for UBC Press

Community-based Service

2020

2017-2020

Presentation to Canadian Federation of University Women, northern Ontario chapter, "Human Trafficking and the White Saviour Complex"

Bi-weekly bingo volunteer for the AIDS Committee of North Bay and Area.

2018- 2019 "Volunteer of the Year" award.

2013-2015

Member of the Sex Workers Forum Planning and Research Committees

(run by the AIDS Committee of North Bay and Amelia Rising Sexual Assault Centre of Nipissing)

2014

I helped to organize a series of campus-based events, "Now that you know about Indian Residential Schools, What are you going to do about it?", and spoke at the January event, "Research Reflections on the Indian Residential Schools Settlement Agreement"

I helped to organize and spoke at "Have a Heart for First Nations children" cupcake and reconciliation awareness event, hosted at the Indian Friendship Center

2012-13

Near North Network Family and Legal Issues sub-committee

2012

Guest speaker at North Bay Rotary Club "Post-genocide Rwanda."

2009-10

Co-organizer (with Robinder Sehdev) of "Truth, Reconciliation and the Residential Schools" national conference held at Nipissing University, March 5-7, 2010. The conference involved academics and Nipissing First Nation.

# CURRICULUM VITAE

NIPISSING UNIVERSITY, June 2022

**NAME:**

Sean Brian O'Hagan

**PRESENT RANK AND CATEGORY:**

Associate Professor

**LAST APPOINTMENT OR PROMOTION APPLICATION**

2008 – Associate Professor

**A ACADEMIC AND PROFESSIONAL QUALIFICATIONS**

**1. Academic Qualifications:**

<u>Year</u>	<u>Degree Received</u>	<u>Institution and Address</u>
2002	Doctor of Philosophy (Geography)	The University of Western Ontario 1151 Richmond Street North London, Ontario N6A 5C2
1998	Master of Arts (Geography)	McMaster University 1280 Main Street West Hamilton, Ontario L8S 4L8
1995	Bachelor of Arts (Geography)	The University of Western Ontario 1151 Richmond Street North London, Ontario N6A 5C2

**2. Professional Certification**

N/A

**3. Previous Academic Appointments**



<u>Year of Appointment</u>	<u>Limited Term, Probationary or Tenures</u>	<u>Rank of Appointment</u>	<u>Category (if Applicable)</u>	<u>Institution and Address</u>
2008	Tenure	Associate Professor		Nipissing University 100 College Drive North Bay, Ontario P1B 8L7
2007	Tenure	Assistant Professor		Nipissing University 100 College Drive North Bay, Ontario P1B 8L7
2004	Probationary	Assistant Professor		Nipissing University 100 College Drive North Bay, Ontario P1B 8L7
2002	Limited Term	Assistant Professor		Nipissing University 100 College Drive North Bay, Ontario P1B 8L7

#### 4. Academic, University and Professional Awards

<u>Year</u>	<u>Award Received</u>	<u>Awarding Agency or Institution and Address</u>
2004	4A rating Canada - Standard Research Grant	Sciences and Humanities Research Council of Canada
2003	4A rating Canada - Standard Research Grant	Sciences and Humanities Research Council of Canada

1998	Research Paper Award (Masters Level)	Canadian Association of Geographers, Ontario Division
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## B TEACHING AND RELATED EXPERIENCE

### 1. Full-time University Teaching and Related Experience:

Initial Year of Service	Final Year of Service	Rank, Department and Faculty	Institution and Address
2002	Ongoing	Associate Professor, Department of Geography and Geology Faculty of Arts and Science	Nipissing University 100 College Drive North Bay, Ontario P1B 8L7

### 2. Part-time University Teaching and Related Experience

Initial Year of Service	Final Year of Service	Rank, Department and Faculty	Institution and Address
2000	2002	Lecturer, Department of Geography, Faculty of Social Sciences	The University of Western Ontario 1151 Richmond Street North London, Ontario N6A 5C2
2001	2001	Lecturer, Department of Sociology, Anthropology, and Political Science, Faculty of Arts and Social Sciences	University of Windsor 401 Sunset Avenue Windsor, Ontario N9B 3P4

### 3. Extra-University Teaching and Industrial, Commercial or Professional Teaching and Related Experience

N/A

4. Courses Prepared and Taught

a at Nipissing University

<u>Course Title</u>	<u>Course Level</u>	<u>Course Number</u>	<u>Number of Times Taught</u>
Introduction to Human Geography	1	Geog 1016	23
Cities in a Changing World	2	Geog 2146	2
Population Geography	2	Geog 2206	4
Economic Geography	2	Geog 2306	3
Local and Regional Development	2	Geog 2807	2
Economic Geography	3	Geog 3136	10
Geography of Tourism and Recreation	3	Geog 3226	5
Population Geography	3	Geog 3306	7
<b>A Geography of Canada</b>	3	Geog 3406	5
<b>A Regional Geography of the European Common Market Countries</b>	3	Geog 3605	1
A Geography Europe	3	Geog 3606	7
Selected Regions of Western Europe	3	Geog 3607	4
Transportation and Communication Systems	3	Geog 3806	1
World Population Growth	4	Geog 4216	4
Issues in Global Economic Geographies	4	Geog 4317	11

**b at Other Institutions**

<b>Course Title</b>	<b>Course Level</b>	<b>Institution</b>	<b>Number of Times Taught</b>
World Cities	2	The University of Western Ontario	4
Introduction to Economic Geography	2	University of Windsor	1

**C. SCHOLARLY ACTIVITIES**

**1. Scholarly and/or Professional Works:**

**a. Published or in Press**

**O'Hagan, S.** (2020) Canadian Boards of Directors and Gender Diversity: Adding a Spatial Component, *International Journal of Business Management and Commerce*, 5. No.2, 1-10.

**O'Hagan, S.** (2019). A Historical Review of Interlocking Directorates in Canada: A Comparison of the 1912 and 2012 Networks. *Annals of Geographical Studies*, 2. No. 2, 16-24.

**O'Hagan, S.** and Rice, M.D. (2018) 100 years of Interlocking Directorates in the Canadian Urban System, *Canadian Journal of Regional Science*, 41. No 2, 43-52.

**O'Hagan, S.** (2018) A Comparison of the Interlocking Directorates of Ontario and Quebec firms: Do Cultural Differences Prevent Quebec Firms from Accessing Valuable Knowledge? *The Journal of Regional Analysis and Policy*.

Rice, M.D., **S. O'Hagan**, D. Lyons, C. Tiwari, M.B. Green, V. Oppenheim. (2018) Defining the Record of High-Growth Firms by U.S. Metropolitan Region: What Happens to the Inc. 500? *Papers in Applied Geography*, 4. No 2, 137-156. (doi:10.1080/23754931.2017.1344726)

**O'Hagan, S.** (2017) An Exploration of Gender, Interlocking Directorates, and Corporate Performance. *International Journal of Gender and Entrepreneurship*, 9. No. 3, 269-282. (doi.org/10.1108/IJGE-09-2016-0032)

**O'Hagan, S.,** Murray D. Rice. (2017) The Geography of Canadian Interlocking Directorates: How do they relate to Brain Circulation in Hongmian Gong (ed.), *Hierarchy, Information and Power: Cities as Corporate Command and Control Centers*, 29-49, Routledge Publishing, London, UK.

Green, M.B., **S. O'Hagan**, and Martin Lefebvre. (2017) The Economic Geography of Institutional Investment in Hongmian Gong (ed.), *Hierarchy, Information and Power: Cities as Corporate Command and Control Centers*, 4-28, Routledge Publishing, London, UK.

Rice, M.D., D. Lyons, and **S. O'Hagan**. (2017) Fast-growing firms as elements of change in Canada's headquarters city-system in Hongmian Gong (ed.), *Hierarchy, Information and Power: Cities as Corporate Command and Control Centers*, 50-69, Routledge Publishing, London, UK.

**O'Hagan, S.,** Murray D. Rice. (2015) The Geography of Canadian Interlocking Directorates: How do they relate to Brain Circulation. *Urban Geography*, 36 no 6, 823-843.  
(doi:10.1080/02723638.2015.1069664)

Green, M.B., **S. O'Hagan**, and Martin Lefebvre. (2015) The Economic Geography of Institutional Investment. *Urban Geography*, 36 no 6, 798-822. (doi:10.1080/02723638.2015.1067406)

Rice, M.D., D. Lyons, and **S. O'Hagan**. (2015) Fast-growing firms as elements of change in Canada's headquarters city-system. *Urban Geography*, 36 no 6, 844-863. (doi:10.1080/02723638.2014.977037)

**O'Hagan, S.** (2015) Are American Interlocking Directorates Associated with Brain Circulation and Do They Translate into Higher Corporate Performance? *Geographical Review*, 105 no 3, 344-359.  
(doi:10.1111/j.1931-0846.2015.12075)

**O'Hagan, S.** (2014) An Examination of In-Migration and Return Migration to Cities in Northern Ontario Canada: Who Benefits From These Migrants in the Context of Today's Knowledge Economy. *Journal of Population and Social Studies*, 22 no. 1, 1-13.

**O'Hagan, S.,** Murray D. Rice. (2013) Exploring the Personal Histories of the Top Executives of US Firms Using a Quantitative Approach: Is There a Geographical Relationship with Corporate Headquarters, and Does It Influence Firm Performance? *Geographical Research*, 51 no. 3, 279-291. (doi:10.1111/1745-5871.12004)

Rice, M.D., S. Tierney, **S. O'Hagan**, D. Lyons, and M.B. Green (2012) Knowledge influence, and firm-level change: a geographic analysis of board membership associated with growing and declining businesses in the Canadian economy. *Geoforum*, 43 no.5, 959-968. (doi:10.1016/j.geoforum.2012.04.005)

**O'Hagan, S.,** Murray D. Rice (2012) The Geography of Corporate Directors: Personal Backgrounds, Firm and Regional Success. *The Professional Geographer*, 64 no.4, 586-601. (doi:10.1080/00330124.2011.614567)

**O'Hagan, S.,** M.B. Green (2011) Atlantic Canadian Corporate Directors and their Educational Affiliations: A Spatial Analysis. *Northeastern Geographer*, 3: 60-75.

**O'Hagan, S.** (2011) An Examination of Migration Patterns to Ontario Cities: Demarcating Ontario's Periphery. *Canadian Studies in Population*, 38 no.1-2: 135-50.

**O'Hagan, S.** (2011) The Spatial Composition of the Personal Histories of Directors for Canadian Resource Companies and their Major Shareholders: Greater Evidence of Separation and Control from the Canadian Periphery. *International Journal of Business and Social Science* 2: 1-14.

O'Hagan, S. (2009) "Corporate Directors and Educational Affiliations: A Spatial-Temporal Analysis", *Industrial Geographer*, vol. 6 no.2: 3-30.

**O'Hagan, S.,** Ted Rutland (2008) "A Comparison of Canada's Small, Medium, and Metropolitan Cities in the Knowledge Economy", *Canadian Journal of Urban Research*, vol. 17 no.1:130-154.

**O'Hagan, S.,** Murray D. Rice, and M.B. Green (2008) "North American Corporate Directors and Educational Affiliations: A Geographical Analysis", *Geography Research Forum*, vol. 28:59-81.

**O'Hagan, S., B. Cecil** (2007) "A Macro level Approach to Examine Canada's Primary Industry Towns in a Knowledge Economy" *Journal of Rural and Community Development*, vol. 2 no.2: 18-43.

Rutland, T., **S. O'Hagan** (2007) "The Growing Localness of the Canadian City, On the Continued (Ir)relevance of Economic Base Theory" *Local Economy*, vol. 22 no.2: 163-185.

Green, M.B., **S. O'Hagan** (2006) "Canadian Interlocking Directorates: Gender, Industry and City Differences", *Geography Online*, vol. 6 no.1.

**O'Hagan, S., M.B. Green** (2004) "Corporate Knowledge Transfer via Interlocking Directorates: A Network Analysis Approach", *Geoforum*, vol. 35 no.1: 127-139.

**O'Hagan, S., M.B. Green** (2002) "Tacit Knowledge via Interlocking Directorates: A Canadian and U.S. Comparison", *Geografiska Annaler: Series B, Human Geography* vol. 84 no.1: 49-63.

**O'Hagan, S., M.B. Green** (2002) "Interlocking Directorates: An Example of Tacit Knowledge Transfer", *Urban Geography*, vol. 23 no.2: 154-179.

**O'Hagan, S., M.B. Green** (2002) "Region, Knowledge, and Competitiveness" in R.B. McNaughton and M.B. Green (eds.), *Global Competition and Local Networks*, 89-108, Ashgate Publishing, Aldershot, UK.

**O'Hagan, S., W.P. Anderson** (2000) "Canadian Foreign Direct Investment in the United States: A Discrete Choice Analysis Approach", *Canadian Journal of Regional Science*, vol. 23, no.2: 213-231.

**O'Hagan, S., M.B. Green** (2000) "The Location of Headquarters in the United States", *The Great Lakes Geographer*, vol. 7, no.2: 119-121.

2. *Ongoing Scholarly Research*

**Revise and Resubmit:**

N/A

**Submitted:**

O'Hagan, S. A Comparison of 1912 and 2012 Interlocking Directorate Networks of Ontario, Quebec, and Atlantic Canadian firms. *Urban Studies and Public Administration*, (submitted 01-05- 2021).

**Presently working on:**

O'Hagan, S. A Comparison of Interlocking Directorates of Family and Non-Family Canadian Firms.

**3. Research Grants:**

Year Received	Value of Grant	Granting Agency or Institution
2015	\$16,600	Kauffman Foundation - Metropolitan Entrepreneurship Research Defining the Record of Fast-Growing Firms as Members of Regional Business Communities: A Tracking Analysis - Co-Primary Investigator
2011	\$5,000	Nipissing University Research Council - Internal Research Grant
2010	\$410,500	Northern Ontario Heritage Fund Corporation - Integrated GeoSpatial Data Verification Technology for Farm Applications - Co-Applicant
2006	\$4,894	Nipissing University Research Council - Internal Research Grant
2004	\$5,000	Nipissing University Research Council - New Faculty Start-up Grant
2003	\$2,539	Nipissing University Research Council



– Internal Research Grant

4. **Conferences, Meetings and/or Workshops:**

<u>Date</u>	<u>Sponsoring Organization</u>	<u>Type of Meeting</u>	<u>Type of Location</u>	<u>Title of presentation</u>
2018	American Association of Geographers	Annual Conference	New Orleans, LA	100 years of Interlocking Directorates in the Canadian Urban System
2016	American Association of Geographers	Annual Conference	San Francisco, CA	<i>Tracking the Development of High-Growth Firms by Metropolitan Region</i>
2014	American Association of Geographers	Annual Conference	Tampa Bay, FL	An Examination of American Interlocking Directorates: Are they associated with Brain Circulation and Does it Translate into Higher Corporate Performance?
2013	American Association of Geographers	Annual Conference	Los Angeles, CA	<i>The Geography of Directors and Business Growth: An Analysis of Canada's Largest Firms</i>
2012	American Association of Geographers	Annual Conference	New York, NY	The Geography of Canadian Interlocking Directorates: How do they relate to Brain Circulation?
2010	American Association of Geographers	Annual Conference	Washington, DC	American Corporate Directors and their

				Personal Histories: Does a Spatial Relationship Exist between their Development Past and the Corporations they sit on
2009	American Association of Geographers	Annual Conference	Las Vegas, Nevada	The Geography of Corporate Directors and their Educational Affiliations: A Temporal Comparison of Canadian and American Business Leaders
2008	American Association of Geographers	Annual Conference	Boston, Massachusetts	American Corporate Directors and Educational Affiliations: A Geographical Analysis
2007	American Association of Geographers	Annual Conference	San Francisco, California	Spatial Interlocking Directorates: The Geography of Corporate Board Membership in North America
2007	University of North Texas: Canada-US Corporate Geography	Biennial Conference	Denton, Texas	Interlocking Directorates: North American Corporate Boards and Interurban Extension of Influence
2004	Stephen F. Austin State University	Invited Speaker	Nacogdoches, Texas	Economic Geography in a Time of Globalization

2003	Eastern Illinois University	Invited Speaker	Charleston, Illinois	Knowledge Transfer in a Time of Globalization
2003	Wayne State University	Invited Speaker	Detroit, Michigan	The Geography of Interlocking Directorates
2002	University of Wisconsin-Milwaukee	Invited Speaker	Milwaukee, Wisconsin	Using Interlocking Directorates to Show Corporate Tacit Knowledge Transfer: The Geographical Structure of Canada and the United States
2002	Canadian Association of Geographers	Annual Conference	Toronto, Ontario	Using Network Analysis to Measure Tacit Knowledge Transfer
2002	American Association of Geographers	Annual Conference	Los Angeles, California	Tacit Knowledge Threshold via Corporate Interlocking Directorates
2000	Canadian Association of Geographers	Annual Conference	St. Catharines, Ontario	Geography of Corporate Interlocking in Canada and the USA: Implications for Knowledge Transfer
1998	Canadian Regional Science Association	Annual Conference	Ottawa, Ontario	Canadian Foreign Direct Investment in the United States: A Discrete Choice Analysis Approach
1997	A Multi-Disciplinary Conference on Canada and the United States	Annual Conference	Niagara Falls, New York	Direct Investment By Canadian Firms in the United States: A Review of Information Sources

5. Other Relevant Scholarly Activities

Date	Nature of Activity
2012	Journal Article referee <i>Social Networks</i> , Interlocking Directorates Formation: Social Embeddedness vs. Resource Dependency
2008	Journal Article referee <i>Regional Studies</i> , Marginalization of Sunset Firms in Regime Coalitions: A Social Network Analysis
2007	Journal Article referee <i>Geography Research Forum</i> , The impact of Corporate Concentration on the Canadian Retail Economy
2004	Journal Article referee <i>The Great Lakes Geographer</i> , Evolving Business Centres in Canada: The Establishment versus the Next Wave

D SERVICE TO THE UNIVERSITY OTHER THAN TEACHING

Year(s)	Nature of Service	Level of Involvement (Chair, Member, etc.)
2018-present	Academic Awards, Appeals and Petitions Committee Subcommittee	Member
2016-2017	Undergraduate Services and Awards Subcommittee	Member
2014-2016	Chair, Department of Geography	Chair
2014-2015	Technology & Infrastructure Subcommittee	Member
2013-2014	Business Hiring Committee, external member	Member
2013	IQAP Review Committee – Biology	Internal Committee Member
2013	Geography 1016 teaching assistant hiring committee	Member
2010-2013	Senator	Member
2012-2013	Student Appeals Committee	Member
2012-2013	University Review Committee, Tenure and Promotion – NUFA representative	Member
2012	English Hiring Committee, external member	Member
2012	SSHRC Undergraduate Selection Committee	Member
2011-2012	University Review Committee, Tenure and Promotion –	Member

	NUFA representative	
2010-2011	Technology & Infrastructure Subcommittee	Member
2010-2010	Interim Chair – Department of Geography	
2008-2009	University Review Committee, Tenure and Promotion – 2008-2009	Member
2007-2009	Student Academic Standing Appeals and Petitions Committee	Member
2007	Education Hiring Committee, external member	Member
2007	Education Hiring Committee, external member	Member
2006-2007	International Strategic Plan Committee	Member
2006	Institutional Research Chair – History/Geography	Faculty Representative
2005-2006	Admissions, Promotions, and Petitions Committee	Member
2005-2007	Habitat for Humanity, Nipissing University Chapter	Faculty Advisor
2005	SSHRC Undergraduate Selection Committee	Member
2004	McLeans Magazine Undergraduate Selection Committee	Member

E SERVICE TO THE COMMUNITY-AT-LARGE

a) **Related to Area(s) of Professional Expertise:**

N/A

b) **Not Related to Area(s) of Professional Expertise**

<u>Year(s)</u>	<u>Nature of Service</u>	<u>Level of Involvement (Chair, Member, etc.)</u>
2011-present	North Bay and District Girls Hockey Association	Volunteer coach
2006-2007	Habitat for Humanity - Family Selection Committee	Member

F. **OTHER RELEVANT INFORMATION**

- 2005 Nominated for Nipissing University Teaching Award
- 2007 Nominated for Nipissing University Research Achievement Award

- 2009 Nominated for Nipissing University Research Achievement Award

**Undergraduate Training:**

Since I have arrived at Nipissing University I have contributed to the training of highly qualified undergraduate students. I have assisted and encouraged them to apply for graduate studies and external funding.

<b>Student</b>	<b>Advisory Capacity</b>	<b>Following graduation at NU</b>
John Kalafatis	Thesis (11-12)	Bachelor of Education (Nipissing)
Carlos Zavarce	Directed Studies (08-09)	M.A. (Simon Fraser University of Guelph) SSHRC funded (\$18,500)
Lisa Atkinson	Directed Studies (08-09)	B.A. – Private Business
Nicholas Koopman	Directed Studies (07-08)	B.A. - Private business
Heidi Robinson	Directed Studies (06-07)	B.A.- Private business
Nicole Latulippe	Directed Studies (05-06)	M.A. (University of Guelph) SSHRC funded (\$17,500)
Michelle Muth	Directed Studies (04-05)	Bachelor of Education (Nipissing)
Martin Holmes	Directed Studies (03-04)	M.A. (University of Western Ontario) SSHRC funded (\$17,500)
Donald Armstrong	Directed Studies (02-03)	B.A. - Private business

Program: Geography September, 2021

#### CURRICULUM VITAE

a) NAME:

ROWBOTHAM, David, assistant professor, tenured

b) DEGREES:

Ph.D. Philosophy, University of Waterloo, Ontario, 1995

M.A., Physical Geography, University of Waterloo, Ontario, 1984

B.A. (Hons), Physical Geography, York University, Ontario, 1982

c) EMPLOYMENT HISTORY:

1997- Assistant Professor, Department of Geography, Nipissing University

1996-97 Assistant Professor, Department of Geography, University of Vermont

1995-96 Assistant Professor, Department of Geography, Nipissing University

1994-95 Sessional Lecturer, Department of Geography, Sir Wilfrid Laurier University

1993 Sessional Lecturer, Department of Geography, University of Waterloo

d) SCHOLARLY AND PROFESSIONAL ACTIVITIES:

2017-19 IQAP Sub-committee, Department of Geography, Nipissing University

2011-12 Member, Hiring Committee for Geography, Nipissing University

2008-10 Chair, Department of Geography, Nipissing University

2008-09 Member, Hiring Committee, CRC in Geography/Biology, Nipissing University

2007- Nipissing University Representative, Community Sustainable Community, Town of Callander

2005-06 Faculty Representative, Board of Governors, Nipissing University

2005 Chair, Department of Geography, Nipissing University

2003-2004 Member, University Curriculum Committee, Nipissing University

2001-2002 Member, University Research Council, Nipissing University

2001-2002 Chair, Hiring Committee for Computer Science, Nipissing University

2001-2002 Chair, Hiring Committee for Computer Science, Nipissing University

2001-2002 Member, Hiring Committee for Criminal Justice, Nipissing University

2001-2002 Member, Hiring Committee for Geography, Nipissing University

2000-2001 Member, Hiring Committee for Geography, Nipissing University

2000-2001 Member, Planning Committee for IT Wing, Nipissing University

f) SENIOR STUDENT SUPERVISIONS:

- Noah Perron, "Determining Mass Wasting Susceptibility around the Nachvak Fjord, Torngat Mountains National Park, Labrador, Canada, Directed Studies, 2020.

ROWBOTHAM 2 OF 5

- David McDonald, "The Influence of Terrain Variables on the Health of Forests on Nipissing University Campus." Senior Undergraduate Thesis, 2018-19.
- Nebyu Woldeyohanes, "Deriving Morphometric Properties from a DEM to Investigate Debris Flow Basins in the Bow Valley, Banff National Park." Senior Directed Studies, 2019
- Fleming, Markus. "Application of Geomatics to the Overland Transfer of Phosphorus". Senior Directed Studies, 2016.
- Castle, Ysabel. "Morphometric Measures in Landslide Susceptibility Modeling" Senior Directed Studies, 2014.
- Morris, Reid, Geomorphic Impacts of Anthropogenic Land Use Intensification and Abandonment: Comparing Case Studies of the Himalayan and Pyrenees Mountain Ranges", Senior Directed Studies. 2014.
- Arrell, Heather. "GIS Applications in Natural Resource Management", Senior Undergraduate Thesis. 2003-2004
- Bull, Matthew. "Use of Geographic Information Systems (GIS) to Determine Sources and Transport Mechanisms of Excess Phosphorus in the Wasi River Drainage Basin. Senior Undergraduate Thesis 2009-2010
- Kremer, Marian. "Using DEM-derived Morphometric Measures to Identify Debris Flow Basins". Senior Undergraduate Thesis 2005-2006
- King, Joshua. "Analysing the Spatial Distribution of Crime in North Bay", Senior Undergraduate Thesis. 2005-2006
- Winsor, Victoria. "Analysing DEMs to Identify Debris Flow Hazards." Senior Undergraduate Thesis. 2012-13
- Gow, Robert. "A Review of Debris Flows in the Western Cordillera", Senior Undergraduate Directed Studies. 2002
- Chamberlain, Nancy. "An Analysis of Ministry of Transportation Facilities Using GIS". Senior Undergraduate Thesis. 2001-2002
- Ormsby, Dan. "A Comparative Study of Five Mile and Mt. Wilson Debris Flows, Using DEMs". Senior Undergraduate Thesis. 1999-2000



• Carnegie, Andrew. "Applying a GIS to the Rosgen Classification System: A case study of the Grand River". Senior Undergraduate Thesis. 1999-200

• Moulton, J. "Applying a GIS to Map Natural Hazards in the Columbia Icefield Region". Senior Undergraduate Thesis. 1998-1999

• Crawford, Michael. "Chronology of the Five Mile Debris Flow Site". Senior Undergraduate Thesis. 1997—1998

g) LAB INSTRUCTOR SUPERVISION:

• Geog 2017: Introduction to Geomatics

• Geog 3056: Spatial Analysis Using GIS

h) 1. EXTERNAL RESEARCH FUNDING:

Year Source Type\* Amount per year Purpose\*\*

1998 CIDA & Nip. Univ. G \$20,000 R

1997 CBIE G \$15,000 Career

1991 IDRC C \$20,000 Research

ROWBOTHAM 3 OF 5

\*Type: C-Granting councils; G-Government; F-Foundations; O-Other

\*\*Purpose: research, travel, publication, etc.

2. INTERNAL RESEARCH FUNDING:

Year Source Type\* Amount per year Purpose\*\*

2001 N.U Research Council C \$6,500 Research

1999 Nipissing University C \$3,350 Research

1999 Nipissing University C \$11,000 Research

1998 Nipissing University C \$38,000 Research Equip.

1997 Nipissing University C \$5,000 Research

i) PUBLICATIONS:

1) Life-time summary (count) according to the following categories:

- Books authored.....0

- Books edited.....0

- Chapters in books .....4

- Papers in refereed journals .....4

- Papers in refereed conference proceedings .....	16
- Technical reports .....	0
- Abstracts and/or papers read .....	0
- Others (workshops presented) .....	2

Chapters in Books:

1. Mattson, L.E., ROWBOTHAM, D. Using GIS to estimate changes in regional snow water equivalent. In: R.B. Singh (ed.) Disaster Vulnerability and Mitigation. (Oxford, New Delhi, 2006).

Papers in refereed Journals:

1. ROWBOTHAM, D., de Scally, F., and J. Louis, "The identification of debris torrent basins using morphometric measures derived within a GIS." *Geografiska Annaler*, 87A: 527-537, 2005.
2. de Scally, F., Mattson, L.E., ROWBOTHAM, D., "Five Mile Creek: the 1999 debris flow." *Western Geography* 13/14: 1-18, 2003/04.
3. Jones, N., ROWBOTHAM, D., "Glaciological and historical analyses at the Boundary Glacier, Canadian Rocky Mountains". *Western Geography*, 10/11: 30-42, 2000/01.
4. ROWBOTHAM, D. and Dudycha, D., GIS modelling of regional slope stability in Phewa Tal watershed, Nepal. *Geomorphology* 26 (1-3): 151-170, 1998

ROWBOTHAM 4 OF 5

Papers in Conference Proceedings:

- 1 ROWBOTHAM, D., The Importance of Terrain Analysis in Identifying Debris Flow Hazards Given Predicted Environmental Change. International Conference on Mountain Hazards, United Nations Development Program, Colpon Ata, Kyrgyzstan, 2013
2. Mattson, L.E., ROWBOTHAM, D., Changes in snow water equivalent for central Ontario using GIS. Canadian Association of Geographers, Annual Meeting, University of Western Ontario, June 1-5, 2005.
3. ROWBOTHAM, D., de Scally, F., Louis, J., DEM-derived morphometric measures for the identification of debris flow basins. Hazards2004, Third Workshop of the IUGG Commission on Geophysical Risk and Sustainability, Hyderabad, India, Dec. 2-4, 2005.
4. R.B.Singh, Kumar, S., ROWBOTHAM, D., Retreat of glaciers and related geohazards in the Himalaya: Case study of upper Bhagirathi basin. Hazards 2004, Third Workshop of the IUGG Commission on Geophysical Risk and Sustainability, Hyderabad, India, Dec. 2-4, 2004.
5. ROWBOTHAM, D., de Scally, F., and J. Louis, Morphometric measures for the identification of debris torrent basins using GIS. Canadian Association of Geographers, Annual Meeting, Université de Moncton and Mount Allison University, May 26-30, 2004.
6. ROWBOTHAM, D., Using DEM and GIS derived morphometric measures to identify debris torrent basins. Canadian Association of Geographers, Annual Meeting, University of Victoria, May 23-27, 2003.

7. ROWBOTHAM, D., Modelling slope stability using human and physical factors. Fifth International Conference on Geomorphology, Tokyo, Japan, Aug. 23-28, 2001.

8. ROWBOTHAM, D., Debris flows and Environmental Change. UN Conference on Mountain Hazards, Bishkek, Kyrgyzstan, 2013.

Books and Journal Articles Reviewed:

"Identification of zones with high potential for biological diversity on dormant forested landslides", European Journal of Forest Research. 2018

Geographic Information Systems, Oxford University Press, 2016

Geomorphology, Oxford University Press, 2015

Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes, Second Canadian Edition, Person eText, 2009

Natural Hazards, Canadian Edition, 2008

"Landslide Identification Using GIS and Remote Sensing in Hindu Kush Himalaya", Natural Hazards, 2007

Curriculum Vitae

NANCY STEVENS

Program: Indigenous Studies Date: January 2022

Professional Address

Nipissing University

100 College Dr., Box 5002

North Bay, ON, Canada P1B 8L7

Telephone: 705-474-1947 ext. 4580 Email: nancyst@nipissingu.ca  
Education

Sept. /05 to June /20 Ph.D. – Indigenous Studies

Trent University, Peterborough, Ontario

Jan. /02 to Aug. /05 M. Ed. Adult Education-Aboriginal Education specialization

Ontario Institute for Studies in Education/University of Toronto. Toronto, Ontario

May /00 to Aug. /01 B.A. – Social Development Studies, Social Work Certificate

University of Waterloo, Waterloo, Ontario

Sept. /96 to Apr. /00 Diploma – Native Child and Family Services Worker

Confederation College, Thunder Bay, Ontario

Professional Experience

Sept. /18 to July /20 Sessional Instructor (part of the Indigenous Studies Dissertation Completion Fellowship) Faculty of Social Sciences & Humanities

University Ontario Tech, Oshawa, Ontario

☐ A 2-year Fellowship that will be completed in spring/summer 2020

Sept. /17 to Apr. /20 Sessional Instructor (Chaney Wenjack School of Indigenous Studies; Child & Youth Program; Social Work Department)

Trent University, Peterborough, Ontario

Sept. /16 to Dec. /16 Sessional Instructor

Social Work Department, Lakehead University, Orillia, Ontario

Aug. /16 to Mar. /17 Consultant – Community Wellness Strategy Proposal Development

Na-Cho Nyak Dun First Nation, Yukon

July /16 to Aug. /20 Contract Instructor (as requested)

General Education Department, Sir Sanford Fleming College

Mar. /15 to Dec. /16 Contract Writer – Literature Reviews, Proposal Editing  
Subcontracted to Mariette Sutherland, First Nations Health Care Consultant

Feb. /12 to Apr. /12 Contract Writer  
Aboriginal Research Institute, Peterborough, Ontario

Sept. /09 to Dec. /12 Sessional Instructor (as requested)  
Term Contract Lecturer/Field Placement Coordinator (2009 – 2011)  
Social Work Department, Lakehead University, Orillia, Ontario

Sept. /08 to Dec. /17 Sessional Instructor, Distance/Continuing Education (as requested)  
Indigenous Bachelor of Social Work Program, Laurentian University, Sudbury, Ontario

Jan. /02 to Dec. /12 Instructor—contract (as requested)  
Anishinabek Educational Institute  
Nipissing First Nation—North Bay, Ontario

Related Professional Experience

Dec. /15 to August 2019 Program Director (Apr. 1/17 to present)  
Counsellor (Dec./15 to Mar. /17)  
Nijkiwendidaa Anishinaabekwewag Services Circle, Peterborough, Ontario

2013 to 2015 Manager, Health and Social Supports  
Vuntut Gwitchin First Nation (Old Crow), Yukon Territory

2011 to 2012 Long-Term Counsellor  
Nijkiwendidaa Anishinabekwewag Services Circle, Peterborough, Ontario

2006 to 2009 Coordinator—Regional Aboriginal Mental Health Service  
Northeast Mental Health Centre, North Bay, Ontario

2006 Concurrent Disorders Case Manager (short-term contract)  
Enaahitig Healing Lodge and Learning Centre, Victoria Harbour, Ontario

2006 Coordinator/Researcher—part-time contract  
Wahta Mohawks Territory, Bala, Ontario

2005 to 2006 Child & Family Therapist—part-time contract position  
Algonquin Child & Family Services, Parry Sound, Ontario

2005 to 2006 Research Assistant (Indigenous Studies departmental research assistantship)  
Native Studies Department, Trent University, Peterborough, Ontario

2004 to 2005 Community Developer/Program Clinician

B'saanibamaadsiwin and Wahta Mohawks Territory. Bala, Ontario

2001 to 2004 Program Coordinator (Feb /03 to July /04); Program Clinician (July /02 to Feb/03); Program Counsellor (July /01 to July /02)

B'saanibamaadsiwin Native Mental Health Program, Parry Sound, Ontario

Awards and Honours

2019 Five Sisters Ph.D. Award – Trent University

2018 – 2020 Dissertation Completion Teaching Fellowship (part-time) – UOIT/Trent Indigenous Studies PhD partnership

2011 Scholarship—Harshman Fellowship Foundation

2009 and 2010 Scholarship—Indigenous Health Research Development Program

University of Toronto

External Research Funding

Internal Research Funding

Publication Summary

Articles in Refereed Journals & Refereed Book chapters 2

Book Chapters 1

Other on-line Publications

Other Reports 2

Curriculum Reports and other Professional Contributions (Education)

Non-refereed articles 1

Conference Papers 1

Keynotes, Invited Papers, & Public lectures 13

Electronic Documents and Multi-media Productions 1

Works in Progress 2

Publications

Articles in Refereed Journals & Refereed Book Chapters

2020 “The Roots of Life and Wellness: Healing Anishinaabe Identity Through Ceremony and Culture.” In *Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance*, J. Charlton (Ed.).

2018 “Giidosendiwag (We Walk Together): Creating Culturally-Based Supports for Urban Indigenous Youth in Care” (Co-authored with Rachel Charles and Lorena Snyder). *Journal of Law and Social Justice* Osgoode Hall, York University, Toronto, Ontario

2010 “From the Inside Out: Spirituality as the Heart of Aboriginal Helping in (spite of?) Western Systems” Native Social Work Journal

#### Book Chapters

2020 “The Roots of Life and Wellness: Healing Anishinaabe Identity Through Ceremony and Culture.” In Decolonizing Mental Health: Embracing Indigenous Multi-Dimensional Balance, J. Charlton (Ed.).

#### Other Reports

Date Title and publication information

Curriculum Reports and other Professional Contributions (Education)

2021 Ontario Tech University – Indigenous Studies Minor curriculum consultation and development

☐ Draft of 5 courses unique to Ontario Tech University as part of the foundational work of developing an Indigenous Studies Minor program available to all students

#### Non-refereed articles

2003 Using the Gifts of the Trickster: Balancing Self in the Helping Field

Native Social Work Journal 2003

Co-authored with Janice St. Germaine

#### Conference Presentations & Papers

2020 Co-Presenter - Wiidokdahwin – Let’s Talk Together: Indigenous Arts and Social Sciences Post-Secondary Education for the Next Seven Generations

Canadian Indigenous/Native Studies Association Conference – Trent University

2016 Co-Presenter—Giidosendiwag (We Walk Together): Creating Culturally-Based Supports for Urban Indigenous Youth in Care

Re-imagining Child Welfare Systems in Canada Symposium, York University – paper published

2016 Co-Presenter—Mnaadendaamowin (Respect): All Relations Start with This

Sexual Consent Conference, Trent University - Peterborough, Ontario

2009 Presenter—From the Inside Out: Spirituality as the Heart of Aboriginal Helping

Four Directions Aboriginal Student Centre Annual Symposium, Queen’s University—Kingston, Ontario – paper published

2008 Presenter—Documentation and Legal Issues for Aboriginal Helpers

Native Mental Health Conference—Sudbury, Ontario

2008 Presenter—Exploring Systemic Issues in Developing Aboriginal Mental Health-Specific Service in Western Systems

Canadian Indigenous/Native Studies Association—Sault Ste. Marie, Ontario

2006 Co-Presenter—The Paradox of Spirit in Aboriginal “Mental” Wellness

Native Mental Health Association—Vancouver, British Columbia

2005 Co-Presenter—Strengthening the Circle

Native Mental Health Association—Ottawa, Ontario

2004 Presenter—Post-Traumatic Stress

Native Mental Health Conference—Sudbury, Ontario

2004 Presenter—Issues in Aboriginal Mental Health Programs within Mainstream Agencies

Fresh Tracks Aboriginal Mental Health Conference—North Bay, Ontario

2003 Co-Presenter—Using the Gifts of the Trickster: Balancing Self in the Helping Field

Native Human Services Conference, Laurentian University—Sudbury, Ontario

2003 Co-Presenter—Aboriginal Perspectives in Mental Health Recovery

Embracing Recovery Conference—Sudbury, Ontario

Keynotes, Invited Papers, & public lectures

2021 Indigenous Child Welfare – How We Got To Where We Are

Guest speaker - NUFA

Electronic documents and Multi-media Productions

2012 Introduction for Compendium of Promising Practices to Reduce Violence and Increase Safety of Aboriginal Women in Canada

<https://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/comp-recu/p5.html>

Works in Progress

2021 First Peoples Wellness Circle

▣ Development of training curricula for Indigenous wellness staff and management focusing on burnout, compassion fatigue, vicarious trauma, etc.

2021 Working Title: Planting Seeds with Indigenous Pedagogy

Co-author: Rachel Ariss, Ontario Tech University

This article summarizes our research into the impacts on student cohorts taking the first Indigenous Studies course developed and delivered at Ontario Tech University. Using an Indigenist lens, we explore the stories of students by means of the four reflection assignments completed over the semester. We examine themes and look for shifts in story and understanding in connection to the larger project of reconciliation within the university.

Workshops and Seminars Presented

2021 First Peoples Wellness Circle – webinars on: Workplace, Decision-Making and Pandemic Fatigue; Vicarious Trauma, Compassion Fatigue and Burnout

2021, 2019 Staff training - Indigenous Families, Colonial Disruptions, & Clinical Issues



Mawiomi Treatment Centre, Gesgapegiag, Quebec

2021 Vicarious Trauma, Compassion Fatigue and Burnout  
 Developed and delivered for First Peoples Wellness Circle

2021 Workplace Fatigue, Decision-Making Fatigue and Pandemic Fatigue  
 Developed and delivered for First Peoples Wellness Circle

2018 Staff training – Clinical and historical issues in Indigenous families  
 Dnaagdawenmag Binnoojiiyag Child & Family Services, Hiawatha First Nation, Ontario  
 ☒ Through Enwaaying Institute, Trent University

2016 Indigenous Competency in Addictions and Mental Health Services  
 CMHA Durham, Oshawa

2011 – 2012 Shifting Paradigms, Interrogating Power – Interrogating intersections of power in Indigenous women’s experiences  
 Muskoka Sexual Assault Service, Parry Sound

2009 - 2012 Instructor Training (for new instructors)  
 Anishinaabek Education Institute, Nipissing First Nation

2008 Legal and Ethical Issues for Aboriginal Community Workers  
 CAMH Aboriginal Unit, Sudbury

2004 Crisis Intervention for community volunteers  
 Wasauksing Community Crisis Team, Wasauksing First Nation

Panel Chair, Moderator, Commentator, and Roundtable Participant

2021 Panel Moderation – Ecological Grief  
 Environmental Racism is Garbage Virtual Research-Creation & Art Symposium Queen’s University

2018 Imagination Conference – Truth and Re-Imagination Panel Discussion with Rick Beaver, Drew Hayden Taylor, Julie Bothwell, Mique Michelle  
 Undergraduate Teaching

2021/22 3 credits INDG 3106 Indigenous Health & Well-Being  
 3 credits INDG 2007 Land-as-Home & Indigenous Well-Being  
 3 credits INDG 2406 Indigenous Families: Colonial Impacts & Contemporary Responses  
 3 credits INDG 4606 Indigenous Resistance & Mobilization

2020/21 6 credits INDG 1005 Madjitang – In the Beginning: An Introduction to Indigenous Studies  
 Nipissing University

2020/21 6 credits INDG 2905 Indigenous Philosophy  
Nipissing University

2020 3 credits CHYS 4004 Pathways to Wellness for Indigenous Children & Youth  
Trent University

2019/20 3 credits INDG 1001 Foundation of Indigenous Studies  
Trent University

2018-2020 3 credits INDG 2000 Introduction to Indigenous Studies  
Ontario Tech University

2018-2020 3 credits CHYS 2006 Indigenous Knowledge for Children & Youth  
Trent University

2017 3 credits ISWK 4456EL Addressing Grief and Loss in Social Work Practice  
Laurentian University

2010-2012, 2017 3 credits SOWK 4411 Aboriginal Issues in Social Work  
Lakehead University (Orillia)

2017 SOWK 3004 Social Work and Indigenous Perspectives  
Trent University

2012 3 credits SOWK 3313 Northern Social Work Practice  
Lakehead University (Orillia)

2009-2010 3 credits SOWK 3401 Theory of Social Work Practice  
Lakehead University (Orillia)

2009-2011 SOWK 3501/4501 Field Practicum Coordination & Supervision  
Lakehead University (Orillia)

2008 3 credits ISWK 3605EL Field Instruction I/ISWK 4605EL Field Instruction II  
Laurentian University

2007 3 credits ISWK 3555EL Indigenous Social Work Research Methodologies  
Laurentian University  
Service  
University Level

2021-2022 Faculty Of Arts And Science Academic Regulations And Curriculum Committee  
2021 School of Nursing hiring committee for Indigenous-specific LTA

2020 Ad Hoc Environmental Studies Committee – providing input into the revamping of the program

2020 NU Accessibility Committee – committee member

Community Service

2020 – present Board Member – Nogjiwanong Indigenous Fringe Festival

Peterborough, Ontario

2019 – 2020 Board Member – Nijikiwendidaa Anishnaabekwewag Services Circle

Peterborough, Ontario

2009 – 2011 Committee Member—Ogimaawin Aboriginal Governance Council

Lakehead University, Orillia/Thunder Bay, Ontario

2002 – 2004 Board of Directors—Muskoka Parry Sound Sexual Assault Services

Muskoka and Parry Sound, Ontario

1998 – 1999 School Advisory Council – Sherbrooke Public School

Thunder Bay, Ontario

1995 – 1996 North Shore Women’s Economic Development Committee

Marathon, Ontario

1992 – 1993 Volunteer Visitor – Guelph Correctional Centre

Guelph, Ontario

1991 – 1995 Volunteer, Board of Directors—Guelph-Wellington Women in Crisis

Guelph, Ontario

CURRICULUM VITAE

DANIEL F. WALTERS

Professor  
Nipissing University  
danw@nipissingu.ca

**EDUCATION**

- 2006 Doctor of Philosophy, Geography, Western Ontario, Canada  
Thesis title: *Assessing the Institutional Value of Ontario's Nutrient Calculator: An Empirical Approach* (Supervisor: Dan Shrubsole)
- 1999 Masters of Arts, Geography, Western Ontario, Canada  
Thesis title: *Evaluating Ontario's Drainage Act and Wetland Management Practices: In The Case of Zorra Township* (Supervisor: Dan Shrubsole)
- 1997 Environmental Management Post-Diploma, Niagara College, Ontario, Canada
- 1995 Bachelors of Arts, Natural Resource Management, Geography, Western Ontario, Canada

**PROFESSIONAL EXPERIENCE**

Academic work experience

2018-	Full Professor	Geography	Nipissing University
2010-2018	Associate Professor (Tenured)	Geography	Nipissing University
2007-2010	Assistant Professor (Tenure-Track)	Geography	Nipissing University
2006-2007	Assistant Professor (3 yr limited term)	Geography	Nipissing University
2005-2006	Assistant Professor (9 month contract)	Geography	Nipissing University
2004-2005	Assistant Professor (9 month contract)	Geography	Nipissing University

Administrative work experience

2012-2014 & 2015-16	Graduate Program Coordinator	MES/MESc	Nipissing University
2007-2010	Board of Governors	Audit and Finance	Nipissing University

2007-2009 Research Ethics Board, Chair Nipissing University

### AWARDS AND HONOURS

2016 Research Achievement Award, Nipissing University

### EXTERNAL FUNDING

- 2017-2020 SSHRC Insight Grant (\$94,420)  
Title: Assessing cyanobacteria bloom impacts and management in Ontario  
Co-applicant: Lewis Molot
- 2014-2020 NSERC CREATE Grant (\$1.6 million)  
Co-applicant Title: *Freshwater Harmful Algal Blooms: Algal Bloom Assessment through Science, Technology and Education (ABATE)*  
Co-applicants: Irena Creed (PI), Charlie Trick, Peter Dillon, Lewis Molot, Frances Pick, John Smol, Dan Walters and Gordon McBean
- 2014-16 SSHRC Insight Development Grant (\$70,219)  
Collaborator Title: *Contested Waters: Exploring the Lived Experience of Water Quality Risks in an Anishinaabe Community in Northern Ontario*  
Co-applicants: Carly Dokis and Ben Kelly Collaborator: Dan Walters (10% writing)
- 2014-15 Ministry of the Environment and Climate Change – Great Lakes Division  
(\$50,000)  
Co-applicant Title: *Lake Nipissing embayment monitoring project*  
Co-applicants: April James, Dan Walters and Krys Chutko (60% writing)
- 2012-13 Health Canada Drinking Water Quality Program (\$50,000)  
Co-applicant Title: *Dokis Source Water Protection Plan*  
Co-applicants: Randy Restoule, Dan Walters and April James (60% writing)
- 2010-14 Northern Ontario Heritage Fund Corporation (NOHFC) Emerging Technology  
Program  
Co-applicant (\$410,500 + \$410,500 matching funds = \$821,000)  
Title: *Integrated Geospatial Data and Visualization Technology for Farm Applications*  
Co-applicants: Dan Walters (PI), John M. Kovacs, Mark Wackowiak and April James (75% networking; 80% writing)
- 2009-12 SSHRC Strategic Grant (\$236,650)  
Co-applicant Title: *The social determinants of safe water and well-being: a community level analysis*  
Applicants: Jerry White (PI), Dan Walters and Nick Spence (50% writing)

2006-09 SSHRC Standard Grant (\$36,000)  
Applicant Title: *Enhancing the capacity of First Nations to manage drinking water*

#### **INTERNAL FUNDING**

2015 Nipissing University / Northern Ontario Heritage Fund Corporation Youth  
Internship  
Co-applicant Program (\$24,000 - State of the Basin Coordinator)  
Co-applicants: Dan Walters and April James Recipient: Melodie Tessier

2013 Nipissing University, SSHRC 4A Recipient Award (\$3,000)  
Applicant Title: *Integrating local knowledge in the renewal of water governance*

2013-14 Nipissing University Northern Ontario Heritage Fund Corporation Youth  
Internship  
Co-applicant Program (\$24,000 - State of the Basin Coordinator)  
Co-applicants: Dan Walters and April James Recipient: Hailey Turner

2008 Internal Research Grant (\$7,000)  
Applicant Title: *Linking underlying determinants of social and environmental health risks among First Nations communities*

2006 Internal Research Grant (\$5,000)  
Applicant Title: *Determinants of Aboriginal health and drinking water: social and cultural considerations*

2005 Internal Research Grant (\$5,000)  
Applicant Title: *Assessing the value of a mandated DSS for nutrient management in Ontario*

#### **ASSESSMENTS AND REVIEWS**

2020 U.S. Environmental Protection Agency STAR Grant A1 Session 2: Approaches to Reduce Nutrient Loadings for Harmful Algal Blooms Management (Panel Reviewer – completed)

2018 SSHRC Insight Development Grant Competition (Panel Reviewer – completed)

2017 NSERC Collaborative Research and Development Grant Application. Invited to review a proposal related to agricultural nutrient management. (External Reviewer - completed)

2016 York University, Faculty of Environmental Studies, Institutional Quality Assurance Process (IQAP) Review. Review of York University's Faculty of Environmental Studies Undergraduate, Masters and Ph.D. Programs, November 21-22, 2016.

(External Reviewer - completed)

- 2015 Canadian Research Chairs Program. Invited to serve as a member of the College of Reviewers to evaluate a Tier II CRC application in Water Governance. (External Reviewer - completed)
- 2015 SSHRC Insight Grant Application. Invited to evaluate a proposal related to Indigenous water stewardship and Canadian water laws. (External Reviewer - completed)
- 2010 SSHRC Standard Grant Application. I was invited (completed) to review a proposal related to Aboriginal water knowledge. (External Reviewer - completed)
- 2008 SSHRC Standard Grant Application. Invited to evaluate a proposal related to participatory watershed management. (External Reviewer – completed)

## PUBLICATION SUMMARY

### Refereed contributions

- [1] Shang, J., Lui, J., Poncos, V., Geng, X., Qian, B., Chen, Q., Dong, T., MacDonald, D., Martin, T., Kovacs, J., and Walters, D. (2020) Detection of crop seeding and harvest through analysis of time-series Sentinel-1 interferometric SAR data. *Remote Sensing*, 12(10): 1551, doi.org/10.3390/rs12101551
- [2] Lukawiecki, J., R. Gagnon, C. Dokis, D. Walters, and L. Molot (accepted) Meaningful engagement with Indigenous peoples: a case study of Ontario's Great Lakes Protection Act. *International Journal of Water Resources Development*.
- [3] Molot, L., S. Schiff, J. Venkiteswaran, H. Baulch, S. Higgins, A. Zastepa, M. Verschoor and D. Walters (accepted) Low sediment redox promotes cyanobacteria blooms across a trophic range: implications for management. *Lake and Reservoir Management*.
- [4] Dong, T., J. Shang, J. Liu, B. Qian, Q. Jing, B. Ma, T. Huffman, X. Geng, A. Sow, Y. Shi, F. Canisius, X. Jiao, J.M. Kovacs, D. Walters, J. Cable and J. Wilson (2019) Using RapidEye imagery to identify within-field variability of crop growth and yield in Ontario, Canada. *Precision Agriculture*. <https://doi.org/10.1007/s11119-019-09646-w>
- [5] Dong, J. Liu, B. Shang, J. Qian, B. Qian, J.M. Kovacs, D. Walters, X. Jiao, X. Geng and Y. Shi (2019) Assessment of the red-edge based vegetation indices for the estimation of crop leaf area index. *Remote Sensing of Environment*, 222: 133-143.
- [6] Herath, A., B. L. Ma, J. Shang, J. Liu, T. Dong, X. Jiao, J.M. Kovacs and D. Walters (2018) On-farm spatial characterization of soil mineral nitrogen, crop growth, and yield of canola as affected by different rates of nitrogen application. *Canadian Journal of Plant Science*, 98(1): 1-14.
- [7] Zhang C., J. Kovacs and D. Walters (2018) The use of unmanned aerial vehicles (Chapter 4). In J. Stafford (Ed.) *Precision Agriculture for Sustainability* (22 pp.) Cambridge, U.K.: Burleigh Dodds Science Publishing
- [8] Shrubsole D., D. Walters, B. Veale and B. Mitchell (Eds.) (2018) *Integrated Water Management in Canada: The Experiences of Watershed Agencies*. Routledge, ISBN 9781138586918

- [9] Wachowiak M.P., James A.L., Wachowiak-Smolikova R., Walters D., Chutko K.J. and Rusak J. (2018) Visual analytics of high-resolution lake monitoring data: A case study of gaining insight into stressors in a large inland lake. *International journal of Data Science and Analytics*, 5(2-3): 99-110.
- [10] Wachowiak M.P., D. Walters, J.M. Kovacs, R Wachowiak-Smolikova and A. James (2017) Visual Analytics and Remote Sensing Imagery to Support Community-Based Research for Precision Agriculture in Emerging Areas. *Computers and Electronics in Agriculture*, 143: 149-164 .
- [11] Canisius,F., J. Shang, J. Liu, X. Huang, B. Ma, X., Jiao, X. Geng, J.M. Kovacs and D. Walters (2017) Tracking crop phenological development using multi-temporal polarimetric Radarsat-2 data. *Remote Sensing of Environment*.  
<https://doi.org/10.1016/j.rse.2017.07.031>
- [12] Jarvis D.H., Wachowiak M.P., Walters D.F. and Kovacs M.J. (2017) Adoption of web-based spatial tools by agricultural producers: Conversations with seven northern Ontario farmers using the GeoVisage decision support system. *Agriculture* 7(8): 69.  
 doi:10.3390/agriculture7080069
- [13] Shrubsole, D., D. Walters, D. Veale and B. Mitchell (2017) Integrated water management in Canada: The experience of watershed agencies. *International Journal of Water Resources Development*. 33(3): 349-359. DOI:10.1080/07900627.2016.1244048
- [14] Scott, P., B. Tayler and D. Walters (2017) Lessons from implementing integrated water resource management: A case study of the North Bay-Mattawa Conservation Authority, Ontario. *International Journal of Water Resources Development* 33(3): 393-407.  
 DOI:10.1080/07900627.2016.1216830
- [15] Jing Q., B. Qian, J. Shang, T. Huffman, J. Liu, E. Pattey, T. Dong, N. Tremblay, C.F. Dury, B.L. Ma, G. Jégo, X. Jiao, J. Kovacs, D. Walters and J. Wang (2017) Assessing the options to improve regional wheat yield in eastern Canada using the CSM-CERES-Wheat model. *Agronomy Journal* 109(2): 510-523. DOI:10.2134/agronj2016.06.0364
- [16] Jing Q., Shang, J., Qian, B., Hoogenboom, G., Huffman, T., Liu, J., Ma, B.L., Geng, X., Jiao X., Kovacs, J. & Walters, D. (2016). Evaluation of the CSM-CROPGRO-Canola model for simulating canola growth and yield at West Nipissing in Eastern Canada. *Agronomy Journal*, 108(2): 575-584. DOI:10.2134/agronj2015.0401
- [17] Brown, B., Smolíkova-Wachowiak, R., Spence, N., Wachowiak, M.P. & Walters D. (2016). Why Do Some First Nations Communities Have Safe Water and Others Not? Socioeconomic Determinants of Drinking Water Risk. *Global Journal of Health Science*, 8(9): 99-106.
- [18] Shang, J., J. Lui, B. Ma, T. Zhao, X. Jiao, X. Geng, T. Huffman, J.M. Kovacs and D. Walters (2015) Mapping spatial variability of crop growth conditions using RapidEye data in Northern Ontario, Canada. *Remote Sensing of Environment* 168: 113-125
- [19] Wachowiak M.P., R. Wachowiak-Smolíkova, B. Dobbs, J. Abbott and D. Walters (2015) Interactive Web-Based Visualization for Lake Monitoring in Community-Based Participatory Research: A Pilot Study Using a Commercial Vessel to Monitor Lake Nipissing. *Environment and Pollution* 4(2): 42-54
- [20] Zhang C., D. Walters, J. Kovacs (2014) Applications of low altitude remote sensing in agriculture upon farmers' requests – a case study in Northeastern Ontario, Canada. *PLoS ONE* 9(11):e112894



- [21] Mitchell, B., C. Priddle, D. Shrubsole, B. Veale and D. Walters (2014) Lessons about Integrated Water Resource Management based on Experience of the Ontario Conservation Authorities in Canada. *International Journal of Water Resources Development* 30(3): 460-474
- [22] Jiao X., J.M. Kovacs, J. Shang, H. McNairn, D. Walters, B. Ma and X. Geng (2014) Object-oriented crop mapping and monitoring using multi-temporal polarimetric RADARSAT-2 data. *ISPRS Journal of Photogrammetry and Remote Sensing* 96: 38-46.
- [23] Walters, D. and D. Shrubsole (2014) Assessing the implementation of Ontario's Nutrient Management decision support system. *The Canadian Geographer* 58(2): 203-216
- [24] Walters, D., R. Smolikova-Wachowiak, M. Wachowiak, D. Shrubsole and J. Malczewski (2013) Ontario's nutrient calculator: Overview and Sensitivity Analysis. *Journal of Agricultural Science* 5(11): 189-200.
- [25] Walters, D., Spence, N., Kuikman, K. and B. Singh (2012) Multi-barrier protection of drinking water systems: A comparison of First Nations and non-First Nations communities in Ontario. *International Indigenous Policy Journal* 3(8): 1-25.
- [26] Spence, N. and D. Walters (2012) Is my water safe? Risk perception among a vulnerable population. *International Indigenous Policy Journal* 3(9): 1-23.
- [27] Schulte-Hostedde B., D. Walters, C. Powell and D. Shrubsole (2007) Wetland management: An analysis of past and recent policy changes in Ontario. *Journal of Environmental Management* 82: 83-94.
- [28] Walters D. and D. Shrubsole (2005) Assessing efforts to mitigate the impacts of drainage on wetlands in Ontario, Canada. *The Canadian Geographer* 49(2): 155-171.
- [29] Walters D. and D. Shrubsole (2003) Agricultural drainage and wetland management in Ontario. *Journal of Environmental Management* 69: 369-379.
- [30] Malczewski J., T. Chapman, C. Flegel, D. Walters, D. Shrubsole and M. Healy (2003) GIS-multicriteria evaluation with Ordered Weighted Averaging (OWA): Case study of developing watershed management strategies. *Environment and Planning A* 35: 1769-1784.

#### Other refereed contributions

- [31] Dong, T., J. Lui, J. Shang, B. Qian, T. Huffman, B.L. Ma, Q. Jing, Y. Shi, X. Jiao, J.M. Kovacs and D. Walters (2017) Crop yield mapping from RapidEye Images using machine learning approaches. *International Geoscience and Remote Sensing Symposium*. Fort Worth, Texas. July 23-28, 2017.
- [32] Buckle, S. & Walters, D. (2016). Restore Your Shore: A community-based social marketing approach. *LakeLine Magazine*, 36(2): 25-30.
- [33] Shang J., X. Jiao, H. McNairn, J.M. Kovacs, D. Walters, B.L. Ma and X. Geng (2013) Tracking Crop Phenological Development of Spring Wheat Using Synthetic Aperture Radar (SAR) in Northern Ontario, Canada. *2nd International Agro-Geoinformatics Conference*. Fairfax VA, USA.
- [34] Walters, D., A. James & M. Malette (2012) *Dokis First Nation Source Water Protection Plan*. Dokis First Nation Chief and Council,

#### Non-refereed contributions

- [35] Walters, D. (2019) Does science matter? Negotiating responses to cyanobacteria blooms. NSERC CREATE Field Course, Queen's University, August 11-14. (Talk)

- [36] Walters, D. (2019) Eagle Lake Cyanobacteria Research Update. Eagle Lake Conservation Association Annual Meeting, Highlander Brewery, South River, July 20. (Talk)
- [37] Jones, R., A.L. James, D. Walters and A. Paterson (2019) Weather-related drivers of thermal mixing and the dissolved oxygen regime of a polymictic bay. International Association of Great Lakes Research (IAGLR) 62<sup>nd</sup> Annual Conference: Large Lakes Research: Connecting People and Ideas. Brockport, NY, June 10-14. (Talk)
- [38] Walters, D. (2019) How does Ontario manage Cyanobacteria Blooms? Cyanobacteria Workshop, Eagle Lake Conservation Association, South River, June 8 (Invited Talk)
- [39] Molot, L., S. Schiff, J. Venkiteswaran, H. Baulch, S. Higgins, A. Zastepa, M. Verschoor and D. Walters (2019) Guiding principles for preventing cyanobacteria blooms in a changing climate: Integrating nutrient limitation and sediment redox science into watershed management. 54<sup>th</sup> Central Canadian Symposium on Water Quality Research, York University, Toronto ON, February 27 (Talk)
- [40] Walters, D. (2018) Preventing and mitigating cyanobacteria blooms: protecting the value of lakes. Profiting from the Environment Economic Development Conference, Sundridge ON, September 28, 2018 (Invited Talk)
- [41] Jones, R., D. Walters and A. James (2018) Annual variation in weather induced hypoxic events in Callander Bay, Lake Nipissing Canada. International Association of Great Lakes Research Annual Conference, Scarborough ON, June 19, 2018 (Poster)
- [42] Walters, D. (2018) The science-policy interface in the context of source water protection: lessons from Callander, ON. International Association of Great Lakes Research Annual Conference, Scarborough ON, June 20, 2018 (Invited Talk)
- [43] Harrison, J., D. Walters, A. James and S. Miller (2018) Drivers of spatiotemporal patterns in cyanobacteria fluorescence in Callander ON. International Association of Great Lakes Research Annual Conference, Scarborough ON, June 21, 2018 (Talk)
- [44] Zhang, C., J.M. Kovacs and D. Walters (2017) A critical review of applications of unmanned aerial system images in precision agriculture. Canadian Association of Geographers Conference. York University, Toronto, ON, Canada. (Poster)
- [45] Shrubsole, D., Walters, D. Mitchell, B. and Veale, B.(2017) Integrated Water Management in Canada: The Experience of Watershed Agencies. American Association of Geographers Annual Meeting, Boston MA, April 5-9, 2017. (Talk)
- [46] Herath, A., B.L. Ma, J. Shang, X. Jiao, J. Kovacs, and D. Walters (2016) Spatial characterization of soil mineral nitrogen, crop growth, and yield of canola as affected by nitrogen application. Poster presentation at joint annual conference for the Canadian Society of Agronomy and the Canadian Society for Horticultural Science. Montreal, QC, Canada. July 24-26. (Poster)
- [47] Herath, A., B.L. Ma, J. Shang, X. Jiao, J.M. Kovacs, and D. Walters (2016) Soil mineral nitrogen supply and grain yield estimation of canola in relation to growing-season canopy reflectance measurements. Poster presentation at joint annual conference for the Canadian Society of Agronomy and the Canadian Society for Horticultural Science. Montreal, QC, Canada. Jul. 24-26. (Poster)
- [48] Oster, B., K.J. Chutko and D. Walters (2016) Sediment P fractions in shallow, eutrophic water bodies in the Lake Nipissing watershed. A Symposium on Sustainable Agricultural Systems in the Great Lakes Basin. University of Western Ontario, April 14, 2016. (Poster)

- [49] Prescott, M., K.J. Chutko, D. Walters, A.L. James, A.M. Paterson, J.A. Rusak, C.J. McConnell, and H. Yao (2016) A multi-year study of mixing and stratification using buoy observations, Lake Nipissing, Ontario. International Association of Great Lakes Research. Guelph Ontario, June 8, 2016 (Talk)
- [50] Qian, B, J. Shang, Q. Jing, G. Hoogenboom, T. Huffman, J. Liu, B.L. Ma, X. Geng, J.M. Kovacs and D. Walters (2016) Adapting the CSM-CROPGRO-CANOLA Model for Spring Canola in Eastern Canada. iCROP2016, Berlin Germany, March 14-17, 2016 (Poster)
- [51] Buckle S., S. Miller, M. Tessier, N. Trueman and D. Walters (2015) A case study of Callander's Restore Your Shore Program: Successes, Challenges and Lessons Learned. North American Lake Managers Society Conference, Saratoga Springs, N.Y., November 19, 2015.
- [52] Prescott M., K.J. Chutko, D. Walters, A.L. James, M. Wachowiak, C.J. McConnell, H. Yao A.M. Paterson and J.A. Rusak (2015) Mixing and Stratification of Embayments in Lake Nipissing, Ontario: An Analysis using High Frequency Buoy Data. North American Lake Managers Society Conference, Saratoga Springs, N.Y., November 18, 2015. (Poster)
- [53] Trueman, N. and D. Walters (2015). An analysis of Ontario's Source Water Protection Plans. *Canadian Association of Geographers Ontario Division Annual Conference*. Carlton University, Ottawa, Ontario, Canada. October 23-24, 2015 (Talk)
- [54] Gagnon R., D. Walters and C. Dokis (2015) First Nation's Perspectives on the Crown's Obligation of the Duty to Consult Process in Ontario on Natural Resources. GDO AKIIMINAAN GANAWENDANDAAN (Taking Care of Our Land) Symposium. Algoma University, Sault Ste. Marie, Ontario, Canada, May 4-6 (Talk)
- [55] Zhang C., J.M. Kovacs, D. Walters, D. Hill, and J. Shang (2015) Measuring crop biological parameters using aerial images from a low altitude remote sensing platform. *American Association of Geographers Annual Meeting*, Chicago, Illinois, USA. April 21-25 (Poster)
- [56] Chutko, K.J., D. Walters, A.L. James, M. Wachowiak, C. McConnell, H. Yao, A.M. Paterson and J.A. Rusak (2015) High frequency monitoring of lake and weather conditions in Lake Nipissing, Ontario: Exploring the 2014 hydrographical dataset. *AGU-GAC-MAC-CGU Joint Assembly*, Montreal, QC, May 3-7, 2015 (Poster)
- [57] Shang J., J. Liu, B. Ma, T. Zhao, J. Kovacs, X. Jiao, T. Dong, T. Huffman, X. Geng and D. Walters (2014) Tracking Crop Leaf Area Index and Chlorophyll Content Using RapidEye Data in Northern Ontario, Canada. Fall Meeting, American Geophysical Union, San Francisco, USA, December 15-19. (Poster)
- [58] Walters D. (2014) Lessons from 42-years of integrated watershed management: a northern perspective. *Canadian Water Resources Association Annual Conference*. Hamilton Ontario, June, 2014. (Talk)
- [59] Walters D. (2012) Dokis source water protection plan: a community-based approach. Kikendawt E'naagdowen Mowaad Nibii – Dokis Bay Keepers of the water. May 22, 2012 Invited Talk
- [60] Walters D. (2011) Ontario's source water protection program and implications for First Nations. Northern Ontario First Nations Environment Conference, October 5, 2011. Invited Talk
- [61] Walters D. (2011) Exploring underlying determinants of safe water in First Nations communities. Geography Department Speaker Series. November, 2011

- [62] Walters D. and D. Shrubsole (2009) Updating Integrated Watershed Management Plans: A comprehensive and integrative approach. Integrated Watershed Management Symposium, Mississauga Ontario Canada, May 2009 Invited Talk
- [63] Walters D. (2009) Municipal and First Nations Drinking Water: A two tier system of governance in Ontario, Canada. American Association of Geographers Annual General Meeting, Las Vegas Nevada, March 2009
- [64] Walters D., J. White and N. Spence (2009) Exploring the links between determinants of community well-being and safe water among First Nations. Aboriginal Policy Research Conference. Ottawa, Canada,
- [65] Walters, D. (2008) A comparison of Ontario's First Nations and municipal drinking water service standards. Canadian Association of Geographers Annual General Meeting, Quebec City, Quebec, May 2008
- [66] Walters, D. (2008) *Surface Water Systems – A primer*. North Bay – Mattawa Conservation Authority Source Water Protection Committee, North Bay Ontario, April 2008 Invited Talk
- [67] Walters, D. (2007) The capacity to manage drinking water in First Nation communities'. Aboriginal Policy Research Consortium (International) Conference. London Ontario, November 2007
- [68] Singh B. and D. Walters (2007) An examination of First Nations' drinking water systems in Ontario. Canadian Association of Geographers Ontario Division Annual Meeting, Sudbury Ontario, October 2007
- [69] Walters, D. (2007) Spatial Analysis of First Nation Communities Drinking Water Systems at Risk in Ontario. Canadian Association of Geographers Annual General Meeting, Saskatoon, Saskatchewan, May 2007
- [70] Walters, D. (2006) Assessing the value of Ontario's nutrient management calculator. University of Lethbridge. Lethbridge, Alberta, March 2006 (Invited Talk)
- [71] Buckland, R., J. Kovacs and D. Walters (2005) Opportunities and Challenges in managing forest resources on First Nations: A case study of the Dokis First Nation. Canadian Association of Geographers Ontario Chapter. Ottawa, Ontario, October 2005
- [72] Walters, D. (2005) The use of a decision support system for the approval of livestock facilities in Ontario: Are we building the capacity local planners? Canadian Association of Geographers Annual General Meeting. London, Ontario, March 2005
- [73] Walters, D. (2004) Water Resource Management: Building Sustainable Communities. Nipissing University Lecture Series. North Bay, Ontario, November 2004 (Invited Talk)
- [74] Walters, D. (2004) Assessing the implementation of a field-scale nutrient calculator at the catchment level in Kintore Creek, Ontario, Canada. American Association of Geographers Annual Meeting, Philadelphia, USA, March, 2004

## UNDERGRADUATE AND GRADUATE SUPERVISION

Table 1: Supervision Summary Table

	Currently		Completed		Total
	Supervised	Co-supervised	Supervised	Co-supervised	
Undergraduate	1	2	1	2	3
Master's	2	1	2	2	7
Doctoral					
Postdoctoral				2	2
Others	1	2	2	14	16
<b>Total</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>20</b>	<b>28</b>

#### Current Graduate Supervision

- 2019- Rebecca Gasman (Thesis – York U) Cyanobacteria Policy Analysis. (SSHRC and NSERC CREATE Funded - co-supervised with Lewis Molot (York University))
- 2018- Kyle Wittmaier (Thesis – York U) *Integrated watershed management initiatives in Ontario* (SSHRC and NSERC CREATE Funded – co-supervised with Lewis Molot York University)

#### Completed Thesis & Independent Study Supervision

- 2019-20 Kayden Sim, BA (Thesis) Assessing the Ferrous-Cyanobacteria Model in Callander Bay (NSERC funded)
- 2019-20 Jessica Murdoch, BA (Directed Studies) Exploring associations between cyanobacteria blooms and environmental factors (SSHRC funded)
- 2017-20 Robyn Jones, MESC (Thesis) Estimating Internal Phosphorus Loading in Callander Bay, Lake Nipissing (NSERC CREATE Funded – co-supervision with April James)
- 2014-19 Viganti Ramlogan-Murphy MES (MRP) *The Portrayal of First Nations Water Risks in Canadian media stories 2015-2018* (Supervisor)
- 2016-19 Miao Chen, MES (MES Thesis) *Assessing the implementation of Ontario 12-point plan to manage cyanobacteria* (Supervisor) (NSERC CREATE Funded)
- 2013-19 Jamie Lavigne MESC (MESC Thesis) *Characterization of thermal stratification and hypolimnetic hypoxia in a polymictic Precambrian shield embayment* (Co-supervision with April James)
- 2014-17 Adam Curran MES (MES Thesis) *Assessing the implementation of Ontario Endangered Species Act's Overall Benefit Permit Program* (Supervisor)
- 2016-17 Kyle Whittmaier BA (BSc Thesis) *Monitoring for Internal Phosphorus Loading in Callander Bay and Wasi Lake* (Co-supervision with April James) (NSERC Funded)
- 2015-16 Brad Oster BA (BSc Thesis) *Spatial Patterns of Sediment Phosphorus Fractionation:*

- 2015-17 *Callander Bay and Wasi Lake* (Co-supervision with Krys Chutko) (NSERC Funded)  
 Jessica Lukawiecki, (MES MRP – York U) *Consultation with First Nations in Ontario's Great Lakes Initiatives* (Co-supervisor with Lewis Molot at York University) (NSERC Funded)
- 2013-16 Rhonda Gagnon (MES-Thesis) *The Anishinabek Nation in the Great Lakes Basin and Government Perspectives on "Why" Consultation is Important: an ethnographic approach* (Co-supervision with Carly Dokis)
- 2014-15 Megan Prescott, (MESc MRP) *Characterizing mixing and stratification in Lake Nipissing Embayments through an analysis of meteorological controls* (Supervision) (NSERC Funded)
- 2012-13 Brandon Brown, (MES-MRP) *Assessing recent Federal responses to First Nations Drinking Water Risks: A case study of Ontario* (Supervisor)
- 2010-11 Jennifer Arthur (MA-MRP) *Reflections on the Application of Integrated Water Management in First Nations Drinking Water Improvement Projects, Ontario, Canada*, University of Queensland, Masters of Integrated Watershed Management (Co-supervised with Peter Wegener)
- 2010-11 Chris Dobson, (BSc - Thesis) *Benthic assessment of stressed streams in North Bay* (Supervisor – in collaboration with Trout Unlimited)
- 2010-11 Michelle Galoni, (BSc - Thesis) *Groundwater vulnerability assessment in Temiskaming Shores* (Co-supervised with April James)
- 2010-11 Martine Lachance, (BSc - Thesis) *Assessing groundwater vulnerability in West Nipissing*. p. 25 (Co-supervised with April James)
- 2009-10 Buckland, Rhonda (BA-Ind. Study) *Evidence of integrating TEK into water governance in Ontario*. (Supervisor)
- 2009-10 Gambles, Autumn (BA - Ind. Study) *Agricultural transition in northern Ontario* (Supervisor)
- 2009-10 Singh, Budhendra (BA- Ind. Study) *Spatial and Temporal Analysis of First Nations water risks* (Supervisor) (SSHRC Funded)
- 2008-09 Van Hoof, Athena (BA - Ind. Study) *Wastewater management in First Nations: A status report* (Supervisor)

Additional HQP (Research Assistants) Co-supervised with \*John Kovacs \*\* Mark Wachowiak

<u>Year</u>	<u>Student</u>	<u>Project</u>
2020	Nicole Kordez, BA SSHRC	Eagle Lake Resident Survey
2020	Brianna Leigh, BA SSHRC	Eagle Lake Water Quality
2019	Kayden Sim, BA NSERC	Testing Cyano-Fe <sup>2+</sup> model
2018	Kayden Sim BA NSERC	Internal P Loading Callander Bay
2017	**Matthew Marquis-Wedderburn NSERC	Cyanobacteria bloom app
2016-17	Kyle Whittmaier BA (NSERC USRA)	Internal P Loading in Callander

NSERC			
2015	Melodie Tessier MSc NOHFC	State of the Basin Coordinator	
2013-14	Hailey Turner BA	State of the Basin Coordinator	NOHF
2011-14	*Jeff Cable, BSc NOHFC	Canola and wheat crop N trials	
2011-13	*Jeff Wilson, BA, Bed NOHFC	Canola and wheat crop N trials	
2013	*Ali Steer BA NOHFC	Canola and wheat crop N trials	
2013	*Brittney Glass BA NOHFC	Canola and wheat crop N trials	
2013	*Duncan McLeod BA NOHFC	Canola and wheat crop N trials	
2013	*Laurel Muldoon BA NOHFC	Canola and wheat crop N trials	
2013	*Megan Prescott BA NOHFC	Canola and wheat crop N trials	
2013	*Jessica Lowey BA NOHFC	Canola and wheat crop N trials	
2013	Necole Trueman BA NSERC	Ontario's Source Water Protection	
2012	*Ben Brian BA NOHFC	Canola and wheat crop N trials	
2012	*Graham Burrows BSc (Waterloo) NOHFC	Canola and wheat crop N trials	
2012	*Riley Cormier NOHFC	Canola and wheat crop N trials	
2010-11	David Johnstone (Northern College)	Dokis Source Water Protection Plan	HC
2010-11	Kayla Kuikman BA SSHRC	First Nations Water Risks	
2009-10	Peter Trapper BA SSHRC	First Nations Water Risks	
2009	James Harper BA, BEd	First Nations Water Risks	Nip U
2008	Tina Strong BA SSHRC	First Nations Water Risks	
2007-08	Kaden (Tyler) Dokis BA, BEd SSHRC	First Nations Water Risks	

#### UNDERGRADUATE AND GRADUATE TEACHING (at Nipissing University)

<u>Course Code</u>	<u>Title</u>	<u>Level</u>	<u>~Enrollment</u>
GEOG 1016	People, Place and Environment	1 <sup>st</sup> yr	80
GEOG 1017	Introduction to Physical Geography	1 <sup>st</sup> yr	80
GEOG 2016	Field and Laboratory Techniques	2 <sup>nd</sup> yr	40
GEOG 2026	Introduction to Statistics	2 <sup>nd</sup> yr	80

GEOG 2027	Advance Statistics	2 <sup>nd</sup> yr	15
GEOG 2126	Physical Hydrology	2 <sup>nd</sup> yr	35
GEOG 2226	Environment and Society	2 <sup>nd</sup> yr	45
GEOG 2227	Introduction to Resource Management	2 <sup>nd</sup> yr	50
GEOG 3106	Environmental Impact Assessment	3 <sup>rd</sup> yr	20
GEOG 3126	Geographies of Agriculture	3 <sup>rd</sup> yr	20
GEOG 3127	Water Resource Management	3 <sup>rd</sup> yr	25
GEOG 4107	Impact Assessment for Resource Management	4 <sup>th</sup> yr	30
GEOG 4777	Water Governance	4 <sup>th</sup> yr	25
ENST 5016	Perspectives on the Environment	Masters	19
ENST 5017	Methods of Environmental Inquiry	Masters	8
ENST 5126	Seminar in Environmental Studies	Masters	6
ENST 5346	Integrated Watershed Management	Masters	3



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**Degrees and Academic Qualifications**

2019. Ph.D. Social and Political Thought.

*York University, Toronto, ON*

2004. M.A. Philosophy.

*York University, Toronto, ON*

2002. B.A. Philosophy and Women's Studies.

*Nipissing University, North Bay, ON*

**Teaching**

**Assistant Professor, Nipissing University**

*May 2005 – Present*

Department of *Gender Equality and Social Justice*,

Department of *Child and Family Studies*,

Critical Interdisciplinary Studies

***Courses taught:***

**GEND 1006** - Gender, Power and Justice

**GEND 1007** - Special Topics in Gender, Power and Justice: Bromance

**GEND 1007** - Special Topics in Gender, Power and Justice: Sex and Love

**GEND 2305** - Women and Cinema

**GEND 2266** - Queer Media

**GEND 2276** - Kid Media

**GEND 2376** - Special Topics in Kid Media: Superheroes

**GEND 2166** - Women, Media and Representation

**GEND 2217** - Gender and the Media: Themes and Controversies

**GEND 2305** - Art and Social Justice

**GEND 3047** - Deconstructing Nature

**GEND 3506** - Gender and Environmental Justice I

**GEND 3507** - Gender and Environmental Justice II

**GEND 3127** - Gender, Globalization and Human Rights

**CHFS 1006** - Introduction to Child and Family Studies

**CHFS 2206** - Children, Families and Social Justice

**CHFS 3106** – Youth & Social Justice

**INTD 1005** - Dirt (2013), Sloth (2014), Water (2014/15), Secrets (2015), Genius (2015/16),

White (2017/18), Trojans (2018/19), Fire (2019/20), Chaos (2020-2021), Dreams (2021-2022)

**Supervisor,** Honours Program Directed Study, Gender Equality and Social Justice (2007, 2010, 2012-13) & Child and Family Studies (2021)

***Curriculum Development***

**INTD 1005** - Introduction to the Disciplines: BIG IDEAS

**INTD 2005** - Introduction to Interdisciplinary Analysis

**INTD 3005** - Wicked Problems

***Additional courses taught:***

**PHIL 2525** - Contemporary Moral Issues (Spring 2006, 2006-07)

**CULT 2006** - Visual Culture I (Fall 2010)

**CULT 2007** - Visual Culture II (Winter 2011)

**FILM 1005** - Introduction to Film (2012-13)

**Course Director: OCAD University**

*July 2011 - August 2012*

Department of Liberal Arts and Science

Toronto, ON

**LBST 1B06** - Introduction to Visual Studies II: Critical Frameworks (2011, 2012)

**SOSC 4B02** - Gender, Globalization and Social Justice (2013)

**Teaching Assistant: OCAD University**

*September 2010 - 2012*

Department of Liberal Arts and Science

Toronto, ON

**LBST 1B02** - Introduction to Visual Studies I: Art History till 1500 (Fall 2011)

**LBST 1B03** - Introduction to Visual Studies I: Art History, 1500 to the Present (2010, 2012)

**LBST 1B04** - Global Visual and Material Culture: Prehistory to 1800 (Fall 2012)

**LBST 1B05** - Global Visual and Material Culture: 1800 to the present (Winter 2013)

**LBST 1B06** - Introduction to Visual Studies II: Critical Frameworks (Winter 2011)

**VISD 3B38** - Advertising and the Art of Persuasion (Fall 2011)

**Teaching Assistant: York University**

*September 2003 – April 2004, September 2007 - April 2012*

York University, Toronto, ON

**HUMA 1825** - Law and Morality (2003-04)

**SOSC 1910** - Education and Social Change (2007-08, 2008-09)

**SOSC 1140** - Self, Culture and Society (2009-10, 2010-11, 2011-12)

### **Areas of Expertise & Research Interests**

20th century Continental Philosophy; Post-structuralist, feminist, post-colonial and neo-materialist philosophy; Environmental Humanities and Environmental Cultural Studies; Critical Theory and Cultural Studies, Media and Communication Studies. Interdisciplinary social justice theory, pedagogy and curriculum.

### **Awards**

2021 – Awarded Nipissing University Chancellor’s Award for Excellence in Teaching  
2020 - Nominated for Nipissing University Chancellor's Award for Excellence in Teaching  
2019 - Nominated for the York University Dissertation Award  
2011 - Nipissing University Teaching Award  
2010 - York University. Ph.D Comprehensive Examination. Passed with Distinction.  
2004 - M.A. Philosophy. Passed with Distinction  
2002-2003 - York University. Entrance Scholarship

### **Publications**

*Accepted, with Edits: "An Onto/eco-poethics of Immanent Otherness: Hélène Cixous in and for the Anthropocene."* Environmental Humanities. Duke University Press.

*Forthcoming: "Transformation." Rethinking Women's and Gender Studies II.* Eds. Catherine M. Orr and Ann Braithwaite. Routledge.

“From DIRT to SECRETS: Trojan Horse Pedagogy and the Interdisciplinary Social Justice Classroom.” *Theories of Affect and Concepts in Generic Skills Education: Adventurous Encounters.* Cambridge: Cambridge Scholars Publishing, 2017.

"Complex Collaborations: Co-Creating Deep Interdisciplinarity for Undergraduates." *From Theory to Co-Practice: Perspectives on Co-Teaching in Higher Education.* Toronto: University of Toronto Press, 2017.

### **Co-founder of The Network for Teaching and Learning Differently, with faculty from Linköping University, Sweden**

#### **Conference Papers, Presentations, Visiting Scholar Positions**

**June 2022, Invited Lecturer.** “Gender and Environmental Crises.” Bergen Summer Research School. University of Bergen, Norway.

**October 2021, Invited Lecturer.** PhD course: "Intersectional Gender Perspectives on Environmental Crises." University of Bergen, Norway.

**May 2019, Invited Speaker.** "Creating Different Subjects: The Relational Po-ethics of Collaborative Teaching and Learning." Workshop: Criticism and Creativity in Higher Education.

Organized by the Network on Teaching and Learning Differently. Linköping University, Linköping, Sweden.

**May 2018, Invited Speaker.** "From DIRT to SECRETS: Trojan Horse Pedagogy and the Interdisciplinary Social Justice Classroom." Workshop: Generic Skills Education: Theory and Practice. Linköping University, Linköping, Sweden.

**May 2017, Conference Paper** - with Dr. Sal Renshaw. "Feminist Trojans: Strategies of engagement with those who don't know how much they need what we have to teach." Women's and Gender Studies Conference. *Congress 2017 of the Humanities and Social Sciences*. Ryerson University, Toronto.

**May 2016, Visiting Scholar** –*The Seed Box: an environmental humanities collaboratory*. Linköping University, Linköping, Sweden.

**May 2016, Lecture Presentation** – "Entredeux: Hélène Cixous's Immanent Otherness and the Anthropocene." Tema Genus, Linköping, Sweden.

**May 2016, Lecture Presentation** – "Sustainable, Ethical, Transformative Knowledge: Repurposing the Academy for Environmental Humanities," with Dr. Sal Renshaw. Linköping University, Sweden.

**November 2014, Conference Paper** - "The Anthropocenic Imaginaries of Hélène Cixous." *Gender, Body, Health – in the Anthropocene*. Uppsala University, Sweden.

**November 2014, Workshop Presentation**, "Trying Out Anthropocene Feminisms." Linköping University, Sweden.

**September 2013, Conference Paper** – "Experiments in Decolonizing Institutional Space" *Decolonizing Future Intellectual Legacies and Activist Practices*. Critical Ethnic Studies Conference. September 19-21, 2013

**June 2013, Invited Presenter** - "Gender Equality in Policy and Practice: Experiences from Canada and China." China Women's University, Beijing.

**March 2012, TEDx Talk**, Nipissing University, Muskoka Campus "The 21st Century University Classroom"

**March 2011, Conference Paper** - Critical Ethnic Studies and the Future of Genocide: Settler Colonialism, Heteropatriarchy and White Supremacy "Fields of Influence: Post-Secondary Knowledge Production, Materiality and Environments." University of California, Riverside

**October 2010, Conference Paper** - International Association of Environmental Philosophy, Annual Meeting "French Material Feminisms." Montreal, Quebec.

**June 2008, Conference Paper** - *Thinking Through Nature: Philosophy for an Endangered World* “Dwelling on Thinking: Subjects and Environments in the Knowledge Economy”  
University of Oregon, Eugene.

**March 2006, Conference Paper** - “Spectacular Theory and Reactionary Capture: Notes on a New University Project.” *Trajectories of Complicity and Commitment: Knowledge, Politics, and Cultural Production* Amsterdam School for Cultural Analysis, University of Amsterdam.

### Appendix 3. Library Services Report

**Program:** Bachelor of Arts in Environmental Studies  
**Faculty:** Arts and Science  
**Institution:** Nipissing University  
**Librarian:** Laura Sinclair, BSc, MLIS, BEd  
**Date:** October 2021

#### Introduction

The Library is a shared service between Canadore College and Nipissing University. Most of the staff members and collections are based in the Harris Learning Library (HLL) located at the North Bay College Drive campus.

The Library website can be accessed at [www.eclibrary.ca](http://www.eclibrary.ca)

The Library collection includes books, e-books, print and online journals, and audiovisual materials such as films and kits. Liaison librarians collaborate with faculty to select resources for the collection to support coursework and research activities. As a result of the pandemic and a shift to more online courses, there has been an even greater priority given to the acquisition of digital resources.

#### Library Resources for the Environmental Studies Program

Although the BA in Environmental Studies will be a new program, the curriculum is comprised of many courses that are currently offered and are supported by the library collection.

The Library currently provides access to several databases that have subject specific content for this program, including:

- Web of Science
- Environmental Studies
- GeoBase
- GreenFile
- Nature

Additionally, several databases include content for related fields of study such as Geography, Sociology, Health Sciences, Education and others. Comprehensive multidisciplinary databases such as Academic Search Premier, Academic OneFile and Scholars Portal Journals also contain literature that is relevant to courses offered for the Environmental Studies program. It is essential to maintain access to this broad scope of resources, especially when some courses, such as those for thesis work and directed studies, could potentially be multidisciplinary in content.

Another resource that could be considered for future acquisition in support of this program is the Environment Complete database (over 1000 full text, non-open access journal titles related

to ecology, sustainability, environmental policy, energy etc.); however, it is not considered essential at this time.

The Library has a fairly robust journal collection, containing more than 60 000 publications. There are over 2500 titles in the “Earth and Environmental Sciences” category of journals in the Library system, including more than 300 Ecology titles, and over 100 Meteorology and Climatology publications. There are many multidisciplinary publications containing content related to Environmental Studies as well. No essential journal additions are recommended at this time; however, faculty members may request specific journal titles, which would be considered on a case-by-case basis, with cost being a major consideration.

The monograph collection for Environmental Studies is modest, with priority given to faculty requests. Both print books and e-books are collected, depending upon faculty preference, expense, and format availability. With the increase in online instruction and learning, ebooks have become the preferred format. The addition of some newer content to support core courses is recommended.

Films related to Environmental Studies are purchased selectively and usually only upon faculty request, due to cost; however, the Library has some streamed video databases with relevant titles. For instance, curio.ca (streamed content from the Canadian Broadcasting Corporation) is a multidisciplinary collection, and includes more than 300 films classified as “Environmental Science” content. The National Film Board collection also has some related streamed content, particularly in the “Environment and Sustainability” curated playlist. No further film expenditures are recommended at this time.

The Library maintains a Kit collection, and some of these items may be relevant to Environmental Studies course content. Molecule building sets, weather measurement instruments, rock and mineral collections and other manipulatives could potentially be useful for teaching and learning in this program. Faculty requests for additions to the kit collection are welcome, but no specific resources are recommended at this time.

### **Budget**

Library Licensed Resources include online journal databases, streamed video, and other digital subscriptions involving ongoing expenditures. These costs are paid from the Library Collections budget each year, with the remaining amount from that budget line allocated among various subject areas for the purchase of Unlicensed Resources, including books, films, and other media. The projected Licensed Resources expenditure for Nipissing University for the 2021-22 fiscal year is approximately \$750 000.

The allocation amounts listed in the following table are for Environmental Studies or Geography (see \*\*\* note) and are used to purchase books, multimedia, and any journals purchased outside of database subscription packages.

<b>Budget Year</b>	<b>Total Allocation Journal/Book/AV</b>	<b>Journal Expenditures</b>	<b>Book/AV Allocation</b>
2021-22	\$1500	\$0	\$1500
2020-21	\$750	\$0	\$750
2019-20 ***	\$3046	\$939	\$2107

2018-19 ***	\$3724	\$1933	\$1791
2017-18 ***	\$4668	\$1823	\$2845

\*\*\* Prior to the 2020-21 budget year, budget allocations for Geography and Environmental Science/Studies were combined. The Library allocations were revised in 2020-21 to provide a separate line for Environmental Science/Studies resources. The budget chart shows allocations for the combined budget for the years of 2017-2020, and the allocation for Environmental Science/Studies for the 2021-22 and 2020-21 budget years.

### **Recommendations**

It is recommended that at a minimum, start-up funding of \$1500 be provided for the acquisition of some current Environmental Studies monograph titles such as handbooks, reference and methodology materials, as well as some updated environmental content. Ebooks are the preferred format; however, academic ebook titles tend to be more expensive than their print counterparts, so ongoing funding of \$1000 per year is recommended to maintain collection currency.

Access to journal literature for this program should be adequately supported with the current suite of databases. It is essential to maintain access to these resources. Typically, databases increase in cost by 3-5 % per year, and the fluctuating value of the Canadian dollar has an impact on the acquisitions budget and should be accounted for in funding decisions.

Other resources may be necessary, depending on course curricula and instructor requirements, and requests for new resources would be considered on a case-by-case basis, with library budget being one of the determining factors.

**Start-up Costs: \$1500 for monographs**

**Ongoing Costs: \$1000/year for monographs**



**Collections Snapshot**

**Library Collections**

	2019-20	2018-19	2017-18	2016-17	2015-16
print volumes	179,964	180,717	180,593	180,345	181,892
print books	178,788	180,103	180,150	179,542	181,090
e-books	333,465	207,484	207,433	87,060	201,166
print journals	125	136	163	174	174
e-journals	Not available	63,317	53,686	51,176	66,505

**Expenditures**

	2019-20	2018-19	2017-18	2016-17	2015-16
print books	\$62,013	\$71,457	\$174,474	\$88,391	\$163,161
e-books	\$26,380	\$5,909	\$16,771	\$56,621	\$61,024
individual serial	\$28,585	\$30,538	\$15,907	\$36,753	\$55,753
databases	\$645,543	\$765,071	\$683,953	\$631,723	\$527,621
total budget	\$964,000	\$882,459	\$832,333	\$1,028,173	\$807,559

**Use of Collections**

	2019-20	2018-19	2017-18	2016-17	2015-16
circulation	6024	23,724	26,501	26,681	22,900
reserves circulation	905	1992	2342	2982	4177

**Use of other Collections**

	2019-20	2018-19	2017-18	2016-17	2015-16
books borrowed via interlibrary loan (ILL)	484	792	775	745	761
articles electronic or photocopy via interlibrary loan (ILL)	346	376	332	317	337

**Library Instruction, Services, and Spaces**

**Teaching and Learning**

	2019-20	2018-19	2017-18	2016-17	2015-16
reference questions	11,614	14,533	14,341	9665	11,078
instruction sessions	213	212	220	198	207
students in instruction sessions	5549	6099	6797	5464	5946

**Spaces for Learning and Research**

**Harris Learning Library**

seating capacity: 537
group rooms: 12
individual study rooms: 7

	2019-20	2018-19	2017-18	2016-17	2015-16
turnstile count - sample day	815	1188	1108	1288	1334

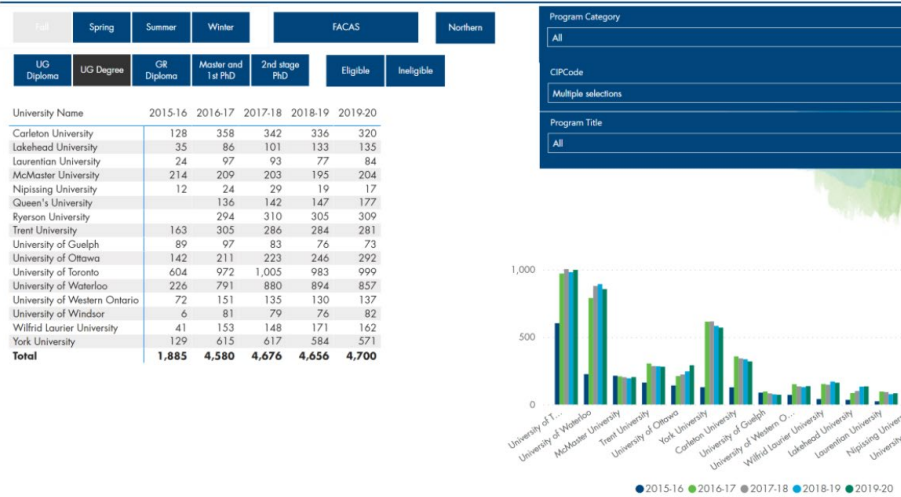
**Services**

Hours of operation during academic year: 8:00 am to 10:30 pm Monday to Thursday 8:00 am to 6:00 pm Friday 10:00 am to 5:30 pm Saturday and Sunday
Info Desk hours of operation: same as building hours
Research appointments
24/7 access via proxy
URL resolver
Free Interlibrary Loan (ILL)

## Appendix 4. Recent Ontario Institutional Enrollments in Environmental Studies

Ontario Headcount data for 2019/20 using environment-related program titles from 9 program categories: *Environmental Studies, Natural Resource Conservation-General, Land Use Planning & Development, Multidisciplinary/Interdisciplinary, Anthropology-General, Social Science-Other, Geography & Cartography – Other, Environmental Psychology, History-Other*. Data made available through Nipissing University’s Office of Institutional Planning and Research.

### Provincial Comparison - Headcount



**Appendix 5. Nipissing University International Agreements and Letters of Support (to be added, as appropriate)**

## Appendix 6. Evidence of Societal/Labour Market Need

Job Title	Job Description
Chief sustainability officer	Chief Sustainability Officers (CSOs) are the highest-level of executives in an organization who oversee their company's sustainability activities. As part of the "C-suite" of chief officers, CSOs provide visionary leadership and coordinate with management, shareholders, and employees to develop and maintain an effective corporate strategy for sustainability. In order to be successful in their executive role, CSOs need strong public relations skills, extensive staff management experience, good strategic planning skills and a firm grasp of financial operations and budgeting. Since a wide range of skills and knowledge are required for this role, most CSOs come from diverse backgrounds, including external affairs, environmental management, research, operations management, marketing, business development, finance, or legal affairs.
Clean energy researcher	Clean energy researchers are environmental scientists or engineers who specialize in discovering alternative and renewable energy sources. Like other environmental engineers, they often work in teams with other professionals. They analyze energy needs and plan renewable, environmentally friendly solutions. For example, they may help people have lower per-unit energy costs and also help preserve the environment.
Climate change specialist	Climate change specialists study the changes in weather over time. They do this by looking at the winds, temperatures, lightning, sunshine, and rainfall. This information helps them to make sense of climate trends and changes and allows specialists to see how human activity affects the weather. Climate change specialists look at how society can adapt to and lessen the impacts of climate change, and how citizens can positively impact and protect the environment.
Compliance promotion specialist	As a compliance promotion specialist, you provide technical, scientific, regulatory, and management advice to public and private industry in relation to compliance with federal acts and regulations. You are involved in a variety of activities aimed at awareness and education, including writing and publishing information, conducting and participating in public outreach activities, and researching and promoting best practices. You are an expert on the acts and regulations that govern the protection of environmental and human health and address issues ranging from hazardous waste to species at risk.
Conservation officer	As a conservation officer, you have a variety of responsibilities, including promoting compliances with environmental legislation through public education, public involvement, and awareness. You are often responsible for enforcing provincial and federal environmental regulations governing the protection of wildlife, fisheries, and natural resources, and have the authority afforded that of a peace officer as outlined under the criminal code of Canada. You are always on call to respond to public complaints and protect our natural resources.
Ecologist	As an ecologist, you study ecology and observe environmental patterns. Your observations and analyses provide insight into the ways that changes in the environment - both natural and human-caused - dictate the behaviours of different species. Your work also helps show how interactions between ecosystems, species, and the environment impact the planet.
Eco-tourism operator	As an ecotourism operator, you specialize in leading clients on tours to learn about an area's natural and cultural history while preserving its natural environment.
Eco-toxicologist	Eco-toxicologists specialize in toxicology studying the harmful effects of chemical, biological, and physical agents on living organisms, including humans. Eco-toxicologists draw on a variety of scientific disciplines to predict, measure and explain the frequency and severity of adverse effects of environmental toxins on living organisms. Their work improves environmental protection by bringing a greater understanding of the hazards and risks to which organisms are exposed.
Energy auditor	Energy auditors use a systemized approach to measure, record, and evaluate the flow of energy. They determine if it is being used efficiently and pinpoint where it is being wasted. Individuals in this occupation come from varying backgrounds. You could be an accountant with an interest in the energy sector, or an engineer who received an auditor designation, anyone and everyone could become an energy auditor.
Entomologist	As an entomologist, you study insects. You use science to identify, classify, and study insects and their relationships to plants and animal life. Your research plays a huge role in understanding ecosystems: how they function, how they are changing, and how best to protect them. You also play a large role in industries such as agriculture and forestry, and in managing insect populations to protect public health.
Environmental assessment analyst	An environmental assessment analyst researches and analyzes environmental data and information for the preparation of environmental assessment reports following federal and provincial environmental assessment legislation.
Environmental auditor	An environmental audit is a detailed analysis of an organization's products and processes that evaluates its performance from an environmental perspective. Environmental auditors can conduct two different types of audits: a compliance audit measures if a business is meeting internal and external environmental guidelines and legislation, and a management performance audit measures if a business is meeting the criteria for management systems.

Environmental chemist	Environmental chemists work to improve environmental health and safety using their knowledge of the chemical properties of substances. They study the formation of chemicals, how chemicals interact with the environment and what effects they have. They also apply chemical theory to calculate the impact of human activity on the environment
Environmental communications officer	An environmental communications officer oversees the dissemination of information on environmental issues and events on behalf of the organization they work for. Environmental communications officers are responsible for developing awareness and outreach programs for local communities living in protected areas and they monitor and supervise outreach activities including conducting surveys and organizing fundraising events.
Environmental coordinator	Environmental coordinators develop and implement environmental programs for companies and organizations that are not necessarily environmentally-based themselves. Coordinators are responsible for overseeing these programs and for reporting to upper management on their progress. For example, an environmental coordinator might work for a large manufacturing company to test nearby land and water for contaminants and to ensure that equipment is working safely. Environmental coordinators work for private companies, government departments, educational institutions, research organizations, and consulting firms. They can also be self-employed.
Environmental economist	Environmental economists specialize in a branch of economics that incorporates environmental implications into economic analysis. They study the environmental impacts, both positive and negative, of projects and policies from an economic perspective and use this to advise industry and government on the environmental impacts of decisions.
Environmental educator	Environmental educators are teachers, coordinators, facilitators, communicators, mentors, and community leaders. They work in a variety of locales and with a variety of audiences: some work in schools and post-secondary institutions, some teach adults through workshops and conferences, and others work in places such as zoos and parks. Environmental educators teach others about issues of conservation, preservation, and sustainability and play a significant role in developing environmental awareness. From an Indigenous context, Land Camps play a particularly important role in environmental education.
Environmental enforcement officer	Environmental enforcement officers enforce provisions of the Fisheries Act and the Canadian Environmental Protection Act, 1999. They conduct inspections to verify compliance with environmental legislation and investigate cases where violations are discovered. Environmental laws and regulations are designed to protect and foster a healthy and sustainable environment; environmental enforcement officers ensure these laws are not broken.
Environmental health officer	Environmental health officers are responsible for carrying out measures for protecting public health, including administering and enforcing provincial legislation related to environmental health and providing support to minimize health and safety hazards.
Environmental lawyer	An environmental lawyer works to represent clients in legal issues such as with clean technology, water pollution, climate change, the management of land subject to Indigenous communities and other public lands. Other areas of focus include environmental rights, international environmental law, the law of the sea and international resources law. Environmental lawyers advocate for balanced regulations regarding pollution and the handling of materials, fight to protect biodiversity, agriculture, and ecosystems and confront issues of waste management.
Environmental manager	Environmental managers work in both the public and private sectors and are responsible for managing projects to lessen environmental impacts and ensure that all applicable legislative requirements are fulfilled. They are also involved in activities such as environmental awareness projects, sustainable development, fundraising, and public consultation programs. Often responsible for managing the work of others, environmental managers may also be involved in training personnel on environmental issues. To be a good environmental manager, you need a broad understanding of environmental issues combined with the expertise and a lot of experience in project development and management.
Environmental marketing specialist	Environmental marketing specialists work to promote environmental products, services, and programs. These specialists conduct market research and develop strategies for environmental organizations and firms. They are responsible for public relations activities such as gauging public opinion, developing partnerships with other stakeholders, and interacting within a team environment. Environmental marketing specialists also contribute greatly to product evaluation by identifying target audiences and goals, developing the project schedule and budgets, coordinating resources to implement the work plans, assessing and assuming risk management, and promoting and marketing the product.
Environmental planner	Environmental planners are responsible for developing short- and long-term plans for land use in urban and rural areas while balancing considerations such as social, economic, and environmental issues. They also contribute to environmental impact assessments. Environmental planners can be involved in a range of fields, including strategic, commercial, and industrial development, as well as heritage, tourism, and integrated resource planning. Environmental planners work on a range of scales, from local planning to regional and national strategies.
Environmental policy analyst	Environmental policy analysts define how environmental concerns are approached from an organizational or government perspective. They review and analyze trends and impacts to develop

	<p>environmental policies. Working both in the private and public sector, they establish environmentally responsible business practices, advise decision-makers and develop regulations.</p> <p>Environmental policy analysts define how environmental concerns are approached from an organizational or government perspective. They review and analyze trends and impacts to develop environmental policies. Working both in the private and public sector, they establish environmentally responsible business practices, advise decision-makers and develop regulations.</p>
Environmental psychologist	<p>Environmental psychologists study the relationship between the physical environment and human behaviour. They focus on both natural and constructed environments on a scale ranging from individual homes and offices to entire urban areas and geographic regions. Their research looks at issues of attention and how people notice and perceive their environment, why people prefer different environments, and how people cope with environmental stress. Environmental psychologists play an active role in examining human behaviours that have caused environmental problems such as global warming and resource depletion, as well as in initiating the necessary substantial changes to human lifestyles to achieve a sustainable future.</p>
Environmental reporter	<p>Environmental reporters are journalists who specialize in gathering and presenting environmental information that is newsworthy and timely. Like all journalists, they write, film, and transcribe news reports, commentaries, and features for a variety of media, including print, television, radio, and the Internet.</p>
Environmental training specialist	<p>Environmental training specialists design and deliver environmentally focused training to a wide variety of clientele in both the public and private sectors. They develop specific courses to enhance environmental skills and knowledge using a number of formats and delivery techniques. They often collaborate with other qualified individuals to deliver training that requires a specific skillset and expertise. Environmental training specialists combine technical knowledge and research ability with strong communication skills and a talent for working with many kinds of people in order to convey information and teach others.</p>
Geographer	<p>Geographers study the physical world and examine the connections between people, places, and the earth. They examine social aspects, such as human demography, and physical aspects, such as geomorphology, drawing on a number of other disciplines, for example, biology, oceanography, and sociology. Geographers contribute to the understanding of social and environmental issues regarding land use and resource management by examining how different spatial elements are related to one another.</p>
GIS analyst	<p>Geographic information system (GIS) is a digital mapping technique that links computer-generated maps with databases. GIS analysts use this technology to integrate biophysical, ecological, and socio-economic data that can be analyzed for purposes such as tracking wildlife, mapping erosion, monitoring air and water quality, or measuring logging rates.</p>
Indigenous Liaison	<p>Acts as an intermediary between Indigenous and non-Indigenous stakeholders for interactions related to activities such as resource use, research and education.</p>
Land use planner	<p>Land use planners decide how to build communities based on environmental and human needs. After taking the time to understand what residents, community groups, politicians, and businesspeople want in their communities, land use planners develop a strategy for action. For example, if a land use planner were creating a plan for a new neighborhood, he or she would design roads, parks, homes, and stores. Land use planners work for real estate agencies, not-for-profit organizations, architectural companies, and the government.</p>
Landscape architect	<p>Landscape architecture takes a holistic view of the design, planning, management, and stewardship of the land. Landscape architects often work as members of a multidisciplinary team, for example, with planners, ecologists, and engineers, on projects that can range from designing residential yards and parks to constructing wetlands to treating polluted runoff from former industrial sites. Landscape architects use art and science to create a balance between the needs and wants of people and the limitations of the environment.</p>
Museum Specialist	<p>Management and interpretation of institutional collections of natural and human objects.</p>
Naturalist	<p>Naturalists are experts in natural history. They study not only living things, such as plants and wildlife but non-living things, such as minerals and fossils. Naturalists often use their knowledge to educate others, for example, visitors to parks, through nature hikes and interpretive centres. Naturalists may also work for environmental organizations planning special events or write for newsletters, television, and radio. The opportunities for naturalists are varied, but all naturalists have the common goal of sharing their knowledge of the environment to preserve our natural history.</p>
Park interpreter	<p>Park interpreters research, develop, and conduct education programs for visitors to national, provincial, and municipal parks and conservation areas. They use a variety of methods for educating visitors, for example nature walks, theatre presentations, or bulletins and pamphlets. Park interpreters are always studying different aspects of their environment and sharing what they learn.</p>
Park warden	<p>Park wardens are responsible for implementing natural resource management, public safety, and law enforcement programs within Canada's national parks system. They are involved in a variety of activities, including assisting scientists with research, monitoring wildlife, capturing, and relocating animals when necessary, making public presentations, liaising with visitors, and providing first aid and</p>

	search and rescue support. Park wardens use their educational background and work experience to monitor ecological concerns and maintain the environmental health of Canada's national parks.
Post-secondary instructor	Post-secondary instructors of environmental programs teach students at universities and other degree-granting institutions. They also conduct scientific research and publish their findings in professional and academic journals and magazines. For example, someone wanting to understand how geese find the same location every year would study geese throughout university and then become a professor to share their knowledge. Most professors work at universities and other degree granting institutions. Others work for the government.
Recycling coordinator	Two critical environmental issues overuse of natural resources and shortage of places to dispose of waste have necessitated the role of recycling coordinator. There are many opportunities for recycling in Canada, and recycling coordinators must be aware of all of them. Recycling coordinators have a variety of backgrounds, but all share a commitment to environmental sustainability and lessening the impact of society's consumption on the environment.
Science camp coordinator	Science camp coordinators are responsible for all aspects of camp programming. One moment they could teach an interactive lesson to the kids and the next, they might be in the kitchen preparing them dinner. They will need to know a lot about science and the natural world, because they will be developing lesson plans and programs. Camp coordinators spend a lot of time with children, so they will need to be understanding, patient, and energetic. Many science camp coordinators are self-employed, while others work for government agencies, libraries, schools, heritage centres, and other recreational institutions.
Science teacher	High school science teachers plan and teach science courses. Teachers in cities often teach classes in only one or two subject areas. In smaller, rural areas, teachers often have to teach a broader range of material. High school teachers need to have a broad understanding of the subjects they teach and should be patient, enthusiastic, and creative in their approaches. For example, you could plan a lesson about the properties of water and ice by having your students design and build an igloo. Most teachers work for public or private school boards. Others work in vocational schools or for the department of education.
Sustainability consultant	A sustainability consultant works within the environmental sustainability discipline which explores the ways in which human activity and the environment can interact to meet the needs of today without jeopardizing the future. Sustainability is built on three pillars – economic, social, and environmental – each of which is important.
Sustainability educator	Sustainability Educators are university or college professors who research and teach specialized topics in sustainability. In order to qualify for this role, Sustainability Educators must demonstrate high levels of education and experience: the vast majority of these professionals have post-graduate degrees and at least eight years of professional experience. Similar to Sustainability Researchers, Sustainability Educators act as thought-leaders and innovators for the theory, practice and research behind sustainability. These practitioners spend many years learning about key sustainability factors, including environmental, social, cultural, political, economic and ethical issues. While Sustainability Educators must develop extensive knowledge about diverse sustainability topics, they also need to communicate this expertise clearly and effectively to post-secondary students. In fact, this opportunity to educate the next generation of sustainability professionals is one of the most exciting and rewarding aspects of a career as a Sustainability Educator.
Sustainability officer	Sustainability officers oversee a comprehensive suite of activities related to reducing environmental impacts and applying sustainability principles. They develop, implement, and evaluate programs for their employers that support social, environmental, and economic sustainability objectives.
Sustainability researcher	Sustainability researchers conduct studies to develop sustainability models, indicators and best practices. They often hold advanced degrees in fields related to environmental, economic and social sustainability. Some sustainability researchers also support policy development in federal, provincial or municipal governments.
Sustainability specialist	Sustainability specialists help their organizations comply with national, provincial and local environmental regulations, while also ensuring their organization functions in a financially viable and socially responsible manner. These practitioners interpret and develop procedures to meet environmental regulatory requirements, establish sustainability strategies and programs, communicate with stakeholders about environmental concerns, and address the risks associated with environmental degradation. This occupation is ideal for mid-career professionals who have significant experience in their employer's operations, since sustainability specialists often need a comprehensive understanding of all facets of their company, along with a strong knowledge of sustainability principles and practices.
Sustainability trainer	Sustainability trainers develop and deliver training programs to help corporations implement sustainable business practices in an efficient and cost-effective manner. These practitioners build a solid understanding of the latest trends in economic, social and environmental sustainability, then create courses, seminars and workshops that present these trends to business audiences using engaging, concise and informative formats. As a result, the role of a sustainability trainer is one part sustainability researcher and one part sustainability educator – sustainability trainers need strong subject matter expertise on sustainability issues, as well as a talent for teaching according to different

	learning styles and needs. By educating businesses about sustainability best practices, sustainability trainers help numerous individuals work more effectively, reduce costs, conserve resources and mitigate environmental harm.
Sustainable interior designer	A sustainable interior designer creates interior spaces using design principles such as functionality, accessibility and aesthetics and expands their focus to include environmental considerations.
Wind energy developer	Wind energy developers search out opportunities and appropriate sites to build large-scale wind energy developments. They also manage design, construction, and marketing of the product. Wind energy developers must not only understand the technical aspects of wind farms and energy generation, but also have strong negotiation and sales skills to broker deals with landowners, suppliers, and potential buyers.

To gauge the current demand for candidates with a background in Environmental Studies, we searched two websites that post jobs related to the field (ECO Canada and Water Jobs)

Sampling of advertised positions including requirements directly mentioning or related to a background in Environmental Studies, November 2021.

<b>Advertised position</b>	<b>Organization</b>
Manager, Corporate Sustainability	Gay Lea Foods
Environmental Education Coordinator	Alouette River Management Society
Senior Policy Analyst – Fisheries and Wetlands	Ontario Ministry of Transportation
Project Manager	ReForest London
Director of Land Management	Grand River Conservation Authority
Watershed Coordinator	Cowichan Valley Regional District
Senior Climate Director	Trottier Family Foundation
Member Engagement Specialist	Green Economy New Brunswick
Supervisor, Climate Action Programs	Capital Regional District Victoria, BC
Water Coordinator	MakeWay, Toronto, ON
Children's Water Festival Coordinator	Friends of Ecological & Environmental Learning Ontario
Policy Analyst (Water Resources)	Ontario Government



## Appendix 7. Justifiable Duplication – List of Ontario Environmental Studies Programs and comparison to proposed program

Over 30 Canadian Universities offer some sort of program that falls within the general field of Environmental Studies. Note that in some cases the name of the program is different, the degree offered (i.e., BA/BSc, vs B. Env Stud.). A wide variation in depth of design: for example, Carleton University is very integrated, while Manitoba is very fluid. Many programs have both core and capstone courses.

University	Degree	Structure	Other comments	URL
Acadia	B Env & Sust. Stud.	Core and Capstone	4 concentrations: Innovation & Entrepren., Advocacy, Edu & Act., Env. Thought & Prac., Sust. Comm. Dev.	
Alberta	BA ES	Grouped into 3 Majors (Env. & Peoples of Canada, Food & Society, Politics, Soc. & Glob. Env.)  1 <sup>4</sup> th year capstone	A broad mix of courses from different departments.	<a href="https://www.ualberta.ca/agriculture-life-environment-sciences/programs/undergraduate-programs/degree-programs/environmental-studies/ba-environmental-studies.html">https://www.ualberta.ca/agriculture-life-environment-sciences/programs/undergraduate-programs/degree-programs/environmental-studies/ba-environmental-studies.html</a>
Bishop's	BA ES	Core & Capstone	Most courses within Dept Geog & Env	<a href="https://www.ubishops.ca/wp-content/uploads/2019-03-25_Table-ESG-programs.pdf">https://www.ubishops.ca/wp-content/uploads/2019-03-25_Table-ESG-programs.pdf</a>
Brandon	BA/BSc Geography – Env. Stud. Conc.	Similar to a certificate – all courses within Geography		
Carleton	BA ES	Core courses all 4 years, combined with required and elective courses from Geography, Philosophy, Economics, Religion, PoliSci	Very good model	<a href="https://calendar.carleton.ca/undergrad/undergradprograms/environmentalstudies/">https://calendar.carleton.ca/undergrad/undergradprograms/environmentalstudies/</a>
Manitoba	BES	Unclear. Calendar goes to dead site, however there appear to be groupings (e.g., Northern Studies, Water Management)	No apparent core courses.	<a href="http://www.umanitoba.ca/faculties/environment/media/Focus_Areas.pdf">http://www.umanitoba.ca/faculties/environment/media/Focus_Areas.pdf</a>
McGill	BA Env.	Core and capstone classes	Students choose 1 of 3 'domains' (Ecological Determinants of Health in Society, Economics and the Earth's Environment Environment and Development)	<a href="https://www.mcgill.ca/study/2018-2019/faculties/environment/undergraduate/ug_mse_ba_faculty_program_environment#topic_BA9ADC5F99244273AAACE62CEFC55E853">https://www.mcgill.ca/study/2018-2019/faculties/environment/undergraduate/ug_mse_ba_faculty_program_environment#topic_BA9ADC5F99244273AAACE62CEFC55E853</a>
Mount A	BES	Capstone/Thesis	4 separate streams: Env. Soc Just., Env. Pol & Econ., Env. Hist & Phil., Ecol. & Env.	<a href="https://www.mta.ca/academic_calendar/GeographyAndEnvironment.html#id37077150">https://www.mta.ca/academic_calendar/GeographyAndEnvironment.html#id37077150</a>
McMaster	BA Env & Society	Core courses, course progress through 5 subfields (Ec. Dev., Env. & Sust., GIS & Spat., Health & Pop., Urb & Plan)	Option to have combined honours All classes offered within Env Sci/Env Stud	<a href="https://www.science.mcmaster.ca/ees/undergraduate/undergraduate-programs.html#honours-in-environment-society-b-a-4-year-program">https://www.science.mcmaster.ca/ees/undergraduate/undergraduate-programs.html#honours-in-environment-society-b-a-4-year-program</a>  <a href="https://macdrive.mcmaster.ca/files/2016/02/2016-17-BAES/">https://macdrive.mcmaster.ca/files/2016/02/2016-17-BAES/</a>
MUN	B Env & Sust	Core & Capstone	The site juxtaposes the Env. Stud & Env Sci reqs and shared crses in a useful way	<a href="https://www.grenfell.mun.ca/academics-and-research/Pages/school-of-science-and-the-environment/Undergraduate#2">https://www.grenfell.mun.ca/academics-and-research/Pages/school-of-science-and-the-environment/Undergraduate#2</a>

				<a href="#">Programs/Environment%20and%20Sustainability/Program-Requirements.aspx</a>
Ottawa	BA ES	Core courses mix of GEOG, ENG, BIO, 2 capstone courses	A mix of GEOG, ENG, BIO, POL, ECO,	<a href="https://arts.uottawa.ca/en/programs/course-sequences/honours-ba-environmental-studies/">https://arts.uottawa.ca/en/programs/course-sequences/honours-ba-environmental-studies/</a>
Lakehead	BES majoring in Geography or Biol	2 Core Courses in 1 <sup>st</sup> year, plus mix of course from Sciences, Hist, Indig, Phil, Eng, Polisci, Econ. Core courses in 2 <sup>nd</sup> and 3 <sup>rd</sup> year, capstone in 4 <sup>th</sup> year		<a href="http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viwecatalog&amp;catalogid=27&amp;chapterid=8102&amp;topicgroupid=26666&amp;loaduseredits=True">http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viwecatalog&amp;catalogid=27&amp;chapterid=8102&amp;topicgroupid=26666&amp;loaduseredits=True</a>
Laurentian	BES	2 core intro courses, then mix of Eng, Sci, Pol, Econ, Mat, Archaeology, Env.Sci Different mix of two streams in 3 <sup>rd</sup> 4 <sup>th</sup> years	Lots of specific ENVI classes	
Queen's	BES	3 core intro courses, capstone courses vary between research and seminar	Mix of courses from BIO, GEOG, ENSC, DEVS, PHIL, ECON, POLI, PSYC, SOC	<a href="https://www.queensu.ca/ensc/sites/webpublish.queensu.ca/en/ewww/files/files/BAH%20Major%202020.pdf">https://www.queensu.ca/ensc/sites/webpublish.queensu.ca/en/ewww/files/files/BAH%20Major%202020.pdf</a>
Regina	BA ES	No core courses	Entirely Geography	<a href="https://www.uregina.ca/arts/environmental-studies/ensc_course_calendar_2018_2019.pdf">https://www.uregina.ca/arts/environmental-studies/ensc_course_calendar_2018_2019.pdf</a>
Ryerson	BA Env. & Urb Sust.	Large number of Core courses in each semester, Senior Project and Field Course in last	Courses divided between 'Required', 'Liberal Studies', 'Professional' and 'Professionally-Related'	<a href="https://www.ryerson.ca/calendar/2020-2021/programs/arts/eus/">https://www.ryerson.ca/calendar/2020-2021/programs/arts/eus/</a>
Sask	BA/BSc Environment & Society Also Sustainability Certificate	No core courses, one capstone course, students choose between 'Env. Change' & 'Env. Mgmt.'	Mostly Geography courses, some Biol, Anth, Law, Phil and Polisci	<a href="https://programs.usask.ca/arts-and-science/environment-and-society/basc-hon-environment-society.php#%21CollegeRequirement%20creditunits">https://programs.usask.ca/arts-and-science/environment-and-society/basc-hon-environment-society.php#%21CollegeRequirement%20creditunits</a>
SMU	BES	Core and capstone	Mix Arts and Science courses	<a href="https://smu.ca/academics/calendar/bachelor-of-environmental-studies.html">https://smu.ca/academics/calendar/bachelor-of-environmental-studies.html</a>
Thompson Rivers	BA Geography and Environmental Studies		Basically a Geography degree	<a href="https://www.tru.ca/arts/departments/geography/programs.html">https://www.tru.ca/arts/departments/geography/programs.html</a>
Toronto (Scrboro)	BA ES	3 core courses (Int to Env. Stud, Int. to Micro/Macro Ec, Int to Env Sci), then required courses in sections "Foundations & Skills", "Capstones & Applications"	Most courses are ESTUD or ESCI, with mix of ANTH, POLISCI, SOCI	<a href="https://utsr.ca/calendar.utoronto.ca/major-program-environmental-studies-arts">https://utsr.ca/calendar.utoronto.ca/major-program-environmental-studies-arts</a>
Trent	B EnvSci & Stud	Core courses: 2 in 1 <sup>st</sup> yr, 2 in 2 <sup>nd</sup> yr, capstone course	Courses from several other disciplines	<a href="https://www.trentu.ca/bess/program/course-listing">https://www.trentu.ca/bess/program/course-listing</a>
UNB	BES	Capstone	Students take courses in Science, Applied Science and SocSci & Humanities	<a href="https://www.unb.ca/academics/calendar/undergraduate/current/frederictonprograms/environmentalstudiesprogram.html">https://www.unb.ca/academics/calendar/undergraduate/current/frederictonprograms/environmentalstudiesprogram.html</a>
UPEI	BES	Core across 4 years	3 specializations: Env. Innov. & Change Mgt., Env. Thought & Prac., Island Env & Sust.	<a href="https://www.upei.ca/programs/environmental-studies">https://www.upei.ca/programs/environmental-studies</a>

UBC	BA in Env & Sust (Geography)	Entirely within Department of Geography		<a href="https://www.geog.ubc.ca/undergraduate/programs/environment-sustainability/">https://www.geog.ubc.ca/undergraduate/programs/environment-sustainability/</a>
UNBC	BA Env. & Sust. Studies BA English & Env & Sust. Studies BA PoliSci & Env & Sust Studies	4 Areas of Specialization: Global Env Studies, Communities & Env Citizenship, Nat Res Mgmt, Indigenous Perspectives	Also has BA English & Env & Sust. Studies; BA PoliSci & Env & Sust Studies  Four 1 <sup>st</sup> year core courses across all areas	<a href="https://www.unbc.ca/sites/default/files/sections/environmental-studies/ba_semester_schedule_2012_-_aos_global_environmental_studies.pdf">https://www.unbc.ca/sites/default/files/sections/environmental-studies/ba_semester_schedule_2012_-_aos_global_environmental_studies.pdf</a>
UVIC	BA ES	Two 2 <sup>nd</sup> year core courses (Intro Env Studies & Ecol. Processes) and 3 3 <sup>rd</sup> year core courses	All courses are from School of Environmental Studies. Also offer double majors and minors	<a href="https://www.uvic.ca/calendar/undergrad/index.php#/program/HyT67AzV7bc=true&amp;bcCurrent=Environmental%20Studies&amp;bcitemType=programs">https://www.uvic.ca/calendar/undergrad/index.php#/program/HyT67AzV7bc=true&amp;bcCurrent=Environmental%20Studies&amp;bcitemType=programs</a>
Waterloo	B. ES	BES is in 8 Programs (Environment & Business; Environment, Resources & Sustainability; Geography & Aviation; Geography & Env. Management; Geomatics; International Development, Knowledge Integration, Planning)	There are no common core courses that overlap all 8 Environmental Studies Programs. Most programs have either a core course in Communications or Data Management. The program that I think best reflects our intentions is: Environment, Resources & Sustainability	<a href="https://ugradcalendar.uwaterloo.ca/page/ENV-Env-Res-Sus-Env-Bus-Stud-Hons-Bsc-Co-op">https://ugradcalendar.uwaterloo.ca/page/ENV-Env-Res-Sus-Env-Bus-Stud-Hons-Bsc-Co-op</a> <a href="http://ugradcalendar.uwaterloo.ca/page/ENV-Honours-Environment-Business-Co-op-and-Reg">http://ugradcalendar.uwaterloo.ca/page/ENV-Honours-Environment-Business-Co-op-and-Reg</a>
WLU	BA ES	Core and capstone classes	All within Env or GEOG	<a href="https://academic-calendar.wlu.ca/program.php?cbl=1&amp;d=2196&amp;p=4777&amp;s=965&amp;y=81">https://academic-calendar.wlu.ca/program.php?cbl=1&amp;d=2196&amp;p=4777&amp;s=965&amp;y=81</a>
Windsor	BES	Unclear. It looks like they only have courses up to 3 <sup>rd</sup> year, and no capstone/thesis courses		<a href="https://www.uwindsor.ca/science/environment/648/environmental-studies-program">https://www.uwindsor.ca/science/environment/648/environmental-studies-program</a>
Winnipeg	BA ES	Two Streams: Sust. Env. Res. Sys. & Sust. Urban Env. 13 core courses	Mixture of course from Biol, Geog, Econ, Engl, Indig, PoliSci, Hist, Phil	<a href="https://www.uwinnipeg.ca/academics/calendar/docs/env.pdf">https://www.uwinnipeg.ca/academics/calendar/docs/env.pdf</a>
York	BES	Five 1 <sup>st</sup> year core courses, then 3 areas of concentration (Env Pol., Just & Arts; Urb & Reg. Env; Env. Mgmt)	All classes taught within Faculty of Environmental Studies	<a href="https://fes.yorku.ca/apply/bes/">https://fes.yorku.ca/apply/bes/</a>

## **Appendix 8: Proposed Pathway from undergraduate to graduate studies in Environmental Studies at Nipissing University. (pending approval by Graduate Faculty Committee)**

The process is modeled on the *Honours Specialization with Orientation to a Master of Arts (MA) in History (OMAH)* at Nipissing University

### **Graduation Requirements:**

Upon completion of a BA Honours Specialization in Environmental Studies with an Orientation to a Master of Environmental Studies, students must indicate to the Office of the Registrar by the specified deadline they wish to continue to the Master of Environmental Studies. Candidates must ensure they meet all minimum requirements for their undergraduate degree including the courses listed on the next page.

### **Program Requirements:**

This program guarantees admission to the Master of Environmental Studies, provided students complete their Honours Specialization in Environmental Studies, with a minimum 75% on their last 30 credits. Admission is also dependent on availability of a suitable graduate supervisor.

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environmental Studies. When calculating students' Honours Specialization averages, the best 30 credits of 3000 and 4000 level courses are considered.

Students must complete the required 24 credits of core courses with a minimum grade of 60%. In addition to the program requirements listed above, students must also satisfy the Bachelor of Arts (Honours) Specialization in Environmental Studies degree requirements, which include regulations on first year and subject maximum and breadth requirements. This offer is for the academic year following the completion of their degree.

<b>All of the following</b>		<b>18 cr.</b>
GEOG 1016	People, Place & Environment	3 cr
INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	3 cr
GEOG 2017	GIS and the Earth from Space	3 cr
GEOG 2226	Environment and Society	3 cr
ANTH 3036	Qualitative Research Methods	3 cr
ENSC 4XXX	Environmental Seminar	3 cr

<b>One of the following</b>		<b>3 cr</b>
ENST 4XXX	Environmental Studies Internships	3 cr
ENST 4XXX	Environmental Studies Co-op	3 cr

<b>One of the following</b>		<b>3 cr</b>
INDG 2006	Indigenous Places – Changing Landscapes	3 cr
ANTH 3027	Indigenous Peoples & the State	3 cr
ANTH 3006	Anthropology of Development in the Canadian North	3 cr

**Additional course requirements:**

Any 36 credits within or between the course groupings listed in Appendix 1.

**Breadth Requirements and Electives:**

ACAD 1601	3 cr.
Humanities	3 cr.
Electives	54 cr.

**PROGRAM PROPOSAL**  
**ENVIRONMENTAL SCIENCE]**  
**(Honours Specialization; Specialization; Major; Minor)**

**Date: Revised 15 February 2023**

## NEW PROGRAM PROPOSAL

For Submission to:

- Academic Quality Assurance and Planning Committee (AQAPC)
- Senate
- Ontario Universities Council on Quality Assurance

<b>NAME OF PROPOSED PROGRAM</b>	Environmental Science
<b>DEGREE TO BE CONFERRED</b>	Bachelor of Science Honours Specialization Bachelor of Science Specialization Bachelor of Science Major Bachelor of Science Minor
<b>SHORT FORM FOR DEGREE TO BE CONFERRED</b>	BSc Honours, BSc
<b>LOCATION OF PROGRAM TO BE OFFERED</b>	North Bay
<b>ACADEMIC UNIT RESPONSIBLE FOR PROGRAM</b>	School of Environment (proposed)
<b>ANTICIPATED START DATE OF NEW PROGRAM</b>	Fall 2022
<b>DEAN(S) RESPONSIBLE FOR PROPOSAL</b>	Dean of Arts and Science
<b>WORKING GROUP CHAIR &amp; MEMBERS OF WORKING GROUP</b>	April James (MES/MESc Program Coordinator, Geography) Jeff Dech (Chair of Biology and Chemistry) Mukund Jha (Chemistry) John Kovacs (Chair of Geography) Mark Wachowiak (Teaching Chair, Math and Computer Science) James Abbott (Geography)
<b>DATE APPROVED BY AQAPC</b>	

**Appendices to be Included:**

Appendix 1. Library Services Report

Appendix 2. Recent Ontario Institutional Enrollments in Environmental Science

Appendix 3. Evidence of Social/Labour Market Need

Appendix 4. Justifiable Duplication – List of Ontario Environmental Science Programs and comparison to proposed program

Appendix 5. Faculty CVs

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## 1.0 Introduction and Overview

### 1.1. Program Description

COVID-19, flooding, drought, fire, heat domes, polar vortices, unprecedented glacial melting: 2020 and 2021 have been unparalleled in environmental-related challenges brought about by climate and environmental change that have disrupted the physical, social, economic and political fabric of our lives. Communities in northeastern Ontario and Canada's north have urgent questions and needs related to the impact of climate and environmental change as natural and human landscapes undergo unprecedented change in the North. Northern Ontario communities are typically rural, geographically isolated, with "...limited economic diversity and relatively high dependence on climate-sensitive sectors..." (Barros et al., 2014). This makes them more vulnerable to climate change impacts and more limited in adaptation strategies. Communities not accessible by permanent roads or rail are facing transportation challenges for food, fuel and other critical supplies due to shortened ice-road seasons. Changes to fish and game populations may affect a critical way of life for Indigenous communities reliant on traditional food sources.

Ontario's northern communities depend heavily on mining, hydropower, forestry, and agriculture and experts predict with high confidence the influence of extreme weather on most sectors with extremes in temperature, frequency and severity of weather events (ice storms, rainfall, heat, drought, wind) all projected for Ontario (ECO, 2012). In the Laurentian Great Lakes Basin, recent predictions are for increases in spring and winter precipitation (Zhang et al. 2019) and flooding during the spring of 2019 on the Ottawa river, Lake Nipissing and in the Muskoka region provide compelling regional examples how extreme events can affect communities. Further, case studies of climate change impacts in the Canadian mining sector include examples of how climate events like low water levels/drought have slowed or stopped production due to lack of water for dust suppression or other water intake requirements, and how power outages due to ice storms and road access due to either thawing under higher temperatures, or flooding under intense rains have translated into large financial losses (Marshall et al, 2009). These environmental problems put at risk food and water security, livelihoods, and profoundly emphasize their complexity. These are the 'big questions' of our generation.

**Barros et al., 2014.** Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects, Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Barros, VR, CB Field, DJ Dokken, MD Madtrandrea, KJ Mach, TE Bilir, M Chatterjee, KL Ebi, YO Estrada, RC Genova, B Girma, ES Kissel, AN Levy, S MacCraken, PR Mastrandrea, LL Whites (eds.)]. Cambridge University Press, Cambridge United Kingdom and New York NY, USA, pp. 688. ; **ECO 2012, READY FOR CHANGE? An assessment of Ontario's climate change adaptation strategy.** Special Report to the Legislative Assembly of Ontario, [March 2012. 24p.](#) ; **Zhang et al. 2019.** Projected extreme temperature and precipitation of the Laurentian Great Lakes Basin. *Global and Planetary Change.* 172, 325-335; **Marshall et al., 2009.** Climate Change and Canadian Mining: Opportunities for Adaptation. August 2009, David Suzuki Foundation, 160p.

To train the next generation with the skills, creativity and insight to address these critical environmental problems, Nipissing University must respond with programming that draws on existing expertise across the sciences to develop a deliberately interdisciplinary environmental science program rooted in northern community. The most recent labour demand report from Eco Canada (September 2020) estimates 1 in every 30 people employed in Canada are environmental workers and

while the environmental job market has been affected by COVID-19, they expect environmental jobs are expected to rebound ahead of others, both because of job creation and anticipated retirement<sup>1</sup>. A recent survey by Yale University's program on climate change communication found that Millennials and iGens saw global warming as personally more important and ranked it higher in importance for voting decisions as they approached the 2020 presidential election compared to older generations (Ballew et al. 2019). To attract the iGen generation to study the Environment at Nipissing University, programing and expertise addressing Climate and Environmental Change is no less than foundational in this proposed epoch of the Anthropocene.

The BSc Honours Specialization, Specialization, Major and Minor in Environmental Science will provide a multi- and interdisciplinary curriculum, building fundamental scientific knowledge in biology, chemistry, geography, physics and earth sciences, mathematics, and data sciences, and supporting advanced scientific and quantitative understanding of the environment, environmental problems and their solutions (Figure 1).

This program aligns with government actions like the Pan-Canadian Framework on Clean Growth and Climate Change, responding to the immediate need for action on climate change and engaging across government, industry and Indigenous communities for meaningful collaboration<sup>2</sup>. The complex nature of many current environmental issues requires development of holistic understanding and skill developments that extend beyond disciplines to tackle what has been termed 'wicked' problems or "Big Questions". This program will provide foundational training for students to think differently about the nature of environmental problems, and how to consider alternative ways of studying and resolving these problems from across the sciences.

### *Sciences on the Land*

With this program, Nipissing will be building on existing science programing rooted in the north, and serving northern communities, including First Nations. First Nation communities are natural partners for programing in environmental science. Recent studies such as Wong et al. (2020) and Bozhkov et al. (2020) highlight the common connection to the land that natural scientists and Indigenous communities share while also clearly illustrating the historical limitations and improvement needed for training of natural scientists on Indigenous history, rights, worldviews and ways to ethically conduct environmental research in relation with First Nation communities and traditional territories. At Nipissing University, faculty across both Environmental Science and Environmental Studies have built long term community engagement with regional First Nation communities of Dokis and Nipissing First Nations, collaborating in teaching and research. Discussion of environment and indigenous worldviews and practices are embedded in existing courses like GEOG 2226 (Environment & Society) and GEOG 4437 Hazards Geography (e.g. Indigenous fire management). Botany field courses BIOL 2447 (Ecology of Northern Trees and Forests) and BIOL 3066 (Flora of Northern Ontario) highlight intersections of western science with Traditional Ecological Knowledge (TEK) with field assignments on plants important to Indigenous peoples. Courses like GEOG 3066 and 3066 (Remote Sensing of the Environment) showcase collaborative use of applied science with regional First Nation communities (e.g. application of remote sensing with Dokis FN partners. Courses such as BIOL 3066 and BIOL 3007

[Environmental Issues in Forestry]) often have a community service-learning component which have included partnerships with Wolf Lake First Nation and Nipissing First Nation and the Nipissing University Herbarium specializes in plants used by Indigenous people with specimens coded as medicinal and/or food plants.

\*Bozhkov et al. 2020. Arte the natural sciences ready for truth, healing and reconciliation with Indigenous peoples in Canada? Exploring 'settler readiness' at a world-class freshwater research station, J Env. Studies and Science, 10:226-241; <https://doi.org/10.1007/s13412-020-00601-0>; Wong et al. 2020. Towards reconciliation: 10 Calls to Action to natural scientists working in Canada. FACETS, 5(1). <https://doi.org/10.1139/facets-2020-0005>.

<sup>1</sup> Eco Canada is a Not-for-profit organization established in 1992, that develops certification and training in support of Canada's environmental sector. Their most recent reporting on the environment labour market includes: From Recession to Recovery: Environmental Jobs and Hiring Trends in the Decade Ahead, September 2020, 36p.

<sup>2</sup> Environment and Climate Change Canada website includes reporting on the first annual report of this framework (Dec 2017). <https://www.canada.ca/en/environment-climate-change.html>

Ballew, M., Marlon, J., Rosenthal, S., Gustafson, A., Kotcher, J., Maibach, E., & Leiserowitz, A. (2019). Do younger generations care more about global warming? Yale University and George Mason University. New Haven, CT: Yale Program on Climate Change Communication. <https://climatecommunication.yale.edu/publications/do-younger-generations-care-more-about-global-warming/>

### ***Interdisciplinary Land-Based Program Design & Experiential Learning***

The program design draws on a core set of science requirements (environmental science, biology, chemistry, geography, mathematics, geomatics) common to all students. Students will select upper year courses from across science disciplines, organized in three groups:

- (A) Environmental Life Sciences,
- (B) Environmental Physical Sciences, and
- (C) Applied Environmental Sciences, Techniques and Experiential learning.

Experiential learning opportunities are supported by a broad range of existing options and established community partners. Course content introducing science students to indigenous knowledge and relationships with the environment in parallel with western scientific methods and perspectives will be built into two upper year courses, supported by faculty and community partners. A certificate in Environmental Chemistry will allow students to obtain an additional qualification to satisfy academic or professional interests. We outline changes to the existing minor in Environmental Science for consistency with the proposed major, specialization and honours specialization. By integrating biology, chemistry, environmental science, and geography courses, future students will be equipped with skills relevant to solving environmental related problems from an interdisciplinary approach, a demand from across environmental-related sections.

While northern in location, the program will connect to the global community through international partnerships and a mix of domestic and international students. Despite challenges in growth projections in the region, new professional and science programming across northern Universities are showing positive growth. Societal demand (including international students) suggests we could build enrollments from 20 to 52 students/yr over 5 years (50% international students) and generate ~ \$251K to \$2.06 million per year in revenue. Estimated program costs (\$36-95K/yr) suggests strong program viability with estimated surpluses of \$200K to \$1.93 million per year.

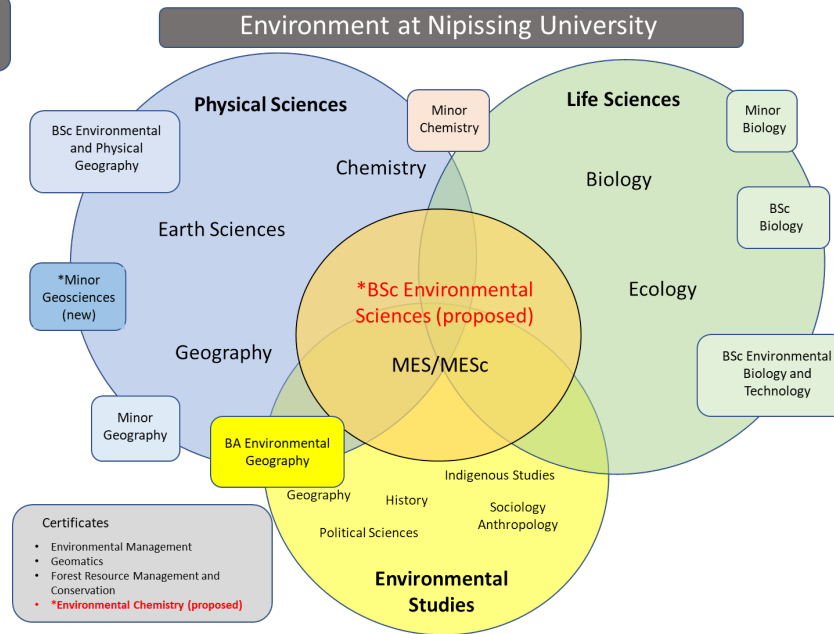
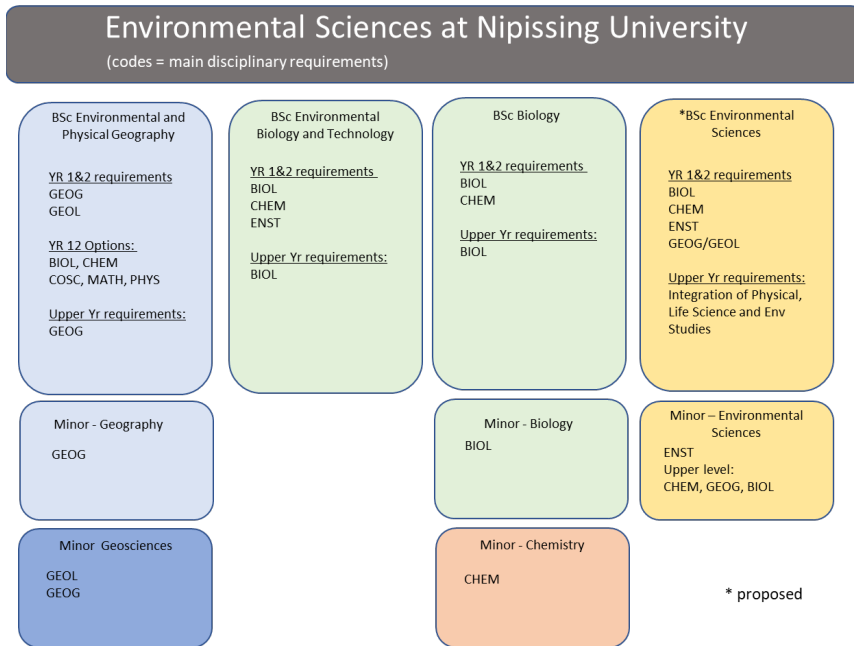


Figure 1. Existing majors and minors defining Environmental programs at Nipissing University (left) and conceptualization of the proposed BSc Environmental Science (right) in relation to existing environmental-science related programs. Asterisks indicate new or proposed programs.

## 1.2 Appropriateness of Degree Nomenclature

The degree name 'Environmental Science' reflects the focus on the biological, chemical, physical, earth sciences principles and processes, mathematics and data sciences as they apply to environmental problems, their solutions and preservation and management of natural resources<sup>3</sup>. It distinguishes itself from 'Environmental Studies', which, while related, explores the environment from humanities and social sciences perspectives and is the focus of a separate program proposal in development. As noted above, the interdisciplinary Environmental Science program will support qualification to satisfy academic or professional interest in Environmental Chemistry, a broad and interdisciplinary field that focuses on applying chemistry to the study of the environment.

The Environmental Science program is proposed as a distinct science program to complement existing NU science programs which are disciplinary-focused (Figure 1). The BSc in Biology allows students to specialize in ecological and environmental forms of Biology or health-related Biology. The BSc in Biology and Environmental Technology specializes in providing students with the knowledge and skills required to study Environmental Biology, and combines three years of study at Nipissing University with the one year practical and technical skills taught at Canadore College. The Bachelor of Science in Environmental and Physical Geography focuses on geography as an earth science with geography-specific courses to study environmental characteristics like water, landforms, vegetation and climate and the relationships between people and the environment. The most recent IQAP review of Environmental and Physical Geography showed a strong positive review with no recommendations on structural change to this degree program and consistently recruits majors. The BSc Environmental Science lies at the interface of these programs, distinct in its foundational requirements, and while allowing student flexibility in upper years, requires a much broader cross-disciplinary training than any of the existing programs (Figure 1). The addition of the BSc Environmental Science will attract a new student audience while supporting established programs by using existing faculty and repackaging of courses (almost 100% overlap).

## 1.3 Consistency of the Program with the Institution's Mission and Academic Plans

Over the last 15 years, Nipissing University has invested heavily in the areas of Environment, building excellence in both teaching and research. In addition to supporting discipline-based science programs, current programming includes a minor in Environmental Science and the Masters of Environmental Studies/Masters of Environmental Science joint program, approved in 2011, and resulting from a decade of ongoing interdisciplinary dialogue within the Departments of Geography, Biology and Chemistry, and History (Figure 1). The investment in these interdisciplinary programs are showcased in the 2019-2024 Research Plan highlighting the importance of equipping students with skills by which to consider environmental challenges through consideration of multiple perspectives. Since their inception, the MES/MESc graduate programs have generated over 50 theses and/or Master Research Projects (listing available on the graduate program website).

<sup>3</sup>Gregory. 2009. Environmental Sciences *in* Environmental Sciences: A Student's Companion. SAGE Publications, Ltd, p. 25-31. Online ISBN: 9781446216187. Gregory (2009) provides discussion of the definitions of Environmental Sciences. Here, we cite the definition of Matthews, 2001: "...The recently emerging, interdisciplinary field of scientific study examining the complex interactions of human beings with the natural environment in which they live...Because modern environmental problems cannot be satisfactorily remedied by the application of any one disciplines, environmental science is based on a number of scientific disciplines (including chemistry, biology, physics, geography, geology, hydrology, ecology, meteorology, and oceanography) and social science disciplines such as economics and social policy..."

Focus on the Environment has included attraction of two Tier II Canada Research Chairs in Watershed Hydrology (2010-2020) and Environment History (2014-2019), and A Forest Bioproducts Research Chair supported by the private sector (Tembec). In winter 2021, we selected a nominee for a third Tier II CRC in Climate and Environmental Change, with particular expertise in disturbance (e.g. climate, land-use, fire) in Boreal and Subboreal watersheds, water quality and reactive transport. Dr. Colin McCarter, the new CRC in Climate and Environmental Change, has joined the Departments of Geography and Biology and Chemistry (cross-appointment), starting in July 2022. Environment-related faculty have attracted federal (FedNor) and provincial (NOHFC) government funding partnerships, tri-council grants related to the environment (SSHRC, NSERC), addition/clustering of new faculty with environment-related interests, and expansion of laboratory facilities dedicated to the study of the environment. Overall, environmental-sciences faculty (contributing faculty listed in Table 7, with CVs provided in Appendix 5) have attracted ~\$5.2 million dollars in external grant funding since 2009-10<sup>4</sup>( note, totals excluding the new CRC).

The 2019-2024 Strategic Plan includes a commitment to providing students with a personalized learning experience and undergraduate research. The proposed Environmental Science program will provide undergraduate students with an interdisciplinary program bridging the existing (revised) Minor and preparing them for potential pathway for environment-focused professions. Environmental-science related jobs are expansive across sectors, regions and occupations across Canada and internationally (see Appendix 3 for an extensive listing, Section 8.2). The most recent labour demand report from Eco Canada (September 2020) estimates 1 in every 30 people employed in Canada are environmental workers, with "...nearly half requiring environmental-specific knowledge, skills or experience.." <sup>5</sup>. Regionally, training will prepare students to work with community partners such as provincial ministries (e.g. Ontario's Ministry of Environment, Conservation and Parks and Ministry of Natural Resources, Forestry and Mining), Conservation Authorities (e.g. North Bay-Mattawa Conservation Authority, Conservation Sudbury), municipalities (e.g. North Bay Police), regional First Nation communities (Dokis First Nation, Nipissing First Nation, regionally-based environmental consultants and businesses (e.g. Near North labs) and others. Training will also be consistent with a pathway to graduate studies, including Nipissing's MES/MESc program.

One of the NU's goals involves strategic growth in enrollment. The Honours Specialization, Specialization, Major and Minor in Environmental Science have high potential of attracting a new cohort of students to Nipissing University focused on the environment. Development of environmental science carries a very high potential of attracting international students. † During the 2020-2025 SMA, Nipissing is investing significantly in both international recruitment and creation of international opportunities for domestic students. The new Postbaccalaureate Diploma in Environment and Sustainability began enrollment of international students in January 2023. Recent agreements with international universities with strong environmental science-related programing (e.g. Tec University in Coast Rica - TEC Tecnológico de Costa Rica, and University of Tocantins (Brazil) will support a growing demand for training of international students in the environmental science and will support internships and semesters abroad for Nipissing students. In the proposed budget (Table 8), we have targeted half of new incoming students to be international students.

Projected new total enrollments building from 20 to 52 students/yr over 5 years, would generate ~ \$251K/yr to \$2.06 million/year in revenue and result in estimated surpluses of \$200 K/yr to \$1.93 million/yr. Development of an Environmental Science program would also further strengthen future

development of an Environmental Engineering program.

<sup>4</sup> Information received from the Research office, 10 September, 2021. <sup>5</sup> Eco Canada is a Not-for-profit organization established in 1992, that develops certification and training in support of Canada's environmental sector. Their most recent reporting on the environment labour market includes: *From Recession to Recovery: Environmental Jobs and Hiring Trends in the Decade Ahead*, September 2020, 36p.

<sup>†</sup>Recent (2018/19 to 2019/20) increases at Lakehead and Algoma in environment-related programming were 31 and 58 students, respectively, with 12% and 77% of changes attributed to international students.

## 1.4 Consultation

In December 2020, the ad hoc Environmental Science Program committee was formed with representatives from Geography, Biology and Chemistry, Mathematics and Computer Science to oversee the conceptual development and drafting of the Stage 1 LOI and subsequently the Stage 2 proposal. This team includes two Departmental Chairs (Geography and Biology and Chemistry), the MES/MESc graduate program coordinator, and five additional faculty directly involved in writing past submissions of LOIs and/or Stage 2 application for majors in both Environmental Science and in Environmental Chemistry. This proposal unites many common interests across contributing disciplines, including addressing low enrollments in upper level science courses in Chemistry and Physical Geography by building a broad program that allows students new opportunities for study of the environment. The new program will stand as a broad offering distinct from existing science programs in Biology and Geography and supports a new certificate in Environmental Chemistry (Figure 1). The program design was drafted during Spring/Summer 2021 with informal reviews/feedback from the Dean of Arts & Science Office. Consultation with the Institutional Planning Office, International Office, and Library Services have provided information supporting estimates of enrollments and program costs. Consultation with Graduate Studies and Research has provided summaries of external grant funding awarded to environmental-science faculty. Contributing science faculty have provided listing of recent and active community partners that have supported student training through experiential learning opportunities (e.g. internships, undergraduate research). Consultation with Indigenous Studies faculty has provided early ideas on integration of Indigenous worldviews and traditional ecological knowledge in two proposed new courses (field studies and 4<sup>th</sup> yr capstone course).

## 2.0 Admissions and Enrollment

### 1.1 Admission Requirement

Students must present The Ontario Secondary School Diploma (OSSD), with 6U/M courses in English, Mathematics (Calculus & Vectors or Advanced Functions), Chemistry, and one of Biology, Physics or Earth and Space Sciences. There are no prerequisites for introductory-level Biology, Geography and Environmental Science courses. The above requirements are appropriate as the core program requirements span biology, geography and chemistry. Students transferring from another university may apply for transfer credits. As well, pathways for students with college diplomas wishing to join the Environmental Science program will be made available (consultation with the registrars' office has been conducted). This may facilitate attracting mature students from northern colleges such as Canadore, Cambrian as well as colleges with strong Environmental technician programs (e.g. Fleming). The credits transferred will be assessed on an individual basis.

## 1.2 Enrollment Planning

- a) Table 1 provides the anticipated enrolment from the initial year through year 4 (maturity) as included in the business model prepared in consultation with the Planning office (Figure 8).

Table 1. Anticipated enrollment in the BSc Environmental Science(domestic + international)

	Cohort Yr 1	Cohort Yr 2	Cohort Yr 3	Cohort Yr 4 / Maturity	Cohort Yr 5	Total Enrolment	Yr. of Program Maturity
Yr 1: 2022-2023	20					20	4
Yr 2: 2023-2024	28	18				46	4
Yr 3: 2024-2025	36	25	17			78	4
Yr 4: 2025-2026	44	32	24	16		117	4

- b) How proposed program plans supporting the anticipated class sizes shown in the Table above: During the first through the third year of the program, the anticipated class sizes, in most cases, can be accommodated in the existing lecture-based courses. Some adjustment for courses with labs might be expected and could be done by addition of an extra lab section.
- c) How the enrolment fit within the University's total enrolment forecasts set out in the University's (Strategic Mandate Agreement)? Nipissing University's projected undergraduate enrollments (FFTE) as set out in the available University's SMA (2020-2025) currently estimates low domestic growth (Table 2). Addition of a new Environmental Science program at Nipissing, attracting both domestic and international students, could contribute to Nipissing growing, increasing enrollments on the order of ~ 3%, and moving towards its capacity of 6,500 students, as identified in its Academic Plan. During the 2020-2025 SMA, Nipissing is investing significantly in international recruitment. Recent agreements with international universities with strong environmental science-related programming (e.g. Tec University in Coast Rica - TEC Tecnológico de Costa Rica, and University of Tocantins (Brazil) will support new student enrollments as well as international exchanges and internships. Assuming 50% of students are international, it is estimated this program will generate revenue ~\$2.06 million/yr in year 5 (see Table 8 for detailed program revenue and cost structure).

Table 2. Projected Undergraduate Fiscal Full-Time Equivalent (FFTE) (domestic)

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Undergraduate FTE</b>	4,095	4,055	4,105	4,105	4,105



### 3.0 Program Structure & Curriculum

Program structure has been designed with close examination of comparators across Ontario Universities and with assessment of Nipissing’s existing strengths and unique connections to the region and community partners. Environmental Science programming across Ontario Universities have foundational requirements across the sciences at first and second year levels which supports interdisciplinary training distinct from existing disciplinary science programs. This is reflected in the proposed design of a total of 21 credits of science at the introductory level.

#### 3.1 Program Requirements

For an **Honours Specialization** in Environmental Science, students must achieve a minimum of 70% overall average in 60 credits from core courses (see astericks\* in Tables below), including at least six credits at the 4000-level, and an overall average of 60%. Students must complete a total of 120 credits as per listing below. The 12 courses from Groups A, B, and/or C must include a minimum of 1 from each Group, with a minimum of 6 credits at the 4000 level. Students in the program are required to take a minimum of 2 courses (6 credits) from identified experiential learning (indicated by \*\* in approved Environmental Science Course List).

<b><u>YR 1</u></b>	BIOL 1007 - Introduction to Organismal and Evolutionary Biology	3 cr.
	CHEM 1006 - General Chemistry I	3 cr.
	CHEM 1007 – General Chemistry II	3 cr.
	*GEOG 1017 - Introduction to Physical Geography	3 cr.
	*ENSC 1006 - Introduction to Environmental Science	3 cr.
	<i>One of:</i>	3 cr.
	GEOL 1006 - The Earth’s Interior	3 cr.
	GEOL 1007 - Surficial Geology	
	PHYS 1006 - General Physics 1: Mechanics	
	BIOL 1006 - Introduction to Molecular and Cell Biology	
	<i>One of:</i>	3 cr.
	MATH 1257 - Technical Statistics	
	MATH 1036 - Calculus I	
	COSC 1557 - Introduction to Computer Science	
	COSC 1567 - Programming in C++	
	ACAD 1601	3 cr.
	1 Humanities	3 cr.
	1 Elective	3 cr.

<b>YR 2</b>	<u>Foundation of 'Spheres' (4):</u> *BIOL 2446 - Principles of Ecology *GEOG 2107 - Weather and Climate *One of: BIOL 2836 - Invertebrate Zoology BIOL 2837 - Vertebrate Zoology BIOL 2336 - Biology of Seedless Plants BIOL 2337 - Biology of Seed Plants *One of: GEOG 2126 - Physical Hydrology BIOL/GEOG 3397 - Intro Soil Science GEOG 2106 - Landscape and Surface Processes <u>Techniques (2)</u> *GEOG 2017 - GIS and the Earth from Space One of: BIOL 3117 Biostatistics GEOG 2026 Introduction to Quantitative Methods <u>Chemistry (2)</u> *CHEM 2106 - Analytical Chemistry - Introduction *One of: GEOG XXXX – Chemistry of Natural Waters CHEM 2046 - Environmental Analytical Chemistry CHEM 2056 - Introduction to Physical Chemistry CHEMC 2306 - Introduction to Organic Chemistry I *GEOG 2226 - Environment and Society 1 Elective	3 cr. 3 cr. 3 cr.  3 cr.  3 cr. 3 cr.  3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr.
<b>Yr 3</b>	*ENSC 3XXX - Environmental Field Studies (NEW) *4 from Groups A (Physical Sciences), B (Life Sciences) and/or C (Applied/Techniques). Minimum of 1 from each group. 5 Electives	3 cr. 12 cr. 15 cr.
<b>Yr 4</b>	*ENSC 4XXX - Environmental Seminar (NEW) *4 from Groups A, B, and/or C with a minimum of 2 upper-level experiential learning courses (indicated by **). 5 Electives	3 cr. 12 cr. 15 cr.

For the **Specialization** in Environmental Science, students must achieve a minimum of 60% overall average in 54 credits from core courses (see astericks\* in above Table) and an overall average of 60%. Students must complete a total of 120 credits. The course listing is identical to the above table with the exception of reducing core course requirements from 4 to 3 for Yrs 3 and 4 and increase electives from 5 to 6. The 6 courses from Groups A, B, and/or C must include a minimum of 1 from each Group. Students in the program are required to take a minimum of 1 from identified experiential learning (indicated by \*\* in approved Environmental Science Course List).

For the **Major** in Environmental Science, students must achieve a minimum of 60% overall average in 36 credits from core (asterisk in Table below) and an overall average of 60%. Students must complete a total of 90 credits as per listing below. The 6 courses from Groups A, B, and/or C must

include a minimum of 1 from each Group. Students pursuing an honours double major will include ENST 4XXX - Environmental Seminar in addition to the 36 credits from core listed above. The number of electives in upper years will be determined by a student's intended degree (e.g. 3 or 4 yrs, double or single major).

<b><u>YR 1</u></b>	BIOL 1007 - Introduction to Organismal and Evolutionary Biology CHEM 1006 - General Chemistry I CHEM 1007 – General Chemistry II *GEOG 1017 - Introduction to Physical Geography *ENSC 1006 - Introduction to Environmental Science <i>One of:</i> GEOL 1006 - The Earth's Interior GEOL 1007 - Surficial Geology PHYS 1006 - General Physics 1: Mechanics BIOL 1006 - Introduction to Molecular and Cell Biology  <i>One of:</i> MATH 1257 - Technical Statistics MATH 1036 - Calculus 1 COSC 1557 - Introduction to Computer Science COSC 1567 - Programming in C++ ACAD 1601 1 Humanities 1 Elective	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr.
<b><u>YR 2</u></b>	*BIOL 2446 - Principles of Ecology *GEOG 2107 - Weather and Climate *GEOG 2017 - GIS and the Earth from Space *CHEM 2106 - Analytical Chemistry - Introduction *GEOG 2226 - Environment and Society <i>One of:</i> BIOL 3117 - Biostatistics GEOG 2026 - Introduction to Quantitative Methods 4 Electives	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 12 cr.
<b><u>Upper yrs</u></b>	*ENSC 3XXX - Environmental Field Studies (NEW) *4 from Groups A (Physical Sciences), B (Life Sciences) and/or C (Applied/Techniques). Minimum of 1 from each group. Number of electives determined by student's intended degree (e.g. 3 or 4 yr, double or single major)	3 cr. 12 cr.

For the **Minor** in Environmental Science, students pursuing a program of study in a different discipline need to achieve a minimum 60% average in the 18 credits as per listing below. The four courses from Groups A, B, and/or C must include a minimum of 1 from each Group.

<b><u>YR 1</u></b>	ENSC 1006 (3 cr) One of (3 cr): BIOL 1007 Organismal/Evol CHEM 1006 – Gen Chem 1 GEOG 1017 Intro Phys Geog 4 from Groups A (Physical Sciences), B (Life Sciences) and/or C (Applied/Techniques). Minimum of 1 from each group.	3 cr. 3 cr. 12 cr.
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For the **Certificate in Environmental Chemistry**, students must complete the following 15 credits:

Course	Title	Instructor	Cr.
CHEM 2106	An Introduction to Analytical Chemistry	Kariuki	3 cr.
CHEM 2306	Introduction to Organic Chemistry I	Jha	3 cr.
CHEM 2046	Environmental Analytical Chemistry	Kariuki	3 cr.
Plus six credits from the following list			
CHEM 2307	Introduction to Organic Chemistry II	Jha	3 cr.
CHEM 3017	Instrumental Analysis	Kariuki	3 cr.
CHEM 3026	Organic Structure Determination	Jha	3 cr.
BIOL/CHEM 4347	Chemistry in Life Sciences	Jha	3 cr.
CHEM 4206	Electroanalytical Chemistry	Kariuki	3 cr.
GEOG 4326	Environmental Hydrology	James	3 cr.
GEOG XXXX	Chemistry of Natural Waters (NEW)	McCarter	3 cr.

#### **University Degree Requirements beyond the program requirements.**

The program structure accommodates the breadth requirements listed below. The multi- and interdisciplinary nature of the Environmental Sciences program, incorporating courses from across the sciences also addresses the rule requiring ‘an additional minimum of 12 credits in a science discipline in an area other than that of the area of study’.

<b>Breadth Requirements:</b>	<b>2 courses or 6 cr.</b>
ACAD 1601	3 cr.
Humanities (Group I)	3 cr.

#### **Additional requirements applicable to the program – Experiential Learning Courses.**

- ENSC 4995(New) - Thesis will be restricted to students in the fourth year of an Honours program with a minimum 70% overall average and approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15.
- ENSC 4986 (New) - Directed Study will be restricted to students in the fourth year of an Honours program with a minimum 70% overall average and approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15.
- ENSC 4506 Professional Internship in Environmental Science (New) will be restricted to students in the third or fourth year of an Honours program with a minimum 70% overall average in the program. Approval of internship placement organizations are required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the Department Chair no later than February 15.
- Three field camps are offered: GEOG 4976 - Physical Geography Field Camp; BIOL 4976 -Biology Field Camp; BIOL 4997 - Freshwater Biology Field Camp.

**New and Repurposed courses required for this program.**

The program proposes development of six new courses (including the repurposing of one existing course). A new 3<sup>rd</sup> year Environmental Field Sciences course (ENST 3XXX) is proposed to integrate field methods, including indigenous-based methods, in collaboration with Indigenous Studies and existing community partners such as Nipissing First Nation and Dokis First Nation. The former GEOG 3016 - Field Techniques in Geography will be redesigned and renamed for this purpose. A 4<sup>th</sup> year capstone seminar course (ENSC 4XXX – Environmental Seminar) will be designed, also in consultation with the above groups. A new Biogeochemistry course (GEOG/BIO/CHEM 4516– Biogeochemistry of the Anthropocene) is proposed, inline with the addition of the expertise of Dr Colin McCarter, the new Tier II Canada Research Chair in Climate and Environmental Change (started 1 July 2022). New Thesis (ENSC 4995), Independent Studies (ENSC 4986), and Professional Internship (ENSC 4506) courses will be developed to support the new program, guided by existing and parallel versions in individual disciplines.

## List of Approved Environmental Science Courses

† = also listed as a choice under additional requirements.

\*\* = upper-level experiential learning courses (Internship, thesis, directed study, field camp).

### **Group A: Physical Environmental Sciences**

GEOG 2126 Physical Hydrology<sup>†</sup>

GEOG 2106 Landscape and Surface Processes<sup>†</sup>

BIOL/GEOG 3397 Intro Soil Science<sup>†</sup>

GEOG 3436 Earth Resources

GEOG 4116 Pleistocene & Glacial Geomorphology

GEOG 3057 Environmental Geomorphology

GEOG 3126 Applied Hydrology Snow and Ice

GEOG 4437 Hazards Geography

GEOG 4247 Environment Modeling

GEOG 4326 Environmental Hydrology

GEOG 4976 Physical Geography Field Camp\*\*

GEOG /BIOL/CHEM 4516L –

Biogeochemistry of the Anthropocene

CHEM 2207/BIOLOGICAL 2207 Intro to Biochemistry

CHEM 2046 Environmental Analytical Chemistry<sup>†</sup>

CHEM 2056 Physical Chemistry<sup>†</sup>

CHEM 2306 Intro to Organic Chemistry I<sup>†</sup>

CHEM 2307 Intro to Organic Chemistry II

CHEM 2407 Inorganic Chemistry I

CHEM 3017 Instrumental Analysis

CHEM 4206 Electroanalytical Chemistry

### **Group B: Life Sciences**

BIOL 2836 - Invertebrate Zoology<sup>†</sup>

BIOL 2837 - Vertebrate Zoology<sup>†</sup>

BIOL 2336 - Biology of Seedless Plants<sup>†</sup>

BIOL 2337 - Biology of Seed Plants<sup>†</sup>

BIOL 2447 Ecology of Ontario Trees and Forests

BIOL 3066 Flora of Northern Ontario

BIOL 3236 Plant Ecology

GEOG 3086 Principles of Biogeography

BIOL 3277 Animal Ecology

BIOL 3136 Ichthyology

BIOL 3147 Herpetology

BIOL 3596 Ornithology

BIOL 3696 Field Ornithology

BIOL 4107 Limnology

BIOL 4357 Chemical Ecology

BIOL 4437 Landscape Ecology

BIOL 4607 Environmental Biology Seminars

BIOL 4976 Biology Field Camp \*\*

BIOL 4997 Freshwater Biology Field Camp \*\*

### **Group C: Techniques, Applied Environmental Sciences and Experiential Learning**

ENSC 2006 Global/ International Topics Env Sci

ENSC 2007 Canadian Topics Env Sci

BIOL 2346 Techniques Forest Ecol & Management

GEOG 3066 Remote Sensing of the Environment

BIOL/CHEM 4347 Chemistry in Life Sciences

CHEM 3026 Organic Structure Determination

BIOL 3436 Conservation Biology

BIOL 3447 Silviculture

BIOL 3717 Animal Behaviour

BIOL 4506 Special Topics in Applied Ecology

GEOG 4057 Topics in GIS Applications

GEOG 4066 Topics Remote Sensing App

GEOG 4016 Terrain Analysis

GEOG 4027 Spatial Computing

ENSC 4506 Professional Internship in Geography

ENSC 4986 Directed Study\*\*

ENSC 4995 Thesis \*\*

BIOL 4706 Literature Research and Seminar \*\*

### 3.2 Program Content

a) Evidence of a program structure that will ensure the intellectual quality of the student experience.

The BSc Environmental Science program is structured to include:

- A set of core requirements that allow students to build fundamental scientific knowledge in biology, environmental science, data science, chemistry, geography, physics and earth sciences, and mathematics.
- A sequence of interdisciplinary courses that prepare students to appreciate the inherently complex and interdisciplinary nature of environmental issues. This includes courses at the introductory level (e.g. ENSC 1006 – Introduction to Environmental Sciences), the second year (GEOG 2226 - Environment and Society), the third year (ENSC XXXX - Field Studies in the Environment) and a capstone seminar-based course (ENSC 4900 - Honours Seminar) .
- Dedicated experiential learning courses including field camps, internship opportunities, directed study and a thesis option, will allow students a range of experiences in projects, applications and research in environmental sciences.
- Electives that allow students freedom to build unique and complimentary elements based on their interests. These can include complimentary Environmental Studies courses but also recognizes that we cannot fully anticipate the linkages needed to support students in the workplaces of the future.

b) Identify ways in which the curriculum addresses the current state of the discipline or area of study.

In design, this program recognizes definition of Environmental Sciences as both the “..interdisciplinary field of scientific study examining the complex interactions of human beings with the natural environment in which they live...” and “...the sciences concerned with investigating the state and condition of the Earth...” (Gregory, 2009). Additional discussion provided here highlights the current state of interdisciplinary teaching and research. Our use of “interdisciplinarity” is tied to the idea of creating teaching opportunities and research programs that rely on the integration of ideas, methods, philosophies, and dissemination strategies between multiple “traditional” disciplines. Scholars working on global environmental change research are increasingly seeing the value of collaborating on projects involving integrative methodologies in the geophysical and biophysical sciences, social sciences, and humanities to solve environmental problems such as climate change, deforestation, soil erosion, water pollution, and loss of biodiversity.<sup>6</sup>

<sup>6</sup>For examples, see: Pastore et al., “Tapping Environmental History to Recreate America’s Colonial Hydrology,” *Environmental Science and Technology* 44, no. 23 (2010): 8798–8803; Kelly, Morgan, Cormac Ó Gráda, Sam White, Ulf Büntgen, Lena Hellmann, and Jan de Vries. “The Little Ice Age: Climate and History Reconsidered.” *Journal of Interdisciplinary History* 44 (2014): 301–77; Carey, Mark, Olivia C Molden, Mattias Borg Rasmussen, M Jackson, Anne W Nolin, and Bryan G Mark. “Impacts of Glacier Recession and Declining Meltwater on Mountain Societies.” *Annals of the American Association of Geographers* 107, no. 2 (2017): 350–59.

<sup>6</sup>Livingstone, David. *The Geographical Tradition: Episodes in the History of a Contested Enterprise*. Oxford; Cambridge, MA: Wiley-Blackwell, 1992. Withers, Charles W J. “Geography’s Narratives and Intellectual History.” In *The SAGE Handbook of Geographical Knowledge*, edited by John Agnew and David Livingstone, 39–50. London: SAGE, 2011

Prior to the term’s first official appearance in print in 1972, interdisciplinary approaches were being defined in higher-education texts in increasing numbers in the late 1960s and early 1970s.<sup>7</sup>

This was a time when, according to Asa Knowles, “existing patterns of higher education were being criticized by university teachers and students alike,” demanding radical changes to research practice and, more commonly, teaching methods. This was also when the fields of environmental studies and environmental sciences emerged as scholarly fields of inquiry within the context of the environmental movement.

When first conceived, “environmental studies” (ENST) grew out of “environmental sciences” (ENSc) as an interdisciplinary field of study which attempted to measure and evaluate the impact of humans on the structure and function of social and ecological systems, and which focused upon the management of these systems for their benefit and survival (Barrett and Puchy 1975)<sup>8</sup>. Today, the two environmental fields are often located in separate faculties divided by the Social Sciences and Humanities, and the Geophysical Sciences (Cooke and Vermaire 2015)<sup>9</sup>. This traditional boundary has also been reinforced by government funding opportunities, both in terms of university administration and granting agencies (e.g., in Canada the Social Sciences and Humanities Research Council versus the Natural Sciences and Engineering Research Council). At Nipissing, the Arts and Sciences are placed together in a single faculty, and faculty are clustered, but not exclusively located, according to the department they teach in. This facilitates communication among faculty teaching in different disciplinary areas.

Some of the keys to establishing successful interdisciplinary programming at Linköping University in Sweden and at the University of British Columbia were outlined by Oberg (2011)<sup>10</sup> as follows: maintain an open and respectful climate, remove hierarchies that impair, acquire deep understanding of the research process, strengthen metacompetence, emphasize a dialogue and feedback approach. Ten of the 12 the faculty listed in support of this proposal (Table 7) are also associated with the Masters of Environmental Studies/Masters of Environmental Sciences graduate program, established in 2012 and have been actively involved in attempting to promote all of these aspects of research and teaching in our programs. While the Environmental Science program described here highlights strategies across “traditional” science disciplines, the program design integrates broader reach beyond the sciences and its world views in required courses in the second (GEOG 2226 Environment and Society), third (ENSC XXX – Field Studies) and 4<sup>th</sup> year capstone seminar course. <sup>7</sup> Asa S Knowles, “Interdisciplinarity,” *The International Encyclopedia of Higher Education* (ERIC, 1977), 2208. Other discussions on the history of the term include: Julie Thompson Klein, *Interdisciplinarity: History, Theory, and Practice* (Detroit: Wayne State University Press, 1990); Allen F Repko, *Defining Interdisciplinary Studies, Interdisciplinary Research: Process and Theory* (Thousand Oaks, CA: Sage Publications Inc., 2008)  
<sup>8</sup> Gary W. Barrett & Claire A. Puchy, “Interdisciplinarity: Process and Theory” (Thousand Oaks: Sage, 2012). *Environmental science: A new direction in environmental studies*,” *Journal International Journal of Environmental Studies* 10, 2 (1977): 157-160

<sup>9</sup> Steven J. Cooke & Jesse C. Vermaire, “Environmental studies and environmental science today: inevitable mission creep and integration in action-oriented transdisciplinary areas of inquiry, training and practice,” *Environmental Studies and Science* (2015) 5:70–78

<sup>10</sup> Oberg, G. 2011. *Interdisciplinary Environmental Studies: a Primer*. Wiley-Blackwell. West Sussex, UK

c) Identification of any unique or program innovations or creative components.

The BSc. Environmental Science offers unique elements of interdisciplinary training across the environmental sciences and regional-specific experiential learning opportunities that are



supported by faculty and existing undergraduate programs. These include community engagement with regional First Nation Communities (e.g. Dokis and Nipissing First Nations), site visits with scientists/researchers at government-based organizations with which faculty have active research collaborations (e.g. North Bay-Mattawa and Sudbury District Conservation Authorities, Ministry of Environment, Conservation and Parks Dorset Environmental Science Centre, Agriculture and Agri-Food Canada, Ministry of Natural Resources and Forestry, Living With Lakes Research Centre, Laurentian University, Ministry of Transportation) as well as guest speakers from a wide range of organizations (e.g. Ontario Power Generation) and University faculty from around the world (e.g. Michigan Technological University, Inner Mongolia Agricultural University, Hohhot China; University of North Karelia Joensuu, Finland). These opportunities are often integrated into existing undergraduate courses and the broad collaborative network supports a range of experiential learning opportunities such as practica, internships, international exchanges, study abroad programs, community outreach and involvement, and partnerships.

#### 4.0 Experiential Learning Opportunities

Nipissing University's Academic plan emphasizes the student experience in the natural environment with outstanding spaces in which to live and learn, dedication to supporting scholarship and research, community engagement with strong connections between our campuses and community interests and our role as global citizens.<sup>11</sup>

The dedicated experiential learning courses (Table 3) in the BSc Environmental Science integrate these strategic priorities giving students hands-on learning opportunities and meeting principles defining experiential learning and/or work-integrated learning<sup>12</sup>. Courses include the required Environmental Field Studies (ENSC 3XXX) and upper-level options for thesis, directed study, internship and field camps (Table 3). New Thesis, Directed Study and Professional Internship courses are proposed to support this program. Field camps are offered on campus and students may also substitute field camps from other institutions. Additional undergraduate courses offered across the environmental sciences from Groups A, B and C may also include experiential learning activities.

<sup>11</sup> Nipissing University Annual Academic Action Plan, 2019-2022. 5.6.2019 AV-M.

<sup>12</sup> MAESD's (Ministry of Advanced Education and Skills Development) Guiding Principles for Experiential Learning; Work integrated learning has been defined by the Business/Higher Education Roundtable of Canada (BHER).

Requirements for supervision of thesis and research opportunities are well established for parallel existing courses (GEOG/BIO/CHEM) and require students to be supervised or co-supervised by a full-time faculty member. Approval of internship placement organizations will be required prior to registration with students applying in writing to the Department Chair no later than February 15 for the following Spring/Summer or Fall/Winter session. Anticipated increases in enrollments through this new program will require a support from a dedicated placement coordinator that could be shared across Arts and Science programs, including the MES/MESc graduate program which includes a Masters Research Project option. Table 4 provides examples of past and future internship placements.

**Table 3. Description of dedicated Experiential Learning Courses**

ENSC 3XXX	Environmental Field Studies	New	<p>This course will introduce students to hand-on field-based approaches research, having students work in groups defining and conducting field-based projects.</p> <p>With the approval of the discipline, the student will individually plan and conduct a field and/or laboratory research project under the supervision of an appropriate faculty member. The student will also be required to present a seminar on the research, and to write the project up in dissertation form. All research projects must be supervised or co-supervised by a full-time faculty member. Student project proposals and final seminars will be reviewed or evaluated by a Program Committee.</p>
ENSC 4995	Thesis	New	<p>Thesis is restricted to students in the fourth year of an Honours program with a minimum 70% overall average and approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15. 6 cr.</p>
ENSC 4986	Directed Study	New	<p>This course presents an opportunity for students to do special studies in the respective fields. The work is supervised by a faculty member who is qualified in the student's area of interest. Workload normally involves periodic discussions and a major essay.</p> <p>Directed Study is restricted to students in the fourth year of an Honours program with a minimum 70% overall average and approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15. 3 cr.</p>
ENSC 4886	Professional Internship	New	<p>This course will provide students with the opportunity to gain work experience with government, industry or non-governmental organizations having expertise in a relevant field of environmental science. Students will be supervised by a contributing faculty member to Environmental Science Program and are expected to maintain an activity log, submit a final written report, and give a presentation to the Program at the end of the internship.</p> <p>Internship is restricted to students in the third or fourth year of an Honours program with a minimum 70% overall average in the program. Approval of the internship placement organization is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the Department Chair no later than February 15. 3 cr.</p>
BIOL 4976	Biology Field Camp		<p>This course will consist of a one-week intensive field camp (held immediately prior to the fall session or during the spring or summer session) designed to familiarize students with organisms and environments. Emphasis will be placed on survey and sampling techniques. Materials and data collected in the field will be identified, analysed and used to develop a major report and presentation later in the term. The location and main theme of each camp (e.g. terrestrial or freshwater ecology) may vary with the instructor. Each student will be required to pay the costs of transportation, accommodation and meals associated with the field camp experience.</p> <p>Restricted to students in the third or fourth year of the Honours Biology or Environmental Biology and Technology programs.</p>

GEOG 4976	Geography Field Camp	<p>A specific area will be analysed from a geographic point of view in a one-week field camp. Follow-up readings, oral presentations and report writing are completed over the remainder of the term. This course will be held off campus. Each student is required to pay the costs of transportation, accommodation and meals. This course may be credited towards Science</p> <p>Restricted to students in the fourth year of an Honours program and approval of the discipline is required prior to registration. Prospective students must apply to the discipline by March of the preceding academic year. 3 cr.</p>
BIOL 4997	Freshwater Biology Field Camp	<p>This course offers students a one-week intensive, spring-time study of freshwater systems on the Nipissing University Alcan Environmental Research Preserve. Activities will include water and sediment sampling and analysis, aquatic community analyses, and instruction on study design and sampling methods. Data collected will be used to generate a major written report and public presentation. Each student will be required to pay the costs of transportation, accommodation, and meals associated with the field camp experience.</p> <p>Restricted to students in the third or fourth year of the Honours Biology or Environmental Biology and Technology programs. 3 cr.</p>

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Table 4. Past and Potential Placements for Internships

Organization/Company	Website Address	Potential Number of placements per term	Location
NB/Mattawa Conservation Authority	<a href="https://www.nbmca.ca/">https://www.nbmca.ca/</a>	2-4	North Bay, ON
Conservation Sudbury	<a href="https://conservationsudbury.ca/">https://conservationsudbury.ca/</a>	1	Sudbury, ON
Canadian Ecology Centre	<a href="https://www.canadianecology.ca/">https://www.canadianecology.ca/</a>	2	Samuel de Champagne Park, Mattawa, ON
NB Water Treatment Plant	<a href="https://www.northbay.ca/services-payments/water-wastewater/water-wastewater-facilities/wastewater-treatment-plant/">https://www.northbay.ca/services-payments/water-wastewater/water-wastewater-facilities/wastewater-treatment-plant/</a>	1	North Bay, ON
FRICORP Ecological Services	<a href="http://fricorp.com/team">http://fricorp.com/team</a>	2	North Bay, ON
Hilliardton Marsh Research & Education Centre	<a href="https://thehilliardtonmarsh.com/">https://thehilliardtonmarsh.com/</a>	1	New Liskeard, ON
Ontario Ministry of Natural Resources and Forestry		1	North Bay, ON
Fur Harvesters Auction Inc.	<a href="https://www.furharvesters.com/">https://www.furharvesters.com/</a>	1	North Bay, ON
Dorset Environmental Science Centre, Ministry of Environment, Conservation and Parks		1	Dorset, ON
Ontario Ministry of Transportation		1	North Bay, ON
Ontario Crops Research Centre	<a href="https://www.uoguelph.ca/alliance/research-facilities/research-stations/ontario-crops-research-centre-sites/ontario-crops-research-5">https://www.uoguelph.ca/alliance/research-facilities/research-stations/ontario-crops-research-centre-sites/ontario-crops-research-5</a>	1	New Liskard, ON
Nipissing Forest Resources Management Inc. (NFRM)	<a href="https://www.nipissingforest.com/">https://www.nipissingforest.com/</a>	1	Callander, ON

## 5.0 Assessment of Student Learning

Tables 5 and 6 provided below provide description of program goals and learning objectives and curriculum mapping.

### a) HONOURS SPECIALIZATION IN ENVIRONMENTAL SCIENCE

The minimum 70% overall average in 60 credits from core courses, including at least six credits at the 4000-level, and an overall average of 60% for the Honours Specialization appears a standard expectation with the requirements of other University's science Honours programs in Environmental Sciences. The expectation for a student to complete 120 credits is also in line with the University's expectation.

The proposed modes of delivery for the Honours Specialization program include lecture format, lab-based instruction in select classes across the sciences and experiential learning delivery which involves several delivery models (thesis, directed study, internship, field camps). The lab-based experiments and internships are particularly helpful in preparing students for the work-place. Students in the Honours program are provided with an option of fulfilling part of their 4<sup>th</sup> year requirements by doing a 4<sup>th</sup> year Thesis, particularly meaningful for students who intend to pursue graduate studies.

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

### b) SPECIALIZATION IN ENVIRONMENTAL SCIENCE

An overall average of 60% in 54 cr from core courses and an overall average of 60% for the Specialization in Environmental Science appears a standard expectation with the requirements of other University's science Specialization programs. The expectation for a student to complete 120 credits is also in line with the University's program expectations.

The proposed modes of delivery for the Specialization program include lecture format, lab-based instruction in select classes across the sciences and experiential learning delivery which involves several delivery models (directed study, internship, field camps). The lab-based experiments and internships are particularly helpful in preparing students for the work-place.

The standard methods for the assessment of student achievement depend on how each course instructor structures their class and include quizzes, tests, take-home assignments, and writing of lab reports. In some courses, students make group presentations in which comments are provided by the instructors and the rest of the audience. Such comments help students to improve on how

they communicate their ideas in a clear and logical manner. Experiential learning opportunities require assessments from placement partners as well as self-assessment through reflective writing by the students themselves.

c) MAJOR IN ENVIRONMENTAL SCIENCE

The minimum overall average of 60% in 36 cr from the core and additional requirement courses presented for the Major in Environmental Science is a standard expectation with the requirements of other University's science Major programs, as does the requirement of 90 credits.

The proposed modes of delivery for the Major include lecture format, lab-based instruction in select classes across the sciences and experiential learning delivery which involves several delivery models (directed study, internship, field camps). The lab-based experiments and internships are particularly helpful in preparing students for the work-place.

The standard methods for the assessment of student achievement include quizzes, tests, take-home assignments, and writing of lab reports. Experiential learning opportunities require assessments from placement partners as well as self-assessment through reflective writing by the students themselves. The lab-based experiments and internships will help prepare students for the work-place.

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

d) MINOR IN ENVIRONMENTAL SCIENCE

The proposed modes of delivery for the Minor (18 credits, 60% average) include lecture format, lab-based instruction in select classes across the sciences and experiential learning delivery which involves several delivery models (directed study, internship, field camps). The lab-based experiments and internships are particularly helpful in preparing students for the work-place.

The standard methods for the assessment of student achievement include quizzes, tests, take-home assignments, and writing of lab reports. Experiential learning opportunities require assessments from placement partners as well as self-assessment through reflective writing by the students themselves. The lab-based experiments and internships will help prepare students for the work-place.

The standard methods for the assessment of student achievement depend on how each course instructor structures their class and include quizzes, tests, take-home assignments, and writing of lab reports. In some courses, students make group presentations in which comments are provided by the instructors and the rest of the audience. Such comments help students to improve on how they communicate their ideas in a clear and logical manner. Experiential learning opportunities

require assessments from placement partners as well as self-assessment through reflective writing by the students themselves.  
minimum

**TABLE 5a: Program Goals & Learning Outcomes Aligned with Environmental Science Honours Specialization Degree Expectations**

PROGRAM GOAL (PG)	ENVIRONMENTAL SCIENCE HONOURS SPECIALIZATION DEGREE EXPECTATION	STUDENT LEARNING OUTCOMES	ILLUSTRATIVE EXAMPLES FOR EACH HONOURS SPECIALIZATION PROGRAM GOAL – SHOWING ASSESSMENT METHODS
PG-1	To graduate students who can critically examine environmental processes and recognize their relevance to environmental issues	<ul style="list-style-type: none"> <li>• Define key terms and concepts relevant to the environment and individual environmental processes (abiotic, biotic).</li> <li>• Demonstrate an understanding of the fundamental characteristics, structure and composition of different elements of the environment (abiotic, biotic)</li> <li>• Demonstrate an understanding of key processes that affect the environment (abiotic, biotic), and their variability (spatial, temporal)</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-2	To develop graduates who have a thorough understanding of how various forms of environmental change are arising, impacts being felt and how they can be mitigated	<ul style="list-style-type: none"> <li>• Evaluate and analyze interactions between elements of the environment</li> <li>• Define key types/aspects of environmental change, both natural and man-made, and their impacts</li> <li>• Apply understanding of mitigation approaches and their relevance to contemporary environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-3	To train graduates who can use an interdisciplinary scientific approach to the understanding and interpretation of their world	<ul style="list-style-type: none"> <li>• Locate, interpret and appropriately use environmental observations.</li> <li>• Describe appropriate field and lab techniques used for data collection in the environment</li> <li>• Create and construct basic environmental sampling designs</li> <li>• Analyze different types of environmental data.</li> <li>• Apply understanding of environmental observations/measurements to current environmental problems.</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-4	To graduate students who are prepared to be independent researchers	<ul style="list-style-type: none"> <li>• Demonstrate a sufficient ability to carry out research while observing laboratory and field safety protocols</li> <li>• Apply theory and practice in assigned lab or field-based experiments and/or investigations with accuracy, precision and appropriate design</li> <li>• Apply written and oral communication skills, appropriate for the various projects, necessary for the dissemination of research results</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Presentation of findings to peers</li> </ul>
PG-5	To develop graduates who have the full potential for pursuing further education, and also those that can pursue various careers with ease	<ul style="list-style-type: none"> <li>• Clearly explain practical applications of the various projects/experiments</li> <li>• An accurate assessment of research-projects that have relevance to work place</li> <li>• Demonstrate ability to communicate ideas in a clear and logical manner</li> <li>• Apply and display technical skills (e.g. use of spreadsheets, statistical programs and/or computer programming) to analyze data collected from research</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Oral presentations</li> </ul>



**TABLE 5b: Program Goals & Learning Outcomes Aligned with Environmental Science Specialization Degree Expectations**

PROGRAM GOAL (PG)	ENVIRONMENTAL SCIENCE HONOURS SPECIALIZATION DEGREE EXPECTATION	STUDENT LEARNING OUTCOMES	ILLUSTRATIVE EXAMPLES FOR EACH HONOURS SPECIALIZATION PROGRAM GOAL – SHOWING ASSESSMENT METHODS
PG-1	To graduate students who can critically examine environmental processes and recognize their relevance to environmental issues	<ul style="list-style-type: none"> <li>• Define key terms and concepts relevant to the environment and individual environmental processes (abiotic, biotic).</li> <li>• Demonstrate an understanding of the fundamental characteristics, structure and composition of different elements of the environment (abiotic, biotic)</li> <li>• Demonstrate an understanding of key processes that affect the environment (abiotic, biotic), and their variability (spatial, temporal)</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-2	To develop graduates who have a thorough understanding of how various forms of environmental change are arising, impacts being felt and how they can be mitigated	<ul style="list-style-type: none"> <li>• Evaluate and analyze interactions between elements of the environment</li> <li>• Define key types/aspects of environmental change, both natural and man-made, and their impacts</li> <li>• Apply understanding of mitigation approaches and their relevance to contemporary environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-3	To train graduates who can use an interdisciplinary scientific approach to the understanding and interpretation of their world	<ul style="list-style-type: none"> <li>• Locate, interpret and appropriately use environmental observations.</li> <li>• Describe appropriate field and lab techniques used for data collection in the environment</li> <li>• Create and construct basic environmental sampling designs</li> <li>• Analyze different types of environmental data.</li> <li>• Apply understanding of environmental observations/measurements to current environmental problems.</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-4	To graduate students who are prepared to be independent researchers	<ul style="list-style-type: none"> <li>• Demonstrate a sufficient ability to carry out research while observing laboratory and field safety protocols</li> <li>• Apply theory and practice in assigned lab or field-based experiments and/or investigations with accuracy, precision and appropriate design</li> <li>• Apply written and oral communication skills, appropriate for the various projects, necessary for the dissemination of research results</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Presentation of findings to peers</li> </ul>
PG-5	To develop graduates who have the full potential for pursuing further education, and also those that can pursue various careers with ease	<ul style="list-style-type: none"> <li>• Clearly explain practical applications of the various projects/experiments</li> <li>• An accurate assessment of research-projects that have relevance to work place</li> <li>• Demonstrate ability to communicate ideas in a clear and logical manner</li> <li>• Apply and display technical skills (e.g. use of spreadsheets, statistical programs and/or computer programming) to analyze data collected from research</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Oral presentations</li> </ul>

**TABLE 5c: Program Goals & Learning Outcomes Aligned with Environmental Science Major Degree Expectations**

PROGRAM GOAL (PG)	ENVIRONMENTAL SCIENCE HONOURS SPECIALIZATION DEGREE EXPECTATION	STUDENT LEARNING OUTCOMES	ILLUSTRATIVE EXAMPLES FOR EACH HONOURS SPECIALIZATION PROGRAM GOAL – SHOWING ASSESSMENT METHODS
PG-1	To graduate students who can critically examine environmental processes and recognize their relevance to environmental issues	<ul style="list-style-type: none"> <li>• Define key terms and concepts relevant to the environment and individual environmental processes (abiotic, biotic).</li> <li>• Demonstrate an understanding of the fundamental characteristics, structure and composition of different elements of the environment (abiotic, biotic)</li> <li>• Demonstrate an understanding of key processes that affect the environment (abiotic, biotic), and their variability (spatial, temporal)</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-2	To develop graduates who have a thorough understanding of how various forms of environmental change are arising, impacts being felt and how they can be mitigated	<ul style="list-style-type: none"> <li>• Evaluate and analyze interactions between elements of the environment</li> <li>• Define key types/aspects of environmental change, both natural and man-made, and their impacts</li> <li>• Apply understanding of mitigation approaches and their relevance to contemporary environmental issues</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-3	To train graduates who can use an interdisciplinary scientific approach to the understanding and interpretation of their world	<ul style="list-style-type: none"> <li>• Locate, interpret and appropriately use environmental observations.</li> <li>• Describe appropriate field and lab techniques used for data collection in the environment</li> <li>• Create and construct basic environmental sampling designs</li> <li>• Analyze different types of environmental data.</li> <li>• Apply understanding of environmental observations/measurements to current environmental problems.</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Written lab reports</li> <li>• Tests and Quizzes</li> <li>• Class discussions</li> </ul>
PG-4	To graduate students who are prepared to be independent researchers	<ul style="list-style-type: none"> <li>• Demonstrate a sufficient ability to carry out research while observing laboratory and field safety protocols</li> <li>• Apply theory and practice in assigned lab or field-based experiments and/or investigations with accuracy, precision and appropriate design</li> <li>• Apply written and oral communication skills, appropriate for the various projects, necessary for the dissemination of research results</li> </ul>	Goal to be assessed through: <ul style="list-style-type: none"> <li>• Planning and conducting a research project</li> <li>• Writing reports of findings</li> <li>• Presentation of findings to peers</li> </ul>

**Table 6. Curriculum Mapping**

Required Courses		Related Undergraduate Degree Expectations					
		1	2	3	4	5	6
Course Code	Course Title	Depth & Breadth of Knowledge	Knowledge of Methodologies	Application of Knowledge	Communication Skills	Awareness of Limits of Knowledge	Autonomy and professional Capacity
CHEM 1006	General Chemistry I	X	X	X			
CHEM 1007	General Chemistry II	X	X	X			
BIOL 1006	Introduction to Molecular and Cell Biology	X	X	X			
BIOL 1007	Introduction to Organismal and Evolutionary Biology	X	X	X			
GEOG 1017	Introduction to Physical Geography	X	X	X			
ENSC 1006	Introduction to Environmental Science	X	X	X			
BIOL 2446	Principles of Ecology	X	X	X			
GEOG 2107	Weather and Climate	X	X	X			
GEOG 2017	GIS and the Earth from Space	X	X	X			
CHEM 2106	Analytical Chemistry - Introduction	X	X	X			
GEOG 2226	Environment and Society	X	X	X	X	X	
ENSC 3XXX	Environmental Field Studies	X	X	X	X	X	X
ENSC 4900	Environmental Seminar	X	X	X	X	X	X
<b>One of the following</b>							
Math 1257	Technical Statistics	X	X	X			
Math 1036	Calculus 1	X	X	X			
COSC 1557	Introduction to Computer Science	X	X	X			
<b>One of the following</b>							
GEOG 1006	The Earth's Interior	X	X	X			
GEOG 1007	Surficial Geology	X	X	X			
PHYS 1006	General Physics I: Mechanics	X	X	X			
COSC 1567	Programming in C++	X	X	X			
<b>One of the following</b>							
GEOG 2026	Introduction to Quantitative Methods	X	X	X	X	X	
BIOL 3117	Biostatistics	X	X	X	X	X	
<b>One of the following</b>							
BIOL 2836	Invertebrate Zoology	X	X	X			
BIOL 2837	Vertebrate Zoology	X	X	X			
BIOL 2336	Biology of Seedless Plants	X	X	X			
BIOL 2337	Biology of Seed Plants	X	X	X			
<b>One of the following</b>							
GEOG 2126	Physical Hydrology	X	X	X			
GEOG/BIOL 3397	Introductory Soil Science	X	X	X			
GEOG 2106	Landscape and Surface Processes	X	X	X			
<b>One of the following</b>							
CHEM 2046	Environmental Analytical Chemistry	X	X	X			
CHEM 2056	Introduction to Physical Chemistry	X	X	X			
CHEM 2306	Introduction to Organic Chemistry I	X	X	X			

## 6.0 Faculty: Resources & Quality Indicators

There is excellent and broad environmental sciences expertise and course offerings represented on campus, as illustrated in the Environmental Course List. This will facilitate longterm sustainability of this new program. Individual science faculty have research or other partnerships that facilitate unique field experiences, research, experiential learning opportunities that are integrated into individual courses and/or internships and thesis research (Tables 7 and 8). Faculty CVs are provided in Appendix 5.

**Table 7. Faculty Expertise and Research** (\*4 additional faculty profiles to be added)

Faculty Name	Department	Education	Status (Tenured, Tenure-Track, LTA)	Area(s) of Specialization/Expertise	Publications		
					Refereed	Non-refereed	Refereed Abst/Con Prc.
Colin McCarter	Geography and Biology/ Chemistry	PhD	Assistant Professor, Tenure-track (CRC Tier II)	Ecohydrology, trace metals, (bio)geochemistry, reactive transport, ecosystem restoration, soil science	26		36
Jeff Dech	Biology/ Chemistry	PhD	Professor, Tenured	Forest ecology; community ecology; dendrochronology; ecological modeling; silviculture	32	3	1
Peter Nosko	Biology/ Chemistry	PhD	Associate Professor, Tenured	Biology	15	6	40
Tony Parks	Biology/ Chemistry	PhD	Associate Professor, Tenured	Biology	12	8	13
Mukund Jha	Biology/ Chemistry	PhD	Professor, Tenured	Organic Chemistry (Chemical Synthesis, Green Chemistry, Medicinal Chemistry, Microbiology, Enzymology)	35		59
Stephen Kariuki	Biology/ Chemistry	PhD	Associate Professor, Tenured	Analytical Chemistry (Hydrometallurgy, Bioleaching, Analysis of sulphur compounds in water)	26	22	22
April James	Geography	PhD	Professor, Tenured	Hydrology, Streamflow generation, Environmental Tracers, Modeling	32	15	63
John Kovacs	Geography	PhD	Professor, Tenured	Environmental monitoring; environmental mapping; remote sensing; biogeography	53	19	67
Odwa Atari	Geography	PhD	Associate Professor, Tenured	Health geography; Geographic Information Systems (GIS); environmental management	20	19	21
James Abbott	Geography	PhD	Associate Professor, Tenured	Highly variable natural and human landscapes; rural livelihoods; Africa; Small-scale fisheries; environmental indicators; non-state institutional actors	8	3	2

Dan Walters	Geography	PhD	Professor, Tenured	Water governance; First Nations drinking water and wastewater risk; harmful algae blooms; agricultural decision support	35	4	40
Mark Wachowiak	Math and Computer Science	PhD	Professor, Tenured	Biomedical Computing, Geospatial Computation, Visualization, Digital Humanities	37		54 (Referred conf. proceed.)

\*Dave Hackett’s refereed publications includes 4 co-authored editions of an Environmental Science textbook that is used in universities across Canada.

**Table 8. Faculty Instruction and Supervision** (*(\*4 additional faculty profiles to be added)*)

MEMBER	Supervised		Committees		Other	Courses
	Master	PhD	Master	PhD		
Colin McCarter			6	2	7 (UG); 5(Co-op)	2
Jeff Dech	9	1	3		1 (PDF), 16(UG)	
Peter Nosko	4				1 (PDF); 48 (UG)	29
Tony Parks			3			13
Mukund Jha	2	2	3	2	1 (PDF)	10
Stephen Kariuki	2		2		17	8
April James	13	2	10	5	4 (PDF); 6(UG)	13
John Kovacs	5	1	2	1	3 PDF	4
Odwa Atari	3		1		1(UG)	43
James Abbott	3		2			17
Dan Walters	11		7		10	17
Mark Wachowiak	3		2		10 (UG – RA supervision)	15

## 7.0 Program Costs and Resource Planning

### 7.1 Program Costs

In consultation with the Office of Institutional planning, five-year program costs and anticipated revenues have been estimated and are provided in Table 8. Instruction within the proposed program will be managed by the existing teaching staff and the anticipated Canada Research Chair in Climate and Environmental Change. Funding for a Placement coordinator to be shared across Arts & Science programming is included (10% of ~ 65K/yr salary) starting in YR 1. Funding for thesis supervision is included starting in Yr 4. Annual support for honorariums for First Nation participants is included, as is materials, field and lab equipment maintenance to support experiential learning courses (10K/yr). One teaching assistantship is included to support the Environmental Science Field Studies course. Total program costs are estimated to be \$36K/yr to \$95K/yr over the 5-year plan.

Estimated revenue generated by the program is based on targeted enrollment of 20 students/yr in YR1 and increasing to 52 students/yr by year 5. We assume 50% of new enrollments in any year will be international students. Total annual program revenue is estimated to be \$251K in Yr 1, increasing to ~\$2.06 million in Yr 5. This assumes annual attrition of 10% from YR 1 to Yr2 and 5% in subsequent years.

Assuming the above program costs and revenue generation, an annual program surplus is estimated each year, building from ~\$200K in Yr 1 to ~1.93 million in Yr 5.

Table 8. Program Costs and Anticipated Revenue.

Business Plan for Environmental Sciences, Modest Growth Model; With Domestic and International															
	Year 1	Year 1	Year 1	Year 2	Year 2	Year 2	Year 3	Year 3	Year 3	Year 4	Year 4	Year 4	Year 5	Year 5	Year 5
	Hours	Weeks	Terms	Hours	Weeks	Terms	Hours	Weeks	Terms	Hours	Weeks	Terms	Hours	Weeks	Terms
Program Enrollment															
New Enrollment (Domestic)			10			14			18			22			26
New Enrollment (International)			10			14			18			22			26
Continuing Enrollment (Domestic)						9			21			37			55
Continuing Enrollment (International)						9			21			37			55
<b>Total Enrollment</b>			<b>20</b>			<b>46</b>			<b>78</b>			<b>117</b>			<b>163</b>
<b>Revenue</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>	<b>Rate</b>	<b># students</b>	<b>Total</b>
Tuition (Domestic)	\$ 5,781	10	\$ 57,810	\$ 5,839	23	\$ 134,293	\$ 5,897	39.15	\$ 230,875	\$ 5,956	58.7155	\$ 349,720	\$ 6,016	81.414035	\$ 489,765
Tuition (International)	\$ 19,325	10	\$ 193,250	\$ 19,325	23	\$ 444,475	\$ 19,325	39.15	\$ 756,574	\$ 19,325	58.7155	\$ 1,134,677	\$ 19,325	81.414035	\$ 1,573,326
Govt operating grant	\$ 2,023	20	\$ 113,288	\$ 1,687	46	\$ 217,286	\$ 1,351	78.3	\$ 296,193	\$ 1,183	117.431	\$ 388,978	\$ 1,183	162.82807	\$ 539,352
<b>Total Revenues</b>			<b>\$ 251,060</b>			<b>\$ 578,768</b>			<b>\$ 987,449</b>			<b>\$ 1,484,397</b>			<b>\$ 2,063,091</b>
<b>Expenses</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost (\$)</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost (\$)</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost (\$)</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost (\$)</b>	<b>Factor/No</b>	<b>Unit Cost (\$)</b>	<b>Cost (\$)</b>
New Full time/Part-time faculty (NONE)	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Placement coordinator (10%)	0.1	\$ 65,000	\$ 6,500	0.1	\$ 68,250	\$ 6,825	0.1	\$ 71,663	\$ 7,166	0.1	\$ 75,246	\$ 7,525	0.1	\$ 79,008	\$ 7,901
Faculty Supervision Thesis/MRP	0	\$ 400	\$ -	0	\$ 420	\$ -	0	\$ 441	\$ -	16	\$ 463	\$ 7,409	40	\$ 486	\$ 19,448
Materials/Equipment/Maintenance - experiential learning			\$ 10,000			\$ 10,000			\$ 10,000			\$ 10,000			\$ 10,000
Honorariums (FN Community members)	3	\$ 350	\$ 1,050	3	\$ 350	\$ 1,050	3	\$ 350	\$ 1,050	3	\$ 350	\$ 1,050	3	\$ 350	\$ 1,050
PD (for instructors)	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Student teaching assistants	1	\$ 5,000	\$ 5,000	1	\$ 5,250	\$ 5,250	1	\$ 5,512	\$ 5,512	1	\$ 5,788	\$ 5,788	1	\$ 6,077	\$ 6,077
Student research assistants	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Curriculum development	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Benefits			\$ 1,625			\$ 1,706			\$ 1,792			\$ 3,733			\$ 6,837
<b>Total Salary Expense</b>			<b>\$ 24,175</b>			<b>\$ 24,831</b>			<b>\$ 25,520</b>			<b>\$ 35,505</b>			<b>\$ 51,313</b>
<b>Other Expenses</b>															
Materials and supplies			\$ 500			\$ 520			\$ 541			\$ 562			\$ 585
Faculty Office			\$ 1,500			\$ 1,500			\$ 3,000			\$ 3,000			\$ 3,000
Capital equipment															
Library resources			\$ 1,500			\$ 1,000			\$ 1,000			\$ 1,000			\$ 1,000
Research support (start up grants)			\$ -			\$ -			\$ -			\$ -			\$ -
Information technology															
Printing			\$ 1,000			\$ 1,040			\$ 1,082			\$ 1,125			\$ 1,170
Advertising, marketing and promotion			\$ 1,000			\$ 1,040			\$ 1,082			\$ 1,125			\$ 1,170
Travel			\$ -			\$ -			\$ -			\$ -			\$ -
Recruiting costs			\$ 2,500			\$ 2,500			\$ 2,500			\$ 2,500			\$ 2,500
Grad Financial Support - RA			\$ -			\$ -			\$ -			\$ -			\$ -
Grad Financial Support - TA															
Student Access Guarantee			\$ 4,047			\$ 9,400			\$ 16,161			\$ 24,480			\$ 34,284
Professional Fees - Accreditation			\$ -			\$ -			\$ -			\$ -			\$ -
Other admin costs															
<b>Total other expenses</b>			<b>\$ 12,047</b>			<b>\$ 17,000</b>			<b>\$ 25,366</b>			<b>\$ 33,793</b>			<b>\$ 43,708</b>
<b>Total Expenses</b>			<b>\$ 36,222</b>			<b>\$ 41,832</b>			<b>\$ 50,885</b>			<b>\$ 69,297</b>			<b>\$ 95,021</b>
Contribution Before Overhead			\$ 214,838			\$ 536,936			\$ 936,564			\$ 1,415,099			\$ 1,968,070
Admin Overhead			\$ 14,489			\$ 16,733			\$ 20,354			\$ 27,719			\$ 38,009
<b>Surplus/ (Deficit)</b>			<b>\$ 200,350</b>			<b>\$ 520,203</b>			<b>\$ 916,209</b>			<b>\$ 1,387,380</b>			<b>\$ 1,930,061</b>

## 7.2 Resources

### a) Administrative support.

It is proposed that a School of Environment, with a dedicated (an out-of-scope) Director be created to support the new BSc Environmental Sciences, along with the proposed BA Environmental Studies and existing MES/MESc graduate program. This administrative structure would support day-to-day operations of the interdisciplinary undergraduate programs, the affiliated certificate and the joint MES/MESc graduate program, allowing for coordination across the various contributing departments. This structure would also support a dedicated Placement Coordinator shared across A&S programs.

### a) Library Support

An assessment of information resources and services has been prepared and provided by the Library Services, provided in Appendix 1.

### b) Technology and Physical Space

Any increases in technology support and physical resource requirements would be aligned with generating new enrollments. For many physical, life science and chemistry courses, labs are an important component and have limited class sizes. If the intake numbers and the number of the students in the proposed program significantly exceed existing classrooms, there will be need for expanded lab sections and/or space for select courses.

## 8.0 Demand for Program

### 8.1 Evidence of Student Demand

Using provincial data made available through the Nipissing University Planning office, demand for environmental sciences-related undergraduate degree training in 2019-20 in all of Ontario is estimated around ~ 42,000<sup>13</sup> students per year (~4,700 international) with ~ 2,500 (~ 250 international) of these students enrolled in northern Ontario Universities (Algoma, Lakehead, Laurentian, Nipissing) (Appendix 2). Recent increases in Environmental-Science enrollments at Lakehead and Algoma (26% and 48% increases respectively for 2019/20 compared to 2018/19) illustrate demand for additional Environmental Science programming at northern Ontario Universities. Some of this appears to be attracting new domestic but also international students. The data suggests that 12% and 77% of the increases at Lakehead and Algoma, respectively, are attributed to international students. A new Environmental Science program at Nipissing, attracting both domestic and international students could contribute to Nipissing growing towards its capacity of 6,500 students, as identified in its' Academic Plan. Recent international agreements signed between Nipissing University and Universities in Brazil, Costa Rica, India, and the Philippines support strong demand for environmental science programming.

<sup>13</sup> Ontario Headcount data for 2019/20 using only environment-related program titles from five broad program categories 1) Agricultural/Animal/Plant/Veterinary Sciences and Related fields, 2) Biological and Biomedical Sciences, 3) Multit/Interdisciplinary Studies, 4) Natural Resources and Conservation, 5) Physical Sciences.



Demand for additional programming in Environmental Sciences and academic and professional interest in further qualification in Environmental Chemistry is clearly apparent from feedback from our existing students and their pursuit of environmental chemistry related graduate programming and employment upon their graduation from Nipissing (Table 9). The proposed Environmental Sciences program with a certificate in Environmental Chemistry will be supported by existing faculty and offerings and the addition (in July 2022) of Dr Colin McCarter, Canada Research Chair in Climate and Environmental Change with expertise in landscape biogeochemistry including the fate and transport of mercury. A certificate in Environmental Chemistry will benefit student transition to both professional post Baccalaureate employment and environmental chemistry related graduate programs.

Table 9. Representative List of NU Graduates pursuing chemistry-related pathways.

Recent NU Students	Graduate Program (MS/PhD)	Current Whereabouts
Matthew Edwards	University of Waterloo (PhD)	Separation Science Product Manager, Markes International, Cardiff, UK
Cody Butler	Trent University (MS)	Lab Technician, Water Quality Centre, Trent University
Darian Blanchard	University of Guelph (MS)	Application Specialist, Syngenta
Kate-Lyn Lund	Dalhousie University (MS)	Chemistry Instructor, Nipissing University
Michael Edmunds	University of Guelph (MS)	Biostatistician, Health Canada
Jordan Evans	University of Toronto (MS)	Medicinal Chemist, Novartis, Cambridge, MA, USA
Michael Ross	DDS, University of Toronto	Dentist, North Bay, ON
Stephanie Guy	Queen's University (PhD)	Postdoctoral Fellow at Ottawa Hospital Research Institute, Ottawa
Nathan Wray	Simon Fraser University (MS)	QC Analyst, STEMCELL Technologies, Vancouver, Canada
Spencer Short	University of Ottawa (PhD in progress)	
Jennifer Tropiano	McMaster University (MS in progress)	

## 8.2 Evidence of Society/Labour Market Need

Universities across Canada have developed Environmental Science programs in addition to traditional disciplinary programs in recognition of the need for multidisciplinary and interdisciplinary approaches to solving environmental problems. Eco-Canada (Environmental Careers Organization Canada, a non-for-profit founded in 1992 to support Canada's growing environmental sector) identifies 88 entries for Canadian Environmental post secondary programs (includes undergraduate and college programs) and has accredited 33 of these programs from across Canada ([www.eco.ca](http://www.eco.ca)). Increasingly, society expects those engaged in careers that deal with human-environment interactions to make informed decisions about

complex multi-faceted problems; however, traditional disciplinary approaches to undergraduate education do not provide knowledge and experience required to do this effectively.

There has been a growing demand for experts in all areas of Environmental Sciences, including Environmental Chemistry. Employment of skills and knowledge in environmental sciences and chemistry include collecting and analyzing air, water, and soil samples; involvement in the remediation programs; development of strategies to reduce sources of pollution and treatment of waste that cannot be eliminated; designing of processes, systems, and equipment for quality assurance and quality control; conducting research based on improvement of the health and safety of the environment; and training of technical staff. Environmental science and chemistry majors are employed across sections, including waste management firms, environmental consulting firms, forensic labs, oil and gas industries, agrochemical companies, universities and research institutes, and federal/provincial/municipal government departments.

Examples of Environmental Science and Environmental Chemistry related employment were obtained from several web-based resources, include Environmental Careers Organization Canada's job board ([www.eco.ca](http://www.eco.ca)), and a web-search on Environmental Chemistry Jobs in Canada (posted April 2019) (<https://ca.indeed.com/Environmental-Chemistry-jobs?vjk=d487a06f5c95af98>) and are provided in Appendix 3. Environmental-science related jobs are expansive across sectors, regions and occupations across Canada. The most recent labour demand report from Eco Canada (September 2020) estimates 1 in every 30 people employed in Canada are environmental workers and while the environmental job market has been affected by COVID-19, they expect environmental jobs are expected to rebound ahead of others, both because of job creation and anticipated retirement<sup>14</sup>. Eco Canada's report estimates that "...nearly half of the hiring needs will be for core environmental workers or these in roles requiring environmental-specific knowledge, skills or experience...". Survey specific to environmental chemistry indicates that there is an overwhelming demand for environment-related employment in the labour market in areas that include: Environmental consultants, Environmental supervisors, Laboratory technologists, Environmental protection analysts, Chemical wastes technologists, Environmental chemists, Laboratory supervisors, Laboratory analysts, Laboratory plant Chemical plant operators, Air quality monitors, and Teachers.

Select (known) listing of current employers for students graduating from Nipissing University's affiliated MES/MESc graduate program since 2012 include: Ontario Parks · Ontario Power Generation · Ontario Ministry of Natural Resources and Forestry · Anishnabek Nation · Dorset Environmental Science Centre, Ontario Ministry of Environment, Conservation and Parks · Canadore College · Dokis First Nation · Nipissing First Nation · Guelph Research Station, University of Guelph · Municipal Member of Parliament, New Liskeard · McIntosh Perry Engineering Firm · City of North Bay · SNC Lavalin Group Inc. · Greenstar Forest Solutions · Lawyer · Michigan Department of Environment, Great Lakes and Energy · Story Environmental, North Bay ON.

<sup>14</sup> Eco Canada. From Recession to Recovery: Environmental Jobs and Hiring Trends in the Decade Ahead, September 2020, 36p.

### 8.3 Evidence of Justifiable Duplication

Many universities across Canada offer undergraduate programs in Environmental Sciences. However, development of Environmental Sciences at Nipissing University will provide new opportunities to train students in the north about northern environmental problems and their solutions. Existing strength across the contributing sciences at Nipissing highlights that with little investment, an important addition to Environmental Science training rooted in the north can be added. Appendix 4 provides a list of comparator programs offered by other provincial postsecondary institutions and specifically in northern Ontario. While large and mid-size universities offer BSc programs specific to Environmental Chemistry, in Northern Ontario this specialized program is lacking. Given that we are a smaller University, an Environmental Science program paired with a certificate in Environmental Chemistry at Nipissing University would be a strong attractor for new students and provide new opportunities to make a positive change for the Northern Ontario.

## 9.0 Institutional Fit

This new program will be submitted to the Ministry for funding.

### 9.1 Alignment with Strategic Mandate Agreement

As highlighted by the 2020-2025 SMA, “Nipissing University was created by a provincial act to specifically address the needs of Northern Ontario and continues to have a special focus on serving the North in the North”. The addition of new Environmental Science programming at Nipissing University is strongly aligned with improving capacities in Northern Ontario and will positively contribute to SMA performance metrics.<sup>15</sup> It will further build Nipissing’s capabilities for integrated land-based teaching. Graduates from Environmental Science programs are typically employed across both private and public sectors with potential for pursuing professional designations (e.g. Environmental Professional, Professional Forestry, Professional Geoscientist<sup>16</sup>) after gaining environmental work experience, leading to higher graduate employment earnings. Contributing NU faculty have long established records of working with community-based partners, generating environment-related research that is both regionally of value as well as of interest to broader academic and applied audiences, also evidenced by strong Tri-Agency funding (~ \$5.2 million since 2009-10) and Research Chair Awards (1 industrial, 2 Tier 2 CRCs, including 1 renewal). The Environmental Sciences program will build on strong existing capacities for hands-on experiential learning opportunities that will be further supported by a recent teaching chair in STEM.

<sup>15</sup> 2020-2025 Strategic Mandate Agreement: Nipissing University, <https://www.ontario.ca/page/2020-2025-strategic-mandate-agreement-nipissing-university>

<sup>16</sup> [www.eco.ca](http://www.eco.ca); [www.opfa.ca](http://www.opfa.ca); [www.pgo.ca](http://www.pgo.ca)

The Environment and Natural Resources is an area of strength with existing programming with Nipissing offering (Figure 1):

- a BSc in Biology
- a BSc in Environmental Biology and Technology,
- a BSc in Environment and Physical Geography,
- Minors in Environmental Sciences (est. 2016/17), Chemistry, Geography, Biology

- and a joint Masters of Environmental Studies/Masters of Environmental Sciences (MES/MESc) graduate program hosted by three founding departments (Geography, Biology and Chemistry, History) that has been offered since 2012.

Environmental sciences at Nipissing University can be a program area of important expansion. At Nipissing University, there is currently no Major or Honours Specialization in Environmental Science and no Major specific to Environmental Chemistry. The proposed BSc Environmental Sciences program with a new certificate in Environmental chemistry will fill an important gap in current programming, increasing visibility on how students can study the environment at Nipissing University, building from the existing minor and providing pathways to professional and graduate studies opportunities. It will differ from existing BSc. programming by offering broader interdisciplinary science and experiential learning requirements, consistent with cross-sector professional interests. Content in Environmental Chemistry highlighted by the new certificate will allow students to satisfy additional academic and professional interests. An interdisciplinary program in Environmental Sciences carries a very high potential of attracting international students to NU. It is also a very strong stepping stone for future considerations in development of Environmental Engineering.

## **9.2 Program Prioritization/Program transformation Initiatives**

The new BSc Environmental Sciences program draws on several existing programs in Biology, Geography, and Chemistry, to maximize interdisciplinary connections and provide new and unique opportunities for students interested in pursuing a degree in environmental sciences. Using Nipissing University's common-degree structure, the program integrates existing courses to offer excellence in interdisciplinary environmental science training consistent with competitor programming across the province. The interdisciplinary nature of the program will lend itself to furthering Nipissing University's community outreach and land-based research specific to northeastern Ontario, with commitment to training the next generation of environmental scientists consistent with the Truth and Reconciliation Commission recommendations, with awareness and engagement across northern communities (First Nations, northern municipalities) and sectors including northern industries (forestry, mining, hydropower generation). Supporting science on the land and community engagement, this degree program will train students in the north about northern environmental problems and their solutions. These design features will differentiate Nipissing's Environmental Science program from its competitors. It will also provide new opportunities to connect students globally with interdisciplinary study of the environment. The addition of the BSc Environmental Sciences will attract a new student audience while supporting established programs by using existing faculty and courses (almost 100% overlap).

## Appendix 1. Library Report for Proposed Environmental Science Program

<b>Program:</b>	Bachelor of Science in Environmental Science, certificate in Environmental Chemistry
<b>Faculty:</b>	Arts and Science
<b>Institution:</b>	Nipissing University
<b>Librarian:</b>	Laura Sinclair, BSc, MLIS, BEd
<b>Date:</b>	August 2021

### Introduction

The Library is a shared service between Canadore College and Nipissing University. Most of the staff members and collections are based in the Harris Learning Library (HLL) located at the North Bay College Drive campus. The Library website can be accessed at [www.eclibrary.ca](http://www.eclibrary.ca). The Library collection includes books, e-books, print and online journals, and audiovisual materials such as films and kits. Liaison librarians collaborate with faculty to select resources for the collection to support coursework and research activities. As a result of the pandemic and a shift to more online courses, there has been an even greater priority given to the acquisition of digital resources.

### Library Resources for the Environmental Science Program and Environmental Chemistry Certificate

Although the BSc in Environmental Science will be a new program, the curriculum is comprised of many courses that are currently offered and are supported by the library collection.

The Library currently provides access to several databases that have subject specific content for this program, including:

- Web of Science
- Science Direct
- GeoBase
- BioOne
- Nature

Additionally, several databases include content for related fields of study such as Biology, Geography, Chemistry, Health Sciences and others. Comprehensive multidisciplinary databases such as Academic Search Premier, Academic OneFile and Scholars Portal Journals also contain literature that is relevant to courses offered for the Environmental Science program and Environmental Chemistry certificate. It is essential to maintain access to this broad scope of resources, especially when some courses, such as those for thesis work and directed studies, could potentially be multidisciplinary in content.

There are other resources that could be considered for future acquisition in support of this program, such as the Environment Complete database (over 1000 fulltext, non-open access journal titles related to ecology, sustainability, environmental policy, energy etc.). The American Chemical Society publications and the Royal Society of Chemistry database would also support the proposed program and certificate; however, subscription to these resources is not currently recommended unless course offerings expand. They are costly, and would require faculty consultation and an increase to library funding.

The Library has a fairly robust journal collection, containing more than 60 000 publications. There are over 2500 titles in the "Earth and Environmental Sciences" category of journals in the Library system. Additionally, in excess of 500 journals are classified as "Chemistry" titles. There are many multidisciplinary publications containing content related to Environmental Sciences as well. No essential journal additions

are recommended at this time; however, faculty members may request specific journal titles, which would be considered on a case-by-case basis, with cost being a major consideration.

The monograph collection for Environmental Sciences is modest, with priority given to faculty requests. Both print books and e-books are collected, depending upon faculty preference, expense, and format availability. With the increase in online instruction and learning, ebooks have become the preferred format. The addition of some newer content is recommended.

Films related to Environmental Sciences are purchased selectively and usually only upon faculty request, due to cost; however, the Library has some streamed video databases with relevant titles. For instance, curio.ca (streamed content from the Canadian Broadcasting Corporation) is a multidisciplinary collection, and includes more than 300 films classified as “Environmental Science” content. The National Film Board collection also has some related streamed content, particularly in the “Environment and Sustainability” curated playlist. No further film expenditures are recommended at this time.

The Library maintains a Kit collection, and some of these items may be relevant to Environmental Sciences and Environmental Chemistry courses. Molecule building sets, periodic table activities, rock and mineral collections and other manipulatives could potentially be useful for teaching and learning in these disciplines. Faculty requests for additions to the kit collection are welcome, but no specific resources are recommended at this point.

## Budget

Library Licensed Resources include online journal databases, streamed video, and other digital subscriptions involving ongoing expenditures. These costs are paid from the Library Collections budget each year, with the remaining amount from that budget line allocated among various subject areas for the purchase of Unlicensed Resources, including books, films, and other media. The projected Licensed Resources expenditure for Nipissing University for the 2021-22 fiscal year is approximately \$750 000.

The allocation amounts listed in the following chart are for Environmental Science/Studies or Geography (see \*\*\* note) and are used to purchase books, multimedia, and any journals purchased outside of database subscription packages.

Budget Year	Total Allocation Journal/Book/AV	Journal Expenditures	Book/AV Allocation
2021-22	\$1500	\$0	\$1500
2020-21	\$750	\$0	\$750
2019-20 ***	\$3046	\$939	\$2107
2018-19 ***	\$3724	\$1933	\$1791
2017-18 ***	\$4668	\$1823	\$2845

\*\*\* Prior to the 2020-21 budget year, budget allocations for Geography and Environmental Science/Studies were combined. The Library allocations were revised in 2020-21 to provide a separate line for Environmental Science/Studies resources. The budget chart shows allocations for the combined budget for the years of 2017-2020, and the allocation for Environmental Science/Studies for the 2021-22 and 2020-21 budget years.

## Recommendations

It is recommended that at a minimum, start-up funding of \$1500 be provided for the acquisition of some current Environmental Sciences and Environmental Chemistry monograph titles such as handbooks, reference and methodology materials, as well as some updated environmental content. Ebooks are the

preferred format; however, academic ebook titles tend to be more expensive than their print counterparts, so ongoing funding of \$1000 per year is recommended to maintain collection currency.

Access to journal literature for this program and certificate should be adequately supported with the current suite of databases. It is essential to maintain access to these resources. Typically, databases increase in cost by 3-5 % per year, and the fluctuating value of the Canadian dollar has an impact on the acquisitions budget and should be accounted for in funding decisions.

Other resources may be necessary, depending on course curricula and instructor requirements, and requests for new resources would be considered on a case-by-case basis, with library budget being one of the determining factors.

**Start-up Costs: \$1500 for monographs;**

**Ongoing Costs: \$1000/year for monographs**

Collections Snapshot						Library Instruction, Services, and Spaces					
<b>Library Collections</b>						<b>Teaching and Learning</b>					
	2019-20	2018-19	2017-18	2016-17	2015-16		2019-20	2018-19	2017-18	2016-17	2015-16
print volumes	179,964	180,717	180,593	180,345	181,892	reference questions	11,614	14,533	14,341	9665	11,078
print books	178,788	180,103	180,150	179,542	181,090	instruction sessions	213	212	220	198	207
e-books	333,465	207,484	207,433	87,060	201,166	students in instruction sessions	5549	6099	6797	5464	5946
print journals	125	136	163	174	174						
e-journals	Not available	63,317	53,686	51,176	66,505						
<b>Expenditures</b>						<b>Spaces for Learning and Research</b>					
	2019-20	2018-19	2017-18	2016-17	2015-16	Harris Learning Library					
print books	\$62,013	\$71,457	\$174,474	\$88,391	\$163,161	seating capacity: 537					
e-books	\$26,380	\$5,909	\$16,771	\$56,621	\$61,024	group rooms: 12					
individual serial	\$28,585	\$30,538	\$15,907	\$36,753	\$55,753	individual study rooms: 7					
databases	\$645,543	\$765,071	\$683,953	\$631,723	\$527,621	turnstile count - sample day					
total budget	\$964,000	\$882,459	\$832,333	\$1,028,173	\$807,559	2019-20	2018-19	2017-18	2016-17	2015-16	
						815	1188	1108	1288	1334	
<b>Use of Collections</b>						<b>Services</b>					
	2019-20	2018-19	2017-18	2016-17	2015-16	Hours of operation during academic year:					
circulation	6024	23,724	26,501	26,681	22,900	8:00 am to 10:30 pm Monday to Thursday					
reserves circulation	905	1992	2342	2982	4177	8:00 am to 6:00 pm Friday					
						10:00 am to 5:30 pm Saturday and Sunday					
<b>Use of other Collections</b>						Info Desk hours of operation:					
	2019-20	2018-19	2017-18	2016-17	2015-16	same as building hours					
books borrowed via interlibrary loan (ILL)	484	792	775	745	761	Research appointments					
articles electronic or photocopy via interlibrary loan (ILL)	346	376	332	317	337	24/7 access via proxy					
						URL resolver					
						Free Interlibrary Loan (ILL)					

## Appendix 2. Recent Ontario Institutional Enrollments in Environmental Sciences

Ontario Headcount data for 2019/20 using only environment-related program titles from five broad program categories 1) Agricultural/Animal/Plant/Veterinary Sciences and Related fields, 2) Biological and Biomedical Sciences, 3) Multi/Interdisciplinary Studies, 4) Natural Resources and Conservation, 5) Physical Sciences and only environmental sciences-related program titles. Data made available through Nipissing University's Office of Institutional Planning and Research.

### Provincial Comparison - Headcount

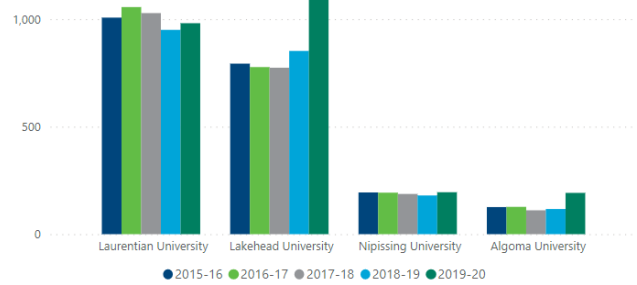


Program Category

CIPCode

Program Title

University Name	2015-16	2016-17	2017-18	2018-19	2019-20
Algoma University	126	127	111	117	192
Lakehead University	793	777	774	852	1,107
Laurentian University	1,007	1,056	1,028	950	981
Nipissing University	194	193	187	180	195
<b>Total</b>	<b>2,120</b>	<b>2,153</b>	<b>2,100</b>	<b>2,099</b>	<b>2,475</b>



Office of Institutional Planning and Research

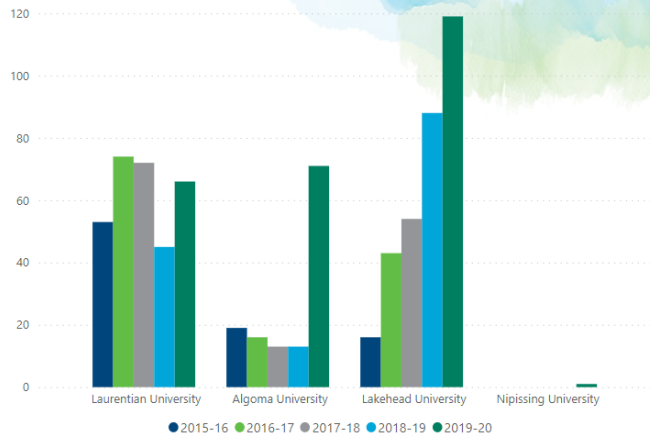
### Provincial Comparison - International Student Headcount



Program Category

Program Title

University Name	2015-16	2016-17	2017-18	2018-19	2019-20
Algoma University	19	16	13	13	71
Lakehead University	16	43	54	88	119
Laurentian University	53	74	72	45	66
Nipissing University					1
<b>Total</b>	<b>89</b>	<b>135</b>	<b>139</b>	<b>147</b>	<b>257</b>



Office of Institutional Planning and Research



## Appendix 4. Evidence of Social/Labour Market Need

Evidence of Social/Labour Market Need. Examples of environmental science and environmental chemistry related employment were obtained from several web-based resources, include Environmental Careers Organization Canada’s job board ([www.eco.ca](http://www.eco.ca))<sup>17</sup>, and a web-search on Environmental Chemistry Jobs in Canada (posted April 2019) (<https://ca.indeed.com/Environmental-Chemistry-jobs?vjk=d487a06f5c95af98>).

<sup>17</sup> ECO Canada (Environmental Careers Organization of Canada) is an online resource for environmental jobs, certification and training established in 1992 as part of [Canada's](#) sector council initiative. Sector councils are organizations that address human resource challenges facing the Canadian economy With the support of private sector investors and the [Government of Canada's](#) Department of [Human Resources and Social Development](#), ECO Canada works to determine the skills and human resource needs of Canada’s [environment industry](#).

Job Title	Job Description
Agriculture specialist	Agriculture specialists provide assistance and advice to farmers and livestock producers. They consult on a number of areas, including crop choice and rotation, cultivation and harvesting, soil and water issues, and animal husbandry and nutrition. Agriculture specialists often specialize in a specific area, for example animal science, economics, agricultural mechanics, soil science, or field crops. Agriculture specialists work closely with farmers and livestock producers to ensure the success of their businesses.
Agriculture technician	An agricultural technician combines knowledge of engineering with biological science to the field of agriculture to improve sustainable agriculture production. Agricultural engineers are involved in many diverse projects, including the design of machinery and structures and the development of methods to conserve soil and water to improve the processing of agricultural products.
Agronomist	An agronomist works in the field of agronomy which is a branch of agriculture that deals mainly in field-crop production, soil and land management, and water resources. Agronomy integrates all disciplines of crop production, from variety selection to harvesting, and from soil management to entomology. It is a science that finds ways to grow crops effectively and commercially while protecting the environment.
Air quality specialist	Air quality specialists ensure emissions and other airborne pollutants do not violate provincial or federal air pollution laws. They see to it that pollutants, for example, those generated through chemical reactions and combustion, are not released into the air at harmful levels according to emission-impact assessments and without first being treated with proper contaminant-removal technologies. Air quality specialists also review environmental assessments for proposed factories and manufacturing plants and make recommendations for air pollution control equipment.
Air quality technician/ technologist	As an air quality technician/technologist, you deal with all types of air pollution that can affect every aspect of our environment. Air quality technicians/technologists monitor, assess, and report on ambient air quality in both urban and rural areas, as well as air quality in environmental emergency situations such as fires or chemical spills. Air pollutants are often considered insidious because they can be harmful even when many people can’t see them and don’t know they are there. Your job is to measure air pollutants so that accurate assessments can be made with respect to the effects of the pollutants on humans and the environment.
Analytical chemist	Analytical chemists’ study and test the chemical composition and reaction of many different substances. Using complex equipment and procedures, such as chromatography, electrophoresis, mass spectrometry, and optical spectroscopy, they test samples, identify, and quantify their components. In addition to the environment, they work in industries such as oil and gas, pharmaceutical research, and forensics.
Aquaculture support worker	As an aquaculture support worker, you assist aquaculturists and fisheries technicians/ technologists in the operation of hatcheries and finfish, shellfish, and aquatic plant farms. You are responsible for maintaining stock, tanks, and other equipment and are involved in activities such as scuba diving, handling feed, repairing pumps, and changing nets. Because the job involves many hours spent outdoors, working conditions for aquaculture support workers are as variable and challenging as the weather.

Aquaculturist	As an aquaculturist, you are in charge of the farming of aquatic organisms, including culturing and growing freshwater and marine finfish, shellfish, and aquatic plants. Aquaculturists specialize in operating, monitoring, and maintaining aquatic farms, including rearing fish classes in natural or controlled environmental such as tanks, ponds, or net cages. Aquaculturists require a broad range of knowledge such as fish health, water chemistry, and mechanical skills, and can work on land-based operations or large freshwater and marine grow-out sites. Aquaculturists play a key role in ensuring the sustainability and quality management of aquatic farms.
Arborist	Arborists are tree professionals and that require extensive certifications. Arborists are trained professionals who have studied how to plant, maintain, care, and diagnose trees, shrubs, and other woody plants. They are specialized in all species of trees and shrubs to offer expert advice to grow and develop trees.
Avalanche forecaster	As an avalanche forecaster, you play a critical role in protecting the public and raising avalanche awareness. You combine skills in mountaineering with knowledge of mountain conditions, weather, and snow science to evaluate the risk of avalanches in a given area.
Biochemist	Biochemists study biological processes in micro-organisms, plants, and animals. They look at how living organisms function at the subcellular and molecular levels and apply their research to a number of industries, including agriculture, medicine, energy, and manufacturing. Biochemists often work in interdisciplinary teams and are involved in a wide range of activities, from research and teaching to patent law.
Biological technician	As a biological technician, you work closely with a team of supervising biologists to conduct tests, record observations, and research information in relation to the environment. You work in concert with biologists and are often responsible for carrying out detailed experiments to support research. You set up, operate, and maintain laboratory equipment, monitor experiments while recording the results. In addition, biological technicians develop and adapt laboratory procedures and devise solutions under the direction of biologists.
Biotechnologist	As a biotechnologist, you apply the knowledge to select, manipulate, or modify organisms to produce strains uniquely suited to making a product or driving a process. You play a large role in finding new and innovative solutions to environmental problems, for example using organisms such as bacteria to clean up contaminated sites, investigating new energy sources, or producing environmentally friendly raw materials. In addition to the environment, you could also work in industries such as food production, medicine and health, and manufacturing.
Botanist	Botanists work in the field of botany, the study of plants and their surrounding ecosystems. It spans from forests and trees to the smallest microscopic components of the ecosystem. Types of botany jobs include botanical research and botanical research. The skills and expertise of botanists are beneficial in numerous sectors. This means botanists can work in agriculture, horticulture, land use planning, conservation, forestry, and medicine.
Cartographer	Cartographers are mapmakers. They gather, evaluate, and visualize geographic information and analyze geographical data to create charts and reports. They combine creativity with technical aptitude to produce, for example, topological maps, aeronautical charts, natural resource maps, or nautical charts and other hydrographic maps. In addition, they may work on demographic maps such as population characteristics, economic maps such as land use, or social maps such as crime rates and poverty.
Chemical technician	Chemical technicians/technologists perform chemical sampling and analysis and are involved in a variety of projects, for example, analytical testing, quality control protocols, and product research and development. They often work as members of multidisciplinary teams with chemists, chemical engineers, and other related professions. Chemical technicians/technologists can specialize in a number of disciplines, including environmental testing, mining and exploration, pharmaceuticals, and hazard waste, and opportunities for technicians/technologists can be very diverse depending on the industry and their education.
Chief sustainability officer	Chief Sustainability Officers (CSOs) are the highest-level of executives in an organization who oversee their company's sustainability activities. As part of the "C-suite" of chief officers, CSOs provide visionary leadership and coordinate with management, shareholders, and employees to develop and maintain an effective corporate strategy for sustainability. In order to be successful in their executive role, CSOs need strong public relations skills, extensive staff management experience, good strategic planning skills and a firm grasp of financial operations and budgeting. Since a wide range of skills and knowledge are required for this role, most CSOs come from diverse backgrounds, including external affairs, environmental

	management, research, operations management, marketing, business development, finance, or legal affairs.
Clean energy researcher	Clean energy researchers are environmental scientists or engineers who specialize in discovering alternative and renewable energy sources. Like other environmental engineers, they often work in teams with other professionals. They analyze energy needs and plan renewable, environmentally friendly solutions. For example, they may help people have lower per-unit energy costs and also help preserve the environment.
Climate change specialist	Climate change specialists study the changes in weather over time. They do this by looking at the winds, temperatures, lightning, sunshine, and rainfall. This information helps them to make sense of climate trends and changes, and allows specialists to see how human activity affects the weather. Climate change specialists look at how society can adapt to and lessen the impacts of climate change, and how citizens can positively impact and protect the environment.
Climatologist	A climatologist studies the earth's climate and the weather patterns and processes that cause them. They use long-term meteorological data such as temperature, wind speed, and precipitation to study trends, understand causes, and make predictions.
Compliance promotion specialist	As a compliance promotion specialist, you provide technical, scientific, regulatory, and management advice to public and private industry in relation to compliance with federal acts and regulations. You are involved in a variety of activities aimed at awareness and education, including writing and publishing information, conducting and participating in public outreach activities, and researching and promoting best practices. You are an expert on the acts and regulations that govern the protection of environmental and human health and address issues ranging from hazardous waste to species at risk.
Conservation biologist	Conservation biologists protect and restore biodiversity and aim to understand and minimize human impacts on the natural world as well as on scarce animal populations. Through research and observation, conservation biologists help establish plans for maintaining habitats and animal populations at sustainable levels.
Conservation officer	As a conservation officer, you have a variety of responsibilities, including promoting compliances with environmental legislation through public education, public involvement, and awareness. You are often responsible for enforcing provincial and federal environmental regulations governing the protection of wildlife, fisheries, and natural resources, and have the authority afforded that of a peace officer as outlined under the criminal code of Canada. You are always on call to respond to public complaints and protect our natural resources.
Ecologist	As an ecologist, you study ecology and observe environmental patterns. Your observations and analyses provide insight into the ways that changes in the environment - both natural and human-caused - dictate the behaviours of different species. Your work also helps show how interactions between ecosystems, species, and the environment impact the planet.
Eco-tourism operator	As an ecotourism operator, you specialize in leading clients on tours to learn about an area's natural and cultural history while preserving its natural environment.
Eco-toxicologist	Eco-toxicologists specialize in toxicology studying the harmful effects of chemical, biological, and physical agents on living organisms, including humans. Eco-toxicologists draw on a variety of scientific disciplines to predict, measure and explain the frequency and severity of adverse effects of environmental toxins on living organisms. Their work improves environmental protection by bringing a greater understanding of the hazards and risks to which organisms are exposed.
Energy auditor	Energy auditors use a systemized approach to measure, record, and evaluate the flow of energy. They determine if it is being used efficiently and pinpoint where it is being wasted. Individuals in this occupation come from varying backgrounds. You could be an accountant with an interest in the energy sector, or an engineer who received an auditor designation, anyone and everyone could become an energy auditor.
Entomologist	As an entomologist, you study insects. You use science to identify, classify, and study insects and their relationships to plants and animal life. Your research plays a huge role in understanding ecosystems: how they function, how they are changing, and how best to protect them. You also play a large role in industries such as agriculture and forestry, and in managing insect populations to protect public health.
Environmental assessment analyst	An environmental assessment analyst researches and analyzes environmental data and information for the preparation of environmental assessment reports following federal and provincial environmental assessment legislation.
Environmental auditor	An environmental audit is a detailed analysis of an organization's products and processes that evaluates its performance from an environmental perspective.

	Environmental auditors can conduct two different types of audits: a compliance audit measures if a business is meeting internal and external environmental guidelines and legislation, and a management performance audit measures if a business is meeting the criteria for management systems.
Environmental chemist	Environmental chemists work to improve environmental health and safety using their knowledge of the chemical properties of substances. They study the formation of chemicals, how chemicals interact with the environment and what effects they have. They also apply chemical theory to calculate the impact of human activity on the environment
Environmental communications officer	An environmental communications officer oversees the dissemination of information on environmental issues and events on behalf of the organization they work for. Environmental communications officers are responsible for developing awareness and outreach programs for local communities living in protected areas and they monitor and supervise outreach activities including conducting surveys and organizing fundraising events.
Environmental coordinator	Environmental coordinators develop and implement environmental programs for companies and organizations that are not necessarily environmentally-based themselves. Coordinators are responsible for overseeing these programs and for reporting to upper management on their progress. For example, an environmental coordinator might work for a large manufacturing company to test nearby land and water for contaminants and to ensure that equipment is working safely. Environmental coordinators work for private companies, government departments, educational institutions, research organizations, and consulting firms. They can also be self-employed.
Environmental economist	Environmental economists specialize in a branch of economics that incorporates environmental implications into economic analysis. They study the environmental impacts, both positive and negative, of projects and policies from an economic perspective and use this to advise industry and government on the environmental impacts of decisions.
Environmental educator	Environmental educators are teachers, coordinators, facilitators, communicators, mentors, and community leaders. They work in a variety of locales and with a variety of audiences: some work in schools and post-secondary institutions, some teach adults through workshops and conferences, and others work in places such as zoos and parks. Environmental educators teach others about issues of conservation, preservation, and sustainability and play a significant role in developing environmental awareness.
Environmental enforcement officer	Environmental enforcement officers enforce provisions of the Fisheries Act and the Canadian Environmental Protection Act, 1999. They conduct inspections to verify compliance with environmental legislation and investigate cases where violations are discovered. Environmental laws and regulations are designed to protect and foster a healthy and sustainable environment; environmental enforcement officers ensure these laws are not broken.
Environmental epidemiologist	Environmental epidemiologists are medical professionals who investigate the relationship between health and the environment. Problems frequently investigated by environmental epidemiologists include environmental toxins, for example, soil contaminants; health problems caused by poor air and water quality; and occupational hazards, for example, asbestos in old buildings. In addition to diagnosing these problems, environmental epidemiologists recommend strategies and interventions to fix or improve harmful situations and are critical to maintaining public health.
Environmental geologist	Environmental geologists study the structure of the earth with a direct focus of understanding human interactions with the land, particularly to predict or anticipate geological issues and provide information to help minimize impacts on the environment. This occupation is an extension of various scientific disciplines such as physics, chemistry, and biology.
Environmental geophysicist	Geophysicists study the structure and composition of zones below Earth's surface using techniques that employ seismic, electrical, and magnetic signals. They use non-invasive methods to study subsurface conditions, for example contamination and oil and gas exploration.
Environmental health officer	Environmental health officers are responsible for carrying out measures for protecting public health, including administering and enforcing provincial legislation related to environmental health and providing support to minimize health and safety hazards.
Environmental lawyer	An environmental lawyer works to represent clients in legal issues such as with clean technology, water pollution, climate change, the management of land subject to

	Indigenous communities and other public lands. Other areas of focus include environmental rights, international environmental law, the law of the sea and international resources law. Environmental lawyers advocate for balanced regulations regarding pollution and the handling of materials, fight to protect biodiversity, agriculture, and ecosystems and confront issues of waste management.
Environmental manager	Environmental managers work in both the public and private sectors and are responsible for managing projects to lessen environmental impacts and ensure that all applicable legislative requirements are fulfilled. They are also involved in activities such as environmental awareness projects, sustainable development, fundraising, and public consultation programs. Often responsible for managing the work of others, environmental managers may also be involved in training personnel on environmental issues. To be a good environmental manager, you need a broad understanding of environmental issues combined with the expertise and a lot of experience in project development and management.
Environmental marketing specialist	Environmental marketing specialists work to promote environmental products, services, and programs. These specialists conduct market research and develop strategies for environmental organizations and firms. They are responsible for public relations activities such as gauging public opinion, developing partnerships with other stakeholders, and interacting within a team environment. Environmental marketing specialists also contribute greatly to product evaluation by identifying target audiences and goals, developing the project schedule and budgets, coordinating resources to implement the work plans, assessing and assuming risk management, and promoting and marketing the product.
Environmental monitor	As an environmental monitor, it's your job to study the natural world and to make sure that human activities don't harm the environment. For example, an environmental monitor working for a mine would spend most days outdoors collecting samples of water, air, land, and plants. They would measure the dirt roads, making sure the roads don't erode into the nearby creek and create silt in the creek (which would probably kill any fish in the creek). They'd collect all of this data out in the field and send it back to labs for analysis. Environmental monitors generally work for government departments, environmental boards, large corporations, and consulting companies.
Environmental monitoring technician	Environmental monitoring technicians observe the environment and the impacts of human and industrial activities. There are two areas of specialization for environmental monitoring technicians: regulatory and research. Regulatory monitors are responsible for monitoring the activities of the industry to ensure project terms and conditions are met, whereas research monitors assist technicians and technologists in monitoring factors of the environment, for example, wildlife counts, surveys, or sampling. Environmental monitoring technicians communicate valuable information to stakeholders to work toward mitigating negative environmental impacts.
Environmental planner	Environmental planners are responsible for developing short- and long-term plans for land use in urban and rural areas while balancing considerations such as social, economic, and environmental issues. They also contribute to environmental impact assessments. Environmental planners can be involved in a range of fields, including strategic, commercial, and industrial development, as well as heritage, tourism, and integrated resource planning. Environmental planners work on a range of scales, from local planning to regional and national strategies.
Environmental policy analyst	Environmental policy analysts define how environmental concerns are approached from an organizational or government perspective. They review and analyze trends and impacts to develop environmental policies. Working both in the private and public sector, they establish environmentally responsible business practices, advise decision-makers and develop regulations. Environmental policy analysts define how environmental concerns are approached from an organizational or government perspective. They review and analyze trends and impacts to develop environmental policies. Working both in the private and public sector, they establish environmentally responsible business practices, advise decision-makers and develop regulations.
Environmental psychologist	Environmental psychologists study the relationship between the physical environment and human behaviour. They focus on both natural and constructed environments on a scale ranging from individual homes and offices to entire urban areas and geographic regions. Their research looks at issues of attention and how people notice and perceive their environment, why people prefer different environments, and how people cope with environmental stress. Environmental psychologists play an active role in examining human behaviours that have caused

	environmental problems such as global warming and resource depletion, as well as in initiating the necessary substantial changes to human lifestyles to achieve a sustainable future.
Environmental reporter	Environmental reporters are journalists who specialize in gathering and presenting environmental information that is newsworthy and timely. Like all journalists, they write, film, and transcribe news reports, commentaries, and features for a variety of media, including print, television, radio, and the Internet.
Environmental scientist	Environmental scientists support environmental projects in their workplace with scientific analysis. They conduct scientific studies, prepare reports, and develop management plans to help make sure the environment is preserved. For example, an environmental scientist might visit an industrial plant and test the area's air quality. If the tests show that the company has been polluting the air, then the environmental scientist would work with the company's management to make the plant more environmentally friendly. The scientist may also organize training programs for the staff, so they know how to test the air quality and fix any problems. Environmental scientists work for a large number of organizations, including community environmental offices, band and hamlet councils, consulting companies, and federal and provincial governments.
Environmental technical salesperson	As an environmental technical salesperson, you know this product is a good fit for the needs of hazardous waste professionals, particularly those who respond to emergency spills. The product is a new kind of sand-filled spill barrier designed to contain and divert hazardous spills. You discuss the product with the supervisor, initially focusing on the unique adhesive feature of these barriers, which temporarily bond with any smooth surface, such as a road or cement floor, making them very quick to position in emergency situations, where time is critical. You also highlight other advantages of these barriers: they are reusable, easy to move and position, and resistant to most hazardous materials.
Environmental technician/technologist	Environmental technologists/technicians support the environmental sector from a more hands-on approach and work with environmental scientists, lawyers, and researchers.
Environmental training specialist	Environmental training specialists design and deliver environmentally focused training to a wide variety of clientele in both the public and private sectors. They develop specific courses to enhance environmental skills and knowledge using a number of formats and delivery techniques. They often collaborate with other qualified individuals to deliver training that requires a specific skillset and expertise. Environmental training specialists combine technical knowledge and research ability with strong communication skills and a talent for working with many kinds of people in order to convey information and teach others.
Fisheries specialist	Fisheries specialists study fish populations to improve disease control, maintain habitat quality, and develop conservation methods and safe industry practices. They often specialize in fish biology, habitat management, or population dynamics. A large part of the job involves working to consult with and educate the public on a variety of environmental issues that affect agriculture, forestry, and watersheds.
Fisheries technician	Fisheries technicians/technologists study fish and their environment and can work with both wild populations and hatchery-raised stock. Working with a variety of fish species and habitats, fisheries technicians/technologists are often responsible for sampling and gathering data and supporting research and fisheries management. They play a key role in the conservation and protection of Canada's fisheries resources.
Forest firefighter	Forest firefighters move towards the source of fire to suppress it and minimize damages both to the environment, workspaces and homes, and protect potential victims such as humans and wildlife. Their role is becoming ever more important as we see an increasing number of forest fires in the summer months with periods of unbreathable air and 'stay home' orders.
Forester	Foresters apply scientific expertise to land and natural resource management and are responsible for implementing and supervising natural resource programs in forestry and land use. They combine their knowledge of the biotic components of a forest, namely the trees and other vegetation, with the abiotic components of air, water, and soil to make sound management and planning decisions. There are also a number of urban foresters working for municipalities to manage tree stands and small forested areas within Canada's towns and cities.
Forestry technician/technologist	Forestry technicians/technologists work closely with other forestry professionals to manage, conserve, and harvest forests. Forestry technicians/technologists play a key role in the management of Canada's forest resources, contributing to the balance of sustainability and demand for wood products.

Geographer	Geographers study the physical world and examine the connections between people, places, and the earth. They examine social aspects, such as human demography, and physical aspects, such as geomorphology, drawing on a number of other disciplines, for example, biology, oceanography, and sociology. Geographers contribute to the understanding of social and environmental issues regarding land use and resource management by examining how different spatial elements are related to one another.
Geomatics technician	Geomatics technicians/technologists determine the exact locations and positions of natural and man-made features by collecting data from maps, surveys, remote sensing, and GIS databases. They work with sophisticated software to model and analyze visible surface features, as well as what is hidden underground and underwater.
GIS analyst	Geographic information system (GIS) is a digital mapping technique that links computer-generated maps with databases. GIS analysts use this technology to integrate biophysical, ecological, and socio-economic data that can be analyzed for purposes such as tracking wildlife, mapping erosion, monitoring air and water quality, or measuring logging rates.
Glaciologist	Glaciologists analyze the formation, movement, and effects of the different kinds of glaciers, for example, alpine and arctic glaciers, ice caps, ice sheets, and ice shelves. A large part of the research conducted by glaciologists analyzes how glaciers and ice caps move and change in response to climate change and how these changes in turn influence climate and the surrounding environment.
Hazardous waste technician	Hazardous waste technicians are responsible for handling, processing, packaging, and tracking hazardous waste for shipment, treatment, and disposal. They can also be involved in coordinating hazardous waste programs for both private industry and the public sector. They can be employed by waste recycling and treatment facilities or with large companies, packaging and shipping their hazardous waste. Hazardous waste technicians have specialized training on how to safely handle and dispose of chemical, biohazard, and radioactive wastes.
Horticulturist	Horticulturists are agricultural scientists whose focus is finding a better way to develop, grow, harvest, store, process, and ship fruits, vegetables, and decorative plants. They work with orchard, field, garden, nursery, and greenhouse plants to research and conduct tests related to breeding, spraying, and harvesting plants. Horticulturists also use their expertise to develop new plant varieties, such as varieties that can better resist insects or disease or are better adapted to growing in a range of climates and soils.
Hydrologist	A hydrologist studies the dynamic nature of water, the forces that cause water to move around and what effects this movement has on the surrounding environment. Hydrologists examine issues such as precipitation pathways, the relationship between rainfall and runoff, and the effects of precipitation on soils and various landscapes. They are also involved in projects to determine and promote sustainable usage of water sources and water conservation.
Industrial waste inspector	Industrial waste inspectors are watchdogs who routinely check companies to make certain they are adhering to regulations. They use keen observation skills, sampling, and laboratory skills in combination with an understanding of industrial practices, corporate environmental policy, environmental liability, and procedures for proper handling, storage, and disposal of waste. Above all else, industrial waste inspectors rely on their knowledge of environmental regulations to ensure that companies are in compliance with applicable laws and the environment is protected.
ISO 14000 consultant	ISO 14000 consultants plan and implement an organization's ISO 14000 (International Organization for Standardization) systems. These systems allow the organization to better manage its environmental risks by providing standard, established, and documented procedures to follow. ISO 14000 consultants focus on a number of areas, including environmental management systems, environmental auditing, evaluation of environmental performance, environmental labeling, and life cycle assessment.
Laboratory assessor	Laboratory assessors examine and private and public laboratories. They evaluate a lab's operation to ensure compliance with government and environmental regulations, as well as licensure and certification requirements. Their assessments include checking critical equipment and operational characteristics, evaluating demonstrations of testing procedures, and reviewing Quality Control systems within the lab. Laboratory assessors ensure laboratories achieve and maintain the highest levels of scientific and management excellence as a means to protect human and environmental health.

Land use planner	Land use planners decide how to build communities based on environmental and human needs. After taking the time to understand what residents, community groups, politicians, and businesspeople want in their communities, land use planners develop a strategy for action. For example, if a land use planner were creating a plan for a new neighborhood, he or she would design roads, parks, homes, and stores. Land use planners work for real estate agencies, not-for-profit organizations, architectural companies, and the government.
Landscape architect	Landscape architecture takes a holistic view of the design, planning, management, and stewardship of the land. Landscape architects often work as members of a multidisciplinary team, for example, with planners, ecologists, and engineers, on projects that can range from designing residential yards and parks to constructing wetlands to treating polluted runoff from former industrial sites. Landscape architects use art and science to create a balance between the needs and wants of people and the limitations of the environment.
Limnologist	Limnologists are scientists who study the physical, chemical, and biological properties of lakes, rivers, and streams. They study abiotic characteristics, such as stratification and water chemistry, as well as biotic elements, such as aquatic vegetation, algae, microbes, and invertebrates. Limnologists and their work play a vital role in protecting freshwater resources, and Canadian researchers are global leaders in the field.
Marine biologist	Marine biologists study species that inhabit bodies of water and observe any changes to bodies of water. They also focus on different aspects of marine life, including the process of marine development, how organisms interact with one another and the ecosystem and how pollution may affect marine environments.
Meteorologist	Meteorologists are atmospheric scientists. They continually analyze vast amounts of data, including surface and upper air observations of temperature, wind, pressure, and humidity, as well as weather satellite data, radar data, lightning strikes, and data from weather models. Based on this information, they might issue a warning or produce a public, aviation, or marine forecast. But not all meteorologists forecast the weather: other specialties include research into atmospheric chemistry, biological impacts, and computer modelling.
Microbiologist	Microbiologists study organisms that are too small to be seen by the naked eye, including bacteria, fungi, viruses, and protozoa. Microbiologists that specialize in the environment are typically involved in projects that address issues of contamination, for example, identifying and quantifying pathogens, as well as bioremediation, which uses micro-organisms such as bacteria to clean up toxic substances. In addition to the environment, microbiologists are employed by industries such as pharmaceuticals and medicine, food production, and agriculture.
Naturalist	Naturalists are experts in natural history. They study not only living things, such as plants and wildlife but non-living things, such as minerals and fossils. Naturalists often use their knowledge to educate others, for example, visitors to parks, through nature hikes and interpretive centres. Naturalists may also work for environmental organizations planning special events or write for newsletters, television, and radio. The opportunities for naturalists are varied, but all naturalists have the common goal of sharing their knowledge of the environment to preserve our natural history.
Occupational hygienist	Occupational hygienists maintain workplace health and safety by identifying, evaluating, and controlling exposure to chemical, physical, ergonomic, and biological hazards. The responsibilities of an occupational hygienist vary depending on the industry, workplace, and the types of hazards affecting employees. Occupational hygienists most often work in companies to reduce stresses on the worker and to implement control measures that will reduce the incidences of impaired health and sickness and identify inefficiencies in the workplace.
Oceanographer	Oceanographers are scientists who apply biological, chemical, physical, and geological principles to the study of the world's oceans. They study flow patterns such as currents, circulation, and tides; the relationship between the oceans, weather, and climate; chemical factors such as contaminants; and ocean interactions, for example with air, ice, and land formations. Oceanography is a combination of validating existing ideas and research and finding new ways to explore the ocean and explain new findings.
Ornithologist	Ornithology is the study of birds, including bird physiology, behaviour, population structure, and how they live in their environment. Ornithologists can be found working on a variety of projects, for example protecting endangered species, such as the whooping crane and peregrine falcon, from extinction or addressing practical problems, such as keeping scavenger birds away from landfill sites or stopping geese



	from nesting near airports. Given the migratory nature of many bird species, the knowledge and expertise contributed by ornithologists to the management and preservation of ecosystems has local, provincial, and international impact.
Park interpreter	Park interpreters research, develop, and conduct education programs for visitors to national, provincial, and municipal parks and conservation areas. They use a variety of methods for educating visitors, for example nature walks, theatre presentations, or bulletins and pamphlets. Park interpreters are always studying different aspects of their environment and sharing what they learn.
Park warden	Park wardens are responsible for implementing natural resource management, public safety, and law enforcement programs within Canada's national parks system. They are involved in a variety of activities, including assisting scientists with research, monitoring wildlife, capturing, and relocating animals when necessary, making public presentations, liaising with visitors, and providing first aid and search and rescue support. Park wardens use their educational background and work experience to monitor ecological concerns and maintain the environmental health of Canada's national parks.
Pollution control technologist	A pollution control technologist focuses on identifying pollution sources, monitoring pollutants, and addressing issues of contamination and pollution.
Post secondary instructor	Post secondary instructors of environmental programs teach students at universities and other degree-granting institutions. They also conduct scientific research and publish their findings in professional and academic journals and magazines. For example, someone wanting to understand how geese find the same location every year would study geese throughout university and then become a professor to share their knowledge. Most professors work at universities and other degree granting institutions. Others work for the government.
Recycling coordinator	Two critical environmental issues overuse of natural resources and shortage of places to dispose of waste have necessitated the role of recycling coordinator. There are many opportunities for recycling in Canada, and recycling coordinators must be aware of all of them. Recycling coordinators have a variety of backgrounds, but all share a commitment to environmental sustainability and lessening the impact of society's consumption on the environment.
Remediation specialist	Environmental remediation is the treatment and removal of contamination from soil, groundwater, and other media. Remediation specialists design and implement remedial action plans to clean up sites affected by substances such as automotive fuels, pesticides, and heavy metals.
Remote sensing technologist	Remote sensing technologists use aerial photos, imaging radar, digital image analysis, and Global Information Systems (GIS) to study the Earth's surface—without ever needing to visit the location they study. For example, a remote sensing specialist might interpret images to understand how a forest fire is moving and whether a nearby community will need to be evacuated. Remote sensing specialists work for natural resources companies, forestry consulting firms, other consulting firms, environmental organizations, and the government.
Restoration biologist	A restoration biologist works to renew degraded, damaged, or destroyed ecosystems and habitats that have been disturbed by human action and climate change. They provide expertise and guidance in planning and conducting habitat, watershed, and stream channel restoration projects and monitor endangered species and coordinate conservation activities.
Science camp coordinator	Science camp coordinators are responsible for all aspects of camp programming. One moment they could teach an interactive lesson to the kids and the next, they might be in the kitchen preparing them dinner. They will need to know a lot about science and the natural world, because they will be developing lesson plans and programs. Camp coordinators spend a lot of time with children, so they will need to be understanding, patient, and energetic. Many science camp coordinators are self-employed, while others work for government agencies, libraries, schools, heritage centres, and other recreational institutions.
Science teacher	High school science teachers plan and teach science courses. Teachers in cities often teach classes in only one or two subject areas. In smaller, rural areas, teachers often have to teach a broader range of material. High school teachers need to have a broad understanding of the subjects they teach and should be patient, enthusiastic, and creative in their approaches. For example, you could plan a lesson about the properties of water and ice by having your students design and build an igloo. Most teachers work for public or private school boards. Others work in vocational schools or for the department of education.
Soil conservationist	Soil conservationists help farmers and other land managers make the best use of the land without causing harm. They identify and work to minimize threats to soil

	<p>health, for example, wind erosion, storm runoff, and nutrient depletion. Soil conservationists improve management practices to protect land and implement strategies for sustainable use.</p> <p>Soil conservationists help farmers and other land managers make the best use of the land without causing harm. They identify and work to minimize threats to soil health, for example, wind erosion, storm runoff, and nutrient depletion. Soil conservationists improve management practices to protect land and implement strategies for sustainable use.</p>
Soil scientist	<p>Soil scientists study the chemical, physical, and biological properties of the first few metres of Earth's crust. More specifically, they study soil formation, classification, and soil characteristics such as the organisms found in the soil and the relationship between soil types and plant growth. The information provided by soil scientists is vital to industries such as agriculture and forestry, as well as policymakers addressing issues of public health and environmental protection.</p>
Survey technician	<p>Survey technicians operate survey instruments and computer equipment to measure distance, angles, elevations, and contours. They use this information to establish geographical locations and boundaries. For example, a survey technician might survey and lay out sub-divisions for rural development. Survey techs work for construction companies, aerial photographers, natural resource firms, and the government. Some survey technicians are self-employed.</p>
Sustainability consultant	<p>A sustainability consultant works within the environmental sustainability discipline which explores the ways in which human activity and the environment can interact to meet the needs of today without jeopardizing the future. Sustainability is built on three pillars – economic, social, and environmental – each of which is important.</p>
Sustainability educator	<p>Sustainability Educators are university or college professors who research and teach specialized topics in sustainability. In order to qualify for this role, Sustainability Educators must demonstrate high levels of education and experience: the vast majority of these professionals have post-graduate degrees and at least eight years of professional experience. Similar to Sustainability Researchers, Sustainability Educators act as thought-leaders and innovators for the theory, practice and research behind sustainability. These practitioners spend many years learning about key sustainability factors, including environmental, social, cultural, political, economic and ethical issues. While Sustainability Educators must develop extensive knowledge about diverse sustainability topics, they also need to communicate this expertise clearly and effectively to post-secondary students. In fact, this opportunity to educate the next generation of sustainability professionals is one of the most exciting and rewarding aspects of a career as a Sustainability Educator.</p>
Sustainability officer	<p>Sustainability officers oversee a comprehensive suite of activities related to reducing environmental impacts and applying sustainability principles. They develop, implement, and evaluate programs for their employers that support social, environmental, and economic sustainability objectives.</p>
Sustainability researcher	<p>Sustainability researchers conduct studies to develop sustainability models, indicators and best practices. They often hold advanced degrees in fields related to environmental, economic and social sustainability. Some sustainability researchers also support policy development in federal, provincial or municipal governments.</p>
Sustainability specialist	<p>Sustainability specialists help their organizations comply with national, provincial and local environmental regulations, while also ensuring their organization functions in a financially viable and socially responsible manner. These practitioners interpret and develop procedures to meet environmental regulatory requirements, establish sustainability strategies and programs, communicate with stakeholders about environmental concerns, and address the risks associated with environmental degradation. This occupation is ideal for mid-career professionals who have significant experience in their employer's operations, since sustainability specialists often need a comprehensive understanding of all facets of their company, along with a strong knowledge of sustainability principles and practices.</p>
Sustainability trainer	<p>Sustainability trainers develop and deliver training programs to help corporations implement sustainable business practices in an efficient and cost-effective manner. These practitioners build a solid understanding of the latest trends in economic, social and environmental sustainability, then create courses, seminars and workshops that present these trends to business audiences using engaging, concise and informative formats. As a result, the role of a sustainability trainer is one part sustainability researcher and one part sustainability educator – sustainability trainers need strong subject matter expertise on sustainability issues, as well as a talent for teaching according to different learning styles and needs. By educating businesses about sustainability best practices, sustainability trainers help numerous</p>

	individuals work more effectively, reduce costs, conserve resources and mitigate environmental harm.
Sustainable interior designer	A sustainable interior designer creates interior spaces using design principles such as functionality, accessibility and aesthetics and expands their focus to include environmental considerations.
Tree planter	Tree planters plant seedlings and often select and prepare sites for tree planting. For example, a tree planter might use a shovel to clear away debris before planting young trees in the soil. Tree planters work for logging companies, tree planting companies, and contractors.
Waste management specialist	Waste management specialists plan, implement, and coordinate comprehensive waste management systems that are designed to maximize waste prevention, reuse, and recycling opportunities. They can be involved in all stages of a project, for example establishing a company's waste management goals and objectives, working with employees to help implement waste management policies, and evaluating the success of management plans. Waste management specialists play a key role in minimizing the impact of waste and protecting the environment.
Wastewater collection and treatment operator	Wastewater collection and treatment operators work on systems that collect and treat municipal wastewater. Depending on the size of the system and the municipality, this can be two different jobs: in smaller systems, one person often does both treatment and collection, but in larger centres, a different operator handles each function. Wastewater collection operators work on storage and storm sewer systems, specifically piping, pumping, and lift stations, whereas wastewater treatment operators work in treatment plants, treating and disposing municipal wastewater. These operators also take samples for lab analysis, work with chemicals and equipment used to disinfect wastewater, and maintain equipment, making minor repairs to piping, pumps, and valves.
Water and wastewater laboratory technologist	Water and wastewater laboratory technologists manage technical processes used for water purification and wastewater disposal. They ensure that these processes are environmentally safe and are compliant with industry standards and methods. Water and wastewater laboratory technologists manage technical processes used for water purification and wastewater disposal. They ensure that these processes are environmentally safe and are compliant with industry standards and methods.
Water quality technician	Water quality technicians are responsible for monitoring and operating control systems and ensuring that the equipment in water filtration and treatment plants are functioning properly so that water is safe for use. These individuals perform a variety of technical duties, including inspecting, sampling, monitoring, and testing, and work with both groundwater and surface water sources.
Water treatment and distribution operator	Water treatment and distribution operators oversee the activities and processes that go into treating and distributing municipal drinking water. Water treatment and distribution operators oversee the activities and processes that go into treating and distributing municipal drinking water.
Wetland biologist	A wetland biologist manages and protects wetland resources. To do this they implement wetland conservation techniques, enforce regulations, and provide consultation on construction projects in wetland sensitive areas. Your work in this occupation involves performing environmental field studies, monitoring plants and species at risk of becoming endangered.
Wildlife biologist	Wildlife biologists maintain and conserve Canada's wildlife populations. They examine factors such as disease, nutrition, habitat relationships, and population dynamics. Wildlife biologists study the impact of environmental change on species survival and growth rates and the interactions between wildlife and their ecosystems, and they predict how land use decisions will impact wildlife and the ecosystems they depend on.
Wildlife technician/ technologist	Wildlife technicians/technologists provide support and services to scientists working in wildlife management and animal biology. The responsibilities of wildlife technicians/technologists are wide-ranging, depending on where in Canada they work. Generally, the work of wildlife technicians/technologists consists of collecting and analyzing samples, operating and maintaining laboratory field equipment, inputting and managing data, and preparing reports of findings.
Wind energy developer	Wind energy developers search out opportunities and appropriate sites to build large-scale wind energy developments. They also manage design, construction, and marketing of the product. Wind energy developers must not only understand the technical aspects of wind farms and energy generation, but also have strong negotiation and sales skills to broker deals with landowners, suppliers, and potential buyers.

Zoologist	A Zoologist is a sub-division of biologists. Zoology is the scientific study of the animal kingdom and encompasses a comprehensive variety of organisms, from small invertebrates such as earthworms to giant mammals such as blue whales. This occupation is sometimes used interchangeably with wildlife biologists or animal biologists.
Job Title	Job Description – Specific examples from web survey in 2019
Environmental Consultant (Pollutech Environmental Limited Oakville, ON)	The Pollutech Group of Companies Inc., is an independent Canadian consulting firm providing services nationally and internationally in the fields of environmental consulting, chemistry and biology. Pollutech Environmental Limited has immediate employment opportunities in its Oakville, Ontario office to join its professional staff of environmental consultants.
Environmental Supervisor (SynergyAspen Environmental Inc. Fort St. John, BC)	The Environmental Supervisor performs significant field work including site investigation, remediation, reclamation and natural sciences projects. This role provides assistance to the Environmental Scientist, both in the field, and in the office.
Laboratory Technician Environmental SGS Canada, Lakefield, ON	Duties may include: sample reception, sample identification, sample preparation, sample dilutions, setting up analytical batches and analysis, batch Quality Control, approving and releasing results to the data centre and filing of lab results/data.
Environmental Specialist – Various Fields Government of Canada, Montreal, QC	<b>Duties:</b> Environmental Services lends its expertise to Public Services and Procurement Canada (PSPC) and other federal departments in carrying out their mandates, including environmental issues. Under general supervision, specialists manage projects, studies, investigations, compliance assessments and audits on a variety of issues in addition to proposing appropriate actions in support of compliance of both departmental, federal, provincial, territorial, and municipal regulations and standards. <b>EDUCATION:</b> You must have a degree from a recognized postsecondary institution with specialization in biology, physics, chemistry, geology, engineering or another science related to the duties of the position.
Laboratory Assistant - Food and Environmental Integrated Explorations Inc Guelph, ON	The ideal candidate will be involved in all areas of the company including the microbiology, chemistry, investigative and environmental sectors. Laboratory duties will include but are not limited to: Chemistry - TS/VS, TP, TN, BODs, CODs
Environmental Consultant (Contract) Chinook Environmental Services Ltd. Red Deer, AB	Chinook Environmental Services Ltd. (CESL) is in need of an individual to assist in daily field duties. The Candidate MUST have a Post-Secondary background in Environmental Science.
Environmental Health Officer <a href="#">First Nations Health Authority</a> - Kamloops, BC Permanent	In this position you will be helping First Nations leadership manage a wide range of public health risks associated with both natural and built environments. As an Environmental Health Officer, you will promote and enhance the health and wellness of First Nations Communities through the implementation, assessment, and evaluation of environmental public health programs and services in communicable disease control, drinking water, health and housing, food safety, solid waste, public buildings, emergency preparedness and response, risk assessment, environmental contaminants research, wastewater disposal, and pest management.
Environment Protection Analyst <a href="#">Yukon Government</a> - Whitehorse, YT	The ideal candidate for this position will have experience in development and interpretation of environmental policy and legislation, strong motivation to find collaborative solutions to environmental challenges, strong analytical and communication skills, and is able to work well independently and as part of a close-knit team. Education: post-secondary degree with a major in chemistry, hydrogeology, environmental or other related sciences, or in chemical, environmental or civil-environmental engineering
Chemical Waste Technician Photech Environmental Solutions Inc. - Ottawa, ON	Photech Environmental Solutions Inc is a hazardous waste management company located in Niagara Falls, Ontario. We are contracted to provide daily chemical waste collection and handling services to the University of Ottawa. The successful candidate must possess a strong post-secondary background in Chemistry.
Environmental Chemist Contrecoeur, QC	Triumvirate Environmental, one of the largest environmental services firms in North America, is looking for an Environmental Chemist to work in our Contrecoeur facility. As an Environmental Chemist, you will be able to work closely with our senior staff, building out your career at a hazardous waste company. Qualifications: Qualifications: BS in Environmental Science, Chemistry, Biology or equivalent preferred
Chemist Baxter - Alliston, ON	Specific Skills: Analyze, synthesize, purify, modify and characterize chemical or biochemical compounds; <b>Conduct programs to identify and quantify environmental toxicants</b> ; Conduct research to develop new chemical formulations and processes and devise new technical applications of industrial chemicals and compounds;

	Investigate chemical aspects of the mechanisms of drug action, the diagnosis and treatment of disease and the organ function; Participate in interdisciplinary research and development projects; Conduct research to discover, develop, refine and evaluate new products such as those used in nanomedicine, nanoelectronics and other applications of chemistry
Part- time Laboratory Technician Environmental SGS Canada <a href="https://ca.indeed.com/cmp/Sgs-Canada/reviews">https://ca.indeed.com/cmp/Sgs-Canada/reviews</a> - Lakefield, ON	Duties may include: sample reception, sample identification, sample preparation. <b>Ideal Candidate:</b> A post secondary education (degree and/or diploma) in a Science related program (Chemistry, Biochemistry, Environmental Science) is a strong asset.
Laboratory Supervisor - Specialty Analysis – Air & LC/MS/MS AGAT Laboratories - Mississauga, ON	<b>Duties and Responsibilities include:</b> Ensure that all quality/safety/environmental/corporate policies and procedures are being followed <b>Qualifications include:</b> Diploma or Bachelor of Science in Chemistry or related field
Chemical Plant Operator GFL Operator - Brampton, ON	<b>JOB DUTIES INCLUDE :</b> The successful candidate will have 3 to 5 years' experience in the Environmental Field, with a background in chemistry (preferred). Experience: Waste management: 1 year (Preferred); Chemicals/Hazardous wastes: 1 year (Preferred)
LABORATORY ANALYST ALS Group Thunder Bay, ON	<b>About the Position:</b> Reporting to the Supervisor, the Lab Analyst is responsible for preparing and processing environmental samples for extraction including maintaining adequate production, quality control and turnaround times. <b>The ideal candidate would have:</b> Post-secondary diploma/degree in chemistry or related field an asset; Laboratory Experience.
Laboratory Technician SGS Canada <a href="https://ca.indeed.com/cmp/Sgs-Canada/reviews">https://ca.indeed.com/cmp/Sgs-Canada/reviews</a> - London, ON	Duties may include: sample reception, sample identification, sample preparation, sample dilutions, setting up analytical batches and analysis, batch Quality Control, approving and releasing results to the data centre and filing of lab results/data. <b>Ideal Candidate includes:</b> A post secondary education (degree and/or diploma) in a Science related program (Chemistry, Biochemistry, Environmental Science) is a strong asset.
Depot Technician Terrapure Environmental - Georgina, ON	Terrapure Environmental is a leading Canadian provider of innovative, cost-effective environmental and industrial services, and recycling solutions that help address industry's complex environmental challenges. Headquartered in Burlington, Ont., Terrapure employs 2,000 people and operates an integrated network of over 60 locations from coast to coast. <b>Position Description:</b> As a Depot Technician, your primary responsibility will be to receive, sort and pack household hazardous waste from area residents at the Georgina Depot. In the role you will report to the MHSW Programs Coordinator. <b>Education:</b> Post-secondary degree, diploma in the field of chemistry or environmental would be an asset
Laboratory Assistant ALS Group- Waterloo, ON	<b>About the Position:</b> The Lab Assistant position will be working with client samples providing preparations, extractions and analysis of these samples for routine organic chemistry parameters.
Elementary Science Teacher Richmond Hill Montessori and Elementary Private School - Richmond Hill, ON \$77,000 - \$87,000 a year	<b>Responsibilities include:</b> Teach Science to primary students (grades 1-2) following, and building upon the Ontario curriculum. <b>Qualifications:</b> Bachelors' degree in Science, with Honours; Bachelor of Education in Science, with primary/junior qualifications.
Air Quality Monitoring Technologist WSP - Grande Prairie, AB	Overview of the Opportunity: WSP is currently seeking an Air Quality Monitoring Technologist to join our Air Quality team, located at our Grand Prairie office. Reporting to the Team Lead this position will be responsible for air monitor sampling, calibrations and data collection.

## Appendix 4. List of Ontario Environmental Science Programs and Comparison to Proposed Program

(To be completed). The Table below provides a comparison of the program that we seek to introduce and examples of what is offered by other postsecondary institutions within the province (not an exhaustive list).

University	Degree	Admission Requirements	Structure and Comments
U of Toronto	BSc. Honours Environmental Science	<u>6 Grade 12 U/ M courses (or equivalent) including 12U English.</u> Required: <u>Advanced Functions, Biology and Chemistry or Physics.</u> A minimum 70%* overall final average.	- Each year features an Environmental Science Foundational course that is coupled with selected courses chosen from a list of related sciences from various disciplines. - First Yr 24 cr. requirements (Environmental Foundation - full year course; pick 6 courses from a list of BIOL, CHEM, GEOG, MATH & Physics; 2 electives).
Carlton U.	BSc. Honours Environmental Science	<u>6 Grade 12 U/ M courses (or equivalent) including: Advanced Functions and two of Biology, Chemistry, Earth and Space Sciences or Physics. (Calculus and Vectors is strongly recommended).</u>	- First Yr requires: 2 biology, 2 chemistry, 2 math, Environmental Science Seminar, 1 earth science, Environmental Impacts, 1 elective.
Lakehead University	BSc. Environmental Science (Biology, Earth Science or Geography majors)	A minimum of 6 Grade 12U or M courses including English	- Structure includes a core of common course, plus courses required for a major in 1 of 3 disciplines: Biology, Earth Science, Geography. First Yr required credits including MATH, 2 CHEM, 2 BIOL, 1 Env Studies.
Algoma University	BSc. Honours Environmental Science	<u>4 Grade 12 U or M courses (or equivalent) including Advanced Functions, 2 U/M Sciences (BIOL/CHEM recommended);</u> minimum 70% overall average.	- First Yr requirements: Intro Env. Sciences, 2 Biology, 2 Chemistry, 1 Geology, 1 Math, Critical Thinking, 2 electives. Structure in upper years a combination of required courses and electives specified by Groups in an approved list.
Laurentian University	N/A		- Laurentian folded their BSc Environmental Sciences program and their School of Environment with financial cuts in spring 2021. This leaves a significant gap in programming in Northeastern Ontario.
Wilfred Laurier University		6 U/M Courses; English, CHEM, Advanced Functions (60%); Biology (70%)	-The program offers an integration of Biology, Chemistry and Geography courses. First yr requirements include 2 Biology, 2 Chemistry, Intro to Physical Geography, Anatomy of Earth, Environmental Sustainability and Society, 2 Maths.
University of Guelph	BSc. Honours Environmental Science	<u>6 4U/M courses including ENG4U and specific subject requirements:</u> Advanced Functions, and two of the following three courses: Biology, Chemistry, Physics. English is also recommended.	-The School of Environmental Sciences at the University of Guelph has an agricultural emphasis in keeping with its strengths such as agri-food sciences, human & animal nutrition, and rural development.
McMaster University	Multiple programs		Multiple Environment Science programs (e.g Earth and Environmental Science; Environmental Science; Biodiversity and Environmental Science).
Bishop's	BSc. Environmental Sciences	<u>5 4U/M courses including English, math, 2 of biology, chemistry and/or physics (e.g. Ontario).</u>	- Defines a core group of courses (13 courses or 39 credits) from 1st and 2 <sup>nd</sup> yr); then options from 2 additional groups of courses. - First Yr: 27 required cr. (9 courses: 2 MATH, 2 PHYSICS, 2 CHEM, 1 BIOL, 1 ENV STUDIES; 1 PHYS GEOG).
University of Guelph	BSc Indigenous Environmental Science and Practice	- 6 U/M courses: English, Advanced Functions Math; Biology, Chemistry and two additional 4U or 4M courses.	- Includes Coop and experiential learning. - First Yr: 24 cr. Requires Intro to Indigenous Environmental Stewardship, Discovering Biodiversity, Calculus I, General Chemistry, Introductory Financial Accounting, Natural History of the Great Lakes Region, Indigenous Knowledge for Environmental Stewardship, Indigenous Language and Culture. - Unique courses related to Indigenous Environmental Stewardship, Right Relations, Indigenous language and culture.

Western	BSc Environmental Sciences	6 U/M Courses: English, Calculus and Vectors; 2 courses from (Advanced functions, Biology, Chemistry, Computer and Information science, Earth and Space Sciences, Math and Data Management, Physics); 2 Grade 12 U/M Courses. Note – Biology and Chemistry needed to support first year requirements.	<ul style="list-style-type: none"> <li>- Courses organized into 3 groups (Life Science, Physical Science, Env Studies related (non science)).</li> <li>- First Yr: 24 required cr. 2 Biology, 2 Chemistry, 1 Env. Science, 1 Geography, Earth Science or Physics; 2 Math.</li> </ul>
Trent U (multiple options)	Multiple programs – see comments.		<ul style="list-style-type: none"> <li>- B.E.S.S: Degree teaches full integration of science and policy, ecological and political, preventive and interventionist approaches to environmental problems.</li> <li>- BSc or BA Environmental and Resources Sciences/Studies (Eco Accredited)</li> <li>- BSc Environmental and Life Sciences</li> <li>- Indigenous Environmental Studies and Sciences Program</li> </ul>

## **Appendix 5. Faculty CVs**



## Rationale for the Motion

The B.Ed. program is an intense and demanding program of professional preparation in which Teacher Candidates are expected to demonstrate high levels of both academic and professional integrity. The Ontario College of Teachers (OCT), our external regulating body, must ensure, as part of their role, that all accredited B.Ed. programs contain certain course and practicum components, and that these components are experienced, to the fullest extent possible, by all students enrolled in these programs. In light of recent negative B.Ed. attendance trends, several Ontario Faculties of Education, including the Schulich School of Education, asked OCT for some guidance around the importance of mandatory attendance. The College then crafted a statement which was presented to the Ontario Association of Deans of Education (OADe) on February 24, 2023. In this statement, OCT highlighted five specific accreditation regulations which they consider to be directly connected to the issue of mandatory class attendance, and which include reference to elements such as connecting theory and practice, instructor modeling, micro-teaching components, the acquisition of knowledge and skills, connections to practicum placement, and ongoing student assessment. Further, regular attendance can also be shown to relate directly to OCT's [\*Standards of Practice for the Teaching Profession\*](#) and [\*Ethical Standards for the Teaching Profession\*](#) in terms of the stated elements of "respect for students," "professional responsibility," and "integrity"—all of which are presented as characterizing an Ontario Certified Teacher. Within the B.Ed. program, these elements are demonstrated, in part, by regular and punctual attendance at all onsite classes, workshops, and practicum activities, as well as active participation in all online courses, where applicable.

The current Nipissing University Attendance Policy applies only to courses which involve a final exam, in terms of an actionable consequence relating to chronic absenteeism. This policy was written at a time when all NU instructors had final exams connected to their courses. Since subsequently approved policies now allow instructors to choose not to include a final exam, and since in Education, for example, only 6 of our 84 instructors last year (or 7%) had final exams, the current attendance policy is no longer relevant or useful.

In preparing this new policy, we researched all the other Faculties of Education in Ontario (11) for publicly available policies and drew most heavily from Western University's policy in which they differentiate between excused and unexcused absence categories. Communication was also undertaken with the administration at Western to ask about challenges they may have encountered, and advice they would be willing to share. The policy was sent to the NU Registrar's Office for initial feedback and was also discussed at length with the EPS Executive, after which several further revisions were made. We have built upon the existing NU Attendance Policy insofar as we have maintained the 20% threshold for unexcused absences resulting in the option for punitive measures, but we have expanded the consequences beyond final exams.

The implementation of this new policy would seek to: acknowledge, and not penalize, students in cases where there are legitimate reasons for absences; reward the majority of our B.Ed. students who do regularly attend and participate in classes; support all of our instructors with clear, actionable consequences; and act as a deterrent to those students who do not feel that regular attendance is required. We understand that for such a policy to be successfully implemented, it would require a commitment from all full-time/part-time instructors to take attendance carefully and regularly in all onsite classes (via roll call or roster signing), as well as a commitment on our part to ensure ongoing education of instructors and students in terms of the rationale for the policy, and what constitutes excused versus unexcused absences.

## **Motion**

Be it recommended to Senate that the following *Bachelor of Education Program Attendance Policy* be approved and implemented.

### **Bachelor of Education Program Attendance Policy**

**Excused Absences:** If a student is absent for illness, bereavement, religious observance, varsity athletic competitions, or other extenuating circumstances, the student will not be penalized. However, the student must provide instructors with notice in advance of the absence, or within a reasonable time frame (typically within 24 hours or when the student could be safely and reasonably expected to do so) following the absence and are responsible for all the work and class activities that are missed during the absence. Extra readings or make-up assignments may be required. Prolonged absences due to illness should be discussed with the Director/Dean's designate and may require a Leave of Absence from the B.Ed. program.

**Unexcused Absences:** All other absences which do not fall under the excused absence criteria above will be considered unexcused absences. Further, all absences which would have qualified as excused absences but are not communicated to the instructor within a reasonable time frame (typically within 24 hours or when the student could be safely and reasonably expected to do so) will be considered unexcused absences. All unexcused absences will be counted towards the 20% threshold for class attendance as described below.

**Process:** When three unexcused absences are recorded, the instructor will inform the Director/Dean's designate and is encouraged to also submit a [Student Retention Alert \(SRA\)](#) via WebAdvisor. In cases where unexcused absenteeism exceeds 20% (i.e., more than 3 classes in 9-week courses; more than 2 classes in 6-week courses), the student may be excluded from submitting/presenting a major final assignment, writing a final in-class test, or writing a final examination. If an instructor chooses to exclude a student from such an evaluation, the Dean, the Director/Dean's designate, and the student must be notified in writing prior to the evaluation in question. Students who wish to appeal this decision may appeal to the Dean as per the [Nipissing University Appeals and Petition Policy](#).

*Nipissing University acknowledges Western University's Faculty of Education, whose related attendance policy provided background and a foundation in best practices that assisted in the development of this policy.*

## Recall: 2013-14 Program Prioritization Steering Committee Process

### Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### Efficiency

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### Quality

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

## Relevance Criteria

### Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

### Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

## Opportunity Criteria

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?
- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

The full texts reports for each unit are available through the Office of the PVPAR, however the aggregated results are provided here in an effort to provide a concise summary of the committees findings.

## Relevance Scoring

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in the Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High (1) – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate (2) – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low (3) – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

## Opportunity Scoring

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in the Qualitative scoring rubrics. The numerical responses displayed in the table below represent the following assessment findings:

1. A score of **1** should be used to indicate that there is **strong** evidence of opportunities for the unit.
2. A score of **2** indicates that there is **some** evidence of opportunities for the unit.
3. A score of **3** is used to indicate that there is **little or no** evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.



<b>Indicator</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>
<b>Department/Program</b>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>	<i>Opportunity for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunity to strengthen the unit</i>	<i>Opportunity to introduce, consolidate, strengthen or expand...</i>	<i>Opportunity for external partnerships ...</i>	<i>International education opportunities</i>
<b>Education</b> <i>BEd Consecutive</i>	1.50	1.50	2.00	2.00	1.75	1.75	2.25	1.75	2.50	3.00	3.00	3.00	2.50	2.00
<b>English Studies</b> <i>English (BA)</i>	1.33	1.67	1.00	2.00	1.00	2.00	2.00	1.83	3.00	3.00	2.50	2.00	2.00	2.00
<b>Fine &amp; Visual Arts</b>	2.00	1.50	1.00						2.00	2.00	3.00	2.00	2.00	2.50
<i>Fine Arts (BA - Studio, Art History, Visual Studies)</i>				2.00	2.00	2.00	1.83	1.50						
<i>Fine Arts (BFA - Studio)</i>				1.50	1.00	1.50	1.83	1.67						
<b>Gender Equality &amp; Social Justice</b> <i>Gender Equality and Social Justice (BA)</i>	1.50	1.16	1.33	1.50	1.50	2.17	1.83	1.83	3.00	3.00	2.00	1.50	2.00	2.00
<b>Geography</b>	1.33	1.16	1.33						3.00	3.00	2.00	1.00	2.00	2.00
<i>Environmental &amp; Physical Geography (BSc)</i>				1.67	1.83	2.00	1.83	1.50						
<i>Geography (BA)</i>				2.17	1.67	2.00	1.83	1.67						



<b>Indicator</b>	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6
<b>Department/Program</b>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>	<i>Opportunity for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunity to strengthen the unit</i>	<i>Opportunity to introduce, consolidate, strengthen or expand...</i>	<i>Opportunity for external partnerships ...</i>	<i>International education opportunities</i>
<b>History</b> <i>History (BA)</i>	1.16	1.33	1.50	1.67	2.00	1.67	1.33	1.83	2.00	2.00	3.00	2.00	1.00	1.00
<b>Mathematics</b>	1.50	1.16	1.50						3.00	3.00	2.00	2.00	2.50	2.00
<i>Mathematics (BA)</i>				1.50	1.50	1.33	2.00	1.83						
<i>Mathematics (BSc)</i>				1.50	1.83	1.50	2.00	2.30						
<i>Science and Technology (BSc)</i>				2.00	2.33	2.00	1.50	2.00						
<b>Nursing</b> <i>BScN - All Streams</i>	2.40	1.80	1.80	2.50	2.10	2.30	2.50	1.90	3.00	1.00	2.00	2.00	2.00	2.50
<b>Philosophy</b> <i>Philosophy (BA)</i>	2.00	2.00	2.30	2.16	1.66	2.50	2.50	2.66	3.00	3.00	2.00	2.50	3.00	3.00
<b>Physical Health &amp; Education</b> <i>BPHE</i>	1.85	1.17	1.67	2.00	2.50	2.00	1.50	2.00	2.00	2.00	1.50	1.50	1.00	2.50
<b>Political Science</b> <i>Political Science (BA)</i>	2.50	1.67	1.83	2.00	2.66	2.50	2.33	2.00	2.00	3.00	2.50	2.50	2.00	2.50

<b>Indicator</b>	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6
<b>Department/Program</b>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>	<i>Opportunity for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunity to strengthen the unit</i>	<i>Opportunity to introduce, consolidate, strengthen or expand...</i>	<i>Opportunity for external partnerships ...</i>	<i>International education opportunities</i>
<b>Psychology</b>	2.16	2.00	1.67						2.00	3.00	2.50	2.00	2.00	2.50
Psychology (BA)				1.50	2.66	1.66	2.66	2.00						
Psychology (BSc)				1.66	2.33	1.50	2.33	2.00						
<b>Religion &amp; Cultures</b> <i>Religion and Cultures (BA)</i>	2.00	1.67	1.67	2.00	1.66	1.83	3.00	2.33	2.50	2.00	2.00	2.00	2.00	2.50
<b>Social Welfare &amp; Social Development</b> <i>BPHE</i>	1.83	1.50	1.83	2.00	2.33	2.00	1.50	2.00	2.50	2.50	2.00	2.00	2.50	2.00

## Call for Action – September 2015: PwC Report

The Strategies for Financial Sustainability section of the PwC report (section 4.4) outlines two areas of focus related to Programming and Workload Management

### *Program Contributions*

**Risk:** NU is offering courses that are making losses on a standalone basis

**Opportunity:** The faculty budgets comprise 52% of the total FY 15/16 budgeted expenditures, including \$34.4M in Salary and Benefits and \$3.3M in Operating Expenditures. Review courses offered within each program and eliminate non-essential courses. Drive enrolment in the loss-making programs to return to a target margin or remove programs.

### *Faculty Workload Management*

**Risk:** The current cost structure of delivering programs at NU is not sustainable.

**Opportunity:** The faculty budgets comprise 52% of the total FY 15/16 budgeted expenditures, including \$34.4M in Salary and Benefits and \$3.3M in Operating Expenditures. To eliminate the deficit, management must analyze the current faculty workload, determine targets to rationalize the costs and enact these targets.

Increase average student hours for faculty to reduce total faculty headcount and costs through:

- Reducing workload release (reduced Chairs and Directors, other releases)
- Establish and enforce targets for average student hours taught by tenured/tenure track and reduce LTA positions
- Early retirement incentives
- Where appropriate, propose changes to program offerings

## Call for Action – November 2022: AGO Recommendation 8

Recommendation 8 from the Office of the Auditor General of Ontario Value-for-Money Audit: Financial Management in Ontario Universities states:

### *Recommendation 8*

To have a comprehensive picture of the financial contribution of programs in order to offer a sustainable suite of programs, we recommend that as part of its programming considerations Nipissing University:

- complete an analysis of profitability at the academic program level;
- determine whether there are programs that can be reduced or restructured to provide a better financial contribution to the university, while still retaining overall academic credibility with department course offerings; and
- reduce or restructure program offerings based on the results of its program profitability analysis and academic needs, in consultation with its academic departments and with the approval of its Board and Senate.

## Update: Filling the Gaps (2015 through 2022)

The Office of Institutional Planning and Analysis has compiled enrolment data (by Major program of study) as well as data regarding our current full-time faculty complement supporting our programs and the financial health of our department using the profit margin model developed in collaboration with our Finance Department for Office of the Auditor General report. This data is provided to help fill in the gaps from where the PPP summaries left off. Other data regarding discipline enrolment, completion rates, etc. is available and can be shared with this committee and/or other committees across the organization.

It is critical that as an organization we spend time to develop a prioritization model to determine how we best allocate our resources across the organization. This process must focus on both the academic and administrative functions of the university and acts as the first step in identifying the academic and administrative priorities that best position the university for future success. It should be clear that this process is not simply focused on how to cut programs and services, it is a process that recognizes that we are working with limited resources and that in order to invest in new activities or enhance existing programming, that there will be activities we will no longer be able to support.

Below is an example of the PPP matrix developed by Wilfrid Laurier University which may help provide additional context.

<b>Category Definitions</b>	<b>Academic</b>	<b>Admin</b>	<b>Results</b>
<b>Enhance</b>	21%	22%	Add resources
<b>Transform with additional resources</b>			
<b>Maintain without new resources</b>	61%	60%	No new resources
<b>Transform without new resources</b>			
<b>Transform with fewer resources</b>	18%	18%	Reduce resources
<b>Phase out or minimize</b>			

## Review: Tuition vs. Cost of Instruction

Using financial reporting data from each university in the province, we break down the revenues and expenses in the Operating Fund by Academic Instruction and Non-Academic. This table illustrates that in 2021/22 there were four universities in the province whose tuition revenue did not cover the cost of instruction. A selection of comparator universities is included in the line graph below (a plot of column 1 divided by column 2) in an effort to demonstrate our comparative performance over time (i.e., 2018/19 through 2021/22).

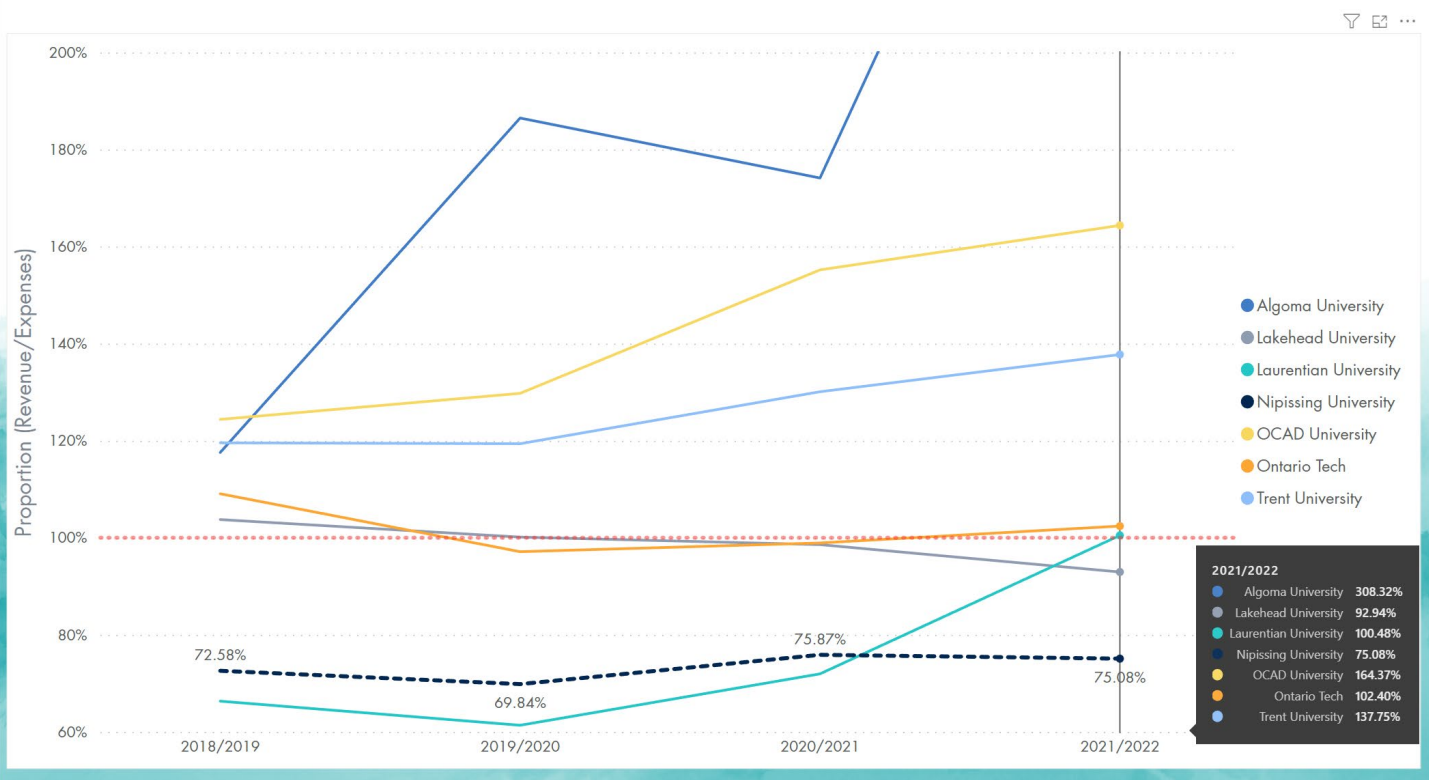
### 2021/22 General Operating Results

Institution	Academic Instruction Revenue	Academic Instruction Expenses	Net Academic Instruction Expenses	Non-Academic Revenue*	Non-Academic Expenses	Non-Academic Net Expenses	Overall Net Expenses
Algoma University	\$ 49,193,000	\$ 15,955,000	\$ 33,238,000	\$ 17,995,000	\$ 29,529,000	-\$ 11,534,000	\$ 21,704,000
Brock University	\$ 177,722,000	\$ 150,719,000	\$ 27,003,000	\$ 119,106,000	\$ 141,863,000	-\$ 22,757,000	\$ 4,246,000
Carleton University	\$ 309,405,000	\$ 252,182,000	\$ 57,223,000	\$ 213,663,000	\$ 263,353,000	-\$ 49,690,000	\$ 7,533,000
Guelph, University of	\$ 220,043,000	\$ 263,404,000	-\$ 43,361,000	\$ 274,179,000	\$ 235,459,000	\$ 38,720,000	-\$ 4,641,000
Lakehead University	\$ 81,720,000	\$ 87,928,000	-\$ 6,208,000	\$ 74,340,000	\$ 74,077,000	\$ 263,000	-\$ 5,945,000
Laurentian University	\$ 54,157,000	\$ 53,898,000	\$ 259,000	\$ 88,551,000	\$ 45,949,000	\$ 42,602,000	\$ 42,861,000
McMaster University	\$ 444,540,000	\$ 449,182,000	-\$ 4,642,000	\$ 339,930,000	\$ 288,109,000	\$ 51,821,000	\$ 47,179,000
Nipissing University	\$ 28,242,000	\$ 37,614,000	-\$ 9,372,000	\$ 39,156,000	\$ 36,303,000	\$ 2,853,000	-\$ 6,519,000
OCAD University	\$ 52,481,000	\$ 31,929,000	\$ 20,552,000	\$ 33,937,000	\$ 45,574,000	-\$ 11,637,000	\$ 8,915,000
Ontario Tech	\$ 77,460,000	\$ 75,642,000	\$ 1,818,000	\$ 100,893,000	\$ 77,689,000	\$ 23,204,000	\$ 25,022,000
Ottawa, University of	\$ 505,512,000	\$ 426,470,000	\$ 79,042,000	\$ 345,770,000	\$ 427,316,000	-\$ 81,546,000	-\$ 2,504,000
Queen's University	\$ 398,964,000	\$ 326,725,000	\$ 72,239,000	\$ 259,900,000	\$ 280,144,000	-\$ 20,244,000	\$ 51,995,000
Toronto Metropolitan University	\$ 393,870,000	\$ 350,108,000	\$ 43,762,000	\$ 341,616,000	\$ 367,061,000	-\$ 25,445,000	\$ 18,317,000
Toronto, University of	\$ 1,920,878,000	\$ 1,243,983,000	\$ 676,895,000	\$ 968,860,000	\$ 1,146,114,000	-\$ 177,254,000	\$ 499,641,000
Trent University	\$ 101,596,000	\$ 73,753,000	\$ 27,843,000	\$ 69,561,000	\$ 81,195,000	-\$ 11,634,000	\$ 16,209,000
Waterloo, University of	\$ 557,631,000	\$ 421,753,000	\$ 135,878,000	\$ 312,534,000	\$ 369,172,000	-\$ 56,638,000	\$ 79,240,000
Western Ontario, University of	\$ 460,175,000	\$ 415,719,000	\$ 44,456,000	\$ 385,344,000	\$ 267,334,000	\$ 118,010,000	\$ 162,466,000
Wilfrid Laurier University	\$ 216,023,000	\$ 146,745,000	\$ 69,278,000	\$ 132,565,000	\$ 134,482,000	-\$ 1,917,000	\$ 67,361,000
Windsor, University of	\$ 208,227,000	\$ 154,535,000	\$ 53,692,000	\$ 118,182,000	\$ 168,204,000	-\$ 50,022,000	\$ 3,670,000
York University	\$ 674,470,000	\$ 517,830,000	\$ 156,640,000	\$ 380,410,000	\$ 410,139,000	-\$ 29,729,000	\$ 126,911,000
<b>Total</b>	<b>\$ 6,932,309,000</b>	<b>\$ 5,496,074,000</b>	<b>\$ 1,436,235,000</b>	<b>\$ 4,616,492,000</b>	<b>\$ 4,889,066,000</b>	<b>-\$ 272,574,000</b>	<b>\$ 1,163,661,000</b>

\* Ancillary Fees are classified under Non-Academic Revenue

Source: COFO

### Tuition as a Proportion of Instructional Expenses (Wages and Benefits)



Source: COFO

### Quick Math: How Many FFTE per FT Faculty

Based on our 2022/23 UCASS Report, the blended average of faculty salary for Nipissing is approximately \$141,000. Adding benefits which are estimated at approximately 20%, this brings the average faculty salary including benefits to approximately \$169,000 for 2022/23.

#### Domestic Students

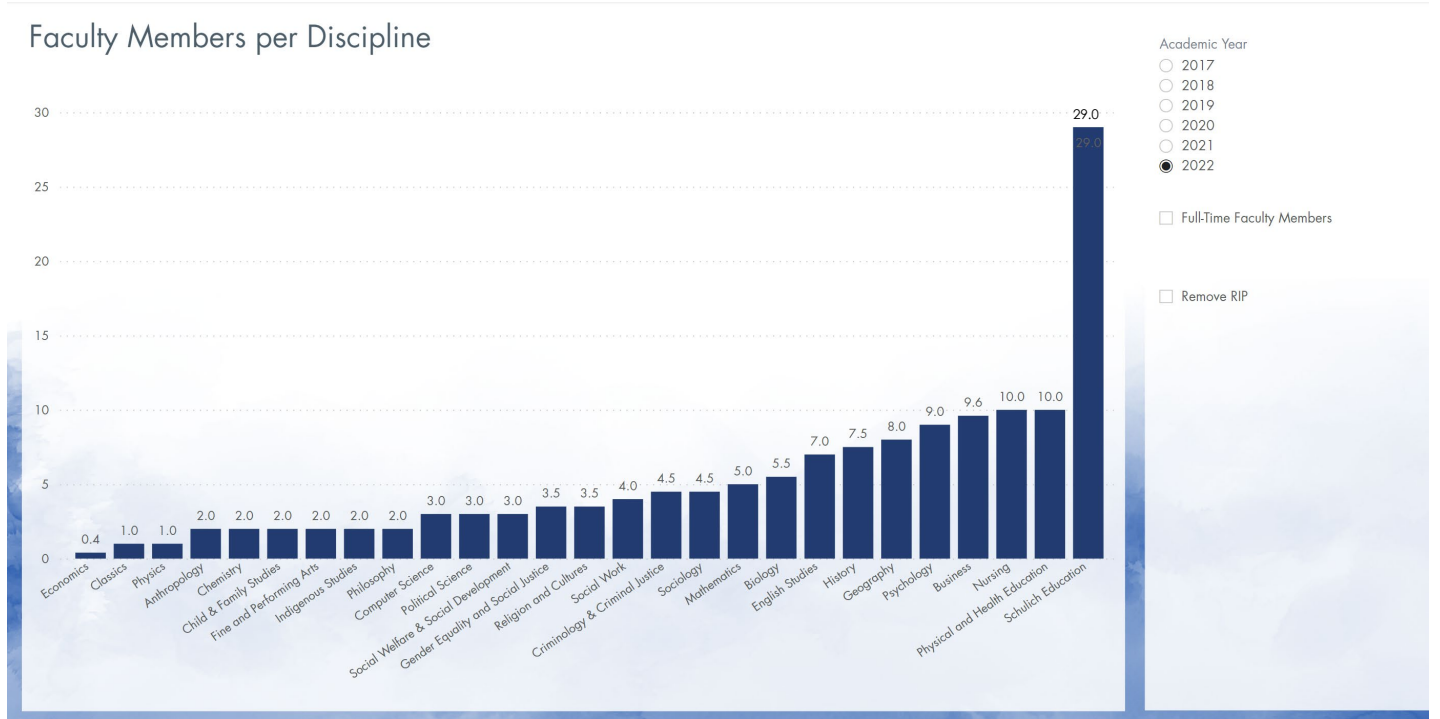
Our blended average per FFTE for domestic undergraduate tuition is approximately \$6,075. Therefore, we need approximately 28 FFTE per full time faculty member to have tuition cover the cost of instruction.

#### International Fee Paying Students

Our blended average per FFTE for international undergraduate tuition is approximately \$11,000 (net of commissions and equivalent grant credit). Therefore, we need approximately 16 FFTE per full time faculty member to have tuition cover the cost of instruction.

## Appendix A: Background Data

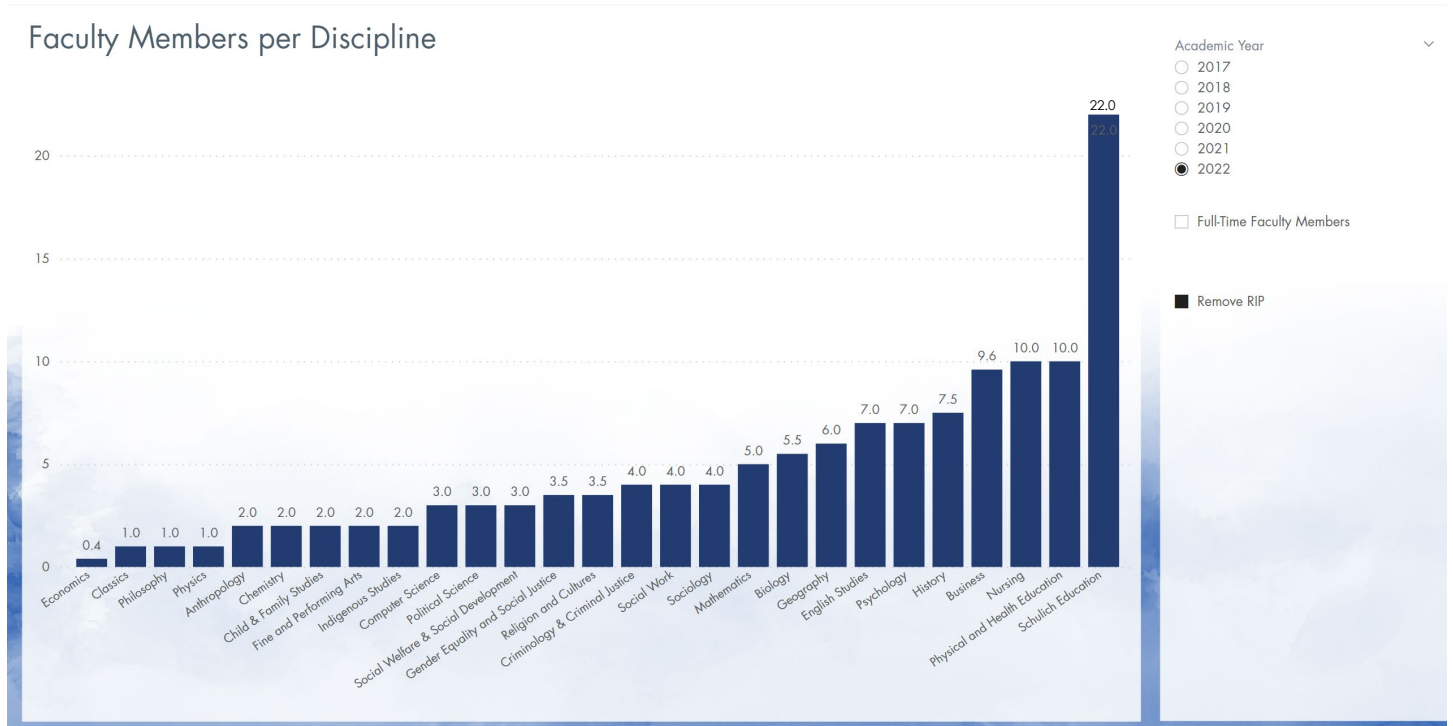
### Full-Time Faculty Members by Discipline (Academic Year 2022/23)



Updated: February-17-23

INSTITUTIONAL PLANNING AND ANALYSIS  
NIPISSING UNIVERSITY

### Full-Time Faculty Members by Discipline (Forecast: Academic Year 2023/24)



Updated: February-17-23

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## Major FFTE per Full-Time Faculty Member (Academic Year 2022/23)

### Major FFTE Per Full-time Faculty Member



Updated: February-17-23

INSTITUTIONAL PLANNING AND ANALYSIS  
NIPISSING UNIVERSITY

## Tuition vs. Cost of Instruction by Department (2021/22 Academic Year)

### Discipline Overview

Faculty/School/Department	Course FTE from Majors	Course FTE from Non-Majors	Total Course FTE	% of Non-Major FTE	Tuition Revenue	Salaries & Benefits*	Ratio**
Faculty of A&S	563.50	1,129.56	1,693.06	66.7%	\$9,814,517.84	\$15,822,335.46	0.62
Child & Family Studies	74.20	46.10	120.30	38.3%	\$526,516.85	\$494,487.15	1.06
Department of Biology and Chemistry	85.60	173.20	258.80	66.9%	\$1,564,195.52	\$1,903,726.38	0.82
Department of Classics and Modern Languages	3.10	49.10	52.20	94.1%	\$325,658.90	\$411,472.99	0.79
Department of Computer Science and Mathematics	38.80	102.80	141.60	72.6%	\$967,129.13	\$1,737,479.07	0.56
Department of English Studies	55.20	100.26	155.46	64.5%	\$949,037.81	\$1,565,238.60	0.61
Department of Fine and Performing Arts	21.90	30.00	51.90	57.8%	\$326,832.19	\$696,722.13	0.47
Department of Gender Equality and Social Justice	12.10	60.80	72.90	83.4%	\$340,409.31	\$668,593.03	0.51
Department of Geography	41.50	50.50	92.00	54.9%	\$567,282.51	\$1,338,403.45	0.42
Department of History	73.00	49.39	122.39	40.4%	\$675,058.85	\$1,373,466.57	0.49
Department of Philosophy, Political Science, and Economics	14.70	96.80	111.50	86.8%	\$683,817.05	\$1,062,494.94	0.64
ECON	1.50	34.70	36.20	95.9%	\$222,679.78	\$94,872.15	2.35
PHIL	3.50	31.60	35.10	90.0%	\$215,134.14	\$426,062.86	0.50
POLI	9.70	30.50	40.20	75.9%	\$246,003.13	\$541,559.93	0.45
Department of Psychology	83.40	93.70	177.10	52.9%	\$1,052,369.71	\$1,761,947.16	0.60
Department of Religion and Cultures	2.90	50.80	53.70	94.6%	\$317,466.60	\$641,350.79	0.49
Department of Sociology and Anthropology	40.50	137.60	178.10	77.3%	\$926,178.81	\$1,322,945.38	0.70
Faculty of Arts & Science - Other	53.40	53.40	53.40	100.0%	\$287,957.19	\$287,459.73	1.00
Social Welfare & Social Development	16.60	35.10	51.70	67.9%	\$304,607.41	\$556,548.09	0.55
Faculty of E&PS	3,006.74	93.37	3,100.10	3.0%	\$19,383,718.95	\$18,479,118.96	1.05
School of Business	466.66	48.70	515.36	9.4%	\$4,242,899.85	\$2,325,142.33	1.82
School of Criminology & Criminal Justice	105.60	41.60	147.20	28.3%	\$812,375.57	\$816,878.29	0.99
School of Nursing	949.60		949.60		\$5,369,718.72	\$5,579,183.63	0.96
School of Physical and Health Education	215.02	0.87	215.88	0.4%	\$1,328,572.83	\$1,955,459.83	0.68
School of Social Work	61.70	2.20	63.90	3.4%	\$373,488.88	\$769,956.20	0.49
Schulich School of Education	1,208.16	0.00	1,208.16	0.0%	\$7,256,663.10	\$7,032,498.69	1.03
<b>Total</b>	<b>3,570.24</b>	<b>1,222.92</b>	<b>4,793.16</b>	<b>25.5%</b>	<b>\$29,198,236.80</b>	<b>\$34,301,454.42</b>	<b>0.85</b>

Updated: 2023-03-23

\*Benefits is estimated at 20% of salary for full-time faculty members and 10% of salary for part-time instructors.

\*\*Ratio is computed by dividing the tuition generated by course registrations in each discipline by the instructional salary expenditure and benefits estimate.

INSTITUTIONAL PLANNING AND ANALYSIS  
NIPISSING UNIVERSITY



Cumulative Gain/Loss by Department (2018/19 through 2021/22)

Source: Profit Margin excel document provided to AGO

Profit Margin

Home | Definitions





Student Headcount by Major (Fall 2015/16 through Fall 2022/23)

Faculty/Department/Program	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Faculty of A&amp;S</b>	<b>1567</b>	<b>1392</b>	<b>1332</b>	<b>1334</b>	<b>1267</b>	<b>1247</b>	<b>1252</b>	<b>1193</b>
Child & Family Studies	70	55	85	116	146	161	176	165
Department of Biology and Chemistry	174	178	171	169	183	189	175	169
BSc - Biology	156	156	151	142	144	142	131	133
BSc - Environmental Biology & Technology	18	22	20	27	39	47	44	36
Department of Classics and Modern Languages	14	16	6	11	7	7	7	7
Department of Computer Science and Mathematics	72	75	72	73	81	80	79	90
BA/BSc - Computer Science	26	21	23	23	28	29	29	36
BA/BSc - Mathematics	42	50	46	48	51	48	46	46
BSc - Data Science								4
Master of Science - Mathematics	4	4	3	2	2	3	4	4
Department of English Studies	186	175	156	151	124	122	118	110
Department of Fine and Performing Arts	58	54	55	65	60	58	43	47
Department of Gender Equality & Social Justice	34	35	33	29	27	20	27	27
Department of Geography	184	130	135	113	89	82	77	89
BA - Geography	105	74	63	48	28	23	26	35
BA/BSc - Environmental Geography	46	31	43	37	42	43	39	41
BSc - Environmental Science & Physical Geography	4	1	1					
Master of Environmental Science/Master of Environmental Studies	29	24	28	28	19	16	12	13
Department of History	161	143	135	129	121	123	112	104
BA - History	146	130	120	120	111	110	97	90
Master of Arts - History	15	13	15	9	10	13	15	14
Department of Philosophy, Political Science, and Economics	43	51	45	46	40	42	42	53
BA - Economics	7	8	7	6	4	7	7	10
BA - Philosophy	16	15	9	10	9	13	12	13
BA - Political Science	20	28	29	30	27	22	23	30
Department of Psychology	311	279	253	231	204	182	194	174
BA/BSc - Psychology	311	279	253	231	204	182	194	174
Department of Religion and Cultures	8	8	11	15	12	6	10	9
Department of Sociology and Anthropology	106	86	79	84	67	65	65	52
BA - Anthropology	14	12	15	9	4	7	10	12
BA - Sociology	92	74	59	65	51	43	41	30
Master of Arts - Sociology			5	10	12	15	14	10
Faculty of Arts & Science - Other	91	61	59	55	71	71	82	63
BA - Indigenous Studies	8	11	11	10	18	16	29	25
BA - Undeclared	65	35	32	25	32	35	34	13
BA/BSc - Liberal	18	15	16	20	21	20	19	25
Social Welfare & Social Development	55	46	37	47	35	39	45	34
<b>Faculty of E&amp;PS</b>	<b>3388</b>	<b>3450</b>	<b>3458</b>	<b>3312</b>	<b>3574</b>	<b>3810</b>	<b>3917</b>	<b>3902</b>
School of Business	699	664	668	653	645	712	677	660
Bachelor of Business Administration	477	473	466	482	362	285	235	191
Bachelor of Commerce	222	191	202	171	278	411	421	432
Post-Baccalaureate Diploma					5	16	20	36
Post-Baccalaureate Certificate							1	1
School of Criminology & Criminal Justice	283	299	303	273	262	237	233	194
School of Nursing	1191	1344	1498	1479	1504	1540	1606	1643
BScN - RPN Bridging Program - Distance	676	826	1003	992	1052	1097	1160	1217
BScN - Scholar Practitioner Program	90	96	82	83	75	70	80	87
BScN - Standalone/Collaborative Nursing Program/RPN Bridging Program	425	422	413	404	377	373	366	339
School of Physical and Health Education	330	316	317	320	314	300	290	254
Bachelor of Physical and Health Education	330	309	301	297	281	265	259	231
Master of Science - Kinesiology		7	16	23	33	35	31	23
School of Social Work	11	42	93	113	129	133	117	98
Schulich School of Education	874	785	579	474	720	888	994	1053
Bachelor of Education	189	357	332	368	632	788	884	945
Bachelor of Education - Concurrent	470	287	129					
Master of Education	179	106	85	74	57	64	68	60
PhD in Education	36	35	33	32	31	36	42	48
<b>Grand Total</b>	<b>4955</b>	<b>4842</b>	<b>4790</b>	<b>4646</b>	<b>4841</b>	<b>5057</b>	<b>5169</b>	<b>5095</b>

# Department and Program Report

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Unit/Department: Biology and Chemistry

## Biology Programs Included:

- Bachelor of Science
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)
  - Base (classroom)
- Environmental Biology and Technology (BSc) (not available for all indicators)
- Chemistry (minor) (not available for all indicators)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings),



and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?
- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Biology	195.1	189.3	200.9	203.3	211.7	2%
Chemistry	20.3	18.5	20.1	22.5	19.2	-1%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Biology (Bachelor of Science)	53	41	50	52	58	9%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Biology	- 147.18	- 183.49	- 220.95	- 252.71	- 388.79
Chemistry	387.14	402.34	338.54	272.30	574.76

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Biology	130.33	164.72	151.58	153.13	155.00
Chemistry	105.16	105.23	120.42	127.33	85.82

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Biology and Chemistry	1.50	2.00	1.50

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
Biology and Chemistry	2.50	2.00	2.00	1.50	1.50	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.



**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Biology (Bachelor of Science)	3-year	14	16	17	10	12	-14%
Biology (Bachelor of Science)	4-year	90	82	106	109	127	41%
Biology and Chemistry (Bachelor of Science)	3-year	1	2	-	-	1	0%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Biology (Bachelor of Science)	3-year	3	1	2	2		-100%
	4-year	50	40	48	50	58	16%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Biology (Bachelor of Science)	Honours	Classroom	\$521.08	\$706.26	\$1,241.83	\$1,048.38	\$1,641.05
Biology (Bachelor of Science)	Honours	Individual		\$2,467.97	\$2,389.90	\$2,650.82	\$2,750.51
Biology (Bachelor of Science)	Specialist	Classroom	\$659.00	\$1,067.31	\$705.07	\$595.15	\$396.34
Biology (Bachelor of Science)	Base		\$562.55	\$592.90	\$531.68	\$544.42	\$421.23

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institutions, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complementary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Biology	Biology (Bachelor of Science)	3-year	36%	19%	35%	40%	36%	111	92%	64%	133	22%	-33%	8%	36%	-60%	-33%	22%	0%	0%	0%	22%
Biology	Biology (Bachelor of Science)	4-year	22%	13%	23%	14%	22%	67%	86%	77%	78%	11%	27%	10%	17%	18%	27%	6%	4%	5%	4%	6%
Biology	Biology and Chemistry (Bachelor of Science)	3-year	0%	50%	-	-	0%	0%	0%	-	-	-	100	100	-	-	100	0%	0%	-	-	0%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Biology	Biology (BSc)	72	3.27	3.24

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondent's field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Biology	Biology (BSc)	22	30	17%	7%	2.07	1.85

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Biology and Chemistry	Biology (BSc)	2.00	2.00	1.50	2.00	2.00
	Environmental Biology & Technology (BSc)	2.00	2.00	1.50	2.00	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

#### 1.0 Context (not scored)

Dr. Desmond Anthony was the pioneering Biologist when Nipissing College opened in 1967 through an affiliation with Laurentian University. He taught Biology and Environmental Science courses in support of the Geography Program. The second Biologist, Dr. David Hackett, was hired in 1986, allowing for more Biology and Environmental Science courses to be taught. Dr. Peter Nosko was hired in 1995 when Dr. Anthony retired. More Biology courses were added. In 1996, Nipissing University was able to grant a three-year general degree in Biology.

Further expansion in programming occurred in 1998 through a joint offering with Canadore College for a four-year Honours program in Environmental Biology and Technology. This expanded our range of courses, and gave us the opportunity to teach fourth-year courses and supervise 4th year (thesis) research projects. This expansion required hiring two fulltime Lab Instructors.

In 2001, Nipissing University implemented a collaborative Nursing Program with Canadore College which meant hiring two additional tenure-track faculty in Biology to help offer courses for the Nursing Program (Dr. Greg Pyle and Dr. Tony Parkes). In 2002, the Department of Biology began to offer its own Honours Program and also expanded its facilities by moving into the newly built H-Wing. The new growth required hiring a departmental technician in 2003. The Department began developing Chemistry in 2003 by hiring Dr. Stephen Kariuki. In 2004, Dr. Ewa Cholewa (Botany) and an additional lab instructor were added to assist with our growing program.

We have gradually added staff to help us cope with demand for Biology and Chemistry courses and expanding numbers of students. In 2008, the Department hired Dr. Mukund Jha (Organic Chemistry) and Dr. Jeff Dech (Forest and Landscape Ecology); Dr. Greg Pyle left the Department in 2008 and was replaced by Dr. Reehan Mirza in 2009. In 2011, a 5th Lab Instructor Position was added, and the Department began offering a Minor in Chemistry. Dr. Lesley Lovett-Doust (Biology) was added in 2013.

The Department of Biology and Chemistry currently has 9 full-time Professors, 5 Lab Instructors, and 3 Technologists who provide support for labs, classes and research. We aim to provide an outstanding program for our students, to contribute to the mission of the university, and to engage the wider community.

The 2013 IQAP reviewers of the department made these comments:

'The Biology/Chemistry Department of Nipissing University (NU) has a dedicated faculty and staff, who provide an excellent training for undergraduate students. Students appreciate the small classes, the opportunity to interact closely with instructors, and the large number of laboratory and field experiences associated with many of the courses. The natural setting around the university provides an ideal opportunity for teaching ecology.'

'Facilities are new. Both teaching and research equipment are exceptional. Many students, who graduate, go on to graduate school. The Environmental Biology and Technology program in which students spend their second year of study at Canadore College (the College and the University share the same building) is an excellent program and serves as a model for other universities'.



## 1.1 Relevance of the unit to the university's mission

A key mission for all departments, outlined in the latest strategic plan, is to exemplify the highest standards in scholarship, teaching and research.

- We promote the above mission by involving undergraduate students in original research.
- 4th year students often study one on one with their professors and undertake thesis projects that involve research, critical thinking, problem solving, effective scientific writing, verbal presentations, and the creation of academic posters.
- Students are encouraged to present their work at conferences and are often able to publish their work.
- Our students are very successful at winning NSERC awards and gaining entry to Graduate School.
- A number of our courses resemble 'Graduate Level' courses in that they involve critical thinking, proposal writing, discussions based on scientific literature, and presentations by students – all within a small group setting.
- Members of the department use innovative teaching methods to engage students in the classroom (e.g. clickers), and demonstrate state-of-the-art research techniques.
- Our students receive more mentoring than students at larger universities. When our students attend conferences, it is obvious that their research and presentations skills are extremely polished compared to other undergrads.
- When our students were entered in an International Essay Contest for three years running, each year they won one of the top three prizes, beating out competition from universities such as Harvard, Oxford and U of Toronto.

A second key mission is to encourage all to realize their full intellectual and personal potential to the benefit of our local, national and international communities.

- We strive for excellence and invest much time working with our students to help them realize their full potential.
- We focus on developing career opportunities for our students in the modern 'knowledge economy' by giving them a solid grounding in the life sciences and physical sciences that are the foundations of all natural resource enterprises.
- Our students receive an extraordinary amount of 'hands on' training, both in the lab and in the outdoor environment.
- Biology and Chemistry are the main paths into the post-graduate health sciences programs such as medicine and dentistry. We give our students the best possible grounding in the Biology and Chemistry underlying those careers.
- Our well-trained students then go forth to take their places in local, national, or international communities according to their individual goals and opportunities.

The third key mission is to support northern communities, Aboriginal, first generation and international learners.

- We focus on the Biology and Chemistry of our region, which provides many advantages to people who wish to work, study and live here and further north.

- We have a number of initiatives that involve Aboriginal students and communities (described further in a subsequent section).
- We have online introductory Biology and Chemistry courses that allow students who are off campus (perhaps because they live in a northern Aboriginal Community, or because they have a disability) to gain entry to our courses.
- We work closely with students who have disabilities to ensure that they have the same opportunities as other students.

## 1.2 Notable or unique contributions made by the unit

- We are unique in having a combined Biology & Chemistry Department. This allows for efficiencies in the use of instructors and facilities, in not duplicating courses, in sharing our research equipment in a ‘Central Analytic facility’, and in exploring the rich seams of interdisciplinary potential between Biology and Chemistry.
- The department has been an area of enrolment growth for Nipissing University.
- Biology and Chemistry students bring a Provincial Government contribution of 2 BIUs per student in years 2-4, rather than 1 BIU per year.
- The department presents a number of large and popular courses (100 students in 1st-year Biology; 150 students in 1st-year Environmental Science) that service students from a wide range of disciplines.
- Other courses provide the training required by specific groups on campus. For example, the Anatomy and Physiology course (130 students) and the Microbiology course (140 students) are central to the Nursing program.
- We offer large and successful online courses (with enrollments as high as 165 students) which are surely ‘money makers’ and which allow off-campus Bridging Nurses who are scattered throughout the province to advance their studies from afar.
- As mentioned above, the Biology and Chemistry Department has created a ‘Science Culture’ on campus through our thesis research projects, through our ‘Grad School’ type courses and through our hands-on practical training of scientists in small participatory groups.
- The department has played a significant role in the development of the institution by proposing and developing infrastructure improvements (e.g. H-wing), and by obtaining external funds to establish research facilities (e.g. Central Analytical Facility, Plant Growth Facilities, Animal Care Facilities, etc.).
- The Environmental Biology and Technology (ENBT) program that is articulated with Canadore College is very unique. Few universities are in a position to work as closely with a college as we are. The ENBT program combines the theory associated with a university education and the practical skills associated with a college education, allowing students to gain a degree, a diploma, and a number of valuable certificates within 4 years.
- We are uniquely situated to use the campus trails and the surrounding natural area as a very assessable outdoor laboratory.
- The MES/MESc program is unique, relevant and notable. Several departments (including Biology & Chemistry, Geography, and others) work together to offer this interdisciplinary Environmental Science/Studies program. Students from different disciplines cooperate to solve problems and to share practical research experiences that help to develop job-related skills.

- Our hands-on lab teaching is done by highly trained and experienced professional Lab Instructors. We feel that this provides a higher level of quality and consistency, compared to larger universities where labs may be run by a fresh cohort of inexperienced Graduate Students each year.
- Canada's market-leading Environmental Science Textbook, used in Universities and Colleges throughout the country, is written by an NU professor from this unit, provides book-researching experiences for NU students, and features the work of some NU scientists.
- Annual events such as 'Darwin's Birthday Celebration' provide opportunities for students and Professors from various disciplines to engage in informal dialogues.

### 1.3 Provide information on how appropriately and effectively the unit responds to the needs of the wider community

- Members of the department contribute to the wider community by disseminating knowledge through local groups, through environmental organizations, through the media to the general public. In the news recently, our faculty and staff have provided advice on the Lake Nipissing Fishery, restoring habitat for Monarch Butterflies, the value of community gardens and "eating locally", etc.
- The department consistently participates in science outreach in the North Bay community. These activities include science fairs and activities tailored to high-school-aged students, right down to science events tailored to young students such as Cubs, Brownies, Sparks and Beavers!
- Members of the department cooperate with government or environmental partners to run projects that require public interaction. For example, Project Purple (coordinated by the Federation of Ontario Naturalists, Nipissing University and the Conservation Authority) worked with the public to deal with purple loosestrife issues in the area. The Mammal Atlas, The Breeding Bird Atlas, and the Herpetofaunal Atlas were province-wide biological initiatives that were locally coordinated by Nipissing faculty.
- Some faculty have partnered with local government agencies to create projects that solve local conservation problems while employing NU students. For example, over the years, our faculty have partnered with the Ministry of Natural Resources, the Ministry of Transportation, and the Fur Harvesters' Auction to investigate various types of biological problems ... while providing Nipissing University students with valuable experiences and pay cheques.
- Research conducted by faculty and students in the department contributes knowledge applicable to the conservation, management and or protection of local (northern) resources including forests, wildlife, lakes, rivers and streams, and endangered species. For example, our research has been used to inform conservation decisions about how fishing, trapping and forestry should be best conducted in our region.
- Sometimes we are directly responding to a local issue or question as we design our research projects and as we assign thesis projects to our students. Our object is to produce well-trained students who can make important contributions to the wider community.
- Many of our graduates have been hired by local organizations and are now contributing to sustainable management and conservation of northern Ontario resources.
- Other graduates have gone on to become doctors, veterinarians, dentists, and other health-related professionals. They have a positive impact upon the communities in which they live and practice.
- Employers in the wider community report that our students have impressive practical skills, polished communication skills, confident problem solving skills, and high levels of motivation.

- We attempt to make our courses easily available to the wider community in several ways. We offer a wide range of Spring and Summer courses that will interest a broad audience; we make sure that evening sessions are available to suit people who work in the day; we have online courses that allow people to participate with the university from off-campus locations; some courses are at a basic entry level so that people can easily get started with NU courses.
- Several of our Professors have noteworthy community service projects and courses that involve Aboriginal students and communities.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

The department has recently drafted and adopted By-Laws that have codified our departmental functions and planning activities. This means that we will now have standing committees for curriculum and planning, for example, which will continuously monitor and adapt our departmental functions to enhance our offerings to our students, the university, and the broader community. Certainly, part of the future development of the Department, is to continue to serve our students even better than before. We recommend that the number of faculty be increased so that we may maintain or in most cases, revert back to smaller classes and a more personalized style of teaching. We aim to keep our focus on a general liberal education, and at the same time continue the exceptional preparation for those students who do go on to graduate school and professional programs.

We would like to see more variety in the courses that we are able to offer, especially at the senior levels. Hiring more faculty would mean that we would be able to stop cycling courses so that all courses could be given each year and we would be in a position to develop more courses to broaden our areas. We would also like to institute lower caps on all our second and third year courses, much like history. It is particularly important for those students who write the Graduate Record Exams that our program offer them a broad spectrum of courses necessary for them to do well.

As a department we would like to continue to expand our program and strengthen those areas that are most attractive to our students and to our newer faculty. At the current time we are developing a new certificate in Applied Behaviour Analysis to meet the needs of community agencies. This effort has been spearheaded by Dr. Vernescu at the Bracebridge campus where she is cross appointed to psychology. Her initiatives have also led to new offerings in psychology through cross-coding and cross listing of courses. We also intend to expand our profile within the community and the community agencies. This initiative may require added resources as we grow to increase our competence in more applied areas of Psychology. We would also like to eventually propose a stream within the department which would allow students, in collaboration with the Department Criminal Justice, to take more courses in the clinical/forensic aspects of psychology. We are also interested in helping to foster the new Social Work program which is under consideration at the university. Another possibility to explore might be a graduate degree in Applied Social Psychology that is more applied and professional in nature. Examples of such degrees can be found at numerous Canadian Universities such as Saskatchewan and Memorial. Besides these new initiatives, we will continue to emphasize a strong research culture and enrich the learning experience for all our undergraduate students. As a department we would like to be able, at some point, to have a graduate program but not at the expense of our existing program needs. It is clear that to support a graduate program and graduate students we need primary investigators with excellent external funding. To go forward without such internal readiness would be foolhardy. Perhaps a multidisciplinary approach to a graduate program might be possible with the Department of Biology and perhaps Physical Education but only when we have a full complement of faculty within the department who have stable funding. This ought not to be done at the expense of our excellent undergraduate program.

**3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?**

Our commitment to undergraduate research has been difficult to uphold given the internal changes in policy at the University. For example, whereas the number of individual and thesis course supervisees was left to the individual professor that number has now been reduced to three per faculty member. This attack on the individually supervised courses has, most recently, led to an odd change in remuneration for these courses. Previously, a stipend was paid in recognition of this supervision which was not calculated to be part of the course load of the instructor but now, the only way that an instructor will gain recognition for the supervision is through a form of course release. This is wrong headed because such course releases limit the scope of our course offerings at the cost of supervising undergraduate theses or directed readings/research. Also such course release is significantly more expensive to the university than the previous remuneration through a stipend. An excellent and practical change in policy would be to return to the previous method of incentivizing faculty to encourage undergraduate research in their laboratories. This would increase morale, improve student research, and be cost effective.

We have had to reintroduce cycling of courses among the full time members of the department and we will have to continue to do this. This is not only difficult for faculty but also for students who sometimes are unable to take courses of interest within the normal timeframe of their degree completion.

The Department of Psychology continues to work on innovative ways to maximize the effectiveness of existing resources. Working collaboratively with CHFS in Muskoka we are actively developing blended learning opportunities for the Human Development Stream courses at Muskoka campus, with a view toward moving into more online learning opportunities in the future. This is in response to the IQAP and to our community stakeholders who are requesting accessible opportunities for learning and continuing education. There are also recent discussions with MUN for collaborating around an online ABA certificate with a long-term goal towards a joint degree would also attract numerous other students to the institution (Memorial is a leader in online education and has a tremendous amount of resources/capacity that would be of benefit to us – and we, have the ABA expertise).

**3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

There is no excess capacity and we continue to have to rely on external part-time instructors to simply offer our degrees. This is especially true in light of the number of course releases that are available, through various means, to the faculty. At the current time we have 12 courses taught by part time faculty on the main campus; this is clearly not optimal delivery of our program. If additional resources, such as: increased funding for TAs; technology support services for online and teleconferencing course offerings; and, increasing the number of full time faculty were afforded to the department then courses could be offered more consistently and the option to take these courses could be extended to allow for more students to take them (including part time and distance students).

**3.3 What opportunities are there to strengthen the unit and how could these be implemented?**

We continue to work with our community partners to provide specialized education for them. For example, we have proposed a Certificate in Applied Behaviour Analysis (as detailed above) that will help to provide our community partners with much needed skills for their employees.

Many companies are offering time for their employees during work hours for professional development. This is perhaps an untapped revenue resource; if courses like those necessary to attaining a degree in Applied Social Psychology mentioned earlier were offered in both traditional and innovative ways they could be marketed to local and distant agencies looking to upgrade the skills of their employees. Technology such as smart boards, Skype, and teleconferencing can be used together to include students not on campus in lectures and class discussions.

**3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

We have been working with faculty at the Bracebridge campus to increase the psychology offerings at that campus. A number of courses have been cross-listed and cross-coded so that with judicious selection students will soon be able to complete the requirements for a psychology degree at that campus. Other courses in CHFS have been developed that have significant psychological content that will also be cross-listed with psychology. This initiative is ongoing. In future we can investigate options that would allow North Bay students to benefit from degree programs currently only available at the Muskoka campus.

Future considerations that are in the conceptual or exploratory stages are potential collaborations with the Department of Biology and perhaps Physical Education, however these combined efforts would be impractical until faculty has attained stable funding. There is growing need in the school system for teachers to be proficient in meeting the needs of children with learning, behaviour, and other special needs. This is another area where cooperation between the School of Education and the Psychology department could be improved upon with extension of course offerings and increasing the number of full time faculty in the Psychology department would be beneficial. Offering classes in introductory Psychometrics and Applied Psychology would be beneficial to students attempting to fill this need in the school system at large. These issues and others are topics of discussion to be included in a planned Psychology Department retreat.

As previously stated, there are currently initiatives going on within the department that are investigating potential collaborations with MUN and Georgian to provide students with more post graduate opportunities.

**3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

Several of our faculty have developed collaborations and external partnerships with other departments, other universities, and community agencies. This is in co-graduate student supervision and research collaboration. For instance, Dr. Weeks is an Adjunct Faculty member in the Biology Department at Laurentian University and is currently co-supervising a Master's student. Also, Dr. Carré recently became Adjunct Faculty member in the Psychology Department at Laurentian University and is also co-supervising a Master's student. Dr. Curwen is Adjunct Faculty at the Factor-Inwentash Faculty of Social Work, University of Toronto and recently completed supervision of a Doctoral dissertation; she was also an external examiner on an MSW thesis at Smith College, Massachusetts. This type of collaboration is a demonstration of the loyalty and collaborative attitude that our department has already fostered in our students. Some of our members also provide more technical research assistance to local community agencies such as the Children's Aid Society, international organizations such as the Off Clinic in Sweden, and others. These types of collaborative efforts could potentially be extended using existing and new resources to their fullest capacity. We could offer space to other universities in our location (for a fee thereby covering any costs incurred) for classes to be broadcast via teleconferencing technology; this would allow graduate students or others working in the areas community organizations to have access to additional ways to upgrade their education. If we could offer other university partners on site TA and/or faculty support, along with collaborative research efforts, we could maintain the universities mission as stated in the Academic Calendar "to provide a collegial setting attentive to individuals thereby enabling members of all groups within the university community to achieve their personal potential". This would also allow Nipissing to build on its existing reputation of providing students who are competent in research methods and laboratory experience to graduate programs across the country. As a benefit to other universities as well as ourselves study samples could be diversified and extended to groups that would otherwise be unavailable.

**3.6 Are there international education opportunities for the department?**

To date, the psychology program has not engaged in many incidences of international recruitment or partnerships; however, this is changing. Currently, there are online psychology courses being offered with students across Canada and some international; we intend to offer a greater selection of online courses over the years. Additionally, faculty

have had success offering courses using teleconference linkages to other campuses. The addition of these two methods of course delivery provides a basis for offering courses to international students. Dr. Carré is currently supervising a visiting MSc. Student from the University of Chile. The student was successful in obtaining an internal research grant from Chile and is spending the next four weeks in his lab learning how to perform hormone assays and working on a few manuscripts. Dr. Curwen has provided research/data collection training/support to three Master's students at the University of Sao Paulo a few years back. All done via technology!

As many psychology students are in concurrent education, some have had the opportunity to travel to various countries as part of their education degree and it is very likely that their psychology training assisted them in these endeavours. International collaborations are a goal of the Department of Psychology as we intend to increase our options for distance education.

As mentioned in earlier sections, innovative use of existing and new resources could also be extended to international partners further extending the aforementioned benefits to these partners, Nipissing students, and faculty. Providing these types of services could lead to an increase in establishing student exchange programs and international recruitment opportunities.

By increasing these opportunities, students' understanding of the importance and efficacy of incorporating and investigating cultural differences into their chosen areas of study is improved.

## Full text of submission: Relevance (program level)

### Program: Biology (BSc)

2.0	Context (not scored)
	<p>The majority of our students are involved in 'the Biology Program' (Honours Specialization, Specialization, Major and Minor) as opposed to 'The Environmental Biology and Technology Program' (ENBT) that is articulated with Canadore College. This latter program will be summarized in a separate document.</p> <p>Regarding 'the Biology Program', although that is the simple name of our program, reviewers need to know that Chemistry is integral to the program. Chemistry lends great strength and analytical capability to our understanding of Biological aspects of the environment. Similarly, Chemistry is a key tool providing information for a Biological understanding of health-related science. We are fortunate to have been able to combine Biology and Chemistry and bring the two disciplines to bear upon: a) Ecological and Environmental Science, and b) Health Science.</p> <p>As mentioned in the 'Biology and Chemistry Department' document, Biology has been taught at Nipissing College/University since the inception of the institution in 1967, and Chemistry was added as soon as possible. The program has provided high-quality training leading to careers for many Biology and Chemistry students, as well as key courses for Nipissing students in a wide variety of other disciplines. It is important that Nipissing University offers all levels of the program including the Honours Specialization, Specialization, Major and Minor. (At the moment, we can only offer a Minor in Chemistry but this is a potential growth area that will be discussed in the 'opportunities' section of this report.)</p> <p>The following sections will describe: a) information about the relevance of this program to the university's mission, b) the importance of the curriculum to the program's goals and objectives, c) the alignment of the program with students' needs and expectations, d) the effectiveness of the program at meeting the needs of non-traditional groups, and e) the extent to which the program meets the needs of stakeholders.</p>



## 2.1 Relevance of the program

A key mission for all departments and their programs is to exemplify the highest standards in scholarship, teaching and research.

- Our Biology and Chemistry Program is aimed at establishing a science culture at Nipissing University that exemplifies all of those high standards.
- We accomplish this through the wide variety and high quality of our courses, through our research activities, through our science outreach activities, through our attention to students, and through 'hands-on' and interactive teaching techniques.
- Many of the courses in our program involve 'hands-on' labs where students learn career-related skills by from well-trained professional instructors in small group settings. We achieve active participation and interaction, even in lecture hall settings, by using 'clickers' that engage the students.
- Our upper year courses, in particular, address the concepts of creativity (observation, curiosity, experimental design), critical thinking (inductive and deductive inference) and caring (for the environment, in the case of ecological topics; for people in the case of health-related topics).
- Particularly in the upper year courses, there are opportunities for one-on-one contact with professors in the form of theses, directed studies, internships and service learning opportunities. This is an important component of the student-focused educational experience we list as one of the university's core values.
- The program also supports a large number of students in A&S, and in professional schools (both off and on campus) who need access to science courses.

A second key mission is to encourage all to realize their full potential to the benefit of our local, national and international communities.

- Our program is relevant to the university and its mission by providing well-trained Biologists and Chemists who are schooled in the ecological and health-related problems of our area and who can provide locally viable solutions.
- Other courses, problems, and research are focussed at national and international levels. This allows our students to take their places, and make their contributions, in national and international communities.

The third key mission is to support northern communities, Aboriginal, first generation and international learners.

- Our program is designed to support these groups and to be accessible (as discussed in an earlier section)

## 2.2 Relevance of the curriculum to the program's goals and objectives



The Biology Program's goals and objectives are spelled out in a 6-page document that was presented to Senate in 2012. In brief, the document outlined how the curriculum of the program is designed to achieve: a) an appropriate depth and breadth of knowledge; b) an advanced ability to use methodologies; c) the ability to apply knowledge to problem-solving; d) a high level of communication skill; e) an awareness of the limits of knowledge; and f) a high level of autonomy and professional capacity. The opinion of the IQAP Panel who reviewed the program in 2013 is that the curriculum is well designed and the Biology & Chemistry Department is succeeding with its goals and objectives for this program.

- The curriculum provides a well-rounded complement of courses in the major facets of Biology and Chemistry, including key areas of Ecology, Environmental Science and Health Science.
- The program and course availability accommodate a wide range of interests within the disciplines of Biology and Chemistry, making it possible for students to learn the fundamentals and then follow a trajectory toward their specific career and intellectual goals (e.g. health sciences, environmental sciences, molecular biology, resource management, etc.).
- Our lab-intensive biology program focuses on a hands-on learning environment with small, intimate groups of students. This model bolsters student confidence, and permits instructors and students to form positive working relationships.
- Small class/lab sizes allow for a personalized and focused teaching approach, and a higher level of competency from our graduates as a result.
- The Biology degree program recognizes the critical role of numeracy in the study of Biology, so there are required courses in mathematics and statistics/experimental design.
- We also make use of the small class size and interactive opportunities to insure that our students are well-groomed communicators.
- Aside from developing our own students to a high level, we provide a wide range of courses that support the programs of other departments. For example, students of almost every department sign up for our popular Environmental Science courses. We also provide key courses such as Anatomy & Physiology and Microbiology, upon which the Nursing Program depends.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

- Despite the small size of the Department, we offer all the required courses for Biology-based careers, for graduate school, and for professional programs. Our Chemistry offerings are more limited, but they are important in support of a variety of programs and because Chemistry is a potential growth area.
- The Biology & Chemistry program offers discipline-specific knowledge aimed at various career pathways, plus sufficient inter-disciplinary knowledge that our students can achieve considerable breadth.
- Our students learn technical, practical and professional skills in the many 'hands-on' labs they experience. These skills are further developed in individualized study experiences such as Thesis courses, Directed Studies, and Internships.

- We have several week-long Field Camps at which students learn to apply their knowledge under field conditions' while working in teams to accomplish challenging goals.
- Students practice problem-solving skills and critical reasoning skills during lab exercises, at Field Camps, and while brainstorming solutions to the world's ecological and environmental problems in the classroom.
- Research is key to our program and it leads students to read the scientific literature widely, to think critically, to analyze skillfully, to solve problems methodically, and to communicate effectively. Research is the major theme in some courses (such as Theses and Directed Studies) but research skills are taught in virtually all labs and Field Camps.
- Similarly, communication skills are major themes in some courses (such as seminar courses and our Literature Research course) but elements of communication skills are developed and polished beginning from the introductory classes.
- Our graduates are highly competitive at winning scholarships and as applicants for graduate and professional school. We believe that this is owing to the fact that our undergraduates receive a great deal of mentoring within our program.
- Our graduates have been successful at establishing careers, and we find them employed in government departments, universities, businesses, etc., throughout the province and further afield. We are told that our students possess practical skills, research experience, and communications skills that make them particularly valuable as grad students and employees.
- The 2013 IQAP Review reported that our students are very satisfied with the program.

#### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

- We offer many courses in the evening to accommodate part-time and mature students who may not be available in the daytime.
- We offer a wide range of Spring and Summer courses, presented in a short number of weeks and often with evening sections, in order to accommodate students with jobs (including part-time and mature students). These courses are often designed to have no prerequisites, or few prerequisites, to serve as a convenient access point for a wide cross-section of potential students.
- We offer 'foundational' courses in Biology and Chemistry (ie for students who didn't take Grade 12U courses when they were in high school). This allows a variety of students (mature, part-time, Aboriginal, college-transfer, etc.) to address their weaknesses and grade into our program.
- We offer the above 'foundational' courses online, along with other key online courses, so that students who are off-campus (Aboriginal or International students, sick-at-home students, studying-from-a-college-campus students, etc.) can advance their NU education.
- We have community service courses that particularly involve Aboriginal students.
- We work hard to welcome and accommodate all our students, whatever their backgrounds or weaknesses. We also create work-study jobs every year to help students who have financial difficulties.

## 2.5 The extent to which the program meets the needs of stakeholders

- A wide variety of Arts & Science disciplines depend on our department to supply specific courses for their programs, or to provide science electives for breadth. Some disciplines (such as Nursing) rely heavily on our department to provide health-related biological courses that are fundamental to their curriculum.
- We have strong cooperative relationships with a number of local partners (such as the MNR, the Conservation Authority, the forest industry and Aboriginal communities). We work with these groups to secure funding, design research projects, hire students, solve problems, and disseminate information.
- We consider the public and the media to be our stakeholders. We make it a high priority to keep the public/press informed about topics within our expertise, and to answer any questions and requests that come our way.
- A number of local interest groups depend on us for guidance, information, inspiration and physical assistance. For example, the Friends of Laurier Woods, Heritage Gardeners and Community Waterfront Friends all benefit from our assistance with their causes.
- We consider employers and grad schools to be among our stakeholders, since they depend on us to deliver well-trained and well-motivated graduates.
- We assess the needs of all our stakeholders through frequent frank discussions.

## Program: Environmental Biology and Technology (BSc)

2.0	Context (not scored)
	<p>Three quarters of the 'The Environmental Biology and Technology Program' (ENBT) draws upon courses that we use in the Biology Program, and as such, many of the comments about our courses and our goals will be the same. However, having spent Year 1 at Nipissing University, students in the ENBT program then spend Year 2 at Canadore College learning extremely practical and technical skills. They return to finish Years 3 and 4 alongside their fellows from the regular Biology Program.</p> <p>Thus, for a one-year difference in programming, we have a different 'flavour' of program. This one is more focused on the environment and on techniques. It appeals to university students (and their parents) who have a more practical view of the world and who wish to pursue education that is aimed at a career in Environmental Biology. It appeals to college students who have done well in college and who now want to transfer into a university program. Thus the program opens the door for recruitment of promising students from all appropriate college courses, including of course students from Canadore College. Indeed, it has been pointed out that Nipissing and Canadore are in a unique position as far as being able to offer an articulated program like this so easily. There were some scheduling bumps at first, but they are ironed out now.</p> <p>Other advantages that appeal to students (and their parents) are: a) students can achieve a university degree and a college diploma within 4 years, b) there are a number of valuable certificates that the students can earn while learning skills at Canadore College, c) the year that students spend at Canadore College is cheaper than spending the year at Nipissing, and d) in the end, the ENBT students can take all the same upper-year courses as our other Biology students.</p> <p>Some excellent students, who have won NSERC awards and gone on to Grad School, have emerged from this program, so there is nothing second rate about it compared to a more conventional Biology program. The 'cost' is that more of the courses are prescribed, but students who choose this program are willing to give up some flexibility of electives in order to achieve the advantages described above.</p> <p>Our 2013 IQAP Review Panel said 'the Environmental Biology and Technology Program in which their students spend their second year of study at Canadore College (the College and the University share the same building) is an excellent program and serves as a model for other universities'.</p> <p>You might think that the program would be bursting at the seams; however, there seems to be relatively little advertising about this program from either the university or the college. Students (and their parents) are surprised and delighted to learn that this option exists when chatting with us at university fairs.</p> <p>Hopefully, a greater awareness of this unique program will lead to a greater degree of advertising and resulting increases in recruitment.</p>

2.1	Relevance of the program
	<p>A key mission for all departments and their programs is to exemplify the highest standards in scholarship, teaching and research.</p>

- Our 'ENBT' Program is similar to our 'Biology' Program in establishing a science culture at Nipissing University that exemplifies all of those high standards.
- We accomplish this through the wide variety and high quality of our courses, through our research activities, through our science outreach activities, through our attention to students, and through 'hands-on' and interactive teaching techniques.
- Our 'ENBT' Program specializes in 'hands-on' technical labs where students learn career-related skills by from well-trained professional instructors in small group settings. Our NU labs are also small-group and hands-on experiences. We achieve active participation and interaction, even in lecture hall settings, by using 'clickers' that engage the students.
- Our upper year courses address concepts of creativity (observation, curiosity, experimental design), critical thinking (inductive and deductive inference) and caring (for the environment); second-year courses at Canadore focus on techniques.
- In the upper year courses, there are opportunities for one-on-one contact with professors in the form of theses, directed studies, internships and service learning opportunities. This is an important component of the student-focused educational experience we list as one of the university's core values.
- This program is aimed at university students who want to learn practical skills, and successful college students who want to transfer to university.

A second key mission is to encourage all to realize their full potential to the benefit of our local, national and international communities.

- Our program is relevant to the university and its mission by providing well-trained Biologists and Chemists who are schooled in the ecological problems of our area and who can provide locally viable solutions.
- Other courses, problems, and research are focussed at national and international levels. This allows our students to take their places, and make their contributions, in national and international communities.

The third key mission is to support northern communities, Aboriginal, first generation and international learners.

- This program is designed to help promising college students (many of whom could be from the above categories) make a successful transfer to university... as well as helping university students develop skills.

## 2.2 Relevance of the curriculum to the program's goals and objectives

The goals and objectives of our Programs are spelled out in a 6-page document that was presented to Senate in 2012. In brief, the document outlined how the curriculum of the program is designed to achieve: a) an appropriate depth and breadth of knowledge; b) an advanced ability to use methodologies; c) the ability to apply knowledge to problem-solving; d) a high level of communication skill; e) an awareness of the limits of knowledge; and f) a high level of autonomy and professional capacity. The opinion of the IQAP Panel who reviewed the program in 2013 is that the curriculum is well designed and the Biology & Chemistry Department is succeeding with its goals and objectives for this program.

- Note that the IQAP Pane had particular praise for the ENBT Program, saying that it is ‘an excellent program and serves as an example to other universities’.
- The program allows those students with an intense interest in the environment to immerse themselves in the best of both university and college courses. Thus they gain academic experiences at NU plus technical experiences at Canadore College.
- Both NU and Canadore make use of a hands-on learning environment with small, intimate groups of students. This model bolsters student confidence, and permits instructors and students to form positive working relationships.
- Small class/lab sizes allow for a personalized and focused teaching approach, and a higher level of competency from our graduates as a result.
- The ENBT degree program recognizes the critical role of numeracy in the study of Environmental Biology, so there are required courses in mathematics and statistics/experimental design.
- As part of the intensive grooming process, our students become polished communicators.
- Since this program is designed to combine the academic advantage of a university education with the practicality of college courses; since a complete year of technical courses is taken at Canadore; and since courses supporting both a university degree and a college diploma must be crammed into four years, it is not surprising that ENBT students have a very prescribed set of courses to take. In short, the curriculum is very carefully planned.

2.3

**How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation**

- The ENBT Program offers an exception opportunity for a student who is interested in being trained in all aspects of a career aimed at Environmental Biology. As with our Biology Program, our capability in Chemistry aligns well with the students’ needs for chemical information about the environment.
- The ENBT Program provides discipline-specific knowledge aimed at environmental careers, plus both a diploma and a degree, plus numerous certificates that recognize the particular skills developed by the students while at Canadore College.
- The technical, practical and professional skills learned in the many ‘hands-on’ labs they experience are further developed in individualized upper-year experiences such as Thesis courses, Directed Studies, and Internships.
- We have several week-long Field Camps at which students learn to apply their knowledge under field conditions’ while working in teams to accomplish challenging goals.
- Students practice problem-solving skills and critical reasoning skills during lab exercises, at Field Camps, and while brainstorming solutions to the world’s ecological and environmental problems in the classroom.
- Research is key to our program and it leads students to read the scientific literature widely, to think critically, to analyze skillfully, to solve problems methodically, and to communicate effectively. Research is the major theme in some courses (such as Theses and Directed Studies) but research skills are taught in virtually all labs and Field Camps.

- Similarly, communication skills are major themes in some courses (such as seminar courses and our Literature Research course) but elements of communication skills are developed and polished beginning from the introductory classes.
- Graduates from the ENBT program are highly competitive at winning scholarships and as applicants for graduate school. We believe that this is owing to the fact that our undergraduates receive a great deal of mentoring within our program.
- We find graduates of this program employed in government departments, universities, businesses, etc., throughout the province and further afield. We are told that our students possess practical skills, research experience, and communications skills that make them particularly valuable as grad students and employees.
- The 2013 IQAP Review reported that our students are very satisfied with the program.

#### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

- The ENBT program is particularly designed to help promising college students (many of whom could be from the above categories) make a successful transfer to university... as well as helping university students develop skills.
- We offer many courses in the evening to accommodate part-time and mature students who may not be available in the daytime.
- We offer a wide range of Spring and Summer courses, presented in a short number of weeks and often with evening sections, in order to accommodate students with jobs (including part-time and mature students). These courses are often designed to have no prerequisites, or few prerequisites, to serve as a convenient access point for a wide cross-section of potential students.
- We offer 'foundational' courses, both online and in the class, for students who didn't take Grade 12U courses when they were in high school. This allows a variety of students (mature, part-time, Aboriginal, college-transfer, etc.) to address their weaknesses and grade into our program.
- We have community service courses that particularly involve Aboriginal students.
- We work hard to welcome and accommodate all our students, whatever their backgrounds or weaknesses. We also create work-study jobs every year to help students who have financial difficulties.

#### 2.5

#### The extent to which the program meets the needs of stakeholders

- We have strong cooperative relationships with a number of local partners (such as the MNR, the Conservation Authority, the forest industry and Aboriginal communities). We work with these groups to secure funding, design research projects, hire students, solve problems, and disseminate information.
- We consider the public and the media to be our stakeholders. We make it a high priority to keep the public/press informed about topics within our expertise, and to answer any questions and requests that come our way.

- A number of local interest groups depend on us for guidance, information, inspiration and physical assistance. For example, the Friends of Laurier Woods, Heritage Gardeners and Community Waterfront Friends all benefit from our assistance with their causes.
- We consider employers and grad schools to be among our stakeholders, since they depend on us to deliver well-trained and well-motivated graduates.
- We assess the needs of all our stakeholders through frequent frank discussions. In the case of the ENBT Program, there is a committee of local stakeholders (potential employers, industry spokespeople, and environmental interest groups) who meet with Nipissing and Canadore Professors periodically to provide advice about potential changes to the program.



## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”

- For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

#### b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

**Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	



- university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
  3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’



2.5 The extent to which the program meets the needs of stakeholders 200 words

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

### **Context**

#### **Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

#### **ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Business

## **Business Programs Included:**

- Bachelor of Business Administration
  - No Stream
  - Accounting Stream
  - Economics Stream
  - Marketing Stream
  - Organizational Studies Stream
  - Honours (classroom)
  - Honours (CPP)
  - Honours (DIST)
  - Honours (individual)
- Bachelor of Commerce
  - Classroom
  - CPP
  - Individual
  - Distance delivery

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Business - Accounting		70.3	83.9	112.5	110.6	17%
Business - Administration	222.7	155.5	174.6	203.6	212.3	1%
Business - Marketing	53.0	58.2	70.1	60.0	67.0	7%
Business - Org. Studies	-	68.7	66.9	80.1	91.1	10%
Business - TMGT	21.1	29.6	28.0	33.4	34.2	14%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Bachelor of Business Administration (CPP)					1	+
Bachelor of Business Administration (North Bay)	78	80	94	81	90	15%
Bachelor of Commerce (CPP)	75	72	150	136	178	137%
Bachelor of Commerce (Distance)	42	42	62	56	43	2%
Bachelor of Commerce (North Bay)	34	13	15	10	7	-79%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Business - Accounting		- 456.77	- 365.31	- 445.87	- 432.54
Business - Administration	- 450.31	- 427.88	- 343.95	- 430.40	- 470.28
Business - Marketing	- 450.69	- 477.51	- 421.08	- 535.30	- 502.07
Business - Org. Studies		- 418.34	- 378.36	- 492.90	- 505.27
Business - TMGT	- 459.47	- 423.06	- 361.33	- 436.52	- 446.67

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Business - Accounting		108.63	83.31	102.78	88.17
Business - Administration	107.14	95.06	94.39	99.58	98.07
Business - Marketing	119.37	144.10	126.32	111.74	106.83
Business - Org. Studies		94.50	90.42	96.96	93.81
Business - TMGT	149.36	133.25	194.62	124.41	130.03



## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
<b>Business</b>	2.00	2.00	2.00

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Business</b>	3.00	3.00	2.00	2.00	1.00	1.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Bachelor of Business Administration (Accounting stream)	4-year	85	84	94	98	99	16%
Bachelor of Business Administration (Economics stream)	4-year	13	15	14	15	20	54%
Bachelor of Business Administration (Human Resource Management Studies stream)	4-year	25	22	10	5	-	-100%
Bachelor of Business Administration (Marketing stream)	4-year	62	79	68	68	70	13%
Bachelor of Business Administration (Organizational Studies stream)	4-year	-	12	27	23	24	+
Bachelor of Business Administration (Technology Management stream)	4-year	7	7	8	7	9	29%
Bachelor of Business Administration (Unspecified)	4-year	102	104	101	90	81	-21%
Bachelor of Commerce	3-year	24	23	42	44	43	79%
Bachelor of Commerce (Distance delivery)	3-year	126	136	133	127	134	6%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Bachelor of Business Administration (North Bay)	4-year	78	80	94	81	90	15%
Bachelor of Business Administration (CPP)	4-year					1	+
Bachelor of Commerce (North Bay)	3-year	34	13	15	10	7	-79%
Bachelor of Commerce (CPP)	3-year	75	72	150	136	178	137%
Bachelor of Commerce (Distance)	3-year	42	42	62	56	43	2%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
<b>BBA (all streams) †</b>	Honours	Classroom	-\$83.44	-\$5.13	-\$105.11	-\$123.30	-\$93.02
<b>BBA (all streams) †</b>	Honours	CPP			-\$16.10	-\$14.65	-\$87.34
<b>BBA (all streams) †</b>	Honours	Distance	\$244.83	\$238.15	-\$73.63	-\$13.62	-\$123.57
<b>BBA (all streams) †</b>	Honours	Individual			\$1,979.97	\$1,878.08	\$2,183.40
<b>BBA (Accounting stream)</b>	All programs			\$359.74	\$342.11	\$329.14	\$353.01
<b>BBA (Economics stream)</b>	All programs		Not available	Not available	Not available	Not available	Not available
<b>BBA (Marketing stream)</b>	All programs		\$236.86	\$333.44	\$285.51	\$206.68	\$252.83
<b>BBA (no stream)</b>	All programs		Not available	Not available	Not available	Not available	Not available
<b>BBA (Organizational Studies stream)</b>	All programs			\$432.82	\$359.12	\$326.18	\$326.90
<b>Bachelor of Commerce</b>	n/a	Classroom	\$395.25	\$450.72	\$395.24	\$378.36	\$599.08
<b>Bachelor of Commerce</b>	n/a	CPP		\$844.54	\$881.45	\$607.85	\$709.65
<b>Bachelor of Commerce</b>	n/a	Distance	\$1,431.66			\$238.07	\$858.96
<b>Bachelor of Commerce</b>	n/a	Individual	\$1,985.04	\$2,092.65	\$1,979.97		

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSC, education, geography programs, fine arts BA and BFA, mathematics BA and BSC, all nursing programs, and psychology BA and BSC. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.



**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

Unit/Department Name	Program	Program Length	Graduating proportion					Survival					Attrition rate					Transfer				
			2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Business	Bachelor of Business Administration (Accounting stream)	4-year	22%	15%	17%	19%	22%	71%	82%	73%	71%	0%	11%	13%	20%	24%	11%	16%	4%	4%	5%	16%
Business	Bachelor of Business Administration (Economics stream)	4-year	8%	27%	21%	0%	8%	83%	55%	45%	67%	-17%	8%	36%	27%	27%	8%	8%	9%	27%	7%	8%
Business	Bachelor of Business Administration (Human Resource Management Studies stream)	4-year	8%	27%	40%	60%	8%	83%	56%	67%	0%	-83%	4%	27%	33%	50%	4%	13%	13%	0%	50%	13%
Business	Bachelor of Business Administration (Marketing stream)	4-year	18%	32%	18%	24%	18%	80%	69%	75%	73%	-7%	12%	25%	18%	21%	12%	8%	4%	7%	6%	8%
Business	Bachelor of Business Administration (Organizational Studies stream)	4-year	-	8%	19%	57%	-	-	73%	55%	80%	-	-	27%	20%	20%	-	-	0%	20%	0%	-
Business	Bachelor of Business Administration (Technology Management stream)	4-year	43%	14%	38%	0%	43%	100%	100%	60%	86%	-14%	0%	0%	25%	0%	0%	0%	0%	0%	14%	0%
Business	Bachelor of Business Administration (Unspecified)	4-year	13%	10%	17%	14%	13%	64%	61%	69%	64%	0%	15%	23%	16%	22%	15%	17%	13%	11%	11%	17%
Business	Bachelor of Commerce	3-year	4%	13%	14%	23%	4%	35%	35%	56%	50%	15%	61%	65%	44%	48%	61%	4%	0%	0%	0%	4%
Business	Bachelor of Commerce (Distance delivery)	3-year	12%	13%	3%	15%	12%	68%	61%	55%	70%	3%	32%	35%	43%	25%	32%	0%	0%	0%	0%	0%

### Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Business	BBA Accounting	47	3.06	3.17
	BBA Economics	3	3.33	3.00
	BBA Human Resource Management Studies	10	3.10	3.50
	BBA Marketing	17	3.53	3.24
	BBA Organizational Studies	1	2.00	2.00
	BBA Technology Management	2	4.00	4.00
	BBA (no stream)	64	3.39	3.30
	Bachelor of Commerce	21	2.95	3.29

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Business	BBA Accounting	10	172	11%	5%	1.65	1.54
	BBA Economics	10	172	11%	5%	1.65	1.54
	BBA Human Resource Management Studies	10	172	11%	5%	1.65	1.54
	BBA Marketing	10	172	11%	5%	1.65	1.54
	BBA Organizational Studies	10	172	11%	5%	1.65	1.54
	BBA Technology Management	10	172	11%	5%	1.65	1.54
	BBA (no stream)	10	172	11%	5%	1.65	1.54
	Bachelor of Commerce	10	172	11%	5%	1.65	1.54

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Business	BBA	1.85	2.00	1.85	2.00	1.67

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The School of Business started as the Professional programs Division at Nipissing University in 1978 when Nipissing was an affiliated college of Laurentian University. The Division was given the permission by Laurentian University to offer the required courses in the first two years of the BComm program. Later a BA program in Office Management Studies was developed which later became the BA in Administrative Studies. The Professional Programs Division became the School of Business and Economics in 1992, when Nipissing became an independent degree-granting institution and, more recently, the School of Business with the move of Economics to the Faculty of Arts and Science.</p> <p>The School of Business currently offers a 4 year BBA and a 3 year BComm through various delivery methods including in class at the North Bay campus, traditional Internet-based distance, blended delivery at college partner sites, and synchronous VOIP-based video/teleconferencing. In the BBA program, students can stream in Accounting, Economics, Marketing, Organizational Studies or Technology Management. Some of our streams help students to directly enter a profession, namely the Chartered Professional Accountants, the Canadian Institute of Marketing and the Human Resources Professional Association (i.e. Certified Human Resources Professional designation).</p> <p>The Mission Statement of the School of Business is "to foster a collaborative and close-knit environment in which students and faculty can realize their potential, matching strength in analysis with strength in judgment and communication. We add value to society by advancing knowledge through research and supporting learning through critical reflection, experience, action, and discovery in a sustainable and ethically responsible way. Our interactive small classes and innovative international leadership and partnership programs allow us to deliver "More Than a Degree."</p> <p>To deliver on this mission for our BBA students, we have implemented two key initiatives. First, the innovative iLEARN initiative puts a tablet device in the hands of every incoming first year, full time BBA student to augment and facilitate interactive learning in our classrooms. Second, the iLEAD certificate encourages students to embrace experiential Learning through Experience, Action and Discovery. The Experience portion of the iLEAD initiative can be fulfilled through an internship which provides opportunities for students to apply management knowledge for an organization under the supervision of a faculty member. The Action part of iLEAD is best highlighted through our iLEAD Jamaica Expedition where students go abroad for a 2 week intensive consulting experience with local tourism operators. This intensive experience also involves preparation and debriefing under the close supervision of a faculty member. The Discovery portion of the iLEAD initiative is represented by the more classic approach to scholarship where students study a particular management phenomenon with the supervision of a faculty member in a Directed Studies or Honours Theses.</p> <p>To deliver on this mission from a faculty perspective, we established an aggressive research strategy which was recently dismantled. The research output by faculty in the School of Business had increased substantially in the past couple of years. In addition, we hosted a national research conference in the Muskoka region in May 2014.</p> <p>While we don't have a current strategic plan or academic plan for the University to make comparisons, the SMA document does provide some higher level direction for the institution. However, this offers limited direction for the School of Business as the SMA document points mostly to the Schulich School of Education as a key differentiator. Nonetheless, the School of Business has a similar number of students as the School of Education yet with a significantly lower cost profile (i.e. administration and faculty) and stronger growth prospects.</p>

## 1.1 Relevance of the unit to the university's mission

The Mission of the Nipissing University is to provide an exceptional and personalized student experience by:

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

The School of Business is geared towards fulfilling the mission of the University in the following ways:

1) Highest standards in scholarship, teaching and research - In terms of scholarship and research, we had recently invested a modest portion of funds generated through our college partnership program to stimulate and improve the level of scholarship in the School of Business. Although this initiative was cancelled by senior administration in the coming budget, the program was an absolute success. In the years of the initiative, we went from having only two faculty members producing peer reviewed scholarship to broad participation in the research enterprise throughout the School. The initiative also provided wonderful learning opportunities for students who could be hired to support faculty research activities. Before the initiative was cut from the budget, the School of Business Research Committee worked hard to continuously improve the structure of the initiative to motivate faculty to target higher quality journals and apply for external funds. The School is now in a crisis situation with respect to its ongoing research activity without internal resources and lab space in our current facility.

Our teaching activities and quality level are also very important to the School of Business. However, we have struggled under the rapid rate of growth and administrative burden associated with running so many sections with a small faculty group. Indeed, we have been relying very heavily on part time faculty to deliver our programs with full time faculty accounting for 21% of section delivery in 2012-13. While we have some wonderful part time instructors, the proportion of full time faculty members is much too low. The burden of ensuring course quality and consistency rests on too few.

2) Encouraging people to realize their full intellectual and personal potential - To help our students grow intellectually and personally, we have been encouraging more experiential learning through our iLEAD initiative. The iLEAD initiative is a bundled set of courses which reflects learning through Experience (i.e. internships), Action (i.e. iLEAD Expedition), and Discovery (i.e. honours thesis and directed studies).

3) Role in supporting northern communities, and Aboriginal, first generation, and international learners - We have been providing the opportunity for northern students to study business in Northern Ontario for quite some time. The distance delivery of our courses provides flexibility for those who cannot attend our locations throughout Ontario (i.e. North Bay, Ottawa, Toronto, London, Windsor, and Sarnia) meaning that those in the far north have access as well as anyone in the world. Our courses also seem to be popular with international exchange students. This may be due to match of their interests or it could be the diversity of backgrounds which exists among our full time faculty group. In addition, we have had some initial discussions with the Aboriginal Financial Officers Association to explore a pathway partnership.

The School of Business also supports other units or programs in the University by providing courses to non-business students. Indeed, we began offering a minor in business recently which included a business primer course and relaxing the prerequisites for several of our courses to ensure they are accessible to for non-business majors. We also remain open to talking with other departments about possible collaboration.

## 1.2 Notable or unique contributions made by the unit

### Unique draw for students

- program recognition from professional designating bodies (i.e. accounting) bring students to our school rather than a non-recognized business school
- small class sizes and North Bay location resonates with students from smaller communities throughout the Province
- college partnership programs draws students from college diploma programs who would normally attend a different university
- our distance delivery activities bring Nipissing to students from outside the Province and the country
- We continue to develop partnerships with professional associations to bring Nipissing's School of Business to business professionals looking for degree-based learning opportunities (e.g. Certified Human Resource Professional designation)

### Beneficial Recognition

- faculty members brought in over \$150,000 in external research funding in 2012
- Peer reviewed journal publication/acceptance increased by 300% from 7 in 2011 to 21 in 2012 (significantly higher than the 1.2 paper normally expected from business faculty members)
- Faculty made 25 research presentations at scholarly conferences in 2012
- 3 of 13 full time faculty members have produced seminal work with their leading papers being cited 202, 115 and 97 times respectively
- faculty members have won national and international scholarship awards
- In May 2014, the School of Business hosted the annual meeting of the Administrative Sciences Association of Canada at the Deerhurst Resort in Muskoka
- Biomass Innovation Centre was born from and is housed within the School of Business. This is an important outreach initiative for The School in the local business community concerned with the bioeconomy and the future of Northern Ontario
- faculty involvement throughout our stakeholder community (e.g. consulting activities, ENACTUS, engagement with professional associations, North Bay Newcomer Network)

### Contribution to a differentiated position of the University

- Scholarship in the areas of innovation management, tourism and sport management and health administration are foundation with which to differentiate our School of Business from others
- the degree completion model with which we have deployed throughout Ontario represents a novel approach of bringing a university degree pathway for college graduates
- our growing affiliations with professional associations creates a competitive advantage for our distance delivery programming

## Responding to needs of employers

- The School of Business has internship options for students to meet the mutual needs of students and employers
- affiliations and recognition by various professional designating bodies helps produce graduates with specific technical knowledge ready to enter their professions with advanced standing
- Incorporating more meta-skills (or "soft" skills) into our programming (e.g. iLEAD) to ensure students graduate with the skillset sought by employers (i.e. critical thinking, communication, problem solving, etc.).

## Innovations

- The iLEARN initiative puts a tablet device in the hands of every incoming first year, full time BBA student to augment and facilitate interactive learning in our classrooms
- The College Partnership Program is a novel pathway for college graduates of a 3 year diploma continue their studies towards a business degree. In particular, we have developed ways to bring our curriculum to students located at different clusters throughout the Province using a blended delivery model augmented by traditional distance delivery and innovative synchronous delivery.
- Affiliations with professional designating bodies creates opportunities for students to take our degree programs via distance while gaining or maintaining their professional designations.

## Outreach activities of the School

- Operate a stock market challenge for high school students across the Province to build awareness of our School of Business
- Host a high school case competition in the Fall so local students can visit campus and see what our university is all about
- "client-based" projects in many advanced North Bay business courses where local organizations benefit from our students' ideas and students gain exposure to live organizational problems
- Participate in Ontario Business Educators Association events to engage high school business teachers
- Participate in DECA events to give broad exposure of our School to high school students



## Full text of submission: Opportunity

<b>3.0</b>	<b>Context (not scored)</b>
<p>The School of Business started as the Professional programs Division at Nipissing University in 1978 when Nipissing was an affiliated college of Laurentian University. The Division was given the permission by Laurentian University to offer the required courses in the first two years of the BComm program. Later a BA program in Office Management Studies was developed which later became the BA in Administrative Studies. The Professional Programs Division became the School of Business and Economics in 1992, when Nipissing became an independent degree-granting institution and, more recently, the School of Business with the move of Economics to the Faculty of Arts and Science.</p> <p>The School of Business currently offers a 4 year BBA and a 3 year BComm through various delivery methods including in class at the North Bay campus, traditional Internet-based distance, blended delivery at college partner sites, and synchronous VOIP-based video/teleconferencing. In the BBA program, students can stream in Accounting, Economics, Marketing, Organizational Studies or Technology Management. Some of our streams help students to directly enter a profession, namely the Chartered Professional Accountants, the Canadian Institute of Marketing and the Human Resources Professional Association (i.e. Certified Human Resources Practitioner designation).</p> <p>The Mission Statement of the School of Business is "to foster a collaborative and close-knit environment in which students and faculty can realize their potential, matching strength in analysis with strength in judgment and communication. We add value to society by advancing knowledge through research and supporting learning through critical reflection, experience, action, and discovery in a sustainable and ethically responsible way. Our interactive small classes and innovative international leadership and partnership programs allow us to deliver "More Than a Degree."</p> <p>To deliver on this mission for our BBA students, we have implemented two key initiatives. First, the innovative iLEARN initiative puts a tablet device in the hands of every incoming first year, full time BBA student to augment and facilitate interactive learning in our classrooms. Second, the iLEAD certificate encourages students to embrace experiential Learning through Experience, Action and Discovery. The Experience portion of the iLEAD initiative can be fulfilled through an internship which provides opportunities for students to apply management knowledge for an organization under the supervision of a faculty member. The Action part of iLEAD is best highlighted through our iLEAD Jamaica Expedition where students go abroad for a 2 week intensive consulting experience with local tourism operators. This intensive experience also involves preparation and debriefing under the close supervision of a faculty member. The Discovery portion of the iLEAD initiative is represented by the more classic approach to scholarship where students study a particular management phenomenon with the supervision of a faculty member in a Directed Studies or Honours Theses.</p> <p>To deliver on this mission from a faculty perspective, we established an aggressive research strategy which was recently dismantled. The research output by faculty in the School of Business had increased substantially in the past couple of years. In addition, we hosted a national research conference in the Muskoka region in May 2014.</p> <p>While we don't have a current strategic plan or academic plan for the University to make comparisons, the SMA document does provide some higher level direction for the institution. However, this offers limited direction for the School of Business as the SMA document points mostly to the Schulich School of Education as a key differentiator. Nonetheless, the School of Business has a similar number of students as the School of Education yet with a significantly lower cost profile (i.e. administration and faculty) and stronger growth prospects.</p>	

<b>3.1</b>	<b>Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</b>
<p>The School of Business is already too lean of an operation and we are hopeful that this Program Prioritization Process will result in a net investment for our School. For example, in comparison to the School of Education where there are 60 faculty members and rich administrative resources, the School</p>	

of Business has only 13 full time faculty members and three staff persons despite a comparable number of students in both Schools. Further, we offer opportunities for growth which can benefit the institution as whole as well as the School of Business. However, in the short term, we are currently struggling to ensure that we offer our existing programs at an acceptable level of quality.

### 3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?

The School of Business does not currently have any excess capacity and we are currently in a resource deficit as we rely heavily on part time instructors to deliver on our current commitments. However, we would welcome the opportunity to work with other Schools to utilize extra faculty members where there is a fit with our current programming needs and/or in the development of innovative graduate programs which fit our current faculty expertise and meet the needs of our stakeholders.

### 3.3 What opportunities are there to strengthen the unit and how could these be implemented?

The School of Business has currently embarked on its own strategic review process and we are evaluating the best direction for the School and the allocation of its resources. At this point in our process, we can provide the following list of the options we are considering:

- Implement a Co-operative education stream or program
- Pursue AACSB accreditation
- Deliver Professional Development Courses through workshops or certificate courses along with the degree courses. We can also use our Muskoka campus during our 'off season' to offer professional development retreats using our residence facility.
- Set up a Master for Manager's certificate for local business people to generate funds to support faculty research
- A student business enterprise that is run by students under faculty supervision (e.g. a campus store, tax preparation services, eco-certification).
- Students could be required to complete a certain number of hours of work experience to graduate (this could include hours working as a research or teaching assistant).
- A focus on sustainable business practices in all of our streams - people, planet, and profit
- Add more undergraduate offerings that directly reflect our scholarship (i.e. innovation management, travel/sport management, international management)
- Focus on improving the quality of the BBA and not growth, for example, potentially limit enrollment by increasing the entering mark and requiring math
- Give away all of our non on-campus offerings and remove any reference to the School of Business in the process so that our offerings better fit our resources. This would allow us to focus on BBA only and reduce our service requirements.
- Offer a management version of the B.ED program, as a second degree for students from other disciplines that believe some business background would be useful. This would probably require some course tweaking and a critical mass would be needed to follow the single cohort approach in their year to 18 months in the program.

- More front-loaded emphasis on literacy, numeracy and meta-skills would strengthen our students from the perspective of employers

### 3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?

Here is another set of ideas we are contemplating as they relate to other departments in the University:

- Aboriginal community management stream or major working with Aboriginal Studies
- Implement a Masters of Science in Management jointly with another department such as environmental science
- Extend the exiting Ed.D. or create a new interdisciplinary Ph.D. so we could offer a Ph.D. in other areas
- Partnering with other faculties to offer a fairly comprehensive set of combined Master's degrees (Environmental Management, Nursing/Health Management, Aboriginal Management, Sport and Tourism Management, actuarial science, etc.)

The School of Business remains open to discussion with other departments where there is a natural fit with the research activity of our faculty.

### 3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

While the School of Business is currently active on a number of outreach fronts as outlined in the "relevance" responses, there are some opportunities for the future:

- a formalized co-operative program where students are obliged to complete work terms as part of the degree education. Although we currently have an option for internships, this formalized structure may help to attract students who actively seek out only co-op business programs.
- development of a business incubator with other community partners to help new businesses get started
- Deepen connections with the private sector by building on existing relationships (i.e. Biomass Innovation Centre) or developing new ones
- Have more presence of local businesses in classrooms
- An integrated institution - integrated with the local and regional business community offering broad and diverse opportunities for students to meet and experience business operations in our regional ecosystem
- Maintain relationships with local high schools (case comps, campus visits, integrated programs, guest lectures, etc.)
- Stronger industry and alumni ties (through internships, career fairs, guest speaker series, student field trips, professional workshops, etc.)
- A collaborative student environment of innovation and entrepreneurship through active participation with private and public agencies and institutions in the northeastern Ontario ecosystem

- More consulting with local businesses and non-profits.

### 3.6 Are there international education opportunities for the department?

Our International outreach strategy is to choose only a few partners and build on our scholarship strengths. For example, the faculty and student activity in the tourism industry led to discussions with the business school at the University of West Indies Mona campus and Center for Hospitality and Tourism in the Bahamas. We have discussed the idea of certificates for exchange students where UWI students could come to Nipissing and take a set of courses for a Certificate in Canadian Business and our own students could go to UWI to gain a certificate in Hospitality and Tourism.

We would also look for institutional partners whose reputation is as strong or stronger than our own so we can use these partnerships to enhance the image of our School of Business. For example, we have recently been approached by the University of Wisconsin about being a Canadian partner for one of the business schools in their system.

We would like to leverage these relationships to internationalize our classrooms through student exchanges and faculty exchanges and provide opportunities for research collaboration. These international partnerships could also be leveraged to launch collaborative graduate programs (i.e. Master's or PhD) where course work terms alternate and students select a thesis/dissertation supervisor at one of the partner sites. In addition, we can explore collaborative classrooms for our undergraduate courses.

## Full text of submission: Relevance (program level)

### Program: Bachelor of Business Administration (BBA)

#### 2.0 Context (not scored)

The School of Business currently offers a 4 year BBA and a 3 year BComm through various delivery methods including in class at the North Bay campus, traditional Internet-based distance, blended delivery at college partner sites, and synchronous video/teleconferencing. The BBA provides a 4 year degree option which progresses directly from the 3-year BComm degree (i.e. similar to the BA and BA Honours degrees). In the BBA program, students can stream in Accounting, Economics, Marketing, Organizational Studies or Technology Management. Some of our stream offerings help students to directly enter a profession, namely the Chartered Professional Accountants, the Canadian Institute of Marketing and the Human Resources Professional Association (i.e. Certified Human Resources Professional designation).

The learning outcomes associated with our business program include depth and breadth of knowledge (e.g. technical knowledge), knowledge of methodologies (e.g. understanding of enquiry), application of knowledge (e.g. build arguments and apply theory), communication skills (e.g. accurately, reliably and with clarity), awareness of limits of knowledge (e.g. understand how lack of knowledge can impact decisions), autonomy and professional capacity (e.g. ethical behaviour), and experiential learning (e.g. learning from applied opportunities). The School of Business program has an established and good reputation as was evidenced in our last UPRAC review only a few years ago.

Generally, our students enter the business program with the desire to secure professional employment upon completion of the program. To this end, we tend to be successful as our graduates do slightly better than the Provincial average according to the employment at 6 months after graduation statistic. Organizations who hire business graduates (ours and those of other business schools) tend to be satisfied with the technical knowledge possessed by business graduates. However, there is a general level of dissatisfaction pertaining to the meta-skills among graduates. This

information has informed our learning outcomes described in the preceding paragraph and led to the development of the iLEAD certificate and related courses. Anecdotally, we seem to be doing a good job. In particular, one local employer is so satisfied with our graduates that he would like to set up a national training center for his organization pulling directly from our graduating classes which leave us in the summer, fall and winter terms.

## 2.1 Relevance of the program

Our program (i.e. 3 year and 4 year degree options) is geared towards fulfilling the mission of the University in the following way. First, we integrate teaching and research in the undergraduate program through the “Discovery” component of our iLEAD initiative where students can pursue a research topic under close supervision of a faculty member in an honours thesis or directed studies. Students who pursue this option often end up with a peer reviewed conference or journal publication as faculty members refine and develop the work further into a manuscript. Second, we encourage our students to reach their full potential in the classroom, through School of Business associated student groups (i.e. NUBC, HRSN, etc.), and through the overall experiential learning initiative of iLEAD (i.e. internships, practice-based expeditions, international exchanges). We also integrated new tablet technology into the classroom environment to expose our students to leading productivity technology for information gathering, discussion and individual learning. Third, our business program supports northern communities, first generation and international learners. Our North Bay campus offerings tend to attract some very strong students from north of the city by offering an opportunity to study management in a small city close to home. We are currently developing a way to specifically address the needs of Aboriginal students with the Aboriginal Financial Officers Association and our College Partnership Program provides a pathway for many first generation university students. While we do tend to receive many international exchange students in our North Bay classrooms, we are striving to provide more opportunities for international students through partnerships with other universities.

A minor would not be sufficient for the vast majority of our students. Indeed, there currently is increasing pressure for our students to have a 4 year degree rather than exiting with a 3 year degree from professional associations. Our degree programs provide students with an opportunity to learn and gain technical knowledge associated with the major disciplines in business. However, we are also tasked with getting them ready as professionals and citizens in a broader sense. Therefore, our iLEAD initiative and international opportunities are central to helping our students develop their meta-skills.

If the business program was not offered, Nipissing would lose over 750 business students (representing approximately \$6 million in annual revenue and only \$3 million in expenses) throughout both degrees and delivery modes as these are intimately intertwined. Further, non-business majors would lose the opportunity to take valuable business courses as electives in their other programs.

## 2.2 Relevance of the curriculum to the program’s goals and objectives

Our business program offerings represent our major streams very well (i.e. Accounting, Economics, Marketing, Organizational Studies or Technology Management). In terms of breadth, these areas are augmented by additional courses offered under the “ADMN” course coding nomenclature (e.g. finance, entrepreneurship, commercial law, quantitative analysis, ethics, operations management and management science). We also offer iLEAD courses which are designed to engage our students in experiential and inquiry-based learning opportunities. In addition to business course breadth, our program requires students to complete 2 courses from the Humanities and 2 courses from the Sciences which helps to broaden their perspective as a professional and citizen. The depth of curriculum in our business program is provided through our streams, therefore, courses and the granularity of subject treatment increases in the areas of Accounting, Marketing, Organizational Studies, Economics and Technology Management.

The economics content of our curriculum is delivered by the Economics department in the Faculty of Arts and Science. This collaboration seems to work well and the economics courses contained in our curriculum are very important to business students progressing through our program.

According to our last UPRAC review, our program satisfied the quality audit and is comparable to programs offered by other universities in the country. Our program represents major areas of management (i.e. Accounting, Organizational Studies/Human Resources and Marketing) which are typically present in other business schools. In addition, we are currently striving to strengthen our finance offerings so this critical area of business is better represented in our curriculum.

2.3

### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

**Discipline-specific knowledge** - a robust core curriculum is required for students in the business program (i.e. BComm and BBA options). This ensures that all students attain a solid and broad understanding of business technical knowledge. The feedback from employers is that we do a very good job at this.

**Inter-disciplinary or inter-professional knowledge** - business is multi-disciplinary by nature with theories developed in different areas being applied to understand management phenomena and direct professional decisions to resolve business issues. Therefore, students learn how to understand knowledge created elsewhere and adapt it for application to solve a management issue.

**Technical/professional skills** – The technical knowledge of business and management is learned by students in our business courses via in class discussions and out of class readings.

**Critical reasoning skills** – Our classroom discussions engage students on a variety of business topics. In particular, in the ADMN 2306 course, students consider the ethical situations faced by managers and the impact of their decisions on various stakeholders.

**Problem-solving skills** – Our curriculum encourages problem solving in different ways. However, the case-based methodology is a good example because it encourages students to assess situations and make decisions based on limited information simulating the actual situation faced by a manager.

**Research skills** – These skills are developed throughout the curriculum. Specifically, the core includes a research methods course and students can participate in faculty supervised research through iLEAD courses.

**Communication skills** - Business students are often encouraged to work in groups and present their ideas in front of their peers. This typically becomes required in the upper year courses where students present the results of their major term assignment.

**Practical experience (labs, performances, co-op placements etc.)** - The iLEAD initiative provides a framework for students to gain professional work experience. In addition, many faculty members build practice into their courses. For instance, the major assignment for an upper year course (e.g. MKTG 4406) requires that students work with an organization.

**Employment in field of study** – There is formalized support for students through in-class career development content in the Strategy and Policy course. In this class, students work on their communication skills and develop an overall strategy for their career (i.e. targeting of industries, understand their target industry, refine their CV, etc.). However, faculty involved in the business program utilize their own networks of professionals to help our students win their first professional position.

**2.4****How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

The business program is highly accessible and it achieves this accessibility through the multiple methods of delivery. For instance, the delivery of our business program at the North Bay campus is a very good fit for students entering the post-secondary education system from secondary school. The general university services and lifestyle on campus reflect a traditional university experience for students. Our on campus delivery uses in class instruction to assist this younger learner progress through the program. However, we also offer many classes from 6:30pm-9:30pm in the evening to allow part-time students to access our campus instruction. Evening instruction also enables instructors who work within the community during the day to teach and transfer their knowledge to students which injects currency into the curriculum. Our distance delivery is ideal for the working professional because it affords flexibility in their educational workload so they can progress as a part time student and in the hours they have available. This delivery method is also good for our international students because the technology is essentially borderless as evidenced by students enrolled from the Caribbean and elsewhere. The College Partnership Program has our business program delivered using in class instruction, online and synchronous methods. When sections are small, the use of technology enables us to stitch together small groups of students into economically sized sections which the School of Business can afford to run. In addition, the College Partnership Program allows us to access first generation university students as many college students would not have considered initially entering a university program when they graduated high school.

In terms of cultural sensitivity and social support, our faculty group in the School of Business is now quite diversified and more representative of global society. We have faculty members from different parts of the world (e.g. Jamaica, Zimbabwe, Iran, Armenia, and Russia) and many have work experience from other countries. In addition, the gender representation of our faculty members is now balanced reflecting our balanced student body. This helps our students build an appreciation for different approaches to topics/issues and makes our School more attractive to international students.

**2.5****The extent to which the program meets the needs of stakeholders**

The key stakeholders for our business program include the faculty themselves, students, alumni, businesses and other organizations employing our graduates. As part of the strategic planning initiative within the School of Business, we just completed consulting with faculty members about what we want to accomplish in the next 5 years. While we are happy with what we are doing in our business program, the review draws our attention to increased research productivity, a desire for graduate programming and ongoing teaching excellence as our driving goals for the near future.

Students have also been formally consulted through our last program review demonstrating satisfaction with their educational experience. In addition, more recent consultations have occurred related to specific projects to better understand their perspective on specific matters. For instance, we recently conducted an assessment of the iLEAD offerings and this is guiding the improvement of the offering. Specifically, we are now improving our internal communication of iLEAD opportunities to students as a result of that consultation.

While the School maintains formal connection to alumni of the business program through social media, our faculty members all maintain informal networks of successful graduates in the professional world. This informal network seems to suggest that we are meeting their needs because the “installed base” of alumni continues to take more recent graduates from the business program into their places of employment.

The general employment market for management talent is another key stakeholder group for the business program. Our better than average performance in placing graduates into the workplace 6 months after graduation suggests that our business program is serving the needs of employers well. Again, an informal network with faculty members is a key connection with this group. We also have a Manager, Partnership & Development in the Dean's Office who is responsible for developing partnerships. Her work, in conjunction with relevant Stream Coordinators in the School of Business, to build and maintain relationships with professional associations ensures that the needs of this employment gatekeeper are satisfied. In addition, these associations are important to us as a source

for students in the business program as well as an influence on keeping our curriculum current. In another example, we host a Future in Accounting event where accounting professionals within the community come to recruit students, talk about their original field of study and what they did after graduation. Very often, business alumni who now work in the field represent the organizations like KPMG and Grant Thornton.



## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

<p><b><u>Context - unit level</u></b></p> <p><b>Name of unit:</b> <i>[fill in the name of the unit]</i></p> <p><b>Response</b> (limit 500 words):</p>
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### ii. Scored items

#### Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	



- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’



2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
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**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Classical Studies

## Classical Studies Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and

current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?
- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised

about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Classics	47.8	52.7	54.8	53.7	36.0	4%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Classical Studies (Bachelor of Arts)	6	8	12	3	5	-17%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Classics	- 528.34	- 497.54	- 525.16	- 490.60	- 247.39

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Classics	170.76	150.59	120.48	110.93	85.76

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 3: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
<b>Classics</b>	2.00	2.00	2.00

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 3: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.



**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Classics</b>	2.00	3.00	2.00	2.50	2.50	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolments counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Classical Studies (Bachelor of Arts)	3-year	16	14	9	5	4	-75%
Classical Studies (Bachelor of Arts)	4-year	4	16	27	13	14	250%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Classical Studies (Bachelor of Arts)	3-year	6					-100%
	4-year		8	12	3	5	+

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Classical Studies (Bachelor of Arts)	Honours	Individual		\$2,288.92			
Classical Studies (Bachelor of Arts)	Specialist	Classroom			\$7,001.07	\$3,156.11	\$8,482.56
Classical Studies (Bachelor of Arts)	Base		\$188.32	\$351.25	\$243.62	\$242.04	\$539.09

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complementary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Classics	Classical Studies (Bachelor of Arts)	3-year	13%	7%	22%	0%	13%	71%	54%	71%	20%	-51%	14%	46%	0%	80%	14%	14%	0%	29%	0%	14%
Classics	Classical Studies (Bachelor of Arts)	4-year	25%	0%	19%	38%	25%	67%	81%	50%	88%	21%	33%	19%	23%	-25%	33%	0%	0%	27%	38%	0%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Classics	Classical Studies (BA)	15	3.13	3.13

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondent's field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Classics	Classical Studies (BA)	20	146	18%	11%	2.26	2.00



## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Classics	Classical Studies (BA)	2.00	2.00	2.20	2.40	2.00

# Annex 1: Full Text Submission

## Full text of submission: Relevance

1.0	Context (not scored)
	<p>From 1968-1980 Classical Studies courses were offered as electives. Then in 1980 a Minor Concentration in Classical Studies was offered with a single faculty member shared with French. Owing to a growing demand for more Classical Studies Courses, in 1990 a combined three year BA in Classical Studies was added with Dr. Walton as sole full-time instructor and 2 part-time instructors were added. 1996 general BA in Classical Studies added with a second full-time faculty member added in 2004. In 2006 the program underwent substantial restructuring to reflect current trends in the field, changing student needs/interests, and training/research interests of faculty. New courses were designed in Greek and Roman History, Gender and Sexuality, Race and Ethnicity, Slavery, Sport and Warfare. In 2009 a combined honors major with History was created and included all other programs in 2010 in response to demand from other programs. In 2011 a specialized honors degree was made available.</p> <p>In order to deliver a high quality honours BA with 2 faculty members in an atmosphere of fiscal restraint we replaced all 6-credit courses with 3-credit courses, while expanding course offerings by cross-listing courses from Philosophy, Political Science, History, and Fine Arts. Further savings were realized by combining third year Latin and Greek as well as the third and fourth year topics courses in Greek and Roman History and Culture. All upper level languages and the fourth year honors seminar are taught on a per capita basis as overloads.</p> <p>The Classics Faculty at NU provides a high standard of teaching informed by faculty research.</p> <p>In 2010 Dr. Wenghofer received the Chancellor’s Award for excellence in teaching, and both faculty consistently receive high teaching evaluations. Classical Studies is extensively involved with the Digital Humanities Program at NU and has developed together with Computer Sciences an on-line interactive map of the Ancient World which is already being used in the classroom. Faculty members have active research agendas and involve their students in their current research, inviting senior students to accompany them to national conferences (2013 London, 2014 Montreal, 2015 Toronto). Plans are currently underway to host the Seleucid Study Day VI conference at Nipissing in 2016. This is a conference of international stature and students will play a role in helping to organize the event. Students are thus given the opportunity to develop transferrable research, writing, and critical thinking skills in addition to the cultural literacy that accompanies a Classical education.</p> <p>Classical Studies benefits the wider NU community in myriad ways. First, the discipline is indispensable for a fuller understanding of Western history and culture. The language courses are imperative for students who are interested in pursuing serious graduate scholarship in history or literature. Many Classical Studies courses are cross-listed with other programs (History, English, Religions and Cultures, Gender and Social Justice, Fine Arts). Currently Classics is working closely with History to develop a stream in Ancient and Medieval History.</p>

1.1	Relevance of the unit to the university’s mission
	<p>The interdisciplinary character of our field produces students who excel in cultural literacy and the ability to conduct research in a wide variety of contexts (i.e. historical, archaeological, literary and linguistic). Classical Studies is indispensable for developing a firm understanding of Western history and culture. Because Classical culture is at the foundation of all subsequent developments in Western civilization, students who are majoring in a number of areas</p>

(i.e. Philosophy, History, English, Fine Art, and Political Science to name a few) benefit immeasurably from the ability to combine their program of study with Classics.

Classical Studies has made several pedagogical innovations for the benefit of students and to boost efficiency. First, Classical Studies has been working closely with Dr. Wachowiak (Computer Science) to develop an online interactive map of the ancient world which is currently in use in (CLAS 3416/4416, 3417/4417). A research version of this map will soon be available to the wider scholarly community as a research tool. Drs. Mueller and Wenghofer regularly involve upper year students in their current research and have taken students to national research conferences in London and Montreal, resulting in continuing research relationships after students have graduate from NU. For example, Dr. Wenghofer has been collaborating with a former student (Del John Houle at Waterloo) in ongoing research with The Seleucid Working Group (an international research group in Europe and North America devoted to the study of the Seleucid Empire). Dr. Wenghofer has been invited to give several papers to this group (Bordeaux, Montreal, Edinburgh). These papers are currently under review for publication as conference proceedings. Further, Seleucid Study Day VI is scheduled to be held at NU in 2016 which will give NU international exposure. Dr. Mueller has similarly been engaged in an active research agenda in the study of gender, and marginal groups in Antiquity. Recently she has been invited to Rome by the Belgian School at Rome to present her research on single women in Antiquity. Both Drs. Mueller and Wenghofer have published in the area of ancient social history of high impact international journals and have several articles currently under review. Dr. Mueller is presently completing her first monograph on Women in a Slave Society.

Through a very vibrant Classics Studies Club (ca. 100 students) the Classics Program at NU contributes to the cultural enrichment of the University and the North Bay area. Specifically, the Club invites guest-speakers from other institutions to present their research, and these presentations are open to the wider community. In addition the Club has plans to stage performances of Greek Tragedy and Comedy in conjunction with Theater Students at Canadore. Aside from our international collaborations with the Seleucid Working Group, the Classics Program is heavily invested in the Digital Humanities Program and is working with Computer Science to develop a course in basic programming for students involved in ancient history research. Finally, we are collaborating with History in the development of a stream in Ancient and Medieval History which will require no additional resources.

## 1.2 Notable or unique contributions made by the unit

Drs. Mueller and Wenghofer have attended multiple conferences, some of which were international in scope (i.e. Wenghofer - Celtic Conference in Classics Bordeaux, 2012 and Edinburgh 2014, Mueller – Belgian School at Rome Rome, 2015). Both Drs. Mueller and Wenghofer have published research in international high impact journals (Mueller in *Zeitschrift für Papyrologie und Epigraphik* and *Proceedings of the Colloque International: Le Role et le Statut de la Femme en Egypte Hellenistique, Romaine et Byzantine. Studia Hellenistica*; Wenghofer, in *Classical World*). In addition both Drs. Mueller and Wenghofer have authored several book reviews for *Bryn Mawr Classical Review*. Dr. Mueller has recently served as President of the Women's Network, an affiliate of the Classical Association of Canada where she organized annual themed conference panels among other responsibilities. Finally, Dr. Mueller has been working on the completion of a monograph on slaves and widows in ancient Rome.

Dr. Wenghofer currently has three articles under review in connection with his work with the Seleucid Study Group (a cluster of scholars in Europe and North America dedicated to the study of the Seleucid world). Dr. Wenghofer's work with the Seleucid Study Group has drawn international awareness of Nipissing University and this awareness will be enhanced when Nipissing will host Seleucid Study Day VI, a conference which will attract scholars and graduate students from across Europe and North America to Nipissing.

We also expect our aforementioned online digital map of the ancient world (Ancient History GeoVisage or AHGV) to attract both national and international attention. The first prototype of this map is intended for the classroom and represents a unique way for students to learn how to conduct ancient history research in a digital environment. A second version is currently being developed together with Mark Wachowiak in Computer Science which will be intended as a research tool for other ancient historians and so, when completed, will be available to the wider national and international community. Drs. Wenghofer and Wachowiak will be presenting their work in Winter 2015 in conjunction with the activities of the Center for Interdisciplinary Collaboration in Arts and Science (CICAS) at NU

and will be applying for funding to further develop this innovative research tool. The goal of the AHGV program at NU is to place Nipissing at the forefront of digital research in Classics.

Aside from the international attention that AHGV is expected to garner, the relationship developing between Classical Studies and Computer Science promises to make the Classics program at NU unique. Specifically, the Classics program is currently developing a course in the ancient world in popular media (i.e. film, popular literature, computer games etc.) and the Computer Science department will be developing a course in basic programming for Classics students which will afford them the skills in designing and manipulating humanities research databases, game design, and computer animation with ancient history themes. Such courses will provide Classics graduates with transferrable skills desired by employers and will thus make the Nipissing program in Classical Studies unique.

1.3

**Provide information on how appropriately and effectively the unit responds to the needs of the wider community**

Classical Studies graduates from Nipissing will possess many of the soft skills that are increasingly in demand by employers. Classics graduates are highly literate individuals with strong writing and communication skills and well developed cultural sensitivity. More concretely, and as mentioned in A.1.2., the Classical Studies program at Nipissing is currently working together with Computer Science to develop courses that will provide Nipissing Classics students with marketable computing skills as they learn how to use and design humanities research databases, design computer games with ancient history themes, and learn computer animation skills in order to make ancient history and drama come to life in more appealing popular media. The hard and soft skills of NU Classics grads will thus be of great interest for prospective employers and will equip our graduates for success in graduate or professional post-graduate programs.

The Classical Studies program at NU also plays an important role in meeting some of the needs of the wider Nipissing community. With respect to the Education program, it should be noted that Ancient Civilizations is part of the Ontario Secondary School curriculum, and this is the very subject matter provided by Classical Studies. In addition, many Classical Studies courses are cross-listed with a number of other programs (i.e. History, English, Philosophy, Political Science, Religions and Cultures, Gender, Fine Arts). These cross-listed courses are crucial to other degree programs as they enrich students' understanding of these fields by exposing them to the origins of critical concepts and developments relevant to each/all of these fields.

With respect to community profile, the Classical Studies program has a strong and vibrant Classical Studies Club of about 100 members. This club is the largest in the university and they have undertaken a variety of activities that will enhance the intellectual life of the university and increase its public profile. The club schedules movie nights with an ancient history theme that are attended by both students and faculty. These films are then followed by a lively discussion surrounding the historical content. In addition the club invites guest-speakers from other institutions (Dr. K. Olson, UWO, November 2014, A. McAuley, McGill, Winter 2015) to present research that is of interest to both the University and the wider North Bay community. The club also intends on staging a Classical Greek or Roman Drama which will likely necessitate working with theatre students at Canadore, and the performance will be open to the general public. Finally, the club will be undertaking visits to local highschools in order to draw the attention of prospective Classics students to Nipissing.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

The Classical Studies program consists of only two full-time faculty and two part-time faculty (non-Classicists) but has consistently enjoyed healthy enrollments. Consequently, since 2006 the Classical Studies program has had to streamline itself and has done so with great success and has thus been able to maximize what it offers to students in a most cost effective manner. This streamlining required Classical Studies to teach all third and fourth year Latin courses together on per capita basis as overloads. Third and fourth year Greek courses are offered in the same way. In addition, third and fourth year seminar courses in the History and Culture of Ancient Greece (CLAS 3416/4416) and the third and fourth year seminar course in the History and Culture of Ancient Rome (CLAS 3417/4417) are taught together. Since 2006, the Classical Studies program moved away from offering 6 credit courses and now offers 3 credit courses exclusively, allowing for a greater variety of courses to be offered through cycling, while still providing a very high quality educational experience.

While these changes have allowed the Classical Studies Program to realize substantial efficiencies in program cost and workflow, the small number of full time faculty will make realizing additional opportunities for efficiency difficult without seriously jeopardizing the quality of the program, and this fact must be borne in mind in reviewing the "Opportunity" section of this document.

In spite of these challenges the Classical Studies program measures up to the university's mission. In 2009 the Classical Studies program began offering a combined honors BA with history, which was expanded to include a combined honors with any other program in 2010. Since then, Classical Studies has sent four students to graduate school in Classical Studies or Ancient History and has supervised the successful completion of two MA degrees in (ancient) History here at Nipissing. Moreover, as our response below will reveal, the faculty has managed to maintain active research agendas, establishing international contacts and collaboration, presenting their research at refereed conference proceedings, and publishing, all while consistently teaching overloads and taking on considerable administrative responsibilities.

As will be clear from the responses to follow, the Classical Studies Program at Nipissing is making great efforts to fully utilize technological innovation to advance our research and pedagogical endeavours (details below). Moreover, as will be demonstrated below, the faculty has proposed several innovative ways for engaging the needs of both the University and the wider Near North communities as well as those of employers.

### 3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?

In response to the program expansions to fourth-year honours and specialized honours degrees in 2009 and 2011, we implemented a series of cost-containment measures: third and fourth year language courses are taught together per capita as overloads; third and fourth year special topics courses in Greek/Roman History and Culture are taught together; the fourth year seminar Course is also taught per capita and as overload; ancient Greek is offered every other year. These changes have resulted in substantial cost savings. In addition, in order to further improve efficiency in delivering of language courses with existing faculty, we are currently in the process of developing the first-year language courses in a wholly on-line format. Students will thus be able to take the introductory language courses at their own convenience and pace, since often they come to the languages late in their studies and have to catch up. This measure will allow students the flexibility to remedy any linguistic deficiencies without prolonging their program of study. These courses are presently in the planning phase.

It has also been recommended to us to make the introductory language courses mandatory for Classical Studies majors. Currently this is not the case, although it is strongly recommended that students interested in graduate work take both Greek and Latin. However, by making these courses mandatory for all majors, we would hope to increase enrolment in our language courses.

In response to the IQAP reviewers' recommendations (March 2014) we are currently streamlining our curriculum further by eliminating the requirements to take courses from specifically defined course groups (i.e. literature, history, civilization) and replacing this with the requirement that students take a stipulated number of second, third, and fourth-year courses. This measure will improve student choice and allow us to offer courses that are most popular with students while maintaining the high quality of the program. These changes will be presented to ARCC in November.

3.2

**Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

To date the Classical Studies Program has streamlined itself so as to realize the utmost fiscal efficiency (see B.3.1 and 3.0). Because of these measures Classical Studies is already a very cost-effective program and there is little to no excess capacity in this respect. We are at present a program of two full-time faculty with assistance from two part-time faculty to help fill gaps (especially in the delivery of languages).

One way in which greater capacity can be realized given our current compliment of faculty is by modifying existing courses so as to be able to cross-list our courses with an even wider array of programs than is currently the case. At present Classical Studies offers 19 courses that are cross-listed with a number of other programs.

3.3

**What opportunities are there to strengthen the unit and how could these be implemented?**

The Classical Studies Unit at Nipissing has the opportunity to engage in collaborative relationships with other academic institutions. Specifically our on-line mapping project (Ancient History GeoVisage/AHGV, a research tool in the form of an interactive map of the Ancient World) is likely to result in cooperation with other institutions (i.e. Waterloo and McGill) and we are in fact in discussions with faculty from these places regarding this project at present. In addition Dr. Wenghofer is collaborating with A. McAuley at McGill in order to reconstruct the genealogy of the Greco-Bactrian dynasties in the Seleucid far east for the Seleucid Genealogy website. This project also involves the participation of a Classical Studies student at NU. These projects will strengthen the unit by increasing its academic reputation and exposure and will hopefully lead to other collaborative research projects beyond NU. In addition because students are given the opportunity to participate in these projects they are provide the opportunity to establish valuable professional contacts already during their undergraduate studies.

Another opportunity the Classics Program is currently exploring is the possibility of an undergraduate research conference and a speaker series in collaboration with the Classical Studies Program at Laurentian University. This will result in greater student exposure to research that is being done at other institutions.

We are currently considering changing the delivery mode of our introductory language courses from the traditional in-class format to an on-line format. Students will thus be able to take the introductory language courses at their own convenience and pace, since often they come to the languages late in their studies and have to catch up. This measure will allow students the flexibility to remedy any linguistic deficiencies without prolonging their program of study. We are also developing several new courses that will more effectively meet current interests of both Classical Studies students and students in other disciplines. Specifically, we are designing a second-year course in the Ancient world in the popular imagination (in collaboration with Computer Sciences and possibly other programs as well), another second-year course in Ancient medicine, science and technology, as well as a course in the history of early Christianity. Finally, we would propose a team-taught course in research methodology for ancient and medieval historians, with units in such areas as numismatics, epigraphy, papyrology, textual criticism, etc., taught by various faculty with expertise in these areas. All of these course will not only strengthen Classical Studies but also the wider Nipissing community.

**3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

At present a joint program in Ancient and Medieval History is undergoing Stage One Approval. This program will utilize existing faculty and courses in History and Classical Studies. The logic behind the development of this program rests on the shared methodologies of Classical and Medieval scholarship. This program will strengthen both History and Classical Studies and will also benefit the wider Nipissing community by providing students with greater choice and attracting prospective students to what will be a unique program.

We are also working with Computer Sciences to help develop a course for Classical Studies students in programming which will allow them to utilize and design research data bases and on-line tools, develop computer games with ancient history content, and computer animation for the production of Classical Greek and Roman dramas and educational tools. This project is still in the discussion phase but we believe that it will strengthen the Classical Studies program by affording its graduates with transferrable computing skills, and this will make the program stand out as unique. At the same time this project is expected to benefit the Computer Sciences Program by attracting non-majors into Computer Science classes.

Another idea that has occurred to the faculty is to offer a course in Greek and Latin for students in health related sciences. Such a course has been offered by the Classics Program at Western University for medical students. Moreover, such a course might be of interest to medical students at the Northern Ontario School of Medicine. One way in which such a course could reach the largest number of students would be by mounting in a wholly on-line format. All of these proposals could be realized with existing resources.

**3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

With respect to opportunities for community service, one proposal that would help raise the public profile of both the program and the University would be a regular public lecture series on topics of interest to both the academic community and the general public. For example, faculty could canvass various community groups (church groups, First Nations communities, seniors groups, schools, etc.) in order to determine subjects of interests and then deliver public lectures to these groups on their preferred topics. Such discussions would entail drawing explicit connections between the distant past and contemporary concerns of specific demographics.

Another opportunity for community engagement comes in the form of theatrical productions. At present the Classical Studies Club at NU is already planning the production of an ancient tragedy or comedy in conjunction with theater students at Canadore. Such productions could also be expanded to include community theater groups and high schools, thus raising the profile of the Classical Studies program and the university, and introducing the broader public to the origins of Western drama and the great classics in tragedy and comedy.

As already mentioned, Dr. Wenghofer is already engaged in a collaborative relationship with other institutions in Europe and North America through his activities with the aforementioned Seleucid Study Group and the Ancient History GeoVisage project.

**3.6 Are there international education opportunities for the department?**

Currently several Classical Studies students are participating in the NU international exchange program in Europe. With respect to further international educational opportunities we are planning a field trip to Italy, and possibly Greece which students can take for credit. We are also considering opening this field-trip to the University

community more broadly and the general public who might wish to participate in this educational experience. The field trip would be led by Classical Studies faculty and could be offered in collaboration with other institutions such as Laurentian. Students would be given the opportunity to experience more fully and closely the remains of the civilization they are studying.

We will also continue to encourage our students to participate in field schools (i.e. archaeological digs, etc.,) offered by other institutions (i.e. U of Waterloo, McMaster, the Balkan School). We would propose that students who participate in these field schools be granted academic credit for their participation.

## Full text of submission: Relevance (program level)

### Program: Classical Studies (BA)

2.0	Context (not scored)
	<p>" From 1968-1980 Classical Studies courses were offered as electives. Then in 1980 a Minor Concentration in Classical Studies was offered with a single faculty member shared with French. Owing to a growing demand for more Classical Studies Courses, in 1990 a combined three year BA in Classical Studies was added with Dr. Walton as sole full-time instructor and 2 part-time instructors were added. 1996 general BA in Classical Studies added with a second full-time faculty member added in 2004. In 2006 the program underwent substantial restructuring to reflect current trends in the field, changing student needs/interests, and training/research interests of faculty. New courses were designed in Greek and Roman History, Gender and Sexuality, Race and Ethnicity, Slavery, Sport and Warfare. In 2009 a combined honors major with History was created and included all other programs in 2010 in response to demand from other programs. In 2011 a specialized honors degree was made available.</p> <p>In order to deliver a high quality honours BA with 2 faculty members in an atmosphere of fiscal restraint we replaced all 6-credit courses with 3-credit courses, while expanding course offerings by cross-listing courses from Philosophy, Political Science, History, and Fine Arts. Further savings were realized by combining third year Latin and Greek as well as the third and fourth year topics courses in Greek and Roman History and Culture. All upper level languages and the fourth year honors seminar are taught on a per capita basis as overloads.</p> <p>The Classics Faculty at NU provides a high standard of teaching informed by faculty research.</p> <p>In 2010 Dr. Wenghofer received the Chancellor's Award for excellence in teaching, and both faculty consistently receive high teaching evaluations. Classical Studies is extensively involved with the Digital Humanities Program at NU and has developed together with Computer Sciences an on-line interactive map of the Ancient World which is already being used in the classroom. Faculty members have active research agendas and involve their students in their current research, inviting senior students to accompany them to national conferences (2013 London, 2014 Montreal, 2015 Toronto).</p> <p>It is the aim the Classical Studies BA program to not only provide students with a thorough understanding of Classical civilizations, but also to equip them with transferrable critical thinking, analytical, and research skills. In addition Classical Studies graduates are highly literate, culturally aware with strong written and oral communication skills. As a highly interdisciplinary field the Classical Studies Program at Nipissing contributes to an enriched understanding of many other disciplines taught at NU.</p> <p>Classical Studies benefits the wider NU community in myriad ways. First, the discipline is indispensable for a fuller understanding of Western history and culture. The language courses are imperative for students who are interested in pursuing serious graduate scholarship in history or literature. Many Classical Studies courses are cross-listed with</p>



other programs (History, English, Religions and Cultures, Gender and Social Justice, Fine Arts). Currently Classics is working closely with History to develop a stream in Ancient and Medieval History.

## 2.1 Relevance of the program

With respect to the relevance of the BA program in Classical Studies in its current form, we might by way of general observation point out that students are unlikely to enroll in a three-year general degree of any kind. Most of our current students are enrolled as double majors with History and other programs and removing the option of an honours BA in Classics would seriously undermine not only the health of Classical Studies but of other programs in Arts and Science as well. When the program expanded to include an honours BA in 2009 enrollment jumped from 291 in 2008 to 494 in 2009, and our numbers have continued to be healthy in spite of a general decline in overall enrollment at NU. The relatively low cost of mounting this program, coupled with the relatively large student enrolment in Classical Studies have made Classical Studies profitable to Nipissing University fiscally.

Since the establishment of the BA honours in Classical Studies in 2009 we have had four students go on (successfully) to graduate programs in Classical Studies or Ancient History and at present we have a fair number of current students who have expressed their intention to do the same. This would be impossible with only a minor or three-year general BA in Classics. Prior to the aforementioned expansion retention of talented students proved difficult as they left for other institutions offering a full honours BA in Classical Studies.

As mentioned above, Classical Studies is an integral part of any liberal arts education and benefits the wider NU community in myriad ways. First, the discipline is indispensable for a fuller understanding of Western history and culture. The language courses are imperative for students who are interested in pursuing serious graduate scholarship in history or literature. Many Classical Studies courses are cross-listed with other programs (History, English, Religions and Cultures, Gender and Social Justice, Fine Arts). Currently Classics is working closely with History to develop a stream in Ancient and Medieval History.

## 2.2 Relevance of the curriculum to the program's goals and objectives

Concerning the relevance of the curriculum to the program's goals and objectives, the comments made by the IQAP reviewers of the Classical Studies Program (March 2014) are as follows: "Classical Studies at Nipissing offers the honors with specialization degree, the honors degree, a major and a minor, all of which exemplify the best pedagogical principles of the discipline. Recognizing that Greek and Latin are essential components for any student who is seriously interested in ancient Mediterranean societies, the architects of the program have created a Honors with Specialization program that requires students to do two full years of one language, and three of the other. This is standard practice at most Classical Studies Departments in Canada, and is in fact essential for students going on to graduate school....All of Nipissing's Classical Studies degree programs feature courses that do not require special knowledge of ancient languages. This too is standard practice in Classical Studies departments in Canada. The courses offer a logical progression beginning with Classical Civilization survey courses in first year to more complex and specialized senior courses, including a 4th year capstone course. Courses in mythology and religion, Greek and Roman history and social history, and literature in translation, are standard elements of similar programs at other Canadian universities. All courses as presented in the syllabi demonstrated a rigorous approach to their topics, with appropriately demanding reading lists and specialized writing assignments. Students at Nipissing experience a very high quality of instruction in relatively small classes. Despite the very limited number of faculty, there are some especially innovative aspects in the program. A course in Race and Ethnicity, for example, reflects current scholarship in this area, but there are few such courses in Canadian universities..... the program meets the authoritative standards of the American Philological Association, the professional association of Classical Studies. "

In order to maintain the high pedagogical quality of the program the faculty meet regularly in order to discuss how well the current curriculum is meeting the needs and interests of Classical Studies students and efforts are made to periodically revise course content to ensure that those interests are met. The ability to meet on an ad-hoc basis is

one of the advantages of a small faculty. With respect to the role the program plays in concurrent, cross-coded, interdisciplinary, inter-professional, and other collaborative programs please see our remarks in A.2.1 above.

## 2.3

**How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation**

Classical Studies is by its very nature an interdisciplinary field. Consequently, our students gain a facility with literary study, art an archaeology, numismatic, epigraphic, and papyrological evidence. Knowledge of the significant historical developments of the ancient world constitutes the bare minimum students are expected to achieve. Our students are also encouraged to develop the requisite skills to reconstruct the ancient past for themselves using the wide range of evidence types typically employed by classicists in their research. To that end the pedagogical emphasis at NU is on methodology and the appropriate uses of primary source evidence and is so aims at inculcating strong research skills. Source analyses and analytical research essays, and oral presentations relating on specific methodological problems in ancient studies figure prominently as pedagogical and diagnostic tools across all Classical Studies courses. This emphasis on critical source analyses, analytical research essays, and oral presentation allows the students to not only develop sharp analytical and research skills, but also to acquire strong writing and oral communication skills.

Students enrolled in senior Classical Studies courses are expected to demonstrate an awareness of the methodological debates and controversies in the field and to propose and carry out appropriate research projects in these very areas of debate resulting in a substantial written research essay, often accompanied by preliminary oral presentation of their findings. Each year several upper year students are invited to participate in some of the research projects being conducted by faculty which has already resulted in co-authored conference papers and joint publication.

The Classical Studies program thus prepares its students for success as graduate students in Classical Studies, as is indicated by the fact that four Classical Studies majors have gone on successfully to graduate studies in their field since the establishment of an on honours BA in 2009, while also imparting transferable research, communication, critical thinking, and analytical skills necessary for success in professional post-graduate programs or the work place. Finally, the program is working closely with Computer Science to develop a programming course for Classics students which will teach them how to use and design research databases, computer animation, and computer games with ancient history themes and applications (both research and pedagogical), thus resulting in additional transferrable employment skills and making the Classics program at Nipissing unique.

## 2.4

**How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

Classical Studies is by its very nature a socially and culturally aware discipline. Drs. Mueller and Wenghofer are mainly social historians working in the area of marginalized social groups in antiquity which is very much reflected in the Classical Studies curriculum. Dr. Mueller's research focuses on widows, orphans, and other marginalized groups such as slaves, the disabled, the elderly, and the poor. Because of her research interests the program at Nipissing offers courses on Greek Women (3096), Women in the Roman World (3097), Gender and Sexuality in Ancient Greece and Rome (3206), and Slavery in the Roman World (3207). In addition to these courses, Dr. Mueller is currently teaching CLAS 3417/4417 – Special Topics in the History and Culture of Ancient Rome, focusing on Roman colonization and relations between the colonizers and the colonized in the Roman Empire.

Dr. Wenghofer's research is on the Seleucid Empire and race, racism, and ethnic identity and the literary and artistic representations of the Other in ancient Greece and Rome and this too is reflected in the program curriculum. He thus offers a course in Race, Racism, and Ethnic Identity in Ancient Greece and Rome (3066). Dr. Wenghofer's research in the vast multi-ethnic Seleucid Empire which spanned cultures from the banks of the Indus River to the Mediterranean (i.e. the "Middle East") focuses in particular on relations between the Greco-Macedonian ruling class

and their non-Greek subjects and frequently serves as the topic for CLAS 3416/4416 Special Topics in the History and Culture of Ancient Greece.

All of these courses require students to engage the most up to date theoretical scholarship in the areas of gender, sexuality, social class, race and racism, ethnicity, and post-colonial thought from a variety of disciplines (i.e. History, English, Psychology, Sociology, and Anthropology) and apply to their understanding of social relations and processes in antiquity as well as to the methodological challenges inhering in using primary source evidence that reflect ethnically, socially, and gender specific points of view. These courses encourage students to reflect upon how an understanding of ethnic, class, and gender relations in antiquity can shed light on these relations in contemporary contexts and to consider the significance of the critical continuities and breaks with the distant past.

Finally, as a standing policy, Classical Studies faculty makes lecture notes available on Blackboard in advance of lectures to allow students registered with Student Accessibility Services to review the course material at their own pace.

## 2.5 The extent to which the program meets the needs of stakeholders

Aside from Classical Studies students and the discipline of Classics themselves, there are three main stakeholders whose interests the Classical Studies program at NU seeks to meet. These are other programs at NU, the wider arts community both inside and outside the university, and the wider private and public sectors. The Classical Studies program responds to these various stakeholders in specific ways.

As concerns other academic programs at NU, we would again point out that Classical Greek and Roman civilization lie at the foundation of Western civilization in general. Western art, literature, legal thought, political thought, religious beliefs and practices all derive from Classical origins. Consequently, students majoring in a variety of fields such as History, English, Philosophy, Political Science, Gender Studies, Religions and Cultures, and Fine arts benefit immeasurably from taking Classical Studies courses which serve to enrich their understanding of their chosen fields. Many Classical Studies courses (i.e. 19) are cross-listed with a wide array of other programs. We would also identify Education as another stakeholder. Those education students who wish to teach the Ancient Civilizations at the secondary school level will be unable to acquire this as a teachable without a strong Classical Studies program. In addition it should be pointed out that a number of school boards across Ontario offer Latin as part of the high school curriculum and students would not be able to acquire the requisite knowledge of Latin without the strong language component offered by the Classical Studies program at NU.

As concerns the wider arts community, it should be noted that the Classical Studies program has a vibrant Classical Studies club (ca. 100 members). This club organizes a variety of cultural, social, and scholarly events involving participation of both Classics and non-Classics students and faculty. Such events include public lectures, movie nights, and performances of Classical dramas, thus enriching the cultural and intellectual life of NU and the North Bay Area.

The NU Classical Studies program seeks to meet the interests of private and public sector employers by producing graduates with exceptionally strong analytical, critical thinking, research, and written and oral communication skills which are in such high demand by prospective employers. Finally, it is hoped that our work with Computer Science to develop courses in programing for Classics students will result in the inculcation of in demand transferrable computing skills in many of our grads.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where 'program' is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit's programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit's programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for "core" programs (i.e. the basic three-year program) and "specializations"

- For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

#### b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education



## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

#### Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	

- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been



clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b>Context</b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words



might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

# Department and Program Report

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Unit/Department: Computer Science

## Computer Science Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)
  - Specialization (individual)
  - Specialization (classroom)
- Bachelor of Science
  - Honours (individual)
  - Honours (classroom)
  - Specialization (individual)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and

current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?
- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised

about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.



## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Computer Science	44.0	37.3	35.4	27.0	22.6	-15%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Computer Science (Bachelor of Arts and Bachelor of Science)	6	7	6	4	6	0%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Computer Science	191.27	339.67	417.87	965.15	1,338.11

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Computer Science	91.42	69.32	52.36	49.07	48.04

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Computer Science	1.67	1.50	1.85

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Computer Science</b>	3.00	3.00	2.00	2.50	2.00	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Computer Science (Bachelor of Arts)	3-year	2	2	2	1	3	50%
Computer Science (Bachelor of Science)	3-year	2	3	4	8	2	0%
Computer Science (Bachelor of Science)	4-year	17	21	18	17	13	-24%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Computer Science (Bachelor of Arts and Bachelor of Science)	3-year			1			-
	4-year	6	7	5	4	6	0%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).



**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
<b>Computer Science (Bachelor of Arts and Bachelor of Science) †</b>	Honours	Classroom	\$3,179.79	\$7,232.93	\$3,498.81	\$15,734.76	\$3,300.37
<b>Computer Science (Bachelor of Arts and Bachelor of Science) †</b>	Honours	Individual	\$2,174.52	\$2,425.17	\$2,307.35		\$2,694.80
<b>Computer Science (Bachelor of Arts and Bachelor of Science) †</b>	Specialist	Classroom	\$2,855.81	\$4,812.39	\$4,652.76		\$2,319.39
<b>Computer Science (Bachelor of Arts and Bachelor of Science) †</b>	Specialist	Individual			\$2,307.35	\$2,515.20	
<b>Computer Science (Bachelor of Arts and Bachelor of Science) †</b>	Base		\$786.05	\$931.85	\$968.03	\$1,662.32	\$1,574.01

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSC, education, geography programs, fine arts BA and BFA, mathematics BA and BSC, all nursing programs, and psychology BA and BSC. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complementary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

Unit/Department Name	Program	Program Length	Graduating proportion					Survival					Attrition rate					Transfer				
			2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Computer Science	Computer Science (Bachelor of Arts)	3-year	0%	50%	50%	0%	0%	100	100	0%	0%	-100	0%	0%	100%	0%	0%	0%	0%	0%	100%	0%
Computer Science	Computer Science (Bachelor of Science)	3-year	0%	100	0%	0%	0%	150	-	125%	13%	-138	-50%	-	-25%	75%	-50%	0%	-	0%	13%	0%
Computer Science	Computer Science (Bachelor of Science)	4-year	6%	10%	6%	29%	6%	75%	68%	65%	67%	-8%	25%	32%	29%	25%	25%	0%	0%	6%	8%	0%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Computer Science	Computer Science (BA) and	20	3.00	3.15
	Computer Science (BSc)	20	3.00	3.15

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondent's field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Computer Science	Computer Science (BA)	23	6	0%	17%	1.33	1.38
	Computer Science (BSc)	23	6	0%	17%	1.33	1.38

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Computer Science	Computer Science (BA)	2.00	1.30	1.50	2.17	2.00
	Computer Science (BSc)	2.00	1.30	1.50	2.17	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The history of the department of Computer Science and Mathematics goes back to the early years of Nipissing University College.</p> <p>In 1971, Dr. Ted Chase, Professor Emeritus of Mathematics, joined Nipissing University College to teach mathematics and physics courses. Dr. Ted Chase became the Dean of Arts and Science in 1991. At that time, Dr. Murat Tuncali, Professor of Mathematics, was hired to replace Dr. Ted Chase. Around the same time, in 1990, Dr. Boguslaw Schreyer, Associate Professor of Computer Science, joined Nipissing to teach computer science and mathematics courses.</p> <p>Because of its affiliation with Laurentian University, the courses in mathematics, computer science and physics were offered to those students who chose these subjects for their teaching certificate requirements or to transfer to the science or engineering programs at Laurentian. When Nipissing received its own charter as a degree granting institution, it was small and did not have a departmental structure. Disciplines were grouped into four broad divisions: Humanities, Social Sciences, Geography/Science and the School of Business and Economics. In 2001 Nipissing University's Faculty of Arts and Science adopted a formal departmental structure and the Department of Computer Science and Mathematics came into being. The creation of the department of Computer Science and Mathematics coincided with the development and introduction of the Honours programs in both Computer Science and Mathematics. The work of developing these programs spanned from 1998 to 2002, under the leadership of Dr. Ted Chase who completed his term as the Dean of Arts and Science in 1999, and he also became the first chair of the department. With the introduction of the Honours programs, new faculty positions were created. In order to give a sense of the growth, we provide the following chronological summary:</p> <ul style="list-style-type: none"><li>• 2000: Dr. Vesko Valov, Professor of Mathematics and Dr. Zhivko Nedev joined the University. Dr. Nedev is no longer at Nipissing University.</li><li>• 2001: Department of Computer Science and Mathematics was established.</li><li>• 2002: Dr. Haibin Zhu, Professor of Computer Science, and Dr. Siddhi Kulkarni joined the Department.</li><li>• 2003: Dr. Alexandre Karassev, Associate Professor of Mathematics, joined the Department.</li><li>• 2005: Dr. Mark Wachowiak, Assistant Professor of Computer Science, joined the Department. Dr. Kulkarni left for a position at University of Ballarat, Australia.</li><li>• 2009: Dr. Tzvetalin Vassilev, Associate Professor of Mathematics, joined the Department.</li><li>• 2012: Dr. Logan Hoehn, Assistant Professor of Mathematics, joined the Department. Program in Science and Technology is offered for the first time.</li><li>• 2014: Dr. Ali Hatef, Assistant Professor of Physics, joined the Department.</li></ul>

<b>1.1</b>	<b>Relevance of the unit to the university's mission</b>
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Computer Science is one of the foundational disciplines. It is hard to imagine the contemporary world without the use of information technologies. It is equally hard to imagine modern university without strong Computer Science program. Computer Science is part of STEM, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of the priorities. The University's Strategic Plan focuses on innovation, and it is hard to imagine innovation in science or technology that does not involve the use of information technologies.

Besides serving the needs of the Computer Science program, the unit supports other programs, in particular Mathematics, via required courses, as well as service courses in computer and digital literacy.

The unit offers a certificate in Game Design and Development which is an attractive option for potential students.

Computer Science courses are an integral part of a recently introduced Science and Technology program. The program is interdisciplinary and has several streams that combine courses from Computer Science, Mathematics, and other disciplines (such as Business and Geography) to attract student who are interested in engineering-type applications of Computer Science and Mathematics.

The unit is very active in inter- and multidisciplinary research and teaching. A particularly fruitful collaboration has been with the Department of Geography. In terms of research, Computer Science faculty have contributed expertise in sophisticated statistical methods, imaging, computational intelligence, signal processing, and visualization to advance several research projects that have resulted in several peer-reviewed publications. In teaching, the Geography department has recognized the importance of Computer Science by asking COSC faculty to develop and teach an undergraduate/graduate course in spatial computing. This successful course will be taught for the third time in Fall 2014.

The unit is instrumental to the Digital Humanities (DIGI) initiative. The members of the unit teach a computational course for DIGI students, and, with humanities departments (e.g. English) are active in pursuing research and teaching opportunities in the digital humanities. A recent successful outcome of COSC involvement has been the development of a web-based geospatial knowledge repository for the Classics department, wherein students interact with a virtual "globe", complete with maps of ancient civilizations. The system was successfully used by classics students in Fall 2013, and is continuing development for use in the upcoming academic year.

The unit also plays a large role in research in the School of Physical and Health Education (PHED). Some faculty from PHED have graduate training in biomechanics and kinesiology, and therefore make substantial contributions in imaging, signal analysis, software development, neural networks, and numerical methods. Our students gain valuable interdisciplinary experience working with faculties from both departments. This collaboration has resulted in journal and conference papers. Additionally, the unit participates in a multi-institution funded project on injury rehabilitation.

The unit collaborates with other universities (Laurentian University) including research and graduate supervision. There are similar international ties with National University of Defense Technology, Nanjing University, and other universities in China, including joint research, and co-supervising graduate students. These collaborations resulted in many refereed publications and conference presentations (a list of publications is available upon request).

<b>1.2</b>	<b>Notable or unique contributions made by the unit</b>
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Being one of the key disciplines in the STEM cluster and an indispensable component of the Science and Technology program, Computer Science plays a unique role in attracting students who have interest in information technologies, engineering, and industrial applications of Mathematics and Computer Science.



The unit has a strong research profile. Two out of three tenured or tenure-track faculty hold NSERC grants. Not counting NSERC grants, the members of the unit received many research grants, awards (in particular, Chancellor's Award for Excellence in Research), and conference funding. Total of all grants is over \$ 250 000 in the past five years (over \$ 700,000 if we count joint applications). The total number of refereed publications by the members of the unit (four full-time members) in the past five years exceeds 60.

The spectrum of research interests is very broad and interdisciplinary: role-based collaboration, which has important applications in scheduling and management; robotics, which is emerging as one of the most active and fast-growing COSC areas, with applications as wide ranging as industrial robotics, robotic surgery, and nanotechnology; signal processing, visualization, and optimization (already discussed in 1.1).

Members of the unit organize and co-organize international conferences, give talks (often invited) at international conferences, write referee reports and technical reports.

Undergraduate students, guided by the members of the unit, participate in research projects, which often aim at solving problems posed by local business and industry, present at research conferences, and publish papers in refereed journals.

All the above places the unit ahead of many Computer Science departments in other universities of similar size.

**1.3**

**Provide information on how appropriately and effectively the unit responds to the needs of the wider community**

The graduates of the Computer Science program have nearly 100% employment rate. That is a good indicator that our graduates are valued very highly by employers and certainly meet their needs.

The unit is instrumental in a large, externally-funded project to provide weather data, remote sensing imagery, and decision support for Northern Ontario agricultural producers through a web-based service (<http://geovisage.nipissingu.ca>). The students work with geographers and geography students on this community-based project.

The members of the unit actively participate in Computer Science and Mathematics lecture series and give public lectures for highschool students and the general audience.

The unit provided support in the form of facilities and mentorship to the local robotics team and helped to organize and host the FIRST robotics competition in 2014.

The recently signed transfer agreement with Humber College provides the pathway for graduates of several programs of the college leading to Computer Science and Science and Technology degrees from Nipissing. As the result of this agreement, several Humber graduates began their studies at Nipissing this Fall.

## Full text of submission: Opportunity

3.0	Context (not scored)
<p>The unit offers Honors specialization, specialization, and major degrees in Computer Science and Science and Technology (jointly with Mathematics), as well as Certificate in Game Design and Development, and Digital Humanities (jointly with English Studies).</p> <p>The unit offers service courses in Computer Science for other programs.</p> <p>The unit has very strong research profile. Members of the unit hold NSERC grants and other external grants and awards and participate in international collaborations. We also participate in interdisciplinary collaborations as well as in community-based projects.</p> <p>The unit recently participated in the development of transfer agreement with the Humber College. Similar agreement with Fanshawe College may be developed in the future.</p> <p>Courses, offered by the unit, will be required in the potential program in Engineering.</p>	

3.1	Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
<p>According to the 2013 IQAP external reviewers' report, the unit "effectively and very appropriately" addresses the challenge posed by its small size through "a tightly organized array of course offerings (recurring annually or in alternate years), well-placed integration of Computer Science requirements in the Mathematics curriculum and vice-versa, and an early emphasis on problem-solving skills and individual projects".</p> <p>Further, they indicate that the unit "has made an effort to adhere to the Computer Science Core Body of Knowledge as specified by ACM/IEEE. With very limited resources to do so, the Department has in several cases designated multiple courses to handle pieces of the material from each of the knowledge areas specified by ACM/IEEE". They commend the unit for "for stretching resources by careful planning and flexibility to adequately cover the required areas".</p> <p>Thus we believe that our curriculum and the modes of delivery are optimal at this point. Having said that, we are committed to updating the Computer Science curriculum as necessary to ensure that it reflects the newest ACM/IEEE guidelines, as per the reviewers' recommendations.</p> <p>Because of the small size of the unit it is unfeasible at the moment to offer distance courses in addition to the required in-class courses.</p>	

3.2	Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
<p>Currently, the unit has only four full-time members, one of whom has a ten-month contract. Therefore we believe the unit does not possess any excess capacity (see also the reviewers' comments in 3.1). Moreover, according the IQAP recommendations, "the University should consider creating at least one more full-time, tenure/tenure-track position in Computer Science".</p>	

3.3	What opportunities are there to strengthen the unit and how could these be implemented?
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The unit developed a “2+2” program, which is a cooperative program operated by Nipissing University and universities in China.

The unit not only proposed the 2+2 Computer Science program but also actively worked for this program. A faculty group from a Chinese university was invited to visit Nipissing University and signed the cooperation intention agreement. The cooperative work finally produced an agreement to recruit 50 students for the 2+2 program that was subject to the approval of the administration. At the moment, the unit considers a possibility to develop a similar program.

Recently, a transfer agreement has been signed with Humber College that allows graduates of several programs of the college to continue their studies in our Computer Science and Science and Technology programs.

In May 2014 the unit has been approached by representatives of Fanshawe College to explore a similar agreement. We are at the initial stage of consultations at the moment. The college representatives plan to attend Nipissing in October 2014.

Given the research strength of the Department of Computer Science and Mathematics, as well as the existing M.Sc. program in Mathematics, it looks feasible to develop a proposal for a M.Sc. program in Computational Sciences. We already offer several courses that may be used for such a program (Optimization, Advanced Numerical Methods, Computational Topology, Cryptography and Coding Theory, Graph Theory. A computational physicist was hired in 2014. This appointment may serve the needs of MSc program in Computational Sciences as well. This proposal is currently under discussion by the members of the department.

3.4

**What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

To address the needs of students who are interested in the engineering-type application of Mathematics and Computer Science, the Department of Computer Science and Mathematics developed a program in Science and Technology. The program is highly interdisciplinary and has streams that combine courses from Computer Science, Mathematics, and other disciplines (such as Business and Geography) to attract students who are interested in engineering-type applications of Computer Science and Mathematics.

In January 2014 the Nipissing Senate approved a Stage 1 Letter of Intent for a Bachelor of Engineering (Civil) Program. Prior to that, the representatives of the unit met with the external consultants to discuss the role of the unit in such program. According to the final report prepared by consultants, a substantial number of COSC courses will be required in the proposed Engineering program.

3.5

**What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

As part of the research component of the Computer Science and Science and Technology programs, we plan to engage students in solving practical problems that are important for local business, industry, and the community as a whole.

For example, we are currently working with a company called Metric Aid, solving scheduling problems in the Health department. The task of scheduling previously took 2 days and now, after our algorithm has been proposed and implemented, it takes 30 minutes. Students participate in this project.

The members of the unit participate in the Computer Science and Mathematics Lecture Series for high school students and general public. We plan to expand this initiative as well as make sure that it is

widely advertised by means of our connections in local schools and the community, email exchanges, media coverage etc.

The unit is engaged in consultations with the Office of Aboriginal Initiatives with the goal of establishing an Information Technology Center for aboriginal students. This center would provide additional support to aboriginal students who need to solve technology-related problems. Such center would also create yet another experiential learning and service learning opportunity for Computer Science majors who can work there as assistants. As extension of this proposal, a course can be created that addresses the use of IT for Native Studies. Computer technology could assist in preserving the narratives, the language, history and culture. The students would be trained to handle various applications, programs and the technological peripherals that accompany this type of learning.

### **3.6 Are there international education opportunities for the department?**

The “2+2” program mentioned in 3.3 is one of such opportunities. According to this program, a University in China (UC) is responsible for recruiting students and for offering the first two years of course work. Nipissing University (NU) is responsible for the second two years of course offering. Students must pass the BSc (Honours) grade requirement for the Chinese National College/University Entrance Examination. Students pay tuition to UC in the first two years and to NU in the second two years. After completing all the required courses and obtaining the required credits, students are issued the degree of Bachelor of Science (Honours) from NU. UC offers a degree of Bachelor of Science or Bachelor of Engineering based on UC’s disciplines when the students return to China within a limited time frame. NU and UC sign a contract or an agreement to assert the qualifications of students who will study in NU. NU is responsible for issuing acceptance letters and relevant materials for students to apply for Canadian visas. The students are responsible for other required materials to apply for visas to enter Canada. UC assists the students to process the visa applications at the students’ expense. If the students fail to fulfill English requirements, obtain visas, complete their course of study, or cannot continue their study at NU for other reasons, the students return to UC. UC will transfer students’ credits from NU to corresponding credits in UC.

Additionally, the proposed MSc program in Computational Sciences may help to attract international students, which in turn will help to fulfill one of the objectives of the University’s Mission.

The members of the unit have substantial experience in supervising international students and thus have the necessary skills to help potential students during their transition period. Moreover, the members of the unit have diverse ethnic backgrounds and strong connections with researchers and institutions abroad.

## Full text of submission: Relevance (program level)

### Program: Computer Science (BA)

2.0	Context (not scored)
	<p>Courses in Computer Science have been offered at Nipissing since the 1970's, although in the early years only as a service course (specifically for the Bachelor of Commerce transfer program with Laurentian University) or a general interest course. In 1988, there were three COSC courses taught, two specifically for business students: COSC 1605E Introductory Computing for Business and COSC 2702E Software and Hardware Concepts in Business Computing. At that time we also offered multiple sections of COSC 1900E Introductory Computing for Arts. In 1989 the purpose of COSC 1605 and COSC 1900 became more general and these courses became service courses for students in all disciplines. The content of the courses included versions of operating systems, mostly DOS, programming languages (Basic, Query Languages, System Programming etc) and application software such as spreadsheets and data bases. At that time, there was only full-time faculty member teaching these courses, supplemented by part-time instructors as required. Fundamental changes happened in 1998, when the Senate approved the establishment of a new 3-year concentration (the Laurentian term for major) in Computer Science to be offered as both a Bachelor of Science and Bachelor of Arts degrees. A Combined Concentration in Computer Science and Mathematics was also approved. These developments were prompted by the provincial government's desire to increase university capacity in Computer Science/Information Technology. Special capital and operating grants were offered to encourage universities to expand. Nipissing was keen to take advantage of this opportunity to establish a Computer Science program. Given subsequent economic events, it would seem that this effort by the province was overly successful; creating a supply of places in Computer Science/Information Technology programs that has proven unwarranted — at least in the short-term. In other words, our small program has suffered from the major expansion that took place across the province. The marketplace for computer science students became very competitive.</p> <p>Over the years, we substantially increased the number and variety of courses in Computer Science. Today, with implementing new modular curriculum at Nipissing in 2011, we offer a full range of Computer Science programs as follows: Honours Specialization, Concurrent Education with an Honours Specialization in Computer Science, Specialization, Major, and Minor. Computer Science courses are essential ingredients of Certificates in Game Design and Development, as well as in Digital Humanities.</p> <p>Computer Science is one of the main ingredients of the STEM cluster, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of priorities. The program addresses the provincial and national for highly qualified IT professionals, thus helping to offset existing and future shortage.</p> <p>We participate in an articulation agreement with Humber College for student transfers to Computer Science and to the Science and Technology programs. Similar agreement is under discussion with Fanshawe College.</p>

2.1	Relevance of the program
	<p>As mentioned above, Computer Science is one of the main ingredients of the STEM cluster, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of priorities. Thus it is imperative for Nipissing University to offer not only major, but also an Honors program in Computer Science.</p> <p>The University's Strategic plan prioritizes academic excellence and undergraduate research, and the program contributes substantially to these goals.</p> <p>The program addresses the provincial and national for highly qualified IT professionals, thus helping to offset existing and future shortage (see <a href="http://www.parl.gc.ca/content/hoc/Committee/411/HUMA/Reports/RP5937523/humarp09/humarp09-e.pdf">http://www.parl.gc.ca/content/hoc/Committee/411/HUMA/Reports/RP5937523/humarp09/humarp09-e.pdf</a>).</p>

Note that the BA program in Computer Science has slightly different admission and program requirements compared to the BSc (no additional science requirements). Thus, the existence of this program provides an opportunity for those students who are interested in Computer Science and also in humanities rather than other sciences. These students also often choose a teaching career thus addressing the provincial and national need for qualified teachers. BA Computer Science majors choose double majors with disciplines such as History or English Studies. Note that in the modern world, especially with developing of online technologies and mobile devices, Computer Science finds more and more applications in Humanities and Social Sciences, such as sociology, linguistics, digital humanities, and economics.

The IQAP external reviewers note that the program has “early emphasis on problem-solving skills and individual projects”. Our faculty members are internationally recognized researchers. They support Honors student who are involved in research projects, often interdisciplinary. Thus, the program addresses the focus on undergraduate research that is explicitly mentioned in the Strategic Plan and the Strategic Mandate Agreement.

Computer science students work with geographers and geography students on this community-based project. They also gain valuable interdisciplinary experience working with faculties from the Department of Physical Education.

Computer Science courses are part of Mathematics program requirement as well as significant portion of Science and Technology Program. They are also part of the requirements of certificate in Digital Humanities. This certificate can be especially attractive students in the BA program.

## 2.2 Relevance of the curriculum to the program’s goals and objectives

According to the IQAP report, in Computer Science, the nine core courses are in Programming (3), Digital Systems, Data Structures, Machine Structures, Operating Systems, Databases, and Distributed Systems. In addition, all Computer Science students take two courses in Calculus and one in Discrete Mathematics, topics which are considered important for all Computer Scientists. This combination of courses largely ensures the depth and breadth of knowledge expected from all Computer Scientists. For students in the Honours specialization and Specialization programs, this set of courses is well complemented by up to six further courses in Computer Science (with some chosen from a list of options) and two further courses in Mathematics (Linear Algebra I and II). It is important to note that for the Honours Specialization, the list of required courses includes a “Topics” course and a “Seminars” course, which allow not only greater flexibility but also greater depth and breadth of knowledge. In addition, Honours students actively participate in faculty research and interdisciplinary projects, as mentioned in 2.1.

Further, the reviewers point out that “the Department is to be commended for stretching resources by careful planning and flexibility to adequately cover the required areas”. This allows us to conclude that the program is in line with similar program at comparable institutions.

Introduction to Computer Science, Programming in C++, and Engineering Graphics are part of the common core of all Science and Technology streams, while more advanced courses, such as Robotics, Artificial intelligence, and Software Engineering, fulfil the requirements of individual streams.

The following is just one employer's testimonial that speaks very highly about our graduates and the program: “At Stroma Service Consulting Inc. we have had the opportunity to hire three NU graduates from the Bachelor of Computer Science program in the past three years. Each graduate has impressed us in their ability to quickly become productive members of our team. In fact they have become some of our best hires. The graduates have been doing everything from complex programming for blasting software called Aegis ([www.iring.ca](http://www.iring.ca)) used in underground mines, to implementing software as part of a project team within the provincial government or to helping to manage our service desk for the

support of products and services we sell. The program is crucial to the growth and development of our business. From our experience the university is graduating students that meet the needs of the job market. With the loss of Canadore Computer Programmer Analyst program the university program has become even more critical to the success of businesses such as ours in North Bay”.

### 2.3 How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation

We offer a wide range of courses that insure that our students obtain a solid foundation in the discipline. In addition, we offer more advanced courses focusing on the current state of information technologies and most recent developments in comp. science (see 2.2).

By participating in joint research projects with Dep. of Geography and Physical education, as well as by solving industrial problems, our students gain valuable interdisciplinary experience and acquire necessary professional skills.

It should be noted that critical thinking and problem-solving is at the heart of Computer Science. It is virtually impossible to create a very simple computer program (let alone more substantial application) without these skills. Thus any successful graduate of the program is guaranteed to have them.

Studies in Computer Science are naturally experiential since students often are required to develop various computer applications solving real-life problems.

Many of our courses incorporate students’ presentations as part of the course requirements. Further, our students give talks or present posters at various conferences.

This insures that they acquire necessary communication skills.

Participating in research projects, students become aware of the current state of the art in Computer Science.

Many of our courses have lab components which help student to gain practical experience.

Our students participate in competitions (e.g. the Great Canadian Appathon), present at conferences, including international once (for example, one of our students won the Best Poster Award at a conference in Italy, and several students won awards at NU Undergraduate Research Conference).

IQAP external reviewers note that direct conversations with a group of upper-level undergraduate students confirmed that “students of the Program are overwhelmingly satisfied with their learning experience and appreciate especially the individual attention and guidance by professors they receive in their small classes”. Further, “there is plenty of evidence that they are well prepared for a broad span of professions”.

Here is just one student testimonial that characterize the quality of the program: “While going to Nipissing, I had the opportunity to take several computer science courses. By taking these courses it not only furthered my education but also there was a direct application to my company. As one of the owners in the company, my role is to develop and deploy trading systems that can be used by brokerages to manage client’s funds. The greatest contributing factor to my success in the computer science courses was the professors in the computer science department and the excellent size of the classes.”

### 2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

The Computer Science faculty provides necessary accommodation to students with special needs, such as extra examination time or additional help during office hours. Notes, problems, and sample exams for many computer science courses are converted in electronic form and made available online.

It should be also noted that the “language” of Computer Science (not to be confused with programming languages) is universal, highly logical, and concise, and thus minimizes possible cultural or social barriers.

By its nature, Computer Science discipline is based on active use of technology which helps to provide additional learning support.

The unit is engaged in consultations with the Office of Aboriginal Initiatives with the goal of establishing a “Technology center” for aboriginal students. This center would provide additional help to aboriginal students who need to solve technology-related problems. Such center would also create yet another experiential learning opportunity for computer science majors who will be working there as assistants.

## 2.5 The extent to which the program meets the needs of stakeholders

The graduates of our Computer Science program have nearly 100 % employment rate. Thus the program effectively meets the needs of employers. This also confirmed by the employers’ testimonials (see 2.2), and the fact the CEO of local FDM4 software company came to the Department and made a presentation for our students encouraging them to apply for positions at FDM4.

The program undergoes periodic external reviews, most recently IQAP review in 2013. Prior to this, an external consultant has been invited to discuss the state of the program. Additionally, Computer Science Advisory Board, consisting of representatives from faculty, business, and industry, has been established. Its goals are to: review the existing program to ensure that it continues to meet the needs of business, industry and society; advise, recommend and assist in identifying the need for program development; participate in the quality assurance review process; identify the skills and knowledge graduates are required to meet industry needs; suggest revisions to program curricula; advise on current and future employment opportunities, industry trends and employer needs; assist in identifying field placement and cooperative education opportunities and graduate placements; assist with liaison between the University and industry sectors and between the University and the community; increase enrolment in the Computer Science Program.

Following reviewers’ suggestions, we: introduced new courses to insure that the program reflects the latest developments in Computer Science and compares favorably to similar programs in the province (Robotics, Artificial Intelligence, Human Computer Interaction, Service Computing, and others); intensified our efforts in establishing ties with business and industry and developing collaborative projects that involve undergraduate students; strive to insure that our program stays up-to-date in the quickly developing world of computer science and information technologies; encourage our students to participate in competitions, such as the Great Canadian Appathon, and present at conferences; explore a possibility to establish a program in Computational Sciences; explore possibilities to attract more international students by means of “2+2” and similar programs; develop transfer agreements with colleges (such agreement has been recently signed with Humber college and is under discussion with Fanshawe college); increase our community involvement via public lectures.

Note, however, that many of reviewers’ recommendation should be addressed by the Administration, e.g.: hiring additional tenure-track faculty member; intensifying the recruitment efforts; examining the necessity for courses overlapping existing courses in Com. Science but offered by other Departments.



## Program: Computer Science (BSc)

2.0	Context (not scored)
	<p>Courses in Computer Science have been offered at Nipissing since the 1970's, although in the early years only as a service course (specifically for the Bachelor of Commerce transfer program with Laurentian University) or a general interest course. In 1988, there were three COSC courses taught, two specifically for business students: COSC 1605E Introductory Computing for Business and COSC 2702E Software and Hardware Concepts in Business Computing. At that time we also offered multiple sections of COSC 1900E Introductory Computing for Arts. In 1989 the purpose of COSC 1605 and COSC 1900 became more general and these courses became service courses for students in all disciplines. The content of the courses included versions of operating systems, mostly DOS, programming languages (Basic, Query Languages, System Programming etc) and application software such as spreadsheets and data bases. At that time, there was only full-time faculty member teaching these courses, supplemented by part-time instructors as required. Fundamental changes happened in 1998, when the Senate approved the establishment of a new 3-year concentration (the Laurentian term for major) in Computer Science to be offered as both a Bachelor of Science and Bachelor of Arts degrees. A Combined Concentration in Computer Science and Mathematics was also approved. These developments were prompted by the provincial government's desire to increase university capacity in Computer Science/Information Technology. Special capital and operating grants were offered to encourage universities to expand. Nipissing was keen to take advantage of this opportunity to establish a Computer Science program. Given subsequent economic events, it would seem that this effort by the province was overly successful; creating a supply of places in Computer Science/Information Technology programs that has proven unwarranted — at least in the short-term. In other words, our small program has suffered from the major expansion that took place across the province. The marketplace for computer science students became very competitive.</p> <p>Over the years, we substantially increased the number and variety of courses in Computer Science. Today, with implementing new modular curriculum at Nipissing in 2011, we offer a full range of Computer Science programs as follows: Honours Specialization, Concurrent Education with an Honours Specialization in Computer Science, Specialization, Major, and Minor. Computer Science courses are essential ingredients of Certificates in Game Design and Development, as well as in Digital Humanities.</p> <p>Computer Science is one of the main ingredients of the STEM cluster, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of priorities. The program addresses the provincial and national for highly qualified IT professionals, thus helping to offset existing and future shortage.</p> <p>We participate in an articulation agreement with Humber College for student transfers to Computer Science and to the Science and Technology programs. Similar agreement is under discussion with Fanshawe College.</p>

2.1	Relevance of the program
	<p>As mentioned above, Computer Science is one of the main ingredients of the STEM cluster, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of priorities. Thus it is imperative for Nipissing University to offer not only major, but also an Honors program in Computer Science.</p> <p>The University's Strategic plan prioritizes academic excellence and undergraduate research, and the program contributes substantially to these goals.</p> <p>The program addresses the provincial and national for highly qualified IT professionals, thus helping to offset existing and future shortage (see</p>

<http://www.parl.gc.ca/content/hoc/Committee/411/HUMA/Reports/RP5937523/humarp09/humarp09-e.pdf>).

The BSc program in Computer Science is attractive to those students who are planning to find employment in industry or the financial sector, or to continue to graduate school. Often, these students also choose double majors in disciplines such as Mathematics and Biology. Thus the BSc program addresses the provincial and national need for highly qualified professionals in science, technology, and engineering.

The IQAP external reviewers note that the program has “early emphasis on problem-solving skills and individual projects”. Our faculty members are internationally recognized researchers. They support Honors student who are involved in research projects, often interdisciplinary. Thus, the program addresses the focus on undergraduate research that is explicitly mentioned in the Strategic Plan and the Strategic Mandate Agreement.

Computer science students work with geographers and geography students on this community-based project. They also gain valuable interdisciplinary experience working with faculties from the Department of Physical Education.

Computer Science courses are part of Mathematics program requirement as well as significant portion of Science and Technology Program. They are also part of the requirements of certificate in Digital Humanities. This certificate can be especially attractive students in the BA program.

## 2.2 Relevance of the curriculum to the program’s goals and objectives

According to the IQAP report, in Computer Science, the nine core courses are in Programming (3), Digital Systems, Data Structures, Machine Structures, Operating Systems, Databases, and Distributed Systems. In addition, all Computer Science students take two courses in Calculus and one in Discrete Mathematics, topics which are considered important for all Computer Scientists. This combination of courses largely ensures the depth and breadth of knowledge expected from all Computer Scientists. For students in the Honours specialization and Specialization programs, this set of courses is well complemented by up to six further courses in Computer Science (with some chosen from a list of options) and two further courses in Mathematics (Linear Algebra I and II). It is important to note that for the Honours Specialization, the list of required courses includes a “Topics” course and a “Seminars” course, which allow not only greater flexibility but also greater depth and breadth of knowledge. In addition, Honours students actively participate in faculty research and interdisciplinary projects, as mentioned in 2.1.

Further, the reviewers point out that “the Department is to be commended for stretching resources by careful planning and flexibility to adequately cover the required areas”. This allows us to conclude that the program is in line with similar program at comparable institutions.

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The following is just one employer's testimonial that speaks very highly about our graduates and the program: “At Stroma Service Consulting Inc. we have had the opportunity to hire three NU graduates from the Bachelor of Computer Science program in the past three years. Each graduate has impressed us in their ability to quickly become productive members of our team. In fact they have become some of our best hires. The graduates have been doing everything from complex programming for blasting software called Aegis ([www.iring.ca](http://www.iring.ca)) used in underground mines, to implementing software as part of a project team within the provincial government or to helping to manage our service desk for the support of products and services we sell. The program is crucial to the growth and development of our business. From our experience the university is graduating students that meet the needs of the job market. With the loss of Canadore Computer Programmer Analyst program the university program has become even more critical to the success of businesses such as ours in North Bay”.

**2.3****How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation**

We offer a wide range of courses that insure that our students obtain a solid foundation in the discipline. In addition, we offer more advanced courses focusing on the current state of information technologies and most recent developments in comp. science (see 2.2).

By participating in joint research projects with Dep. of Geography and Physical education, as well as by solving industrial problems, our students gain valuable interdisciplinary experience and acquire necessary professional skills.

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Studies in Computer Science are naturally experiential since students often are required to develop various computer applications solving real-life problems.

Many of our courses incorporate students' presentations as part of the course requirements. Further, our students give talks or present posters at various conferences.

This insures that they acquire necessary communication skills.

Participating in research projects, students become aware of the current state of the art in Computer Science.

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Our students participate in competitions (e.g. the Great Canadian Appathon), present at conferences, including international once (for example, one of our students won the Best Poster Award at a conference in Italy, and several students won awards at NU Undergraduate Research Conference).

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**2.4****How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

The Computer Science faculty provides necessary accommodation to students with special needs, such as extra examination time or additional help during office hours. Notes, problems, and sample exams for many computer science courses are converted in electronic form and made available online.

It should be also noted that the "language" of Computer Science (not to be confused with programming languages) is universal, highly logical, and concise, and thus minimizes possible cultural or social barriers.

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## 2.5 The extent to which the program meets the needs of stakeholders

The graduates of our Computer Science program have nearly 100 % employment rate. Thus the program effectively meets the needs of employers. This also confirmed by the employers' testimonials (see 2.2), and the fact the CEO of local FDM4 software company came to the Department and made a presentation for our students encouraging them to apply for positions at FDM4.

The program undergoes periodic external reviews, most recently IQAP review in 2013. Prior to this, an external consultant has been invited to discuss the state of the program. Additionally, Computer Science Advisory Board, consisting of representatives from faculty, business, and industry, has been established. Its goals are to: review the existing program to ensure that it continues to meet the needs of business, industry and society; advise, recommend and assist in identifying the need for program development; participate in the quality assurance review process; identify the skills and knowledge graduates are required to meet industry needs; suggest revisions to program curricula; advise on current and future employment opportunities, industry trends and employer needs; assist in identifying field placement and cooperative education opportunities and graduate placements; assist with liaison between the University and industry sectors and between the University and the community; increase enrolment in the Computer Science Program.

Following reviewers' suggestions, we: introduced new courses to insure that the program reflects the latest developments in Computer Science and compares favorably to similar programs in the province (Robotics, Artificial Intelligence, Human Computer Interaction, Service Computing, and others); intensified our efforts in establishing ties with business and industry and developing collaborative projects that involve undergraduate students; strive to insure that our program stays up-to-date in the quickly developing world of computer science and information technologies; encourage our students to participate in competitions, such as the Great Canadian Appathon, and present at conferences; explore a possibility to establish a program in Computational Sciences; explore possibilities to attract more international students by means of "2+2" and similar programs; develop transfer agreements with colleges (such agreement has been recently signed with Humber college and is under discussion with Fanshawe college); increase our community involvement via public lectures.

Note, however, that many of reviewers' recommendation should be addressed by the Administration, e.g.: hiring additional tenure-track faculty member; intensifying the recruitment efforts; examining the necessity for courses overlapping existing courses in Com. Science but offered by other Departments.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education



## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

**Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
Score as:		
1. Strong – clear evidence of how the unit and its programs align with and support the university's mission		

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	

- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been



clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as 'high' where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as 'moderate' where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as 'low' where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as 'low.'

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words



might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Criminal Justice

## Criminal Justice Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and

current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?
- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised

about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.



## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Criminal Justice	60.1	76.5	85.6	112.6	133.6	22%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Criminal Justice (Bachelor of Arts)	46	66	75	74	77	67%

***Net cost per credit and credits delivered per faculty member***

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Criminal Justice	- 101.27	- 290.34	- 340.04	- 433.04	- 536.63

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Criminal Justice	114.73	158.26	166.59	210.64	182.61

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
<b>Criminal Justice</b>	1.50	1.50	1.50

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Criminal Justice</b>	3.00	3.00	3.00	2.00	2.00	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators group focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2013</b>	<b>2014</b>	<b>Trend</b>
<b>Criminal Justice (Bachelor of Arts)</b>	4-year	132	167	196	228	251	90%

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
<b>Criminal Justice (Bachelor of Arts)</b>	4-year	46	66	75	74	77	67%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
<b>Criminal Justice (Bachelor of Arts)</b>	Honours	Classroom					\$391.44
<b>Criminal Justice (Bachelor of Arts)</b>	Honours	Individual	\$1,631.23	\$2,245.86	\$2,120.47	\$2,435.85	\$2,645.38
<b>Criminal Justice (Bachelor of Arts)</b>	Specialist	Classroom	\$442.24	\$765.35	\$366.11	\$545.01	\$423.36
<b>Criminal Justice (Bachelor of Arts)</b>	Base		\$419.39	\$383.81	\$283.82	\$257.63	\$158.14



## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complementary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

			Graduating proportion					Survival					Attrition rate				
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Criminal Justice	Criminal Justice (Bachelor of Arts)	4-year	14%	14%	12%	16%	14%	78%	73%	80%	78%	0%	21%	25%	18%	19%	21%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Criminal Justice	Criminal Justice (BA)	90	3.38	3.37

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondent's field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Criminal Justice	Criminal Justice (BA)	19	236	15%	8%	2.01	1.86

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Criminal Justice	Criminal Justice (BA)	1.50	1.50	1.33	2.00	1.33

# Annex 1: Full Text of Submission

## Full text of submission: Relevance

1.0	Context (not scored)
	<p>The Criminal Justice program at Nipissing was established in the fall of 2000 when Dr. Greg Brown spearheaded the development and implementation of this groundbreaking program. Without a doubt, the Criminal Justice program at Nipissing University is a leader in the field, with innovative partnerships and a focus on strategies to ensure continued growth in the future. Nipissing was the first university in Ontario to partner with a college program to offer criminal justice students a College diploma and a University degree in 4 years, and others have since followed suit. Originally the program was situated in the Department of Sociology, Criminal Justice, and Social Welfare. It made sense that the Criminal Justice program was initially part of this larger department because the Criminal Justice program really grew out of Sociology. The core program was initially comprised almost entirely of Sociology courses. Over the years, the program expanded in size with the appointment of two and one half full-time members, and was established as a stand-alone Department of Criminal Justice in 2007. With the formation of the Faculty of Applied and Professional Studies in 2008, the Department of Criminal Justice became the School of Criminal Justice and Legal Studies and moved to this new faculty. In 2012, the name of the School was changed to the School of Criminology and Criminal Justice to better reflect the content of the curriculum.</p> <p>The Criminal Justice Degree program is structured into four areas of concentration which are called streams: Criminology, Criminal Justice Studies, Policing, and Corrections. The most recent external review (UPRAC) of the program was completed in 2009. The reviewers found that the structure of the Criminal Justice Program with the different streams was an innovative and effective way to provide students with choices that were varied, interesting, and appropriate for the work world.</p> <p>The program experienced steady growth from its inception. In 2000, the first year that the Criminal Justice program was formed, there were 18 students in total. In 2001, there were 27 students, in 2002 there were 39, and in 2003 the program had increased to 98 students. Currently, there are more than 250 students in Criminal Justice. According to quantitative data from Nipissing’s Office of Institutional Planning and Quality Assurance, the School of Criminology and Criminal Justice has produced an increasing profit year over year. In 2013, the School contributed over \$700,000 to the University in terms of revenue. Clearly, the School of Criminology and Criminal Justice is a financial asset to Nipissing University.</p> <p>At the completion of their degree, successful students will have demonstrated a wide variety of skills, including a comprehensive understanding of the criminological and criminal justice perspective as it is applied to the analysis of major fields within the discipline.</p> <p>Overall, the Criminal Justice program continues to be a strong and vibrant program. We are attracting more new students to Nipissing University every year. These students, through their involvement in the Criminal Justice Students Association and Alpha Phi Sigma (National Criminal Justice Honour Society) make an impact not only on this campus, but also on the North Bay and area community as a whole. Over the years the criminal justice program has evolved to meet the needs of these students, their future employers, and the wider community as a whole. There are currently Nipissing Criminal Justice graduates employed at all levels of policing (municipal, provincial, federal, and military), in graduate schools (MA and PhD programs), going to law school, working as lawyers, policy analysts, insurance investigators, and employed by provincial and federal corrections. The success of many of our alumni speaks volumes about the quality and integrity of the School of Criminology and Criminal Justice at Nipissing University.</p>

## 1.1 Relevance of the unit to the university's mission

The School is a good fit with the Nipissing University Mission. The faculty exemplify the highest standards in scholarship, teaching, and research as is evidenced by the Chancellor's Award for Excellence in Teaching, above average scores on Course Evaluations, the Chancellor's Award for Excellence in Research (won by two members), numerous external awards recognizing research and scholarly contributions, Success of the Institute for Applied Social Research (IASR – nearly \$1 million in external funding to date), tri-council grants (CIHR) and applied research grants from government (ex. OPP, municipal police forces) and community groups (ex. Debwewendizwin Employment and Training Program).

In addition, opportunities are available for students, faculty, and staff to realize their full intellectual and personal potential to benefit the community through the applied research carried out through the IASR. Over the years research projects have been undertaken addressing issues such as psychiatric care in corrections, mental health, geriatric health, policing, and spousal violence. The IASR is also a good example of how a research institute can successfully branch out across multiple disciplines (Sociology, Criminal Justice, and Anthropology) and encourage inter-disciplinary work not only at Nipissing, but with researchers at other Universities and other organizations nationally and internationally.

The School of Criminology and Criminal Justice has a well-established partnership with Canadore College's Police Foundations program and Community Justice Services program. Both of these programs rely on student registrations from Nipissing every year. In terms of community service, two student associations (CJSA & Alpha Phi Sigma) actively contribute to both campus and community life. Another positive impact on the community can be seen with criminal justice related organizations in the community as they are involved with our field placement course. CRJS 4346 is the field placement course that requires that students complete 96 hours of placement in a community organization. For the 2013/14 academic year 26 Nipissing Criminal Justice students registered in the placement. That amounts to almost 2,500 hours of service to the community in organizations like the North Bay Jail, Ontario Provincial Police, North Bay Police Service, and Amelia Rising Sexual Assault Centre. This focus on community also aligns the School well with the Nipissing University Mission.

## 1.2 Notable or unique contributions made by the unit

Overall, the Criminal Justice program continues to be a strong and vibrant program. We are attracting more new students to Nipissing University every year. Students come to Nipissing for Criminal Justice. If the Criminal Justice program did not exist at Nipissing, then the vast majority of these students would not attend Nipissing, but rather would look to other Universities to pursue Criminal Justice. The entrance average for criminal justice is higher than for other programs at the University. Every year there are students who apply to Criminal Justice who do not meet the entrance average and so they are offered admission to Sociology. The registrar's office may be in a position to provide data regarding how many students each year end up accepting this offer in the hopes of increasing their averages to the point that they can be accepted into Criminal Justice.

The Criminal Justice Program is an applied program, and it is not surprising that the members of the faculty tend to conduct applied research. Full details of the research and publications completed by individual faculty members may be found in their respective CVs and annual reports. A selection of research highlights is provided below:

- Nipissing University's first CIHR grant was obtained in 2008 by Dr. Greg Brown
- The Institute of Applied Social Research (IASR) was established by Dr. Greg Brown, and some members of the School are Associates of the IASR. The Institute carries out a variety of applied research projects with all levels of government, NGO's, and community groups, and is a self-supporting income generating (nearly \$1 million in external funding to date) Institute at the university

- Members of the School in collaboration with the Program Effectiveness, Statistics & Applied Research Unit of the Ministry of Community Safety and Correctional Services hosted a bi-annual conference for a number of years. The last one was entitled “The Changing Face of Corrections”
- Members continue to publish and present their research Nationally and Internationally
- Members publish peer -reviewed articles in top rated journals
- Members produce numerous applied research papers/research reports/evaluations
- Peer reviewed books (Dr. Brown’s – Criminology, The Core; Dr. Barker’s – Women and the Criminal Justice System: A Canadian Perspective; and Dr. Millar’s – Best Interests of Children: An Evidenced Based Approach) have been adopted at Universities across Canada
- Nipissing Research Achievement Awards (Dr. Brown in 2008/09; Barker in 2009/10)
- Recognition of Research from external organizations (Government of Ontario’s Amethyst Award/Canadian Psychological Association’s Significant Achievement Award )
- Faculty member (Dr. Millar) serving as an expert witness in a trial
- Faculty members being interviewed by National Newspapers, CBC Radio, Television
- Faculty member (Dr. Millar) created well received statistical software packages for academic use

One of the advantages that students have at Nipissing University is that they are able to gain valuable research experience that might not be available to them at larger institutions. Students become involved in research in a number of ways. They may enroll in an individual study course and/or be hired as a research assistant. We do not have graduate students in the School and so when research assistants are needed we rely on the talent of our undergraduate students. This relationship benefits not only the researcher, but also the student. A number of former students who have been employed as research assistants have gone on to pursue graduate studies at both the MA and PhD level. It is through research conducted individually and through various research networks (IASR/inteRAI) that Nipissing’s Criminal Justice faculty members distinguish themselves and the University.

### 1.3

#### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

Graduates of the School of Criminology and Criminal Justice have a good record of obtaining employment in criminal justice and related fields. At the completion of their degree, successful students will have demonstrated a wide variety of skills, including a comprehensive understanding of the criminological and criminal justice perspective as it is applied to the analysis of major fields within the discipline, including criminal law, criminal statistics, the operations of the police, the courts and the correctional system, victims of crime, and the use of evidence-based research, treatment and rehabilitation strategies. They will be able to demonstrate critical thinking and analytical skills in reviewing, interpreting and evaluating information about criminal justice issues and problems. In short, they will be well equipped life-long learners, well prepared to meet the demands of an ever complex criminal justice system.

Criminal Justice students, through their involvement in the Criminal Justice Students Association and Alpha Phi Sigma (National Criminal Justice Honour Society) make an impact not only on this campus, but also on the North Bay and area community as a whole. Over the years the criminal justice program has evolved to meet the needs of these students, their future employers, and the wider community as a whole. There are currently Nipissing Criminal Justice graduates employed at all levels of policing (municipal, provincial, federal, and military), in graduate schools (MA and PhD programs), going to law school, working as lawyers, policy analysts, insurance investigators, and employed by



provincial and federal corrections. The success of many of our alumni speaks volumes about the quality and integrity of the School of Criminology and Criminal Justice at Nipissing University.

Formal research networks (ex. IASR, interRAI) and the research projects associated with these networks serve to link the needs of communities and organizations with the Criminal Justice program. For example, in the last year a bullying project was completed through the IASR that involved faculty members, Criminal Justice students, the North Bay Police Service, all four local School Boards, high school students, teachers, and principals. The results of this study were then presented at a conference organized by the City of North Bay. This one example highlights not only the formal research relationship that members of the School had with various community organizations, but also the multitude of informal opportunities to dialogue with various stakeholders around what their changing needs are and how the School of Criminology and Criminal Justice can help to meet these needs.

Community Service (ex. College Program Advisory Committees) is another way that members of the School are able to keep abreast of the changing needs of stakeholders. For example, members of the School of Criminology and Criminal Justice have served on Program Advisory Committees for Police Foundations, and Community Justice Services, at Canadore and other Colleges as well. Members have sat on community boards (ex. Community Counselling Centre) and volunteered with community organizations. The student groups (CJSA, Alpha Phi Sigma) have participated in community service and outreach. The School has hosted public lectures (ex. OPP Commissioners Lewis & Fantino, Kerry Max Cooke who was a victim of wrongful conviction), organized Criminal Justice Job Fairs (ex. CSIS, OPP, RCMP, Probation & Parole), organized community focus groups (ex. West Nipissing Police Service), and participated in numerous presentations at Nipissing (March up close, Fall up close), in Toronto (University Fair), and at local high schools (ex. Scollard). The School of Criminology and Criminal Justice is fortunate to have students, staff, and faculty who all recognize the important role that outreach and involvement plays in effectively liaising with the community.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

Criminal Justice was established in the fall of 2000 when Dr. Greg Brown spearheaded the development and implementation of this groundbreaking program. Without a doubt, the CJ program at Nipissing University is a leader in the field, with innovative partnerships and a focus on strategies to ensure continued growth in the future. Nipissing was the first university in Ontario to partner with a college program to offer criminal justice students a College diploma and a University degree in 4 years. Others have since followed suit.

The program is structured into four streams: Criminology, Criminal Justice Studies, Policing, and Corrections. The most recent external review (UPRAC) found that the structure of the CJ Program with the different streams was an innovative and effective way to provide students with choices that were varied, interesting, and appropriate for the work world.

Currently, there are more than 270 students in Criminal Justice. In 2013, the School contributed over \$700,000 to the University in terms of revenue.

The School is noted in the SMA in the section on “Institutional Collaboration to Support Student Mobility” as an example of a program at Nipissing that offers degree completion pathways for college graduates. With additional resources, it may be possible to offer courses to support degree completion on site at different Community Colleges (ex. Centennial).

The School is a good fit with the Nipissing University Mission. The faculty members exemplify the highest standards in scholarship, teaching, and research as is evidenced by:

- the Chancellor’s Award for Excellence in Teaching (one award, one nomination)

- above average scores on Course Evaluations
- the Chancellor’s Award for Excellence in Research (won by two members)
- numerous external awards recognizing research & scholarly contributions
- Success of the Institute for Applied Social Research (IASR – nearly \$1 million in external funding)
- grants from both the tri-council (CIHR) and other branches of government (ex. OPP, municipal police forces) and community groups (ex. Debwewendizwin Employment and Training Program) for applied research projects

opportunities are available for students, faculty, and staff to realize their full intellectual and personal potential to benefit the community through the applied research carried out through the IASR. This makes the School a leader in the application of social research at the community level. The work that is done through the IASR has far reaching implications for a wide variety of stakeholders. Research projects have addressed issues such as psychiatric care in corrections, mental health, geriatric health, policing, and spousal violence. The IASR is a good example of how a research institute can successfully branch out across multiple disciplines (Sociology, Criminal Justice, Anthropology) and encourage inter-disciplinary work not only at Nipissing, but with researchers at other Universities (ex. inteRAI group at Waterloo) and other organizations (ex. Ontario Police College, Ontario Ministry of Community Safety and Correctional Services, Correctional Service of Canada). The work that is done through the IASR and inteRAI include both national and international research relationships.

Overall, the Criminal Justice program continues to be a strong and vibrant program as we attract more new students to Nipissing every year. Through their involvement in the Criminal Justice Students Association and Alpha Phi Sigma, students make an impact not only on this campus, but also on the North Bay and area community as a whole. The success of our alumni speaks volumes about the quality and integrity of the School. We truly embody the Vision of Nipissing University. We provide “an exceptional personalized student experience”, with a “focus on excellence, innovation, and creativity in scholarship and teaching”, and our alumni do “make a difference” to the community as they “embrace lifelong learning”.

### 3.1

#### Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?

There are no further efficiencies or cost containment measures to consider because the School is already critically under resourced. There is no way to cut resources from this program without negatively impacting the program. Comparatively speaking, with only 2.5 Tenured/Tenure-Track faculty (and 1 to be filled), 2 LTA positions (both of which will expire by July 2015), and over 270 majors the School is seriously understaffed. Even if we assume absolutely no growth in size of the program (which is unlikely given the steady growth in Criminal Justice over the past 4 years), in order to maintain our current level of course offerings we will need to replace the current LTA2 position which expires June 30, 2015. It is critical that this position be maintained, and stability in the program be ensured through the granting of an additional Tenure Track position to begin once the LTA2 term expires.

While we do rely on a large pool of part time instructors, there is a need to ensure program stability by using more permanent instructors in key content areas. Data obtained from the Office of Institutional Planning shows consistent growth in the School of Criminology and Criminal Justice over the past four years (2009-2012). Total FTEs have risen from 76.51 in 2009 to 133.6 in 2012. This represents an increase in the percentage of total FTEs from 1.96% in 2009 to 3.07% in 2012.

We are a cohesive unit who have worked to grow the Criminal Justice program, but in order to sustain that momentum we must be properly resourced. We are currently one of the largest programs at Nipissing, and we appear to be one of only a handful of programs that is growing in terms of attracting new students to Nipissing. For this reason it is imperative that we have a respectable point of presence in the University. Our recent relocation to the third floor of A wing is an improvement over our last location which was in the basement, down the hall from the

janitorial staff room and lockers and back entrance to the kitchen. We would like to see some demarcation of our new area so that we have a stronger point of presence.

We are attracting more new students to Nipissing University every year. These students, through their involvement in student groups make an impact not only on this campus, but also on the North Bay and area community as a whole. The Criminal Justice program deserves to have a dedicated space that meets the needs of these students, and the needs of the faculty members who strive to make this such a highly regarded and successful program.

**3.2**

**Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

No, there is no excess capacity in the School of Criminology and Criminal Justice.

**3.3**

**What opportunities are there to strengthen the unit and how could these be implemented?**

There are no non-financial innovations that come to mind that could strengthen the School. Collaborations are already in effect locally with Canadore College. Expanding degree completion programs to provide courses (both in the classroom and blended learning) on site at Colleges other than Canadore could eventually yield revenue for the School. However, some financial investment in such an endeavor would need to first be made by the University.

The unit could be strengthened with an investment in resources (additional Tenure Track faculty).

**3.4**

**What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

The School of Criminology and Criminal Justice already operates in an inter-disciplinary fashion. The Bachelor of Arts in Criminal Justice was established in the fall of 2000 when it was situated in the Department of Sociology, Criminal Justice, and Social Welfare. It made sense that the Criminal Justice program was initially part of this larger department because the Criminal Justice program really grew out of Sociology. Over the years as the program and various streams grew, courses were developed specific to Criminal Justice, and the reliance on Sociology courses was lessened. By July 2007, the Department of Criminal Justice was established. It has been functioning on its own since that time. While students are still required to take some Sociology courses (ex. intro, research methods) and courses from other disciplines as well (e.g. Psychology), a more limited relationship with Sociology exists now. However, there are opportunities to collaborate at the Graduate level, especially with Criminal Justice as a full partner in the new MA in Sociology. It should be noted that the School is currently working on establishing a law minor which will not only strengthen our offerings but involve additional collaboration with other departments at Nipissing.

In terms of research, the School engages in numerous inter-disciplinary and inter-professional projects. Over the years research projects have been undertaken by members of the Institute of Applied Social Research (IASR) addressing issues such as psychiatric care in corrections, mental health, geriatric health, policing, and spousal violence. The IASR is a good example of how a research institute can successfully branch out across multiple disciplines (Sociology, Criminal Justice, and Anthropology) and encourage inter-disciplinary work not only at Nipissing, but with researchers at other Universities (ex. Waterloo) and other organizations (ex. interRAI). The work that is done through the IASR and interRAI include both national and international research relationships.

Historically, as part of an objective to develop academic plans and program investment strategies that built on Nipissing's strengths, a new Faculty of Applied and Professional Studies was established. This new Faculty structure was more consistent with the structure found at other Canadian universities. As a primarily applied program, the School of Criminology and Criminal Justice must continue to operate within the Faculty of Applied and Professional Studies.

3.5

**What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

This is an area where the School of Criminology and Criminal Justice is already heavily involved. Apart from expanding the relationships that we already have (ex. Partnerships for degree completion at other Colleges), we do not have any additional ideas for proposals at this time. That being said, the School would welcome the opportunity to consider any potential proposals that might benefit the School, the University, and the wider community.

The students, through their involvement in the Criminal Justice Students Association and Alpha Phi Sigma (National Criminal Justice Honour Society) make an impact not only on this campus, but also on the North Bay and area community as a whole. Opportunities are available for students, faculty, and staff to benefit the community through the applied research carried out through the Institute of Applied Social Research (IASR). This makes the School of Criminology and Criminal Justice a leader in the application of social research at the community level. The work that is done through the IASR has far reaching implications for a wide variety of stakeholders. Over the years research projects have been undertaken addressing issues such as psychiatric care in corrections, mental health, geriatric health, policing, and spousal violence. The IASR is also a good example of how a research institute can successfully branch out across multiple disciplines (Sociology, Criminal Justice, Anthropology) and encourage inter-disciplinary work not only at Nipissing, but with researchers at other Universities both nationally and internationally (ex. interRAI group at Waterloo) and other organizations (ex. Ontario Police College, Ontario Ministry of Community Safety and Correctional Services, Correctional Service of Canada).

The School has an active partnership with Canadore College's Police Foundations program and Community Justice Services program. Both of these programs rely on student registrations from Nipissing every year. We are also involved in partnerships/collaborative arrangements with various criminal justice related organizations in the community as they are involved with our field placement course. CRJS 4346 is the field placement course that requires that students complete 96 hours of placement in a community organization. In the 2013/14 academic year 26 Nipissing Criminal Justice students registered in the placement. That amounts to almost 2,500 hours of service to the community in organizations like the North Bay Jail, Ontario Provincial Police, North Bay Police Service, and Amelia Rising Sexual Assault Centre. This focus on community clearly aligns the School with the Nipissing University Mission.

3.6

**Are there international education opportunities for the department?**

The School, through the Office of International Initiatives at Nipissing, encourages students to gain international exposure to study criminal justice issues through exchange programs. We have had partnerships with a number of different universities in the United States and abroad that permit students to complete exchanges for one or more terms. In the past few years, students have taken advantage of this opportunity and have participated in exchanges in Ireland, the Bahamas, and the United States. In addition to the exchanges, in previous years Nipissing was able to offer students some international exposure to criminal justice course material in the form of two courses that were videolinked to Nipissing from Mansfield University in Pennsylvania. Students were taught by an American expert (now retired from Mansfield) in the field of serial homicide, broadening the course options that were offered them. The relationship with Mansfield University has diminished in recent years as their faculty has retired. The School would be very open to establishing similar kinds of linkages or partnerships to other Universities in the USA or internationally. However, given how resources are currently stretched in the School, it is not feasible for members of the School to take this on at this time. Should the Office of International Initiatives chose to pursue this, the

School would be very willing to collaborate with them on any such initiatives to recruit international students to Nipissing, and to encourage Nipissing students to travel abroad to expand their horizons.

## Full text of submission: Relevance (program level)

### Program: Criminal Justice (BA)

2.0	Context (not scored)
	<p>The Criminal Justice program at Nipissing was established in the fall of 2000 when Dr. Greg Brown spearheaded the development and implementation of this groundbreaking program. Without a doubt, the Criminal Justice program at Nipissing University is a leader in the field, with innovative partnerships and a focus on strategies to ensure continued growth in the future. Nipissing was the first university in Ontario to partner with a college program to offer criminal justice students a College diploma and a University degree in 4 years, and others have since followed suit. Originally the program was situated in the Department of Sociology, Criminal Justice, and Social Welfare. It made sense that the Criminal Justice program was initially part of this larger department because the Criminal Justice program really grew out of Sociology. The core program was initially comprised almost entirely of Sociology courses. Over the years, the program expanded in size with the appointment of two and one half full-time members, and was established as a stand-alone Department of Criminal Justice in 2007. With the formation of the Faculty of Applied and Professional Studies in 2008, the Department of Criminal Justice became the School of Criminal Justice and Legal Studies and moved to this new faculty. In 2012, the name of the School was changed to the School of Criminology and Criminal Justice to better reflect the content of the curriculum.</p> <p>The Criminal Justice Degree program is structured into four areas of concentration which are called streams: Criminology, Criminal Justice Studies, Policing, and Corrections. The most recent external review (UPRAC) of the program was completed in 2009. The reviewers found that the structure of the Criminal Justice Program with the different streams was an innovative and effective way to provide students with choices that were varied, interesting, and appropriate for the work world.</p> <p>The program experienced steady growth from its inception. In 2000, the first year that the Criminal Justice program was formed, there were 18 students in total. In 2001, there were 27 students, in 2002 there were 39, and in 2003 the program had increased to 98 students. Currently, there are more than 270 students in Criminal Justice. According to quantitative data from Nipissing's Office of Institutional Planning and Quality Assurance, the School of Criminology and Criminal Justice has produced an increasing profit year over year. In 2013, the School contributed over \$700,000 to the University in terms of revenue. Clearly, the School of Criminology and Criminal Justice is a financial asset to Nipissing University.</p> <p>At the completion of their degree, successful students will have demonstrated a wide variety of skills, including a comprehensive understanding of the criminological and criminal justice perspective as it is applied to the analysis of major fields within the discipline.</p> <p>Overall, the Criminal Justice program continues to be a strong and vibrant program. We are attracting more new students to Nipissing University every year. These students, through their involvement in the Criminal Justice Students Association and Alpha Phi Sigma (National Criminal Justice Honour Society) make an impact not only on this campus, but also on the North Bay and area community as a whole. Over the years the criminal justice program has evolved to meet the needs of these students, their future employers, and the wider community as a whole. There are currently Nipissing Criminal Justice graduates employed at all levels of policing (municipal, provincial, federal, and military), in graduate schools (MA and PhD programs), going to law school, working as lawyers, policy analysts, insurance investigators, and employed by provincial and federal corrections. The success of many of our alumni speaks volumes about the quality and integrity of the School of Criminology and Criminal Justice at Nipissing University.</p>

## 2.1 Relevance of the program

The School must continue to offer the program in its current form (a Bachelor of Arts, Honours and Four-year). The School is a good fit with the Nipissing University Mission. The faculty exemplify the highest standards in teaching, research and scholarship as is evidenced by the Chancellor's Award for Excellence in Teaching, above average scores on Course Evaluations, the Chancellor's Award for Excellence in Research (won by two members), numerous external awards recognizing research and scholarly contributions, success of the Institute for Applied Social Research (nearly 1 million dollars in external funding to date), tri-council grants (CIHR) and applied research grants from government (ex. OPP, municipal police forces) and community groups (ex. Debwewendizwin Employment and Training Program)

In addition, opportunities are available for students, faculty, and staff to realize their full intellectual and personal potential to benefit the community through the applied research carried out through the IASR. Research projects have been undertaken addressing issues such as psychiatric care in corrections, mental health, geriatric health, policing, and spousal violence. The IASR is a good example of how a research institute can successfully branch out across multiple disciplines (Sociology, Criminal Justice, and Anthropology) and encourage inter-disciplinary work not only at Nipissing, but with researchers at other Universities and other organizations. The work that is done through the IASR and interRAI includes National and International research relationships

What would be lost if Criminal Justice was not offered? I would direct the readers to the quantitative data (over \$700,000 in revenue). If Criminal Justice was no longer offered then the partnership with Canadore's Police Foundations program & Community Justice Services program would be negatively impacted. Both of these programs rely on student registrations from Nipissing every year. If Criminal Justice was eliminated then the 2 student associations (CJSA & Alpha Phi Sigma) would collapse and all community activities related to these groups would cease to exist. Another community impact would be felt by various criminal justice related organizations as they are involved with our field placement course. CRJS 4346 is the field placement course that requires that students complete 96 hours of placement in a community organization. In the 2013/14 academic year 26 Nipissing CJ students registered in the placement. That amounts to almost 2,500 hours of service to the community in organizations like the North Bay Jail, Ontario Provincial Police, North Bay Police Service, and Amelia Rising Sexual Assault Centre. This focus on community also aligns the School well with the University Mission.

## 2.2 Relevance of the curriculum to the program's goals and objectives

A set of program expectations were prepared in 2012 in accordance with OCAV's Guidelines for University Undergraduate Degree Level Expectations (approved by COU, December 2005). Learning outcomes and expectations for each Criminal Justice course have also been prepared and approved through Senate. The individual course expectations map onto the course level expectations as outlined in the program expectations document. The School of Criminology and Criminal Justice has an Annual Retreat where activities like program development and curriculum review occur. At the end of the 2013/14 academic year our curriculum review involved reviewing the syllabi for all courses, reviewing course materials (texts, readings, media), and comparing each course to the course level expectations as they are outlined in the program expectations. Because curriculum development is not a static event, issues related to curriculum are also addressed as they come up at regularly scheduled department meetings throughout the academic year. As an example, this past academic year in order to expand on the breadth and depth of the program offerings, a number of new courses were approved through the curriculum process. We now offer courses on Terrorism, Organized Crime, and Criminal Justice in the Media which all serve to broaden course options for students. We also added a course in Forensic Mental Health which will build on earlier courses (ex. Psychology and the Law, Forensic Psychology I & II) allowing those students who are interested to examine forensic mental health issues in more depth. The School has also implemented some changes to the curriculum noted from the last review (UPRAC). The reviewers suggested that we consider providing students with an additional course in first year. As a result, we now offer multiple sections of CRJS 1087 Introduction to Criminal Justice (which was previously taught at the second year level). In comparison to similar programs at comparable institutions, the School of Criminology and Criminal Justice is able

to offer a similar set of core courses (ex. Criminological Theory, Introduction to Canadian Law, Law & Society), and is actively working to increase our breadth of offerings to include more specialty courses (ex. Terrorism, Criminal Justice & Media) as resources permit, in order to keep us competitive with programs at larger institutions. It should be noted that an active collaboration exists with Canadore College with respect to two of the Criminal Justice streams (Policing and Corrections). Criminal Justice students are also required to take a number of courses from other disciplines (ex. Psychology, Sociology), in addition to the breadth requirements (Humanities, Science, Social Science) that all Nipissing students must take.

**2.3**

**How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation**

The curriculum for the School of Criminology and Criminal Justice is designed to help students acquire appropriate discipline specific knowledge through the completion of a set of core courses (ex. Introduction to the Canadian Criminal Justice System, Introduction to Canadian Law, Law & Society). Depending on their stream, students will then complete stream specific courses (ex. Block credits from Canadore College’s Police Foundations program, Community Justice Program) that will enable them to acquire the technical and professional skills required in their area of interest (ex. policing, corrections).

The curriculum is designed so that as students work their way from first year to fourth year, they develop more refined critical reasoning skills (ex. Introduction to Criminological Theory is offered in 2nd year while Advanced Criminological Theories is offered in 4th year). The completion of 1000 level courses progressing through to 4000 level courses allows students to refine their problem solving skills, learning and research skills, and communication skills. For example, while students may encounter writing exercises like reflection papers in first year, by fourth year they may choose to write a thesis, or be asked to write a research paper for a course that requires the integration of research, knowledge, and critical evaluation. There are also specific courses that are tied to cultural appreciation and awareness (ex. Law & Society, Aboriginal Legal Studies), employment preparation (Honours Seminar in Professional Development), and communication skills (Senior Seminar in Criminal Justice).

For those students who take the field placement course, they have the opportunity to complete 96 hours in a criminal justice related work setting. These students directly benefit from the opportunity to observe and work with a diverse group of criminal justice professionals in the North Bay community. The experiences that these students take away from their placements cannot be taught in a classroom. Their education is enhanced by the opportunity to see what it is like to work in part of the criminal justice field, and this is a valuable learning experience. Many of our Criminal Justice Alumni have gone on to have successful careers in the field. We have alumni who now work in security, are lawyers, municipal and military police officers, OPP and RCMP officers, policy analysts, insurance investigators, and some have gone on to pursue Masters degrees, and even PhDs.

**2.4**

**How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

Faculty members are all well acquainted with Student Accessibility Services at Nipissing, and work with them to effectively meet the needs of any students who are identified as requiring accommodations. Without going into excessive detail on this, to my knowledge, ALL accommodation requests (ex. special exams, additional time, note takers) through Student Accessibility Services have been fully met by the faculty members in Criminal Justice.

A number of courses in Criminal Justice are offered in evening slots. These courses are usually taught by part-time instructors who work in the criminal justice field during the day. Although the scheduling is primarily driven by this, evening courses also help to address the needs of part-time, mature and non-traditional students who might be unable to attend classes during the morning or afternoon. In addition, guest speakers (ex. OPP Commissioners Lewis & Fantino) tend to make presentations in the evening so that multiple stakeholders (full time students, part time students, College students, faculty,



staff and community members) can attend. We have also scheduled some elective courses (CRJS 3406 & CRJS 3407) by distance, using the “Illuminator” program to allow students to attend their class from home.

The Learning needs of students are supported not only through Student Accessibility Services, but also through various mentoring activities in the School. For example, last year we had upper year students mentor the first year students in the Introduction to Criminal Justice class. The upper year students contacted the first year students, held tutorial sessions prior to the first test, and encouraged them to join the Criminal Justice Students Association (CJSA). This was an effective bridging of the students’ learning and social support needs. The CJSA and the honour society (Alpha Phi Sigma) also organized numerous social and community activities which also served to address social support needs of students.

## 2.5 The extent to which the program meets the needs of stakeholders

Given the different streams in the School of Criminology and Criminal Justice, there are a number of key Stakeholders including the following:

Police Services (municipal, provincial, federal, military)

Corrections (provincial, federal)

Government (municipal, provincial, federal)

Community Colleges (Police Foundations & Community Justice Services)

School Boards

Law Schools

Graduate Schools

Private Security Organizations

Community members

A number of different processes are used to determine the needs and expectations of these various stakeholders. Program review (ex. UPRAC, IQAP) is a government mandated evaluation of the overall program. This process directly evaluates the School in terms of the needs and expectations of stakeholder to ensure that the program remains relevant and responsive to changing needs.

Department retreats are organized annually. It is at these retreats that program relevance is discussed among the faculty members. For example, recognition of the need to offer more breadth in courses led to the development of new courses this past year.

Formal research networks (ex. IASR, inteRAI) and the research projects associated with these networks also serve to link the needs of communities and organizations with the Criminal Justice program. For example, in the last year a bullying project was completed through the IASR that involved faculty members, Criminal Justice students, the North Bay Police Service, all four local School Boards, high school students, teachers, and principals. The results of this study were then presented at a conference organized by the City of North Bay. This one example highlights not only the formal research relationship that members of the School had with various community organizations, but also the multitude of informal opportunities to dialogue with various stakeholders around what their changing needs are and how the School of Criminology and Criminal Justice can help to meet these needs.

Community Service (ex. College Program Advisory Committees) is another way that members of the School are able to keep abreast of the changing needs of stakeholders. For example, members of the

School of Criminology and Criminal Justice have served on Program Advisory Committees for Police Foundations, and Community Justice Services, at Canadore and other Colleges as well.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”

- For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

#### b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.



**I. Relevance - Unit level**

**i. Context (not scored)**

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

<p><b><u>Context - unit level</u></b></p> <p><b>Name of unit:</b> <i>[fill in the name of the unit]</i></p> <p><b>Response</b> (limit 500 words):</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University?  
This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the

- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific



skills, knowledge and competencies required by or relevant to the discipline or profession

2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as 'high' where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as 'moderate' where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as 'low' where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as 'low.'

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Economics



## Economics Programs Included:

- Bachelor of Arts
  - Honours (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and

current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?
- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised

Unit: Economics

about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Economics	46.7	49.0	46.0	48.8	50.6	2%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Economics (Bachelor of Arts)	2			1	4	100%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Economics	- 333.56	- 301.72	- 124.75	- 609.46	- 254.31

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Economics	110.90	105.02	105.47	112.10	112.78



## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Economics	2.50	3.00	3.00

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Economics</b>	3.00	3.00	3.00	3.00	3.00	3.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Economics (Bachelor of Arts)	3-year	5	4	1	1	1	-80%
Economics (Bachelor of Arts)	4-year	-	-	-	1	6	+

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Economics (Bachelor of Arts)	3-year	2					-100%
	4-year				1	4	+

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Economics (Bachelor of Arts)	Honours	Classroom					\$5,490.11
Economics (Bachelor of Arts)	Base		\$380.99	\$553.75	\$694.71	\$454.82	\$562.46

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complementary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Economics	Economics (Bachelor of Arts)	3-year	20%	0%	0%	0%	20%	75%	25%	100	0%	-75%	25%	75%	0%	100	25%	0%	0%	0%	0%	0%
Economics	Economics (Bachelor of Arts)	4-year	-	-	-	0%	-	-	-	-	100	-	-	-	-	-100	-	-	-	-	100	-



## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Economics	Economics (BA)	6	3.67	3.67

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondent's field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Economics	Economics (BA)	19	236	15%	8%	2.01	1.86

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Economics	Economics (BA)	2.00	2.60	2.80	2.80	2.20

## Annex 1: Full Text of Submissions

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>Chris Sarlo, who joined Nipissing in 1984, was the first tenure-track and tenured faculty member in Economics. Economics was part of the School of Business and Economics (SBE) at that time and had no degree program of its own until the early 1990s when a second tenure-track position opened up in Economics. Professor John Baffoe was hired and, with two faculty members, we were able to run a modest three-year Economics degree program for the first time. Nevertheless, the bulk of students in Economics classes has been and continues to be Business students. In 2005, Professor Baffoe left Nipissing to take a position with the African Development Bank, and Professor Natalya Brown was hired as his replacement.</p> <p>It would be fair to say that the primary purpose of economics at Nipissing has been to serve the needs of the business program. There are several economics courses that are part of the "core" of the BBA program and there are also some economics electives that are consistently attractive to business students. While we do not see this as a negative, the close ties with business has hampered the development of economics as an independent discipline and degree program at Nipissing. As well, recent administrations have chosen not to put additional resources into economics. The lack of investment in economics has made it impossible for us to establish a four-year honours program and this, in turn, makes us less attractive to students who might want that as an option when they enter Nipissing.</p> <p>In 2009, Economics left the SBE to join together with two other disciplines (Political Science and Philosophy) to form the Department of Political Science, Philosophy and Economics (PPE). There were several reasons for the merger. Chief among these was the fact that each of the disciplines was tied in with other larger academic units (e.g. Political Science with History), and it was felt that each could better develop their courses and degrees in a department of equals. Part of this "development" was clearly the opportunity to initiate exciting new interdisciplinary courses and programs that would be of interest to students. This was an important focus of the early meetings of the PPE and within a short while, an interdisciplinary program was developed. It was planned to make its debut in the Fall of 2015.</p> <p>In 2014, an LTA position in Economics was approved. Should this position become permanent, this will allow Economics, for the first time, to offer a stand-alone four-year program. We are also working on joint four year programs with both Mathematics and Political Science. At this point, those plans are still at the discussion stage.</p>

1.1	Relevance of the unit to the university's mission
	<p>Economics has historically been a top 10 discipline at most universities and so a university whose mission is to "exemplify the highest standards in scholarship, teaching and research" would be incomplete without economics. But that is not enough.</p> <p>As a very small unit at Nipissing University, we serve the University's mission in two ways: 1. By our extraordinary attention to student success (while maintaining high standards we also offer students far more access and assistance than is typically available at other universities), and 2. By the emphasis of our faculty on applied research that garners interest beyond the academy. One of our faculty members has a national reputation in the area of poverty, economic inequality and living standard comparisons. The other full-time faculty member is new but is developing a reputation in the area of economic development, immigration and tourism. These efforts bring both publicity to Nipissing University and contribute solidly to the University's reputation-building objectives. Both professors have been and continue to be active in the local community and beyond (e.g. volunteering,</p>

presentations to the local community, interviews, media background and briefings, articles in the local paper, etc.)

In terms of relevance, Economics continues to serve as a foundational part of the Bachelor of Business Administration and Bachelor of Commerce programs. We also have plans, currently winding through the "process", for a four-year Economics program. However, this will not be possible with only two full-time faculty members. We have been given a sabbatical replacement LTA for 2014-15 and we are expecting that this will become permanent and allow the program to grow.

Economics is currently working with other members of the PPE department to develop an exciting interdisciplinary program. We are also in the early stages of discussions with Mathematics about a possible joint honours degree program.

## 1.2 Notable or unique contributions made by the unit

Like most programs at Nipissing, there is little that is truly unique about economics at Nipissing. Beyond the extraordinary attention to student success and the fine applied research contributions of its faculty, the economics program is largely generic, that is, similar to most other economics programs at Canadian universities. Again, like most other programs, students don't come to Nipissing specifically to study economics (there have, however, been some exceptions). Students come to Nipissing, in general, for "location" reasons or (and we should all be concerned about this) because it is the only university that will accept them.

In terms of the faculty, the news is a bit better. Professor Sarlo, the senior professor in the department, is well-known in Canada for his work on poverty, living standards, inequality and aspects of government policy. This research generates more than its share of interest in policy circles and also the media - all of which adds to the name recognition of Nipissing University. Professor Brown, an emerging scholar, conducts research in the areas of political economy, immigration, tourism and the scholarship of teaching and learning – areas that are relevant to northern communities and international learners.

In terms of differentiation, we are very small and so it would be difficult for us to be unique. Our primary obligation is to offer solid university level courses in economics that are quite similar to those offered at other Canadian universities. Beyond that, however, we each have crafted a course that exploits our research interest and expertise. While this may not attract new students to Nipissing, these courses add considerably to the learning experience of students who are already at Nipissing.

With only two faculty members, we are trying hard to fulfill our mandate, which is:

1. To serve the Business Program at Nipissing by offering good quality Economics courses to Business students (this includes, of course, being available to help students outside the classroom - part of the "Nipissing Experience" and the "more than a degree" motto);
2. To assist in the development of an exciting interdisciplinary program with Political Science and Philosophy that would serve students who want to be intellectually engaged, think critically, and examine some of the "big" questions facing humanity.

## 1.3 Provide information on how appropriately and effectively the unit responds to the needs of the wider community

Economics provides a strong foundation, due to its analytical rigor, for students interested in careers in commercial and investment banking, the mining industry, marketing analysis, and public policy, to name a few. In order to make our discipline more accessible, several Economics courses (including the foundational courses) are available online or through blended delivery through the School of Business's College Partnership Program. As part of the PPE, we have invited speakers to the North Bay campus to speak on topics relevant to the local community. As mentioned earlier, we have shared our

research and expertise through publications, presentations, interviews and articles for the local and national media.

## Full text of submission: Opportunity

<b>3.0</b>	<b>Context (not scored)</b>
The main context for Economics is that we are a tiny unit within a small department. Almost no resources have been devoted to the development of Economics as mentioned.	

<b>3.1</b>	<b>Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</b>
No. With only two faculty members, we currently struggle with full teaching loads to support (largely) Business students and a small number of Economics majors. As long as we (those of us who value what universities do) want to have on campus university programs, there are no efficiencies that can be realized. The use of technology largely means going online and that, as we know, is not the same as having a university with the traditional on campus courses. We have to recognize that there are a variety of learners and we must continue to provide learning in all formats. Beyond that, faculty members employ technology as they see fit for their own courses. Our classes employ both traditional and new methods of teaching.	

<b>3.2</b>	<b>Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?</b>
There is no excess capacity and no re-arrangement of resources is possible to get more out of the unit for the benefit of the university. We are at a "Pareto-optimal" allocation of our resources at this time.	

<b>3.3</b>	<b>What opportunities are there to strengthen the unit and how could these be implemented?</b>
None.	

<b>3.4</b>	<b>What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?</b>
None.	

<b>3.5</b>	<b>What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?</b>
<p>Each faculty member is involved in community service (local, regional, national) relating both to their professional expertise and their own preferences. We do not presume to develop proposals as to how faculty members in a tiny department might get involved in organizations beyond the university in these ways. Indeed, these activities are necessarily peripheral as they take time away from the main responsibility of a faculty member - which is teaching and research. Over the years, each faculty member has provided hours of service to the university, academia, and the local community. In terms of community partnerships and other formal collaborative arrangements, that may be more relevant to a professional program, not a social science discipline at a university. Having said that, we do consider ourselves as resources that relevant community organizations may wish to tap into. We have both been involved in these services - on a voluntary and also a professional consulting basis.</p>	

<b>3.6</b>	<b>Are there international education opportunities for the department?</b>
<p>None. This is simply not relevant to a unit of two people. Realistically, foreign students are not going to be coming to Canada to specifically study Economics in such a small department. This is just not a useful question in our case. This is not to say that Economics could not be part of a program built to attract international students, such as one focused on natural resource allocation that leveraged the expertise in a wide number of disciplines. As mentioned earlier, we have participated in the development of an interdisciplinary program with the PPE and we are in talks with Mathematics to develop a Mathematical Economics program. Such programs would attract a different kind of student to the university.</p>	

## Full text of submission: Relevance (program-level)

<p><b><u>Context - program level</u></b></p> <p><b>Name of program: Economics</b>  <b>Unit: PPE</b></p> <p><b>Response (limit 500 words):</b>  In terms of the first bullet, this question has been answered in detail already. The history of the program and all significant developments are there - above. The specific program learning objective are available for Economics in the document "Program Expectations for Economics" Winter 2012.</p> <p>In terms of specific learning objectives, one that is particularly emphasized in all of our upper- year courses is the "an ability to gather, review, present, critically evaluate, and conduct economic research and to make sound judgments in accordance with economic theory." It is our view that the ability to do independent research is among the most important skills they will need in life and in their careers. So, we give students hands-on experience in doing little research projects - specifically by having them do research papers and, generally, by incorporating research into our assignments. Former students have acknowledged the valuable skills they have acquired in our courses. Part of that, of course, is critical thinking and communication (as they are writing papers, giving oral and poster presentations and having to explain their research and ideas to the class). We believe that this will give our students the best possible advantage in life and career. We are confident that prospective employers would agree with us about the value of this focus.</p>
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As mentioned, Economics at Nipissing (like that at most universities in Canada) is too small and too new to have established any sort of "reputation". As a result of past investment decisions , economics does not even have a four year program at this point.

i. **Scored items**

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program’s relevance to Nipissing’s mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"> <li>• How Nipissing’s mission is served by a major in this discipline. Is a minor sufficient?</li> <li>• Is an honours degree, or honours specialization necessary?</li> <li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li> <li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li> </ul> <p><b>Response:</b>            If Nipissing's principal mission is to “recognize our particular role in supporting northern communities, Aboriginal, first generation and international learners,” then the Economics program fits well as it is striving to do the same. We have no graduate program. Our focus on providing an exceptional and personalized undergraduate student experience. Even if we had 5-10 full time faculty members, we would not want a graduate program in Economics. This would not serve our students. Nor would it serve those who finance our endeavours. Ontario does not need another mediocre grad program in Economics. Our goal is to build</p>	350 words



	<p>our fledgling program as Nipissing itself improves the quality of the entire institution.</p> <p>Major and Specialization: As Economics is an important discipline at most post-secondary institutions and since many of the world's (and Canada's) key problems are economic in nature, Nipissing should have a four-year program in Economics. If we just had Minors in all of our important disciplines, how attractive would Nipissing be to prospective students? If the goal is to increase enrolments, then we must provide attractive, mainstream programs that will be both of interest and of value to our students .</p> <p>Needs Addressed: Economics provides an important service to the School of Business. We offer vital components of the business education which provides students with foundational analytical tools they will need to make better decisions in life and in their careers as business leaders. Economics also serves the intellectual needs of other students who wish to take Economics as an elective of interest. Finally, it serves the needs of students who wish to Major in economics and who want to either pursue a profession that requires those skills or a graduate degree in Economics.</p> <p>What loss would occur if Economics were not offered at all?: If there were no Economics courses at all at Nipissing, there would be both a narrow loss and a broad loss. The narrow loss would be to the integrity of the Business program which, like all other similar programs around the world, finds that economics is an indispensable component. Every Business program in Canada requires Economics as a foundational course. It would also be a specific loss to students in other programs (like Geography, History, Political Science, Sociology, Anthropology and Mathematics) who generally find that a knowledge of Economics is most helpful to a full understanding of their major discipline. The broad loss would be to Nipissing and its reputation as a strong undergraduate liberal arts institution. To be without a core discipline, especially one that is so central to an understanding of most of the issues facing the world, would seriously undermine the relevance of any university.</p>	
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<p>2.2 Relevance of the curriculum to the program's goals and objectives</p>	<p>Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.</p> <p>Provide information on the breadth and depth of the program's curriculum.</p> <p>Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.</p> <p>Reflect on how the program compares with similar programs at comparable institutions.</p> <p><b>Response:</b>  The first question is about the process(es) that ensure that the curriculum meets the objectives/goals of the program. It must be appreciated, first, that the Economics "program" at this point is limited to a 3-year degree. Within the Business program, a student can take a "stream" in Economics. And finally, of course, as with every other discipline, Economics can be a minor. The curriculum (the actual courses offered each year and the content of each) is largely driven by a) what is considered 'normal' at other Canadian universities b) the particular expertise and preferences of the full-time faculty (in the case of elective Economics courses) and c) by the needs of the Business school. In each of these cases, the processes used to ensure that curriculum is meeting our goals is relatively informal - given the small program and given that we have only two full-time faculty members in Economics at this time. Each faculty member is responsible for the renewal of his/her own courses to ensure relevance and that the learning objectives meet the overriding goals of 1) ensuring that all students have a strong foundation in Economics and 2) ensuring that Business students have the content, knowledge and relevant illustrations to better understand management analysis and decision making.</p>	<p>350 words</p>

	<p>The issue of curriculum renewal comes into focus with a particular core course in the business program - Managerial Economics. Over the past decade, this course has undergone a number of changes to ensure its value and relevance to the Business program. And it is currently undergoing another transformation, including a name change and the creation of a new course, to fit better with the changing needs of the Business program. Both Economics professors are involved in this process.</p> <p><u>Breadth</u>: This is relatively narrow given the small size of the program. We currently have the following courses offered annually: ECON1006, 1007, 2106/2006, 1127, 2126. Beyond that we have the following upper-year courses that are either offered annually or are cycled as needed to ensure that students can graduate with sufficient courses and in a reasonable time: ECON 2016, 2007, 2017, 3066, 3067, 3086, 3087, 3226, 3127, 4126, 4127.</p> <p><u>Depth</u>: In terms of depth, again, the scope is relatively narrow given the size of the program. The depth of the curriculum is largely based on the background and preferences of the full-time faculty members. If there is any focus (with two faculty members) it might be on the applied, policy side of economics.</p> <p>Currently there are no concurrent or cross-listed programs. We are working on the development of an exciting interdisciplinary program within the PPE, as mentioned earlier in this document.</p> <p>Economics at Nipissing (the 3 year program) would be closely comparable to that at those institutions that still have three-year programs. Most, of course, have moved on by now to 4 year programs and have eliminated their 3-year offerings. Again, informally, each of the two faculty members, in the course of their periodic course renewals, check to ensure comparability with other similar courses at other Canadian universities.</p>	
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<p>2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation</p>	<p>How, and to what extent does the program help students acquire the appropriate:</p> <ul style="list-style-type: none"> <li>• Discipline-specific knowledge</li> <li>• Inter-disciplinary or inter-professional knowledge</li> <li>• Technical/professional skills</li> <li>• Critical reasoning skills</li> <li>• Problem-solving skills</li> <li>• Learning skills</li> <li>• Research skills</li> <li>• Performance skills</li> <li>• Communication skills</li> <li>• Cultural appreciation/awareness</li> <li>• Practical experience (labs, performances, co-op placements etc.)</li> <li>• Employment in field of study</li> </ul> <p><i>Note: not all of these areas will be relevant to every program.</i></p> <p><b>Response:</b> Each of the courses in Economics has a detailed "course learning objectives" list. This is given to each student at the commencement of the course, usually attached to the course outline/syllabus. These learning objectives are also given to the relevant Dean. Each professor is then responsible to ensure that the learning objectives are achieved. Some courses, especially at the introductory level focus on analytical and technical skills as well as critical thinking skills. Once students move forward to higher level courses in Economics, there is further development of technical, analytical, problem solving and critical thinking skills but, as well, depending on the course, additional opportunities for students to develop performance and communication skills (via informal class discussions and more formal presentations) and research skills (via projects, assignments and essays).</p>	<p>350 words</p>
<p>2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students</p>	<p>Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)</p> <p>Factors to consider include:</p>	<p>200 words</p>

	<ul style="list-style-type: none"> <li>• Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes</li> <li>• Issues of cultural difference and cultural sensitivity</li> <li>• The learning and social support needs of students</li> </ul> <p><b>Response:</b>  There are several economics courses that have been prepared for online learners. Those courses are:  ECON 1006, 1007, 1127, 2017, 2126, 3127  ECON 2106 and 3056 are currently in development.  The courses, in all cases, are identical to the on campus "live" courses and the standards and expectations are the same - in keeping with consistency, fairness to all students and uniformity with University requirements.</p> <p>These online offerings are an important way to reach young and adult learners who might otherwise be unable to take university courses. There are some people who, because of their remote geographical location or because of their particular life situation, are unable to attend on campus classes. The online courses give them access.</p> <p>In terms of the on-campus courses, both professors are keenly aware of the diversity of their students and they are specifically encouraging to aboriginal students, students with disabilities and non traditional students. They do this by reaching out to students and emphasizing their availability for extra help and by directing them to other services that might be useful. Nevertheless, the approach in the classroom is clearly on equal opportunity and not on "accommodation". We understand that all Canadians, regardless of their culture or background, must compete for jobs and must have the skills to function as professionals and leaders in a complex society. We do our students no favours by compromising the quality of our courses or by lowering our expectations to satisfy the politically correct flavour of the day. In summary, we are welcoming to all cultures</p>	
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	and groups and we do make a special effort to reach out to (and assist) any student who is struggling with our course. However, we do not have differential standards and we will not set students up for failure by succumbing to the bigotry of low expectations.	
2.5 The extent to which the program meets the needs of stakeholders	<p>Identify, as appropriate, the key stakeholders for the program (there may be more than one).</p> <p>Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.</p> <p>Explain how, and how effectively, the program responds to these needs.</p> <p><i>Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.</i></p> <p><b>Response:</b> The key stakeholder for the both the Economics program and the individual courses within the program would be employer organizations - largely in the private sector. Most of our students, by far, are Business majors and are either directly employment-bound or are indirectly so via a Master's degree in business. To the extent that Economics is an important component of the Business program, it must understand what employers need and value. As part of our process to periodically refresh/renew our program and courses, we have met with industry leaders (mainly in the financial sector) and HR managers. The message we got from them is that the most important skills they need from Business (and Economics) graduates are: communication (clear, coherent and precise - in both spoken and written communication); critical</p>	200 words

	<p>thinking; and numeracy. They stated that they assumed that the course content would cover the specific professional knowledge but it is the generic (critical thinking and communication) skills were by far the most valued. This meeting was important and clarified for all of us involved in the Business program what we should focus on. It was then left to individual faculty members to foster and develop those general skills in each of their own courses. While there has been some interest in formalizing these ideas so that they become integrated into the structure of the whole Business program, nothing formally has been done along these lines.</p>	
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## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”



- For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

#### b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 2: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

**I. Relevance - Unit level**

**i. Context (not scored)**

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

<p><b><u>Context - unit level</u></b></p> <p><b>Name of unit:</b> <i>[fill in the name of the unit]</i></p> <p><b>Response</b> (limit 500 words):</p>
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**ii. Scored items**

Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	

- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words



- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, ‘*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*’

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**ii. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

iii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.3 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.4 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.6 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

skills, knowledge and competencies required by or relevant to the discipline or profession

2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.7 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.8 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic



peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b>Context</b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
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**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

Unit: Economics

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Education

## Education Programs Included:

- Concurrent
- Consecutive including ATCP and TASL
- Continuing education

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014



The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Education	1,046.6	1,001.3	985.4	1,016.2	955.6	-2%
Education - Continuing Ed.	59.7	100.2	119.2	101.2	100.4	18%
Education - Consecutive Ed.	827.0	726.8	708.1	719.7	648.9	-6%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
All education programs	1018	1062	1037	978	756	-26%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Education*	- 521.26	- 523.94	- 544.91	- 553.05	- 517.97

\* No further break-down is available for some programs/departments.

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Education*	162.89	161.37	159.43	150.88	148.02

\* No further break-down is available for some programs/departments.

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Education	1.50	1.50	2.00

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.



**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
Education	2.50	3.00	3.00	3.00	2.50	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Bachelor of Education/Child and Family Studies (Bachelor of Arts) Concurrent	3-year	48	30	†	†	†	
Bachelor of Education/Child and Family Studies (Bachelor of Arts) Concurrent	4-year	52	81	†	†	†	n/a
Bachelor of Education/English Studies (Bachelor of Arts) Concurrent	3-year	58	55	†	†	†	n/a
Bachelor of Education/English Studies (Bachelor of Arts) Concurrent	4-year	328	318	†	†	†	n/a
Bachelor of Education/Geography Concurrent	3-year	32	29	†	†	†	n/a
Bachelor of Education/Geography Concurrent	4-year	146	163	†	†	†	n/a
Bachelor of Education/History (Bachelor of Arts) Concurrent	3-year	69	52	†	†	†	n/a
Bachelor of Education/History (Bachelor of Arts) Concurrent	4-year	306	287	†	†	†	n/a
Bachelor of Education/Mathematics Concurrent	3-year	5	6	†	†	†	n/a
Bachelor of Education/Mathematics Concurrent	4-year	36	36	†	†	†	n/a
Bachelor of Education/Psychology Concurrent	3-year	88	57	†	†	†	n/a
Bachelor of Education/Psychology Concurrent	4-year	373	356	†	†	†	n/a
Bachelor of Physical and Health Education	4-year	222	300	314	329	322	45%

† Note that all concurrent education program enrolments are recorded inconsistently before 2012 and after due to a recordkeeping change at that time, and that the 3- or 4-year classifications in the category reflect the current area of study of the represented students, not the total length of the program. Enrolments in 2013 and after do not use the same calculation method and are instead derived based on new enrolments. New enrolments, and estimated overall enrolment, are shown in the table below for Concurrent Education students. The table below is not directly comparable to the table above because it looks at new enrolments, rather than a snapshot of all current enrolments. An example of one group of students included above but excluded below is students transferring into concurrent education rather than starting in year 1.

Program	Length	2009	2010	2011	2013	2014	Trend	Score
Concurrent Education (all programs)	5-year	118	133	112	119	94	-20%	/

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
<b>All education programs*</b>	Various	1018	1062	1037	978	756	-26%

\* No further break-down is available for some programs/departments.

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
<b>Bachelor of Education (all associated programs) *</b>			\$192.63	\$330.32	\$269.15	\$294.35	\$366.17

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSC, education, geography programs, fine arts BA and BFA, all nursing programs, and psychology BA and BSC. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

\* Estimating net cost for education presents a special challenge because of the complex pathways taken by education students and the tight relationships between education and other faculties at Nipissing. Because it is not always possible to determine which program a particular class is serving within education, it was not possible to meaningfully break net cost out in greater detail. The number shown reflects the costs of delivering education programming only (excluding concurrent programming in other departments)

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

Unit/Department Name	Program	Program Length	Graduating proportion					Survival					Attrition rate					Transfer								
			2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ				
Education	Bachelor of Education/Child and Family Studies (Bachelor of Arts) Concurrent	3-year	35%	73%				87%	88%							7%	0%					3%	13%			
Education	Bachelor of Education/Child and Family Studies (Bachelor of Arts) Concurrent	4-year	15%	12%				70%	77%							27%	21%					2%	1%			
Education	Bachelor of Education/English Studies (Bachelor of Arts) Concurrent	3-year	33%	38%				100	85%							-21%	0%					18%	9%			
Education	Bachelor of Education/English Studies (Bachelor of Arts) Concurrent	4-year	11%	21%				78%	78%							17%	15%					4%	8%			
Education	Bachelor of Education/Geography Concurrent	3-year	44%	31%				50%	100%							39%	-10%					11%	10%			
Education	Bachelor of Education/Geography Concurrent	4-year	14%	21%	16%†	16%†	n/a	86%	84%	83%†	83%†					10%	11%	3.4%†	3.4%†	n/a		3%	5%	12%†	12%†	n/a
Education	Bachelor of Education/History (Bachelor of Arts) Concurrent	3-year	30%	40%				83%	65%							-8%	10%					25%	23%			
Education	Bachelor of Education/History (Bachelor of Arts) Concurrent	4-year	19%	20%				77%	78%							17%	14%					6%	7%			
Education	Bachelor of Education/Mathematics Concurrent	3-year	40%	0%				133%	83%							-67%	-17%					33%	33%			
Education	Bachelor of Education/Mathematics Concurrent	4-year	6%	25%				65%	81%							15%	11%					21%	7%			
Education	Bachelor of Education/Psychology Concurrent	3-year	40%	47%				81%	133							-16%	-81%					31%	33%			
Education	Bachelor of Education/Psychology Concurrent	4-year	15%	15%				69%	66%							23%	25%					8%	9%			
Education	Bachelor of Physical and Health Education	4-year	0%	16%	18%	22%	0%	94%	90%	94%	92%	-2%				5%	8%	5%	6%	5%		1%	2%	1%	2%	1%

† Note that within concurrent education, different programs of study can only be estimate for the first two years shown in the table above due to a change in the way concurrent education students were counted in 2012. For the remaining three years, a single value is shown for all concurrent programs, and the value is derived using a different calculation method. Instead of using a snapshot of enrolment in a base year and subsequent year, values are estimated using new enrolments and student pathway observations from 2009, 2010, and 2011 cohorts to extrapolate a value. For this reason, the figures in 2011-2012 and 2012-2013 should not be considered directly comparable to other departments, and used as a rough estimate point only.



## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
<b>Education</b>	Bachelor of Education (Junior-Intermediate)/BA (Contemporary Studies) Concurrent	110	3.35	3.55
	Bachelor of Education (Primary-Junior)/BA (Contemporary Studies) Concurrent	110	3.35	3.55
	Concurrent Education	78	3.49	3.55
	All other education	67	3.33	3.48

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondents	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Education	Bachelor of Education (Junior-Intermediate)/BA (Contemporary Studies) Concurrent	2	975	15%	7%	1.50	1.33
	Bachelor of Education (Primary-Junior)/BA (Contemporary Studies) Concurrent	2	975	15%	7%	1.50	1.33
	Master's of Education	2	975	15%	7%	1.50	1.33
	Education (Doctoral)	2	975	15%	7%	1.50	1.33
	Concurrent Education	2	975	15%	7%	1.50	1.33
	Education - Continuing Ed.	2	975	15%	7%	1.50	1.33
	Education - Consecutive Ed.	2	975	15%	7%	1.50	1.33

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

<i>Unit</i>	<i>Program</i>	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Education	BEd Consecutive	2.00	1.75	1.75	2.25	1.75

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The Schulich School of Education is an integral part of the history of Nipissing University. Beginning as a Normal College, moving to a Faculty of Education, and now the only named Faculty of Education in the province of Ontario, the Schulich School of Education produces graduates who are sought after internationally, nationally and provincially. Our graduates go on to teach in K-12 environments, to medical school, to pursue graduate degrees, or to utilize their collaborative skills in a variety of other venues within the public and private sectors.</p> <p>With the major modification to the Bachelor of Education degree from one year to two years, 2015-16 will see the first intake of the two-year Bachelor of Education degree program. This represents a significant restructuring of the degree, as legislated by the Ontario Ministry of Education. The decision to expand the concurrent education route to all Honours degrees (with the exception of the BScN) will enable the Schulich School of Education to continue to attract students to Nipissing University and will broaden the appeal for students to complete their undergraduate degree of choice and their BEd degrees. We will also continue to offer our consecutive BEd, the Aboriginal Teacher Certification Program, the Teacher of Anishnaabemwin as a Second Language Program, with all of these programs reflecting the move from a one to a two-year program.</p> <p>In addition, our M.Ed. and PhD programs, the flagship graduate degrees of the institution, continue to draw well-qualified applicants from a variety of backgrounds. The BPHE degree, reviewed within a separate document, explores the ongoing links between health and physical activity, while maintaining an emphasis on the science of both.</p>

1.1	Relevance of the unit to the university's mission
	<p>Response:</p> <ul style="list-style-type: none"><li>• The Schulich School of Education is home to the Bachelor of Education degree, consecutive and concurrent routes, the Aboriginal Teacher Certification Program, the Teacher of Anishnaabemwin as a Second Language Program (all externally accredited by the Ontario College of Teachers), the Native Special Education Assistant Diploma Program, the Native Classroom Assistant Diploma Program, the Bachelor of Physical and Health Education degree, and the Master of Education and Doctor of Philosophy degrees. This unit also offers continuing education qualifications courses to in-service teachers. These are commonly known as Additional Qualifications and Additional Basic Qualifications and are certified by the Ontario College of Teachers.</li><li>• The Concurrent BEd route provides strong recruiting support for the Faculty of Arts and Science and the Faculty of Applied and Professional Schools as students can choose to combine an Education degree with any Honours degree program in the university with the exception of the BScN.</li><li>• All undergraduate degrees in the Schulich School of Education require significant classroom and/or community placements, hence aligning with the vision of complementing classroom experience with experiential learning.</li><li>• Our partnerships with 52 school boards across Ontario as well as local organizations, other universities (Wilfred Laurier in Brantford) and Me to We, make us unique as a Faculty of Education in Ontario.</li><li>• Faculty members collaborate successfully with faculty members in Arts and Science and in other institutions with regard to publications and grant applications.</li></ul>

## 1.2 Notable or unique contributions made by the unit

Response:

- As the SSoE BEd degree draws students specifically interested in being an OCT accredited teacher, the concurrent education route will attract students who, otherwise, may have chosen to go elsewhere for their undergraduate degrees, or who may choose to attend Nipissing due to the high degree of flexibility in the choice of a degree with concurrent education option.
- As the only named and endowed school of education in Ontario, the Schulich designation places Nipissing amongst other prestigious institutions who share the Schulich name: McGill, York, Western, Dalhousie, etc.) This also enables Nipissing to differentiate itself from other universities.
- Our unique BPHE degree (separately reviewed) maintains an emphasis on the science of Health and Physical education while still keeping the focus on Health and Physical activity.
- The focus on technology in the BEd degree, with a foundational course in Technology Enriched Teaching and Learning, the ITeach experience, our Apple certified technicians in UTS, and our recognition as an Apple Distinguished Program, makes us unique amongst Ontario faculties of education.
- Our annual Professional Week for BEd students (5th year concurrent and consecutive) provides students with an entire week of activities designed to enrich their understanding of professionalism within the teaching vocation and brings together a wide variety of workshop offerings by presenters from across the province.
- Our PhD in Educational Sustainability enables students to experience two 4-week summer residencies and take the remainder of their courses online. This provides much needed flexibility for those wishing to pursue this level of study.
- Our MEd features three different routes to completion and can be completed entirely online. As a result, we are seeing an increase in international interest in this degree.

## 1.3 Provide information on how appropriately and effectively the unit responds to the needs of the wider community

Response:

- Faculty from the SSoE present at local conferences, spearhead and assist in organization of conferences, and are engaged in research projects within the community.
- Faculty members work collaboratively with the health and wellness communities, government agencies, local school boards and school initiatives, and local First Nations communities.
- Our students are active as volunteers throughout the community, as part of their degree programs and also in response to statements of need from local school programs and agencies.
- SSoE faculty members provide professional development for our local school boards.
- Many faculty members sit in a variety of capacities as representatives on international, national and provincial boards and committees.

## Full text of submission: Opportunity

<b>3.0</b>	<b>Context (not scored)</b>
<p>The Schulich School of Education is an integral part of the history of Nipissing University. Beginning as a Normal College, moving to a Faculty of Education, and now the only named Faculty of Education in the province of Ontario, the Schulich School of Education graduates teachers who are sought after internationally, nationally and provincially. Our graduates go on to teach in K-12 environments, to pursue graduate degrees, or to utilize their collaborative skills in a variety of other venues within the public and private sectors.</p> <p>With the major modification to the Bachelor of Education degree from one year to two years, 2015-16 will see the first intake of the two-year Bachelor of Education degree program. This represents a significant restructuring of the degree, as legislated by the Ontario Ministry of Education. The decision to expand the concurrent education route to all Honours degrees (with the exception of the BScN) will enable the Schulich School of Education to continue to attract students to Nipissing University and will broaden the appeal for students to complete their undergraduate degree of choice and their BEd degrees. Students will focus on their undergraduate degrees and the courses required for movement into years 5 and 6 of the BEd professional years, and then will transition directly into the BEd professional years. This will ensure that students will gain the most current curricular knowledge reflective of the most up-to-date research from the field. The Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program, will also reflect the move to a new curriculum and will be reconfigured in such a way as to ensure that our Aboriginal students can complete the degrees without greatly extended absences from their home communities. The concurrent education program in partnership with Wilfred Laurier in Brantford is being redeveloped based on the two-year BEd program, and the change in the Wilfred Laurier degree from Contemporary Studies degree to Society, Culture and Environment degree.</p>	

<b>3.1</b>	<b>Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</b>
<ul style="list-style-type: none"><li>The TASL and ATCP programs are considering offering some courses online so as not to unnecessarily increase students' amount of time away from family and community. This could help capitalize on existent fulltime faculty and reduce the need for part time faculty travel costs during the summer months.</li></ul>	

<b>3.2</b>	<b>Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?</b>
<p>Response:</p> <ul style="list-style-type: none"><li>The SSoE is considering the possibility of including Additional Qualifications and Additional Basic Qualifications as part of workload. This is currently not part of the Collective Agreement and so would be a topic of discussion. It would enable the unit to maximize the expertise and workload availability of our tenured and tenure tracking faculty due to the legislative requirement to reduce intake of BEd students by half, beginning in 2015-16.</li></ul>	

<b>3.3</b>	<b>What opportunities are there to strengthen the unit and how could these be implemented?</b>
<p>Response:</p> <ul style="list-style-type: none"> <li>Continued collaboration with our local school boards has resulted in a small grant to explore the relationships between Associate Teachers and the SSoE Practice Teaching Office. This will provide an opportunity for collaboration exploration into the development of stronger relationships with all school boards.</li> </ul>	

<b>3.4</b>	<b>What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?</b>
<p>Response:</p> <ul style="list-style-type: none"> <li>This work has been done as we move forward into our new BEd programs. Cost efficiencies have been considered and realized within the new structures with a streamlined approach to concurrent education. Reduced intake numbers and reduced BIUs continue to make this challenging.</li> </ul>	

<b>3.5</b>	<b>What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?</b>
<p>Response:</p> <ul style="list-style-type: none"> <li>We are currently exploring offering an option course online in collaboration with other universities. This will be put forward as a proposal to access the online funding currently being offered to all PSE institutions as part of the MTCU Shared Online Course Fund, 2014-15. This would enable us to share instructional costs in an area wherein we do not have specific faculty expertise.</li> </ul>	

<b>3.6</b>	<b>Are there international education opportunities for the department?</b>
<p>Response:</p> <ul style="list-style-type: none"> <li>The SSoE continues to work with Me to We and international PSE institutions to ensure that our students have international teaching placement opportunities. Guangxi University in Nanning, China, is waiting to host additional cohorts of Bachelor of Education students.</li> <li>International students do come to Nipissing University for exchange opportunities in teacher education. We hope that these opportunities will increase with the structure of our new program. Over the past two years, we have attracted students from China, Germany and France.</li> <li>The OCT cannot certify international students for partial completion of program credits.</li> </ul>	

## Full text of submission: Relevance (program level)

### Program: BEd Consecutive

2.0	Context (not scored)
	<p>The Schulich School of Education is an integral part of the history of Nipissing University. Beginning as a Normal College, moving to a Faculty of Education, and now the only named Faculty of Education in the province of Ontario, the Schulich School of Education graduates teachers who are sought after internationally, nationally and provincially. Our graduates go on to teach in K-12 environments, to pursue graduate degrees, or to utilize their collaborative skills in a variety of other venues within the public and private sectors.</p> <p>With the major modification to the Bachelor of Education degree from one year to two years, 2015-16 will see the first intake of the two-year Bachelor of Education degree program. This represents a significant restructuring of the degree, as legislated by the Ontario Ministry of Education. The decision to expand the concurrent education route to all Honours degrees (with the exception of the BScN) will enable the Schulich School of Education to continue to attract students to Nipissing University and will broaden the appeal for students to complete their undergraduate degree of choice and their BEd degrees. Students will focus on their undergraduate degrees and the courses required for movement into years 5 and 6 of the BEd professional years, and then will transition directly into the BEd professional years. This will ensure that students will gain the most current curricular knowledge reflective of the most up to date research from the field. The Aboriginal Teacher Certification Program and the Teacher of Anishnaabemwin as a Second Language Program, will also reflect the move to a new curriculum and will be reconfigured in such a way as to ensure that our Aboriginal students can complete the degrees without greatly extended absences from their home communities. The concurrent education program in partnership with Wilfred Laurier in Brantford is being redeveloped based on the two-year BEd program, and the change in the Wilfred Laurier degree from Contemporary Studies degree to Society, Culture and Environment degree.</p>

2.1	Relevance of the program
	<p>Response:</p> <ul style="list-style-type: none"><li>• As the BEd (including ATPC and TASL) is an accredited program and must adhere to the accreditation requirements established by the Ontario College of Teachers, many of the above questions do not apply.</li><li>• If the program were lost, Nipissing would no longer be accredited to offer this degree in any form and would lose the over 900 FTES represented by this program across three campuses.</li></ul>

2.2	Relevance of the curriculum to the program's goals and objectives
	<p>Response:</p> <ul style="list-style-type: none"><li>• In response to the legislated requirement to move from a two semester to a four semester Bachelor of Education degree, and in order to address the new and greatly expanded accreditation requirements of the OCT, the SSoE has developed a 4 semester BEd to be offered over two years: Fall/Winter, Fall/Winter.</li><li>• In doing this, the Foundational requirements of the program have been expanded and we have moved to a cross-divisional model, whereby Primary/Junior/ Intermediate/Senior students will take</li></ul>



foundational classes together, thus broadening the pre-service teacher understanding of the teaching context.

- As with other programs, the BEd (inclusive of ATCP and TASL) will undergo an IQAP review, but will also undergo an accreditation review, complete with a site visit, by the Ontario College of Teachers in 2016-17. Prior to this, in order to ensure that we have incorporated all required changes prior to our full reaccreditation, we will be asked to do a report. This will occur in 2015-16 and will involve a standard report without a full site visit.
- The program structure, credit weights and course descriptions have been developed with full faculty participation, through committees, ARCC and FC.
- The ATCP and TASL programs mirror all of the required courses but are structure with summer residencies and some distance programming. Practicum is completed throughout the year.
- Our BEd program is similar to some other institutions but the traditional two-year approach differs from programs that have chosen to have students complete the degree in four consecutive semesters, with little or no time for personal or professional growth.
- The Concurrent BEd route provides strong recruiting support for the Faculty of Arts and Science and the Faculty of Applied and Professional Schools as students can choose to combine an Education degree with any Honours degree program in the university with the exception of the BScN.
- Students will focus on their undergraduate degrees and the courses required for movement into the BEd Professional years, and then will transition directly into years 5 and 6 of concurrent education route. This will ensure that students will gain the most current curricular knowledge reflective of the most up to date research from the field.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

The program is mapped on the undergraduate, program, and course learning outcomes as determined by IQAP, the OADE, and our faculty, and must also show detailed correlation to an exhaustive Accreditation Resource Guide developed by the OCT. The various subheading requirements from that document are as follows:

##### Curriculum Knowledge

1. The program provides a student with knowledge and understanding of the current Ontario curriculum and and provincial policy documents that are relevant to the student's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.
2. The program prepares the student to use current research in teaching and learning.

##### Pedagogical and Instructional Strategies Knowledge

1. How to use educational research and data analysis.
2. How to use technology as a teaching tool.
3. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.
4. How to use learning and teaching theories and methods and differentiated instruction.

5. A focus on the development of classroom management and organization skills.
6. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.
7. How to use current strategies relating to student observation, assessment and evaluation.
8. How to teach students whose first language is not the language of instruction, whether English or French.
9. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.
10. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.

The Teaching Context Knowledge

1. Educating students in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.
2. The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession".
3. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.
4. Knowledge of the Ontario context in which elementary or secondary schools operate.
5. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.
6. How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

**2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

Response:

- The OCT accredited BEd program is a face-to-face delivery model beginning in August and continuing through April with classes scheduled five days a week. Practicum is scheduled for 2-8 week blocks of time and alternates with on-campus delivery of the classes required for degree completion. The program must take the public school system calendar into consideration as students must do block placements in the school system classrooms.
- The ATCP and TASL programs are offered over 2-3 years with onsite summer residencies for face-to-face completion of the required courses. Practicums are completed from September to June with students being supervised by Associate Teachers and evaluated by the program principal.
- Students requiring accommodation are registered with Student Services. Accommodations required for practicum are developed jointly with the student, the school, the Practice Teaching Office of the SSoE, and with Student Services.

## 2.5 The extent to which the program meets the needs of stakeholders

Response:

- Stakeholders include school boards, parents, students, various agencies external to above groups, the Ministry of Education, various special interest groups, Ontario College of Teachers. These groups were consulted widely prior to the new accreditation requirements being released and their needs are represented in the Accreditation guideline document.
- Other faculties and departments within the faculties are key stakeholders as all of their Honours students will now be able to choose the concurrent education route without being required to be on overload at any point during their degree. The concurrent route courses can be completed as electives within the various degrees.
- Wilfred Laurier on the Brantford campus is currently working with us to ensure a continuation of our concurrent relationship with regard to concurrent education.
- Potential employers within boards of education speak positively of our students' understanding of technological teaching strategies, their understanding of planning and differentiation, and their opportunity to experience working with most curriculum documents. Constant feedback is provided through TEAC and TELC committees and through the Associate Teachers' and Faculty Advisors' student evaluations.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will



be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

**Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

#### Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	

- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*



curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as 'high' where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as 'moderate' where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as 'low' where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as 'low.'

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: English Studies

## English Studies Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.



## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
English	272.4	242.0	219.1	180.3	176.0	-10%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
English Studies (Bachelor of Arts)	81	45	37	33	28	-65%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
English	- 333.50	- 282.92	- 230.41	- 78.22	- 78.03

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
English	89.13	112.78	126.88	120.36	124.74

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
English	1.33	1.67	1.00

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>English</b>	3.00	3.00	2.50	2.00	2.00	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
English Studies (Bachelor of Arts)	3-year	58	55	39	31	17	-71%
English Studies (Bachelor of Arts)	4-year	223	199	281	258	237	6%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
English Studies (Bachelor of Arts)	3-year	5		1		2	-60%
	4-year	76	45	36	33	26	-66%

## Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
English Studies (Bachelor of Arts)	Honours	Classroom	\$606.68	\$1,015.78	\$1,033.51	\$1,317.55	\$1,748.21
English Studies (Bachelor of Arts)	Honours	Individual	\$1,703.87	\$2,381.32		\$2,677.56	
English Studies (Bachelor of Arts)	Base		\$323.07	\$574.95	\$627.07	\$749.73	\$787.81



## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
English	English Studies (Bachelor of Arts)	3-year	33%	38%	46%	35%	33%	92%	79%	95%	55%	-37%	-13%	6%	-21%	40%	-13%	18%	9%	16%	5%	18%
English	English Studies (Bachelor of Arts)	4-year	16%	23%	18%	23%	16%	72%	72%	73%	81%	9%	23%	20%	18%	14%	23%	5%	8%	9%	6%	5%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
English	English Studies (BA)	250	3.36	3.47

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
English	English Studies (BA)	20	146	18%	11%	2.26	2.00

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
English	English (BA)	2.00	1.00	2.00	2.00	1.83

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p data-bbox="240 472 649 499">History of the English Studies Department</p> <p data-bbox="240 533 1377 995">From a very small Department of four full-time faculty (all males) in 1994, English Studies has doubled in size and diversified in gender. Originally serving Education students primarily from the “near North,” expanded to Concurrent as well as Consecutive streams, English Studies now attracts students interested in cultural studies, digital media, writing and theatre, from the larger Ontario area. We have also seen a number of our best go off to graduate school and become university teachers themselves. Major achievements include establishing a research culture, despite a 3/3 teaching load (until 2007) and heavy service commitments. Faculty have won SSHRC and Internal Research Grants, including NUFA Research Awards; we have published books and papers and participated actively in conferences and public lecture series on and off-campus. We were challenged to re-invent our successful team-taught first year course, Introduction to English Studies, in 2003, doubling it for the “double cohort”, which “flowed through” for the next four years. Despite the staffing challenges and changes that come with being part of a small, relatively new institution, our Department has matured into a very collaborative and functional unit. We added a Digital Humanities Certificate with Computer Science in 2009, and we are now building on that development with a new Program in Media, Culture and Communications, to be offered first internally, in partnership with Gender Equality and Social Justice and Digital Humanities instructors. We thus hope to build on our tentative links with Canadore college (new Theatre, Marketing articulation agreements) and establish a more robust partnership, marrying the applied with the critical and offering graduates an exciting, new employment direction.</p> <p data-bbox="240 1031 1370 1346">English Studies is a core program in undergraduate education in the Humanities. In our last UPRAQ Review of 2010, we provided this Mission Statement, something we still stand by: “The Department of English Studies at Nipissing University is committed to the highest ideals of scholarship and to sustaining and celebrating the life of the creative, inquiring mind. Small classes and seminars foster a collaborative production of knowledge by students in dialogue with each other and their professors. Together, students and faculty examine the historical, cultural, and theoretical contexts fundamental to a critical understanding of any text. Together, students and faculty discover the intellectual pleasures fundamental to a critical production of meaning. The study of English at Nipissing is thus rooted in the University’s statements of Vision, Mission, and Values (see 2014-15 Academic Calendar) which emphasize “a personalized student-focused experience” by means of “excellence in teaching, learning and research” that leads to “the creation of new knowledge that contributes to success in meeting global needs” This was also echoed by the Academic Master Plan of 2006.</p>

1.1	Relevance of the unit to the university’s mission
	<p data-bbox="240 1512 1365 1799">English Studies is relevant to the mission of Nipissing University through our ability to prepare “caring, creative, critical thinkers” (Mission Statement, Academic Calendar). The study of literature has long been celebrated for its ability to foster the empathy, imaginative sympathy, humility, and social conscience necessary for a person to become a “caring” thinker. Our courses in Creative Writing and Theatre Production support the university’s mission to prepare “creative” thinkers. As one of the largest and most popular programs in the Humanities, we devote almost all our time and energies to teaching the art of “critical” thinking in the contexts of literary and cultural criticism. Our courses in Canadian Literature, Native Literatures of North America, and Post-Colonial Literature all serve the particular needs of students from the North, including First Nation and Aboriginal Learners, and indeed all our courses include critical thinking about the very issues of class, race, and regionalism that may affect the experiences of our many First-Generation students.</p>

Nipissing's Mission is to prepare students who will be "leaders in building and enhancing a sustainable civil society." All such leaders need to be able to listen to, read, and understand what their fellow citizens are saying to them, and likewise need to be able to speak to, write to, and communicate with said fellow citizens through the art of language. Our courses in Academic Writing, our stream in Language and Rhetoric, our fourth-year seminars in which students must speak extensively, and our emphasis on essay-writing in every course we offer contribute to the university's mission to give to the world graduates who can read, write, speak, and think.

English Studies is very active indeed in partnering with other units and programs within the university. We are currently working on a proposal to partner with Canadore in a joint degree in Media, Culture and Communications. We have offered Cross-Listed and Cross-Coded courses for many years with Native Studies, Gender, Equality and Social Justice, and Religions and Cultures. We have partnered with Computer Science to offer an innovative Certificate in Digital Humanities that has given some of our graduates a real advantage in applying for graduate programs. Recently English Studies partnered with Religions and Cultures to offer a Dialogue Course in "The Bible as Cultural Text" that was very much appreciated by students of both disciplines; moreover, two members of English Studies have contributed to the great success of the innovative UNIV interdisciplinary courses "Dirt" and "Sloth." We have also met the needs of other programs such as Nursing for their student electives by creating and offering two non-essay courses for non-majors. In addition to all this collaboration and cooperation in teaching, English Studies is committed to a collegial approach to both research and service: in the past three years this Department has given the university both the innovative Centre for Interdisciplinary Collaboration in Arts and Science (CICAS), and two presidents of NUFA.

## 1.2 Notable or unique contributions made by the unit

The research and publications of English Studies faculty range over both traditional and emerging areas of the field: early modern, eighteenth-century, and Victorian studies; twentieth-century American, British, and Canadian literature and culture; film, contemporary media, and Digital Humanities. Faculty have earned numerous grants for research (NUFA, SSHRC), as well as Nipissing University awards for teaching. Links between traditional scholarship and new media are features of several faculty projects, including the editorship of the digital anthology/website Representative Poetry Online.

Like colleagues in other Departments, English Studies faculty bring the results of their research directly to their teaching, at many levels of the undergraduate program. This close link between research and teaching is a key feature that differentiates the University from other institutions, and it has brought recognition for the English Studies Department's fourth-year Honours course on Harry Potter, recently named by the Huffington Post among "the coolest courses offered at Canadian Universities."

Such fourth-year Honours courses involve students in research and presentation, preparing them for graduate studies in English or related fields. Students also gain career-oriented skill and experience through work as research assistants on faculty projects: over the last decade, some fifty students have been employed in this capacity. The same faculty who teach research-intensive Honours courses develop and teach first-year Topics in Literature courses, as well as second-year elective courses that engage non-English majors with contemporary literary and cultural topics. English Studies faculty contribute, additionally, to innovative interdisciplinary courses recently introduced in the Faculty of Arts and Science. Further innovations include courses in Writing for Mass Media and Writing for Electronic Media.

All English Studies courses help students to develop habits of clear critical thinking and of attention to the nuances of language—skills which are foundational for many academic disciplines and for many kinds of employment. This broad contribution to long-term student success, and thus to beneficial recognition for the University, may be especially important in the absence of a full-scale writing centre.

## 1.3 Provide information on how appropriately and effectively the unit responds to the needs of the wider community

English Studies is an undergraduate Department and our students go on to a wide variety of jobs; as such, the Department has no way to keep statistics on employer needs. That said, our students have been successful in a range of programs, both graduate and professional, including education, graduate studies, library science, journalism, ESL teaching, arts administration, and creative writing and publishing, which suggests that their undergraduate education prepares them well for a variety of fields and is recognized as such. Our former students often receive grants/funding, which indicates they are highly competitive. As a Department, we provide our students with employment and experience whenever possible in the way of Research Assistantships and Departmental Assistantships, as well as volunteer opportunities with NUSense and Shakespeare After School. RAs do a wide range of research work and have attended conferences, most recently one in Hamburg, Germany. Employment and volunteer opportunities provide our students with a platform to both refine and showcase many of the critical and organizational skills they learn in our program.

English Studies undertakes to meet the needs of the wider community in a number of ways. We respond to the needs of adult learners by offering evening courses taught by full-time faculty; these include introductory level courses that are available to students in any program/at any level. We are currently developing online courses that will fill a similar niche. ES was instrumental in developing the Arts and Science faculty-wide Academic Writing courses, which was done in collaboration with all Departments involved. We contribute courses to a number of programs, including the proposed Human Rights and State Violence degree, and we are currently developing a proposal for a collaborative program in Media, Culture and Communications that will enable us to form partnerships with colleges in the province, starting with our “neighbour,” Canadore College.

Community involvement is a cornerstone of the English Studies Department, and a regular part of the lives of ES faculty and students. We highlight the following activities to provide a sense of our recent and current involvement with the wider university community and especially with the community of North Bay. The Department has given presentations in local high schools about studying at university, hosted a Creative Writing Exhibition for students at Nipissing and Canadore, and hosts an annual series of public readings and talks, for which we have been awarded Canada Council for the Arts funding. This year a high school class from Widdifield will be attending a first year English Studies class. English Studies faculty involvement in the community includes public lectures as part of Nipissing University’s Award-Winning Speaker Series, workshop facilitation for the Near North Mobile Media Lab, coordinating of Shakespeare After School (a free drama program hosted by the North Bay Public Library), and coordinating Conspiracy of Three (a reading series of local/Northern writers), which has also been supported by the Canada Council for the Arts.

Our students have a remarkable record of service in the community, which spans literacy work to volunteering in the mental health field. Specific groups our students work with include Nipissing Reads, The Aboriginal Advantage Program, Shakespeare After School, NUSense, Frontier College, and Students on Stage.



## Full text of submission: Opportunity

### 3.0 Context (not scored)

#### Rationale for Establishment of the ES Program

Nipissing's English Studies program was initially modelled on Laurentian's, as we did not gain independence as a degree-granting institution until 1992. Since then, we have made dramatic changes in the program, defining our difference in a variety of ways. For instance, while maintaining a disciplinary foundation in Literary History and Genre Studies (Group 1), we also added a strong emphasis on Cultural and Media Studies (Group 2), and rounded out our offerings with Language and Rhetoric Studies (Group 3). We thus serve students going to Graduate School as well as those going on in a variety of other fields, including teaching, law, business, journalism, public relations and administration, performance and the arts, to list a few.

With Group 2, we also encourage students to be active and critical readers, not just "consumers" of popular culture, but also producers of it. Developing Group 2 also gave us the impetus to create the Certificate in Digital Humanities, in partnership with Computer Science, in 2009. Most recently, we are initiating a new, collaborative Program in Media, Culture and Communications, in partnership with Gender Equality and Social Justice and Digital Humanities. And as phase two of this Program, we are investigating a curricular collaboration with our "sister" school, Canadore, inviting their Advertising and Marketing graduates to "come over" for 2 more years, and thus pursue a diploma and a degree.

Group 3 also entrenches communication and performance arts within our program: for instance, we have committed to offering Creative Writing and Theatre Performance workshops every year, and in supporting student literary and dramatic performances on and off-campus.

We have been through three UPRAQ Reviews during the past twenty years. On each occasion, we received strong endorsements for what we have built, and the research, scholarly and creative achievements of our faculty, despite historically heavy teaching and service loads. Our reputation among the wider community, including academic institutions focusing on undergraduate programs, is a very solid one.

Who are our "stakeholders"? Clearly, the students are our primary focus and principal concern. We are committed to mentoring them through our teaching, Research Assistantships and graduate school and employment supports. Speaking specifically of employment, our program demands that students develop skills of critical reasoning, problem-solving, researching and communication skills—and these will be valuable wherever English graduates take them. And finally, while meeting the personal and professional needs of our students, and keeping an eye on changing employment trends, we are creating informed and articulate citizens of our complex, technologically enhanced Twenty-First century.

### 3.1

#### Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?

According to the results of the Quantitative assessment of programs, as conveyed to the Chair of English Studies in a spreadsheet in August 2014, the efficiency of the Department has improved substantially over the past four years, dropping from a net cost per credit hour of \$338.50 in 2009 to \$42.93 in 2013. These numbers reflect the Department's success in implementing cost-containment measures over the past four years. Having already introduced substantial changes that have improved efficiency, we are resistant to undertaking any additional restructuring purely for the sake of "cost-containment," given that such measures threaten to undermine the quality of our programs.

<b>3.2</b>	<b>Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?</b>
<p>The question has been posed: “Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university”?</p> <p>The answer is no. The English Department is in need of more resources, not fewer. It should again be noted that the English Department has reduced the total operating cost of its program from a net cost per credit hour of \$338.50 in 2009 to \$42.93 in 2013.</p> <p>In 2014-15, we cut Seminar Instructors from our first year course: the new introductory courses, taught entirely by full-time faculty, have very healthy enrollments, with half of the eight sections presently at capacity or waitlisted. May it be additionally noted that the quantitative report for English Studies has been challenged and proven to be wrong (a revised quantitative scoring result has been requested but at the time of the deadline for this qualitative report we have not received it). The salaries of some professors had been recorded but not the FCEs for the courses that those professors were teaching. Moreover, in the quantitative report, the English Department was “billed” for courses that are not part of our program, courses taught on the Muskoka campus which have much lower enrollments than courses on the North Bay campus. This is not being addressed as a methodological problem by the Administration. In other words, the English program proper is even more “efficient” than what appears in the quantitative report.</p>	

<b>3.3</b>	<b>What opportunities are there to strengthen the unit and how could these be implemented?</b>
<p>The question has been asked, “What opportunities are there to strengthen the unit and how could these be implemented”?</p> <p>We answer: by converting our two LTA positions into tenure-track positions. This would be cost neutral, as LTAs are Assistant Professors and the conversion would only bring about a more stable and cohesive unit that can make plans for the future with confidence. This is most practical and achievable.</p>	

<b>3.4</b>	<b>What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?</b>
<p>The Department of English Studies consists of dynamic faculty who support inter-disciplinary and inter-professional initiatives. As a gateway program to many other programs at Nipissing and beyond, the English Studies program leads the way in fostering students’ critical thinking and communication skills that are crucial to their future academic and professional careers. The Department has been consistent in developing new courses that enhance its curriculum and expand students’ intellectual engagement with different literary, cultural, and digital texts. These curricular innovations include courses for non-majors. These courses are extremely popular. The course on Harry Potter, for example, has garnered a lot of positive feedback from both students and media. Other innovations include courses in digital culture and professional communication. In addition, the Department has been at the helm of several innovative proposals outlining inter-disciplinary enhancements of the program’s curriculum. One of its major contributions to the enhancement and expansion of inter-disciplinarity at Nipissing is its proposal to offer a four-year joint, interdisciplinary program in Culture, Media and Communication Studies. As a collaborative initiative between Canadore and Nipissing, the program will draw on interdisciplinary collaborations between English Studies, GESJ, and Digital Humanities. In its combination of university education and applied professional studies, the proposed program will provide students with unique, competitive, and highly marketable skills in a strategic Near North location where university education and college training meet. In its emphasis on Near North students, but also in its development of an undergraduate Media, Culture and Communications curriculum that provides students with a combined university education and college training, the NU-Canadore program will be unique in Ontario. In 2013, the Department also participated in the drafting of the Productivity and Innovation Fund Proposal. Recognizing</p>	

the importance of fostering students' digital and media literacies, members of the Department proposed to innovate its digital media and culture stream through technology-enabled learning and online delivery.

3.5

**What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

The Department of English Studies has been active in nurturing community ties through “Town and Gown” events like Conspiracy of Three, Shakespeare after School, NuSense, and visits to/from high schools. The Department has also initiated articulation agreements with Canadore College to facilitate students' transfer from college to university education. Several members of the Department have organized community talks while others have become mentors to students interested in creative writing and theatre. In addition, the Department has been active in developing research initiatives across disciplinary and Departmental boundaries through its participation in Dialogue courses. The Department has also fostered the foundation of the Centre for Interdisciplinary Collaborations in the Arts and Sciences. The Centre not only facilitates cross-disciplinary collaborations between Departments at Nipissing, but also cultivates external partnerships with local and international universities. Its focus on highlighting the vibrant research culture at Nipissing emphasizes that inter-disciplinarity flourishes at both small and large universities. Moreover, the Centre's emphasis on using digital media as a vehicle for showcasing Nipissing faculty's research innovations nurtures strategic partnerships between academics, disciplines, and universities. Most importantly, the Centre is a collective, collaborative venture that cultivates links with local and regional communities, recognizing the value that communities play in mobilizing knowledge across socio-cultural, racial, gender, age, and class divides.

3.6

**Are there international education opportunities for the department?**

Nipissing University currently holds exchange programs with a handful of international universities. The English Studies program is attractive to students from countries whose primary language is not English but who are interested in studying English literature and culture. We habitually get students from countries such as Germany and China who are interested in studying English literature at an English university within an English-dominant environment. What makes Nipissing University's English Studies program particularly interesting to these students tends to be what makes Nipissing University in general attractive to international students: 1) a small institution where students feel part of a vibrant community and where interaction between individual students and their professors can be leveraged more easily than at larger institutions and 2) a small city setting enveloped by an extensive and inspiring natural setting.

The Strategic Mandate Agreement identifies the university's relationship with First Nation, Métis, and Inuit communities as one of the areas of institutional strength. Developing the university's Native Studies program in conjunction with the Department of English Studies will potentially attract more international students. Nipissing University could give international students an opportunity to study aboriginal Canadian culture and literature, alongside non-aboriginal Canadian literature and culture, within an institution that has strong ties with its First Nations communities. Students around the world interested in studying Canadian literature and/or Canadian native culture might find very attractive a year-long visit to an institution that promises them an immersive experience. All university instructors of Canadian literature at non-Canadian institutions could be supplied with information to distribute to interested students. This would certainly help strengthen the university's reputation in the Humanities and Liberal Arts and continue to support relationships with the Nipissing First Nation and other aboriginal communities.

The Department of English Studies has traditionally run an English Studies Help Centre, which is designed to assist students taking any English Studies course with all aspects of writing, from essay planning to grammar problems and developing proofreading skills. This Centre would provide academic support to international students.



## Full text of submission: Relevance (program level)

### Program: English Studies (BA)

2.0	Context (not scored)
	<p>Rationale for Establishment of the ES Program</p> <p>Nipissing's English Studies program was initially modelled on Laurentian's, as we did not gain independence as a degree-granting institution until 1992. Since then, we have made dramatic changes in the program, defining our difference in a variety of ways. For instance, while maintaining a disciplinary foundation in Literary History and Genre Studies (Group 1), we also added a strong emphasis on Cultural and Media Studies (Group 2), and rounded out our offerings with Language and Rhetoric Studies (Group 3). We thus serve students going to Graduate School as well as those going on in a variety of other fields, including teaching, law, business, journalism, public relations and administration, performance and the arts, to list a few.</p> <p>With Group 2, we also encourage students to be active and critical readers, not just "consumers" of popular culture, but also producers of it. Developing Group 2 also gave us the impetus to create the Certificate in Digital Humanities, in partnership with Computer Science, in 2009. Most recently, we are initiating a new, collaborative Program in Media, Culture and Communications, in partnership with Gender Equality and Social Justice and Digital Humanities. And as phase two of this Program, we are investigating a curricular collaboration with our "sister" school, Canadore, inviting their Advertising and Marketing graduates to "come over" for 2 more years, and thus pursue a diploma and a degree.</p> <p>Group 3 also entrenches communication and performance arts within our program: for instance, we have committed to offering Creative Writing and Theatre Performance workshops every year, and in supporting student literary and dramatic performances on and off-campus.</p> <p>We have been through three UPRAQ Reviews during the past twenty years. On each occasion, we received strong endorsements for what we have built, and the research, scholarly and creative achievements of our faculty, despite historically heavy teaching and service loads. Our reputation among the wider community, including academic institutions focusing on undergraduate programs, is a very solid one.</p> <p>Who are our "stakeholders"? Clearly, the students are our primary focus and principal concern. We are committed to mentoring them through our teaching, Research Assistantships and graduate school and employment supports. Speaking specifically of employment, our program demands that students develop skills of critical reasoning, problem-solving, researching and communication skills—and these will be valuable wherever English graduates take them. And finally, while meeting the personal and professional needs of our students, and keeping an eye on changing employment trends, we are creating informed and articulate citizens of our complex, technologically enhanced Twenty-First century.</p>

2.1	Relevance of the program
	<p>Nipissing needs a major in English Studies because of the centrality of English literature as a subject in education at all levels and the importance of reading and writing skills to both the university in particular and Canadian society in general. The Honours Specialization is very important to our students, many of whom want to devote their working lives to teaching literature; the Honours Seminars serve as our "capstone" educational experience for them. The program addresses the university's need for students who are educated in both content (literary and cultural texts and practices from the English-speaking world from the Medieval period until today) and skill (reading, writing, oral communication, and critical thinking).</p>

English Studies designed and proposed the Academic Writing courses that we continue to oversee and to staff. We are currently working on a proposal to partner with Canadore in a joint degree in Media, Culture and Communications; have offered Cross-Listed and Cross-Coded courses for many years with Native Studies, Gender, Equality and Social Justice, and Religions and Cultures; have partnered with Computer Science to offer an innovative Certificate in Digital Humanities; have responded to the university's invitation and request to create and participate in Dialogue Courses; and have contributed to the great success of the innovative UNIV interdisciplinary courses, "Dirt" and "Sloth." We have also met the needs of other programs such as Nursing for their student electives by creating and offering two non-essay courses for non-majors. Within the larger community, members of the Department have contributed to Shakespeare After School (teaching theatre to children), and the Conspiracy of Three (the creative writing group that meets once a month for readings and open-mic nights at local pubs). If the program were not offered, both the university and the community would lose much of their ability to serve and be served by caring, creative and critical thinkers who can contribute to the creation of a sustainable, ethical, meaningful world.

## 2.2 Relevance of the curriculum to the program's goals and objectives

The Department of English Studies meets on a regular basis (at least every two weeks, and often weekly) through the teaching year, and for more extended sessions (Departmental retreats) in May and August. Ongoing renewal and fine tuning of course offerings, objectives, and program requirements constitute the focus of these meetings. Student representatives participate in some of these meetings. In addition to drawing upon the information gathered through formal course evaluation surveys, the Department regularly consults with our undergraduate students and stays in touch with recent graduates, especially those who have proceeded to graduate programs in English or to other professional programs.

The recent transformation of our first-year offerings, involving a radical shift from the 6-credit, large lecture format with break out seminars, to a model more closely resembling course delivery in second-year and beyond (3-credit classes with a cap of 40 students devoted to special topics), was undertaken based in part on the feedback that we had received from students. As well, the Department consulted the Canadian Association of Chairs of English (CACE) to learn about trends in course design and delivery for introductory English studies across Canada. Finally, our active participation in disciplinary and interdisciplinary professional associations provides a crucial means of keeping current with developments in curriculum and course design not only in our areas of specialization but also more generally in the field of English studies.

The breadth and depth of the program's curriculum and the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs are covered elsewhere in this questionnaire; see, especially, 1.1, 2.1, and the sections devoted to Context.

In terms of breadth, depth, and content, programs in English Studies at Nipissing University resemble the English programs offered in both large and small universities across Canada. Our program requirements are as rigorous as those of English Departments at, for example, Queens University and the University of Toronto. Where our program differs lies in our commitment to relatively small class sizes (with caps of 40 in first- and second-year courses, 35 in third-year courses, and 16 in Honours Seminars) and to ensuring that the instructor grades all assignments and exams, never by teaching assistants or external graders.

## 2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

The English Studies program curriculum trains students in understanding and appreciating literary histories and genres, media and culture, and the theory and practice of communication and rhetoric. The program introduces these components of the discipline at the first-year level with special topics courses. Second through fourth years of the program are staged and provide students with increasing depth and breadth of coverage of literary histories, cultural studies and rhetorical skills. In every English course, students are required to develop their critical thinking skills through textual analysis and argumentation and their research skills through essay and presentation

development as well as day-to-day classroom preparation. Students acquire written communication skills through the practice of writing 3000-5000 words in every English course at every year in the program, and oral communication from the practice of daily classroom dialogue and more formal presentations. The program overall is based in a pedagogy that emphasizes face-to-face learning in a lecture-dialogue format which ensures that students are active participants in the creation of knowledge. Exemplified most clearly in the Honours Seminar at fourth year, this approach to teaching and learning runs through every year of the program and provides an alternative to the stereotype of “sage-on-the-stage” education. Students learn the disciplinary content of literary periods (such as Early Modern, Restoration and Eighteenth-century, and Nineteenth-century) and national traditions (Canadian, American, British, Postcolonial), as well as non-print media and popular culture (such as film, television, genre fiction, web texts, and gaming). However, English Studies pedagogy does not position students as passive receptacles of disciplinary knowledge but instead requires students to share in the creation of classroom content. The emphasis in the program on process—the processes of reading, of research, of textual analysis, of argumentation and of writing—means that the “content” of ideas and information is inseparable from its “communication.” Students graduate with substantial knowledge of the discipline useful for classroom teaching, along with training in leadership and interpersonal skills, extensive practice in written and oral communication, and developed abilities in critical thinking, problem solving and research, all of which are vital for a wide range of professions.

**2.4**

**How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

The delivery of the English Studies program is sensitive to the needs to non-traditional students. We offer courses in the evening that are taught by full-time faculty, including introductory level courses that are available to students in all programs at all levels. English Studies courses are available in spring-summer; we recognize the importance of online courses, and expect to have online offerings available in 2015. The Department also puts on popular courses for non-majors, teaches an ESL course, and a section of Academic Writing in the Aboriginal Advantage Program. Members of the Department have regularly served on and co-Chaired the Teaching and Learning Committee, and have sat on the Student Services Advisory Committee.

As a Department that is oriented around text and culture, issues of cultural difference are addressed in and through our research and teaching on a daily basis. While Native Literature, Women’s Writing, and South African Literature (to name a few) are obvious courses to mention to demonstrate our commitment to engaging with difference in the classroom, the fact is, meaningful attention to difference happens from introductory courses to 4th year seminars.

As a Department, we support the needs of non-traditional students by working closely with Student Services whenever appropriate. Out of class learning supports include the holding of regular office hours, having an open-door policy for students, and running the English Studies Help Centre. We understand social support is important and helps all students gain a sense of community and belonging, and the Department always hosts at least one student-centred social event/activity in the fall and in the winter. The Department also runs a yearly Student Symposium where top fourth-year students deliver conference papers based on their Honours Seminar work. The event is very popular and students in earlier years attend to get a sense of the level of work being done in the final year and ask questions of the fourth-year students about their seminar experience. Department members also regularly chair sessions at Nipissing’s Undergraduate Research Conference, as well as mentoring and preparing presenters.

**2.5**

**The extent to which the program meets the needs of stakeholders**

Students educated in English Studies meet the needs of post-graduate programs, employers, community groups, and democratic society in a number of ways. Traditionally, English Studies at Nipissing has been a “feeder program” for the Faculty of Education. We train students in a generalist degree program that gives them the discipline specific knowledge (of periods, forms, and communication skills), which is helpful as a basis for teaching at any level. Graduate programs regularly accept our top-performing students who are given a solid grounding in the historical side of the discipline along with advance research skills and some training in critical theory. Public and private sector employers require a consistent supply of workers with skills in communication, critical thinking, leadership,

interpersonal relations and problem solving, all of which are key elements of English Studies work. Anecdotally, we can report that our students have had skills for a wide range of employers, not specific to English literature, such as non-profit management, public service, marketing, insurance, library science, and post-secondary administration, among many more. In a broader sense, democratic society is one of our “stakeholder groups” which needs citizens who reason independently, value active participation in social systems, and who think, speak and write with courage and critical acumen.



## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”

- For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

#### Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	



- university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
  3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’



2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Fine Arts and Visual Arts

## Fine Arts and Visual Arts Programs Included:

- Bachelor of Arts (Art History, Visual Studies)
  - Honours (classroom)
  - Specialization (classroom)
- Bachelor of Fine Arts (BFA- Studio)
  - Honours (classroom)
  - Specialization (classroom)

\*Note that Music and Film Studies are shown separately in select indicators only.

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
<b>Fine Arts and Visual Arts</b>	93.7	93.1	95.0	100.9	89.2	-1%
<b>Fine Arts: Film</b>	24.0	19.6	18.6	28.3	24.3	4%
<b>Fine Arts: Music</b>	14.4	14.0	10.4	8.5	-	-37%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
<b>Fine Arts (BA - Art History, Visual Studies)</b>	4	4	1		1	-75%
<b>Fine Arts (BFA - Studio)</b>	12	28	32	16	20	67%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
<b>Fine Arts and Visual Arts</b>	- 20.46	24.25	- 55.08	- 58.33	92.07
<b>Fine Arts: Film</b>	- 20.46	24.25	- 55.08	- 58.33	92.07
<b>Fine Arts: Music</b>	- 20.46	24.25	- 55.08	- 58.33	

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
<b>Fine Arts and Visual Arts</b>	75.45	85.56	76.38	78.40	87.29
<b>Fine Arts: Film</b>	75.45	85.56	76.38	78.40	87.29
<b>Fine Arts: Music</b>	75.45	85.56	76.38	78.40	

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Fine Arts and Visual Arts	2.00	1.50	1.00



## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Fine Arts and Visual Arts</b>	2.00	2.00	3.00	2.00	2.00	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Fine and Visual Arts	3-year	48	32	15	14	9	-81%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Fine Arts (BA - Art History, Visual Studies)	3-year	4	4	1		1	-75%
Fine Arts (BFA - Studio)	4-year	12	28	32	16	20	67%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Fine Arts (BA - Art History, Visual Studies)	Honours	Classroom			\$244.61	\$198.78	\$111.60
Fine Arts (BA - Art History, Visual Studies)	Specialist	Classroom			\$184.73	\$133.82	\$157.59
Fine Arts (BA - Art History, Visual Studies)	Base		\$693.13	\$878.02	\$639.31	\$643.13	\$813.55
Fine Arts (BFA - Studio)	Honours	Classroom			\$1,079.82	\$840.58	\$875.00
Fine Arts (BFA - Studio)	Specialist	Classroom			\$880.22	\$650.33	\$1,047.47
Fine Arts (BFA - Studio)	Base		\$693.13	\$878.02	\$639.31	\$643.13	\$813.55

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSC, education, geography programs, fine arts BA and BFA, mathematics BA and BSC, all nursing programs, and psychology BA and BSC. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Fine and Visual Arts	Fine and Visual Arts	3-year	25%	19%	27%	29%	25%	61%	35%	64%	50%	-11%	36%	64%	36%	50%	36%	3%	0%	0%	0%	3%



## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Fine Arts and Visual Arts	Fine Arts (BA - Art History, Visual Studies)	49	3.20	3.37
	Fine Arts (BFA - Studio)	49	3.20	3.37

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Fine Arts and Visual Arts	Fine Arts (BA - Art History, Visual Studies)	12	15	20%	13%	2.18	1.62
	Fine Arts (BFA - Studio)	12	15	20%	13%	2.18	1.62

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Fine Arts and Visual Arts	Fine Arts (BA - Studio, Art History, Visual Studies)	2.00	2.00	2.00	1.83	1.50
	Fine Arts (BFA - Studio)	1.50	1.00	1.50	1.83	1.67

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>HISTORY</p> <ul style="list-style-type: none"><li>• The department was created in July 2007.</li><li>• Visual Arts courses were first offered in 1991 to address a demand for university level visual art courses in north-eastern Ontario. Dr. Paul Kelly was hired to develop the program, beginning with elective courses and enlarging to offer a three-year BA-Major in Fine Arts in 2001-2002. In 2003 a second full-time faculty member, Dr. Dennis Geden, was hired to assist Dr. Kelly and a small, dedicated group of part-time instructors with the expanded course offerings</li><li>• BFA Honours approved in 2010. 90-95% of Fine Arts majors are enrolled in the BFA Honours, making it the most popular program offered by our unit.</li><li>• Facilities have been the main challenge faced by the department. There is a shortage of studio space, and some studios still require basic infrastructure such as working sinks, eyewash stations, and other health and safety upgrades, etc.</li><li>• In 2013 a warehouse building worth \$870,000 was donated to the university, to be used exclusively by the Fine Arts department. There is currently no plan to renovate the building. The majority of the building is currently being used for storage by various other departments, such as NURS, BPHE, the men’s hockey team, Plant and Property, and Recruitment.</li><li>• Prior to 2009 our unit had only 1-2 Tenure-Track or Tenured faculty.</li><li>• We currently have ten faculty members in the unit, four of whom are now Tenure-Track or Tenured. The majority of our members are on contractual appointments.</li></ul> <p>CONTRIBUTION OF THE UNIT:</p> <ul style="list-style-type: none"><li>• We offer the only BFA honours program in north-central Ontario and it is one of only three in all of northern Ontario. The BFA is the professional standard for an undergraduate degree in Fine Arts and we continue to see an increase in students applying, and being accepted to graduate school. Our students have gone on to pursue MAs in Art History, Cultural Studies, Interdisciplinary Studies, and MFAs in Studio Arts.</li><li>• We encourage independent inquiry and discovery among our students and actively support diversity, uniqueness of voice, and pursuit of intellectual and aesthetic excellence.</li><li>• Our faculty-student interaction, flexible timetabling, and hands-on, experiential learning approach not only appeals to traditional students (high school to university) but also mature students and first-generation university students.</li><li>• Our programs have increasingly gained attention from the wider Canadian Fine Arts community. Our graduates have garnered recognition for their accomplishments including: a year-long Mentorship program at the McMichael Canadian Art Collection, culminating in a major exhibition at the McMichael Gallery; Awards for Best in Category at the competitive Toronto Outdoor Art Exhibition; Professional positions at art galleries across Canada including Thompson Landry Gallery (Toronto), White Water Gallery (North Bay), and The Whyte Museum of the Canadian</li></ul>

Rockies (Banff). Faculty members are regularly contacted by professional organizations that are soliciting applications from our students including: the BMO 1st Art Award, Open Studio Printmaking Residency, and St. Michael's Printshop Residency. Awareness of our unit and programs increases each year, and is furthered by the success of our graduates.

- We actively foster work-integrated learning opportunities, and have placed students with a variety of different community-based arts organizations as volunteer interns where they gain valuable work experience in exhibition planning and promotion, managing archives, documenting, and public relations.
- The arts community and creative economy of North Bay and northern Ontario are significantly influenced by the contributions and participation of our alumni. Our alumni comprise a vibrant community of practicing artists, entrepreneurs, arts administrators, and non-profit workers, and are vital to the culture of the city and region.

## 1.1 Relevance of the unit to the university's mission

### UNIT'S OVERALL ROLE AND EFFECTIVENESS

- The mission of the Fine Art studio stream in the Department of Fine and Performing Arts is to provide students with a comprehensive studio-based education grounded in both traditional techniques and contemporary approaches that integrates practical, critical, historical, conceptual and theoretical concerns of current studio practice.
- We offer curriculum designed to give students opportunities and experiences to develop as artists, educators, and academics, as well as to recognize the richness and expanded life fine arts provides.
- In our program, we encourage independent inquiry and discovery among our students and actively support diversity, uniqueness of voice, and pursuit of intellectual and aesthetic excellence.
- Our goal is to prepare, encourage and inspire critically engaged and visually literate practitioners of fine art who will go on to contribute to the field and beyond, and to act as culturally engaged and socially responsible citizens.
- Within the university and broader community, we see our program as playing three key roles:
  1. Educating students who want to focus on Fine Arts as their main area of study for their undergraduate program, and preparing these students for further careers related to this area of research and practice;
  2. Contributing to the training of students from other disciplines and assisting them in developing a deeper understanding and appreciation for the arts, as well as assisting students in developing critical and creative problem solving abilities that can be applied to numerous other academic disciplines and professions;
  3. And supporting and fostering the cultural environment of Nipissing University, the community of North Bay, and the surrounding region.

### UNIT SUPPORTS OTHER UNITS/PROGRAMS

- To do this, we create opportunities both inside and outside the classroom environment that build networks with other departments within the university as well as institutions in the larger North Bay community.

- Within the university, FAVA has organized and participated in a number of activities to encourage inter-departmental and interdisciplinary collaboration, including participating in UNIV 2005: Introduction to Cross-Disciplinary Analysis; guest lecturing in classes in other departments including Political Science and History; creating art-based events for International Women's Week; supervising MA students in the Department of History's graduate program; and arranging discussion panels on topics that appeal to a broad group of faculty, students, and staff.
- As we move forward, we aim to develop course offerings in each existing area of studio concentration to enable students to focus in a particular studio discipline throughout their education, as well as maintain options for students to pursue their degree across the disciplines; to introduce more opportunities for interdisciplinary study as well as collaborative inquiry and production; to continue strengthening ties and collaborations with the broader arts community in North Bay and surrounding area; to explore the potential for summer institutes and residencies; to consider options regarding future expansion into new areas of studio concentration; and to actively find ways to improve our recruitment of local students.

## 1.2 Notable or unique contributions made by the unit

### STUDENT INTAKE

- Draw students who are looking to attend a professional BFA program that offers disciplinary breadth and opportunities for specialized study.
- Provide students with a variety of visual forms of expression. Strategies employed attract students with a variety of learning styles.

### BENEFICIAL RECOGNITION PROVIDED BY THE UNIT

- Success exhibiting, publishing, receiving grants and awards, producing papers for conferences, moderating panels, guest lectures, organizing conferences, acting as jurors, curating, and organizing both academic and community events.

### EXHIBITIONS

- Past five years we have exhibited artwork in 97 separate exhibitions locally, nationally and internationally in such places as: North Bay, Callander, Timmins, Belleville, Cobourg, Ithica, Toronto, Montreal, Ottawa, Vancouver, Calgary, Edmonton, Halifax, New York, Chicago, Boston, New Orleans, Los Angeles, Milwaukee, Pembroke, Santa Clara, Phoenix, Brussels, Zurich, Detroit and London England, among others.

### PUBLICATIONS

- 4 refereed articles, refereed book chapter, co-edited a special issue and a book, 2 catalogue essays, and 4 book reviews. Work featured in 5 separate publications. 16 artist interviews conducted.

### CONFERENCES AND INVITED GUEST LECTURES

- 10 refereed papers, moderated 5 panels at conferences. Gave 6 presentations at various institutions. Organized 2 conferences, The Affects of Site and Obedience to Authority. Gave 10 guest lectures at such places as:

the University of Calgary, Queens University, Brock University, Sheridan College, State University of New York, Headwater Arts Association, and the North Bay Regional Health Centre.

#### RESEARCH GRANTS AND COMMISSIONS

- Past five years members have secured \$52,359.00 in SSHRC funding through two Insight Development Grants and \$44,100.00 in public funding from the Ontario Arts Council (OAC) through the Northern Arts program, Emerging Artist program, Exhibition Assistance program and Project grants, and \$19,000 for a public art commission.

#### AWARDS TO FACULTY

- 10 awards for artworks exhibited in juried exhibitions. One member was awarded the prestigious Sobey Art Award (\$50,000) in 2013, the pre-eminent award for contemporary Canadian artists under 40.

#### DONATIONS TO THE UNIVERSITY PROCURED BY THE UNIT

- Jane St. building \$870,000
- Cash donation \$50,000
- Conrad etching press approximately \$10,000, and additional equipment worth thousands.

#### JURORS

- Served as jurors for organizations such as the Ontario Arts Council, Northern Ontario Arts Association, North Bay Regional Health Centre's Art Association, Burlington Art Association, and White Water Gallery.

#### CURATORIAL WORK

- Curatorial projects: Artificially Intelligent Folk Songs of Canada and How funny was it when...?, a performance by Mi'kmaq artist Jordan Bennett. One member runs Line Gallery - an independent gallery dedicated to documenting and presenting contemporary drawing in Canada.

#### ACADEMIC AND COMMUNITY EVENTS

- Host public art talks. E.g. For Folk's Sake: Folk Art and the Politics of Place; You Are Here: Visualizing Place at the "Gateway to the North; Feminist Art in Practice: A Conversation with Artists and Activists Allyson Mitchell and Deirdre Logue; and Performing Politics: Aboriginal Performance Art in the Canadian Context.
- 11 art workshops for organizations such as: North Bay Regional Mental Health Centre, North Bay Art Association, Sudbury Art Association, Almaguin High School and the School for Success (Child and Family services).

- Board and committee members at the White Water Gallery (WWG) and WKP Kennedy Gallery. Actively involved with the Downtown Gallery Hop Committee and act as an advisory member for Canadore Colleges' Graphic Art and Design Program and members of our faculty worked on the Palliative Care Network's public art project.
- We are the only BFA program in north-central Ontario and one of three programs in northern Ontario.

### 1.3

#### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

- We prepare, encourage, and inspire critically engaged and visually literate practitioners of fine art who will go on to contribute to the field and beyond and act as culturally engaged and socially responsible citizens.
- There has been strong faculty, student, and grad impact on North Bay's Downtown improvement board through the organization and promotion of exhibits and cultural spaces, and through attendance and participation in events.
- BFA grads and faculty make strong contributions to the local creative economy through entrepreneurial activities.
- An entrepreneurial sense is fostered in the BFA, particularly through business-training workshops conducted in the capstone FAVA 4125 course, and our grads have been successful in business; examples include the FARM (Fashion Art Retail Market: a collective of artists and designers who operate a shared studio and retail space), Black Iron Tattoo studio, Chickweed Fashion, and Green Bananas (Fashion, Art and Design).
- Our grads have secured employment in the public sector and have held Manager/Director positions at the following: Artist Residency program at the Hospital, White Water Gallery, Near North Mobile Media Lab, and the North Bay Art Association.
- Our BFA grads have been accepted into graduate programs in Canada and internationally. These degree programs include MAs in Art History, Cultural Studies, Interdisciplinary Studies, and studio-based MFAs.
- Our 2013-14 graduates were the first cohort to identify as BFA students starting in their first year at Nipissing. To date, our graduates have been accepted into graduate programs at York, U of T, Queens, and Edinburgh.
- The FAVA Dept. presents a series of guest lectures by artists, curators, and arts professionals that are open to the public.
- Workshops in professional development, such as Anticipating the Archive: Preparing Your Personal Papers as an Artist are attended by members of community organizations such as the North Bay Art Association, White Water Gallery, and the WKP Kennedy Gallery.
- Faculty-initiated internship program that places students in galleries and cultural centres including the W.K.P Kennedy Gallery, White Water Gallery, the North Bay Heritage Museum, and Line Gallery.
- Multiple research assistant opportunities (6 over last 2 years).
- Faculty-organized conferences, residencies, and presentations benefit the community by bringing artists and professionals from all over the country to North Bay. Examples of these endeavors include:
  1. A residency called You Are Here: Visualizing Place at the Gateway to the North, which brought six Ontario-based artists to North Bay for a residency where site-specific art projects were created and exhibited. The public events associated with this project included a public bus tour of artworks, exhibition at the North Bay Heritage Museum, and panel discussion.



2. A conference called Affects of Site, which brought together an international group of artists, curators and academics to discuss site-specific art.
3. A public symposium discussing Indigenous Performance Art, and performance by Mi'kmaq artist Jordan Bennett titled "How funny was it when..."
  - FAVA faculty members are active in outreach to high school and elementary school students in the city of North Bay and on surrounding First Nations Reserves. We regularly run free workshops for these students at various locations including the Nipissing Monastery and local art galleries. Workshops topics have included life drawing, screenprinting, art history and visual culture, and collage.
  - FAVA faculty regularly run workshops for community organizations such as the North Bay Mental Health Centre (art therapy program) and the North Bay Art Association. Faculty teach these classes on a volunteer basis as a way of fostering goodwill in the community and building capacity for an awareness and appreciation of art in the city.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

#### RESTRUCTURING & CURRICULUM DELIVERY:

The BFA program was approved in 2010, which allowed for modest expansion of course offerings. Due to the financial situation we have been seeking creative and cost effective ways to improve our program without increasing the cost of delivery.

In December 2013 our department began a comprehensive review of the program. In preparation, we met with the Institutional Analyst, revisited our UPRAC review, Nipissing's Strategic Plan, and other relevant material. Students were also invited to participate. Suggestions included the need for more flexibility to ease progression, opportunities for advanced level study in each studio area, and the integration of photography and digital/time-based media.

From the outset of the planning process our department has been committed to finding ways to improve the program and address the needs of students and stakeholders without increasing costs. We will achieve this by scaling back the number of course sections in foundations and at the 4000 level. This will free up existing credits that we can redirect towards improving curricular flexibility, and providing a much broader selection of entry or "gateway" courses in the first two years of the program. We expect this will be more enticing for prospective students, draw a wider demographic of students, and increase access to courses that are geared towards each student's particular area(s) of interests.

#### TECHNOLOGY, INTER-DISCIPLINARY PROGRAMS & UTILIZATION OF EXCESS CAPACITY:

We believe there is tremendous potential for integrating photography and digital/time-based media into our program. We are considering various course delivery options, such as blended or online learning, with the goal of reaching out to more prospective students, including Aboriginal, non-traditional and continuing education/community students, among others. Additionally, we have explored the idea of amalgamating our existing FILM courses into our AHVS stream, making it even more interdisciplinary in its scope and providing a more

substantial degree pathway for students interested in these areas of study. Our introductory FILM course has had enrolment numbers of approximately 90 students in recent years. We expect that by merging these areas it will help us retain these students, as well as drive an increase in enrolment in our AHVS courses in the upper levels.

#### COLLABORATIONS & COOPERATIVE RELATIONSHIPS:

We are fortunate to have a diverse mix of arts-related stakeholders in the community. The Near North Mobile Media Lab (NNMML) is a local non-profit organization committed to supporting media artists and filmmakers in the region. We have partnered with the NNMML in the past through conferences and community arts events and see them as a future partner as we begin to introduce new media and strengthen our film offerings. The White Water Gallery has been a long time partner through exhibition opportunities and professional development initiatives, and we expect to continue such partnerships in the future. Looking forward, we see new opportunities to partner with Aanmitaagzi, a multi-disciplinary professional artist-run company.

#### COMMUNITY SERVICE LEARNING:

As part of our restructuring process we intend to formalize our Community Placement Program by integrating service learning into one of our AHVS courses, where students would gain experience in museum studies and curatorial practices. We also intend to introduce service learning into one of our studio courses, which will focus on community-based art practices, and involve partnering with one or more community organizations. Some of our faculty recently collaborated with the Near North Palliative Care Network (NNPCN), the NNMML, and the department of Religions and Cultures to develop a community artwork, interactive website and promotional material for the NNPCN. This is an example of the kind of collaboration expect to continue pursuing.

3.1

#### Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?

- Offer more courses in the Fall and fewer in Winter. In the past few years enrolment has tended to spike in the Fall and drop off in Winter. Example: This past Fall Term, FAVA 2046 quickly reached capacity and had ten students wait-listed. In the Winter term FAVA 2047 (Part Two) had only ten students enrolled. Student Opinions Survey results were high, so we suspect it may be due to the restrictive degree requirements in certain areas of study such as Nursing, which has placements and more stringent lab hours in the Winter term.
- Increase number of 'gateway' courses by removing pre-requisites on remaining 2000 level courses in order to ease progression, increase flexibility, and attract more BFA and non-traditional students (e.g. mature, community artists).
- Build upon our pilot 1.5cr. courses / SP/SU program to provide access for non-degree seeking students, helping to maximize course enrolment and draw from a broader demographic. Recent cancellation of Canadore College's arts & crafts program creates an opportunity we can take advantage of.
- Explore possibility of running more courses in the evenings to attract more community participants.
- Re-write course descriptions and requirements to eliminate courses with a Part One and Part Two. Stand-alone courses may be offered in either Fall or Winter terms and more, or less, may be offered in either term. Students seeking to change electives in Winter will not be hindered by courses with a Part One pre-requisite that runs in the Fall.

- Offer 1000 and 2000 level Art History courses at main campus to boost enrolment. Note: Previous to moving to the Monastery our 1000 level Art History courses attracted double the current enrolment. We believe location is the main reason for the decline.
- Cycle courses to provide a greater breadth and range of offerings while remaining cost-neutral. By cycling, introduce Photography and Time-based Media (video) courses.
- Consider incorporating existing FILM courses (currently electives) into FAVA's Art History and Visual Studies stream.
- Explore online or blended delivery where courses permit.

3.2

**Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

- Our newly created Art History Visual Studies stream will attract students to Nipissing who are specifically interested in this field of study. There is currently excess capacity in the AHVS courses as they primarily serve the needs of our BFA studio stream program. If we consolidate FILM with FAVA's AHVS stream we will create new pathways for students, resulting in an increase in enrolment at every level of the program.
- Move 1000 and 2000 level AHVS courses back to main campus. Enrolment has declined by half since moving these courses to the Monastery due to the loss of elective students.
- Develop Jane St building or sell the building and use funds to build proper studios on the Monastery grounds. Jane St. building was donated but the majority of the building is sitting idle or being used for storage. Once renovated, hold fine arts events that attract 100's (student exhibitions, fundraisers). These events are currently hosted downtown, but if hosted at Jane St. the university can take advantage of catering opportunities and maximize fundraising revenues.
- Explore leasing studios for non-university events during 'down times'. Example: Local artist Arlington Hoffman rented a monastery studio for two weeks last summer and will again this summer to work with regional artists in a workshop setting.
- Our printmaking facility has expensive (all donated), specific use equipment and is the only one of its kind in the north-central region of Ontario. Our Printmaking courses attract students from all over as a result. Increase revenue from and usage of the studio and equipment by attracting regional, national and international artists to rent the studio for short-term residencies and workshops. Example: Guelph University has a large format press they use in a similar manner to generate revenue to support their Fine Arts program.
- Rent our sculpture studio facilities for various community projects to generate additional revenue to support the program. We have had numerous expressions of interest to use this studio by local curators, artists and event organizers who bring in artists from out of town to develop site specific and temporary artworks (e.g. Ice Follies).
- Consider a certificate offering summer arts program.

3.3

**What opportunities are there to strengthen the unit and how could these be implemented?**

- Develop a collaborative Artist Residency program with local arts organizations. Nipissing could provide accommodation and studio facilities to visiting artists, while local arts organizations (White Water Gallery, Kennedy

Gallery) provide exhibition opportunities and administrative support related to accessing Ontario Arts Council and Canada Council for the Arts grants - grant revenue that is otherwise not available to the university.

- Contribute to the Office of Aboriginal Initiatives' Aboriginal Transitions Year program.

### 3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?

- Consider consolidating the FILM courses with FAVA's Art History Visual Studies stream. The Department of Fine and Performing Arts (FAPA) currently offers elective courses in FILM and a Major and Minor option in AHVS. These areas could be consolidated into one stream within our FAVA program, bringing the total number of existing credits offered to 48cr. The first-year FILM course attracts approximately 90 students annually. By consolidating these areas of study it would provide a pathway for students to continue further study in the field, and increase enrolment in our upper level art history courses, which currently only serves the needs of our BFA students in the Studio stream.
- Use existing computer facilities to introduce more media and film opportunities in the studio courses, and to develop new courses.
- Many of our existing Art History courses are cross-listed with other programs, including GEND, CLAS and NATI. The following programs have courses that are cross-listed with our AHVS stream, including FILM, ENGL, NATI, CLAS, ESPA, GEND, PHIL and RLTC. As we develop our AHVS stream there may be opportunities to contribute to these other areas and/or for them to contribute to our program. While our core Art History offerings primarily serve our BFA program, the expanded AHVS/FILM stream could be much more interdisciplinary.

### 3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

- We have just completed a successful pilot community service placement program, whereby FAVA students were placed in various local arts institutions to assist with the needs of our community partners / stakeholders as well as gain valuable professional experience in the field. We intend to expand these placements next year. To date, these experiences have offered a volunteer opportunity for students but we are developing a proposal to incorporate these professional experiences into our AHVS courses so that credit may be applied.
- We could apply for Northern Ontario Heritage Funding Corporation (NOHFC) funding to support a SP/SU semester student-led art school initiative. With these additional funds we could pay upper-level FAVA students to teach art classes to secondary school students in the North Bay region. This program would have many benefits, including offering professional development opportunities to FAVA students; developing collaborative opportunities with local secondary schools; and introducing and recruiting local students to the FAVA program at Nipissing University.
- We have a space sharing arrangement in place with White Water Gallery, which provides us with use of their exhibition space for one month (valued at \$3,000) for our annual juried student exhibition in return for their use of Monastery Hall's Chapel Hall for several lectures/talks. We are seeking other opportunities within the local community to establish similar agreements.
- Develop a certificate in arts administration with other departments (e.g. business), management of non-profit organizations, and professional practice. This is at the initial concept stage and has not gone beyond our department. Graduates would contribute to and find jobs in both public and private arts organizations, non-profits,

etc. Our students would contribute to the stability and sustainability of these organizations, particularly in the northern region.

- Establish international residency program for artists/art historians to produce work utilizing the studios. Host in partnership with other university departments, galleries, museums and/or the municipality.
- On and off campus opportunities and interrelationships are continually explored by FAVA through a variety of ways. Example; The Student Temporary Art Gallery (STAG) that was partnered with the winter Ice Follies. Example: The Fine Art Student Print Sale. Example: The student internship program partnered with White Water, the Kennedy, and Line Galleries. The program continuously reviews these activities to keep the events innovative, relevant and effective, strengthening collaborative relationships.

### **3.6 Are there international education opportunities for the department?**

- We have participated in international exchange programs in the past and our students currently take advantage of the existing exchange opportunities offered through the International Office.
- We propose establishing an Artist Residency Program. Visiting artists would pay a fee for accommodations and the use of our studio facilities for their own creative production. This could happen throughout the year, but might be most easily accommodated during the summer months when there is more capacity in the dorms and studio facilities. When possible, such a program could be offered during the school year, providing additional learning opportunities for our students. This could also take the form of a short-term post-graduate certificate. Artist residents and students would have access to facilities and would be provided with opportunities for discourse and collaboration with each other. No courses would be required, and thus little cost and/or administrative time would be required to run such a program. OAC, CCA and international grants are available to artists to pay for the experience and for the use of the facilities. Our students would benefit from the exposure to a variety of artists and art practices. It would also increase awareness of our program nationally and internationally. Examples (see various examples at [www.resartis.org](http://www.resartis.org)).
- With promotion in Europe and Asia, residencies led in northern Ontario providing a 'northern experience' would be popular.

## Full text of submission: Relevance (program level)

### Program: Fine Arts (BA- Art History, Visual Studies)

2.0	Context (not scored)
<b>ESTABLISHMENT OF THE PROGRAM</b>	
<ul style="list-style-type: none"><li>• BA program consists of several different degree options, including the BA Specialization studio stream, BA Major studio stream, and the BA Major Art History and Visual Studies stream (AHVS) stream. All three options were created as part of the common degree framework in 2012. The BA Major allows students the option of doing a double major.</li><li>• Prior to the common degree framework we offered a 3-year BA in Fine Arts, which was first offered in 2001-2002. It primarily served the needs of students interested in pursuing a career in Education.</li></ul>	
<b>KEY DEVELOPMENTS</b>	
<ul style="list-style-type: none"><li>• 2001 - 3-year BA Fine Art degree was first offered.</li><li>• 2007 - FAVA moved to Monastery Hall and the Depart of Fine and Performing Arts was established.</li><li>• 2010 – BFA honours was approved.</li><li>• 2012 - BA Specialization studio stream, BA Major studio stream, BA Major AHVS stream were introduced as part of the Common Degree framework.</li><li>• In 2013 an \$870,000 building and \$50,000 cash donation were given to the university to be used by the Fine Arts department.</li><li>• BA programs utilize existing courses that are part of the BFA honours requirements. Only 5-10% of our Fine Arts majors are enrolled in the BA programs. The vast majority of our students choose the BFA honours program. Students who opt for the BA program are usually 1) double majoring, or 2) fail to maintain the 70% average requirement for the BFA honours program.</li></ul>	
<b>GOALS AND LEARNING OBJECTIVES:</b>	
<ul style="list-style-type: none"><li>• The BA studio stream programs provide students with discipline specific knowledge and skills in the lower levels and a limited amount of specialized study at the 3000 level. The BA AHVS stream offers a similar experience, with slightly more advanced level work in Art History at the upper level, but no hands-on studio experience. The studio programs provide limited opportunities for individual research and studio production. Critical theory is currently not required for the BA studio stream programs. Students in the studio stream pursue both Art History and studio courses. Students in the AHVS stream are only required to take Art History courses (or cross-listed courses). Graduates of the studio stream possess experience with a variety of two and/or three-dimensional media, developed written and oral communication skills, some critical reasoning and creative problem solving, as well as cultural appreciation and awareness. These skills are taught using a variety of learning strategies including lectures, discussions/critiques, directed readings and experiential learning in a collaborative studio setting. Graduates of the AHVS stream possess the similar skills, but do not receive the practical studio experience.</li></ul>	

- BA programs serve northern, first generation, mature and aboriginal students well because of our faculty's student-centred approach. We aim to provide a level of comfort through accessibility and availability. BA program does not provide a competitive pathway for graduate level work or a professional career in the arts upon completion of the degree.
- Our program embraces diversity and uniqueness of voice and has a respect for multiple histories and all expressions of culture.

#### REPUTATION AND STANDING OF THE PROGRAM

- The current BA programs were created for the Common Degree framework. To our knowledge, we currently have no students enrolled in the BA Specialization, only a small handful of students in the BA Major studio stream, and no students in the BA Major AHVS stream. Given the low number of graduates from our BA programs, it is fair to say that they do not have a strong reputation in the provincial/national arts community.
- BA Specialization is somewhat unique to Nipissing. Within the field of Fine Art it is not considered a "professional degree".

#### RESPONSIVENESS OF PROGRAM TO THE NEEDS OF STUDENTS, EMPLOYERS, & STAKEHOLDERS

- Students participate in supporting and strengthening the artistic and cultural life of North Bay and region.

## 2.1 Relevance of the program

#### RELEVANCE OF PROGRAM TO NIPISSING'S MISSION

- Contributes to the University's focus on northern, regional and economic development through arts and culture.
- The program produces graduates who possess an interest in Fine Arts and an appreciation for artistic and cultural differences.
- Our program strongly connects to Nipissing's values of learning through scholarship and creativity, and the very nature of our program is inquiry-based and requires students to hone their critical thinking, creativity and communication skills.

#### IMPORTANCE OF THE BA PROGRAM & NEEDS ADDRESSED

- The BA studio stream is designed to expose students to a variety of studio disciplines and provide a solid foundation in Art History. The BA AHVS stream offers students a solid foundation in Art History, and some upper level study in the areas of modern, Canadian, and contemporary art. In both streams we strategically cultivate students' knowledge of the field, foster their capacity for critical and creative problem solving. We also develop students' technical abilities and communication skills.
- Our BA programs have cross-listed courses with GEND, CLAS, NATI, ESPA, PHIL, RLCT, and FILM.

- The BA provides an option for students to study Fine Arts as well as pursue another area of study (i.e. double major).
- There is a significant need in our community for individuals formally educated in visual arts. Demographically, there is a shortage of artists and cultural practitioners in their twenties and thirties in North Bay, but also generally in the north. By producing practicing artists we are helping develop the arts community in the north and directly support the local creative economy.

#### WHAT WOULD BE LOST IF BA WAS NOT OFFERED

- Very little given that there are very few students enrolled in the program. As previously mentioned, the vast majority of our students (90-95%) pursue the BFA Honours. However, the BA offers the possibility for students to double major. Since the courses required for the BA are drawn from those offered for the BFA degree, there is no additional cost to the university with respect to offering the BA degree options.

## 2.2 Relevance of the curriculum to the program's goals and objectives

#### PROCESSES USED TO ENSURE PROGRAM MEETS GOALS AND OBJECTIVES

- Students participate in all curricular development. A student liaison is elected by members of the student art club and is invited to attend all department meetings. A faculty liaison attends art club meetings to encourage and sustain dialogue between faculty and students.
- Strategic Planning initiated in December 2013. Involved consultation with students, review of last UPAC review, strategic plan, enrolment data, and an examination of other Fine Arts programs across the country. Through this process a number of curricular and non-curricular changes have been identified:
  1. Diversify and increase the range of course offerings,
  2. Ease progression,
  3. Build upon breadth and depth of existing studio disciplines,
  4. Introduce photography and digital/time-based media into the program by integrating into existing courses and by scaling back in other areas of the program,
  5. Create a unified cohort of BFA students starting in first year,
  6. Introduce community-based practice and service learning opportunities to respond to needs of various stakeholders and further strengthen ties with local community,
  7. Develop more interdisciplinary study in upper levels,
  8. Develop a focus in modern and contemporary art in AHVS stream and provide critical theory earlier in the program,
  9. Develop a fine art colloquium (mandatory experiences and arts-related discourse beyond the classroom), and
  10. Achieve all of the above with a cost neutral approach.

#### BREADTH AND DEPTH



- We offer courses in a variety of studio disciplines. All of the 1000 – 3000 level courses are accessible to both the BFA and BA students. Although the BA students are limited in the number of credits they can take, the presence of the BFA degree provides a richer selection of courses for BA students. (The existing structure only allows for advanced level study/depth in a few studio areas, however we are currently restructuring to address this issue. Covered in opportunities section).
- AHVS courses offer a broad survey course, modern, contemporary, and Canadian art, and as of next year will offer curation and museum studies.

#### INTER-DISCIPLINARY PROGRAMS / COLLABORATIONS

- Some of our AHVS courses are cross-listed with NATI, GEND, CLAS, PHIL, RLTC, ESPA, and FILM.

#### HOW PROGRAM COMPARES WITH OTHER INSTITUTIONS

- BA Specialization is unique and there are no other comparable programs that we are aware of. BA Majors are comparable to BA programs at other institutions, but fewer credits.
- Specialize in skills-based arts education.
- BA Specialization only one of its kind in all of northern Ontario. BA Major only one of its kind in North-Eastern Ontario, and one of three in all of Northern Ontario.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

- Since 2012 we have actively developed professional practices that offer students work-based experiences. For example, we have run a Gallery Internship Program and have successfully placed 14 students in internship roles at local galleries and heritage museums. These interns have gained invaluable practical volunteer experience in arts administration and gallery/museum operations. These opportunities allow students to be involved in setting up exhibitions, preparing publicity and marketing, documenting, archiving permanent collection and data, participating in research, and all other day-to-day operations. We hope to develop this program into a for-credit course in the future. However, to date all the participating students have been enrolled in our BFA program, not our BA program. The limited number of credits required for the BA programs makes it difficult to incorporate these placements into the curriculum.
- In the last year and a half faculty have employed 6 paid research assistants and 4 paid studio assistants in residency projects, however, all of the participating students were enrolled in our BFA program, not the BA program.
- All of our courses directly aim to develop students' cultural appreciation and awareness, but in addition to this we also require students to attend the Downtown Gallery Hop multiple times a year, as a department we take students on at least one off-site bus trip every year to locations like Montreal, Ottawa and Toronto to experience and see artwork and galleries first-hand, and members of our faculty have also taken students to conferences and art fairs.
- In addition to training students in discipline specific ways, our program develops students' critical reasoning, creative problem solving, and communication skills, which are highly employable in other lines of employment. Many of our students develop their own employment opportunities. For example, several students have created textile-fashion based businesses, one owns their own tattoo business, and another runs a thriving art program for children.



2.4	How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
	<ul style="list-style-type: none"><li>• Our program is comprised of a balance between reading, writing, oral presentation/discussion, and hands-on experiential learning and art production. As such, students are provided with multiple learning strategies and formats in which to explore and participate in course content. We recognize that all students bring a unique and valuable set of experiences and perspectives to the classroom and studio.</li><li>• Course content and structure encourages the critical examination of art and cultural objects within the context of multiple histories.</li><li>• Our studios are self-contained and separate from the main campus and this, along with our instructor to student ratio, fosters a close sense of community among faculty and students.</li><li>• An active student-run Art Club visits classes to recruit and welcome students, and to encourage participation in their social events and exhibitions.</li><li>• We piloted a new spring/summer program that allows students to take 1.5-credit courses over two long-weekends. These courses were available to degree and non-degree status students. In the pilot year, these courses were comprised of a diverse demographic including high school students, mature students, and Indigenous students.</li><li>• The course schedules offer students a range of times throughout the week, including day, afternoon and evening courses for the convenience of part-time, mature and non-traditional students.</li><li>• Studios are equipped with visual and audio technology to supplement the delivery of course material to various types of learners.</li><li>• Our facilities are wheel chair accessible</li><li>• Faculty employ a variety of pedagogical, technological, and delivery methods in order to address the diverse learning styles of our student group.</li></ul>

2.5	The extent to which the program meets the needs of stakeholders
	<ul style="list-style-type: none"><li>• Key stakeholders include local and regional art galleries and organizations such as Ferneyhough Contemporary, White Water Gallery, WKP Kennedy Gallery/Capitol Centre/City of North Bay, Art on Main, The Farm (Fashion Art Retail Market), Alex Dufresne Gallery, Line Gallery, Black Iron Tattoo (as well as other similar small businesses), Near North Mobile Media Lab, local/regional film industry, local/regional artists, North Bay Film Club, North Bay Regional Health Centre (ArtsHealth North Residency, and workshops for the mental health unit), Near North Palliative Care Network, MacKenzie Printery and Newspaper Museum, Nipissing Permanent Art Collection, Redpath Private Art Collection, Coordinating Body of Arts Culture Heritage (CBACH), Discovery North Bay Museum, various private patrons and donors, Ontario Arts Council, Canada Council for the Arts, Canadian Artist Representation (CARFAC), and the Artist-Run Centres and Collectives of Ontario (ARCCO).</li><li>• Needs and expectations are determined by maintaining strong ties and open dialogue with our stakeholders. For example, our faculty are involved in maintaining and curating the Redpath art collection. We have a space sharing arrangement with the White Water Gallery, which is discussed</li></ul>

and revised on an annual basis. Many of our faculty participate on boards of local non-profit organizations and assist with their consultation and strategic planning exercises.

- Students and faculty participate in and attend arts-related events and gallery openings.
- We meet the needs of our stakeholders through the development of partnerships and collaborative events, encouraging students and faculty to attend, participate in, and support events organized by our stakeholders/community partners. The number and frequency of our partnerships speaks to our ability to respond to the needs and expectations of stakeholders.

## Program: Fine Arts (BFA-Studio)

2.0	Context (not scored)
<p data-bbox="292 824 600 848">ESTABLISHMENT OF PROGRAM</p> <ul data-bbox="292 887 1289 1003" style="list-style-type: none"> <li>• 2010 - BFA honours approved.</li> <li>• BFA is the degree of choice for students looking to pursue graduate work or a career in the arts. 90-95% of our FAVA majors are enrolled in this program.</li> </ul> <p data-bbox="292 1099 496 1124">KEY DEVELOPMENTS</p> <ul data-bbox="292 1162 1286 1279" style="list-style-type: none"> <li>• 207 - FAVA moved to Monastery Hall.</li> <li>• 2013 - \$870,000 building and \$50,000 cash donation were given to the university to be used by the Fine Arts department.</li> </ul> <p data-bbox="292 1375 644 1400">GOALS AND LEARNING OBJECTIVES:</p> <ul data-bbox="292 1438 1299 1816" style="list-style-type: none"> <li>• BFA program provides students with discipline specific knowledge/skills in the lower levels and more specialized study, independent research, and production in the upper levels. Students pursue a balanced study of art history/theory and studio art. Graduates possess technical competence with a variety of two and three dimensional media, strong written and oral communication skills, critical reasoning, creative problem solving, as well as cultural appreciation and awareness. Skills are taught using a variety of learning strategies including lectures, discussions/critiques, directed readings, and experiential learning in a collaborative studio setting.</li> <li>• Program serves northern, first generation, mature and aboriginal students exceptionally well because of our faculty's student-centred approach.</li> <li>• Program embraces diversity and uniqueness of voice and has a respect for multiple histories and all expressions of culture.</li> </ul> <p data-bbox="292 1912 767 1937">REPUTATION AND STANDING OF THE PROGRAM</p> <ul data-bbox="292 1975 1262 2033" style="list-style-type: none"> <li>• Program meets all of the requirements of a professional undergraduate program in the Fine/Visual Arts as outlined by the National Association of Schools of Art and Design (NASAD). The</li> </ul>	

department's last UPRAC review occurred in WI 2010, just after the BFA was approved but prior to its implementation. The external reviewers (Ron Shuebrook, former President of OCAD, and John Kissick, Director of the School of Fine Arts and Music at Guelph University) noted the overwhelming satisfaction of our students. Most of their recommendations were addressed with the implementation of the BFA program.

- Prior to the BFA, almost all of our graduates pursued a BEd. Presently, approximately 30-40% chose the BEd. route, while the majority pursue graduate studies and careers in the creative sector. In the past four years our graduates have been accepted into a MAs in Art History, Cultural Studies, Interdisciplinary Studies, and MFA's in Studio Art at universities such as Queen's, York, U of T, and Edinburgh. The success of our students is one of the best examples of our growing reputation and the high caliber of our graduates.
- The research and artistic output of our faculty garners recognition as evidenced by successful SSHRC, Ontario and Canada Council grants, refereed publications and articles, and a collective exhibition record that includes numerous national and international venues. One of our members won the Sobey Art Award in 2013, the most prestigious award for contemporary Canadian artists under 40.

#### RESPONSIVENESS OF PROGRAM TO THE NEEDS OF STUDENTS, EMPLOYERS, & STAKEHOLDERS

- Program plays a vital role in developing and sustaining the local arts community. We have developed strong partnerships with many local organizations. We recently established a space sharing agreement with the White Water Gallery, and have collaborated in community arts events such as Ice Follies, Affects of Site art conference, and Downtown Gallery Hops. These events draw hundreds of people to the downtown core of the city, which has the added benefit of supporting local businesses. In recent years the number of arts organizations in North Bay has grown considerably, with the introduction of Line Gallery, Black Iron Tattoo (owned by a graduate), and The Farm, (fashion and art retail market, which employs our graduates). The Chair and the Director of the White Water Gallery are graduates of our program, as is the Director of the Near North Mobile Media Lab. Faculty sit on various Boards and Advisory Committees throughout the community.

## 2.1 Relevance of the program

- Contributes to the University's focus on northern, regional and economic development through arts and culture.
- Our program educates and prepares students through our professional BFA degree for careers in the arts and culture sector of our region and beyond.
- Our program strongly connects to Nipissing's values of learning and research through scholarship and creativity, and the very nature of our program is inquiry-based and requires students to hone their critical thinking, creativity and communication skills.

#### IMPORTANCE OF THE BFA HONOURS PROGRAM & NEEDS ADDRESSED

- Our BFA Honours program is essential to adequately prepare students for a life and career in the arts. The progression of our courses is designed to step students through stages of artistic and intellectual development. We strategically cultivate students' knowledge of the field, foster their capacity for critical and creative problem solving, and support independent thinking. We also develop students' technical abilities, aptitude for research, and communication skills. The study of Fine Arts necessarily requires practice to develop competency and a thorough understanding of the field.
- We have articulation agreements with Georgian College and Sir Sandford Fleming College.

- We have cross-listing agreements with GEND, CLAS, NATI, ESPA, PHIL, RLCT, and FILM. Our Art Historian supervises History MA students and we more broadly contribute to the arts and culture of Nipissing University.

- There is a significant need in our community for individuals formally educated in visual arts. Demographically, there is a shortage of artists and cultural practitioners in their twenties and thirties in North Bay, but also generally in the north. By producing professional and practicing artists we are helping develop the arts community in the north and directly support the local creative economy.

**WHAT WOULD BE LOST IF BFA WAS NOT OFFERED**

- If the BFA degree and the Fine Arts program were not offered it would be devastating for our local and regional arts community. Our program directly fuels the local creative economy. A substantial number of our graduates hold or have held leadership positions in arts administration or are self-employed as artists and entrepreneurs in North Bay and northern region.

**2.2 Relevance of the curriculum to the program’s goals and objectives**

**PROCESSES USED TO ENSURE PROGRAM MEETS GOALS AND OBJECTIVES**

- UPAC and IQAP reviews.
- Students participate in all curricular development. A student liaison is elected by members of the student art club and is invited to attend all department meetings. Faculty liaison attends art club meetings to encourage and sustain dialogue between faculty and students.
- FAVA Strategic Planning Retreat initiated in December 2013, which involved consultation with students, review of last UPAC review, strategic plan, enrolment data, and an examination of other Fine Arts programs across the country. Through this process a number of curricular and non-curricular changes have been identified:

1. Diversify and increase the range of course offerings,
2. Ease progression,
3. Build upon breadth and depth of existing studio disciplines,
4. Introduce photography and digital/time-based media into the program by integrating into existing courses and by scaling back in other areas of the program,
5. Create a unified cohort of BFA students starting in first year,
6. Introduce community-based practice and service learning opportunities to respond to needs of various stakeholders and further strengthen ties with local community,
7. Develop more interdisciplinary study in upper levels,
8. Develop a focus in modern and contemporary art in AHVS stream and provide critical theory earlier in the program,
9. Develop a fine art colloquium (mandatory experiences and arts-related discourse beyond the classroom), and
10. Achieve all of the above with a cost neutral approach.

**BREADTH AND DEPTH**

- We offer courses in a variety of studio disciplines. Existing structure only allows for advanced level study/depth in a few of these areas (restructuring will address this issue. Covered in opportunities section).

- AHVS courses offer a broad survey course, modern, contemporary, Canadian art, and art and critical theory.

#### INTER-DISCIPLINARY PROGRAMS / COLLABORATIONS

- AHVS has cross-listings with NATI, GEND, CLAS, PHIL, RLTC, ESPA, and FILM.
- Participated in UNIV 2005: Introduction to Interdisciplinary Analysis: DIRT course.

#### HOW PROGRAM COMPARES WITH OTHER INSTITUTIONS

- Our BFA program offers similar breadth and depth as other programs of its size.
- We specialize in skills-based arts education.
- Our program is the only one of its kind in the north-central region, and only one of three in all of northern Ontario, the other two being Algoma University (Sault Ste. Marie, 5hrs) and Lakehead University (Thunder Bay, 12 hrs).

2.3	How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
	<ul style="list-style-type: none"> <li>• We have carefully structured our program to provide students with the necessary disciplinary and professional training to successfully have a career in the field as mentioned in section 2.1. Specifically, in regard to career preparation, our 4000 level Directed Studio Research and Professional Practice course provides students with high-impact learning experiences and training in grant writing, exhibition production, artist specific writing and research, gallery contracts and negotiations, public presentations/speaking, and independent studio production. This course prepares students for both immediate immersion in the working world of the arts and graduate programs.</li> <li>• Since 2012 we have actively developed professional practices that offer students work-based experiences. For example, we have run a Gallery Internship Program and have successfully placed 14 students in internship roles at local galleries and heritage museums. These interns have gained invaluable practical volunteer experience in arts administration and gallery/museum operations, which is extremely valuable for a career in the arts. In particular, these opportunities allow students to be involved in setting up exhibitions, preparing publicity and marketing, documenting, archiving permanent collection and data, participating in research, and all other day-to-day operations. We hope to develop this program into a for-credit course in the future.</li> <li>• In the last year and a half faculty have employed 6 paid research assistants and 4 paid studio assistants in residency projects.</li> <li>• All of our courses directly aim to develop students' cultural appreciation and awareness, but in addition to this we also require students to attend the Downtown Gallery Hop multiple times a year, as a department we take students on at least one off-site bus trip every year to locations like Montreal, Ottawa and Toronto to experience and see artwork and galleries first-hand, and members of our faculty have also taken students to conferences and art fairs.</li> <li>• In addition to training students in discipline specific ways, our program develops students' critical reasoning, creative problem solving, and communication skills, which are highly employable in other lines of employment. Many of our students develop their own employment opportunities. For</li> </ul>

example, several students have created textile-fashion based businesses, one owns their own tattoo business, and another runs a thriving art program for children.

#### 2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

- Our program is comprised of a balance between reading, writing, oral presentation/discussion, and hands-on experiential learning and art production. As such, students are provided with multiple learning strategies and formats in which to explore and participate in course content. We recognize that all students bring a unique and valuable set of experiences and perspectives to the classroom and studio.
- Course content and structure encourages the critical examination of art and cultural objects within the context of multiple histories.
- Our studios are self-contained and separate from the main campus and this, along with our instructor to student ratio, fosters a close sense of community among faculty and students.
- An active student-run Art Club visits classes to recruit and welcome students, and to encourage participation in their social events and exhibitions.
- We piloted a new spring/summer program that allows students to take 1.5-credit courses over two long-weekends. These courses were available to degree and non-degree status students. In the pilot year, these courses were comprised of a diverse demographic including high school students, mature students, and Indigenous students.
- The course schedules offer students a range of times throughout the week, including day, afternoon and evening courses for the convenience of part-time, mature and non-traditional student.
- Studios are equipped with visual and audio technology to supplement the delivery of course material to various types of learners.
- Our facilities are wheel chair accessible
- Faculty employ a variety of pedagogical, technological and delivery methods in order to address the diverse learning styles of our student group.

#### 2.5 The extent to which the program meets the needs of stakeholders

- Key stakeholders include local and regional art galleries and organizations such as Ferneyhough Contemporary, White Water Gallery, WKP Kennedy Gallery/Capitol Centre/City of North Bay, Art on Main, The Farm (Fashion Art Retail Market), Alex Dufresne Gallery, Line Gallery, Black Iron Tattoo (as well as other similar small businesses), Near North Mobile Media Lab, local/regional film industry, local/regional artists, North Bay Film Club, North Bay Regional Health Centre (ArtsHealth North Residency, and workshops for the mental health unit), Near North Palliative Care Network, MacKenzie Printery and Newspaper Museum, Nipissing Permanent Art Collection, Redpath Private Art Collection, Coordinating Body of Arts Culture Heritage (CBACH), Discovery North Bay Museum, various private

patrons and donors, Ontario Arts Council, Canada Council for the Arts, Canadian Artist Representation (CARFAC), and the Artist-Run Centres and Collectives of Ontario (ARCCO).

- Needs and expectations are determined by maintaining strong ties and open dialogue with our stakeholders. For example, our faculty are involved in maintaining and curating the Redpath art collection. We have a space sharing arrangement with the White Water Gallery, which is discussed and revised on an annual basis. Many of our faculty participate on boards of local non-profit organizations and assist with their consultation and strategic planning exercises.
- Students and faculty participate in and attend arts-related events and gallery openings.
- We meet the needs of our stakeholders through developing partnerships and collaborative events, encouraging students and faculty to attend, participate in, and support events organized by our stakeholders/community partners. The number and frequency of our partnerships speaks to our ability to respond to the needs and expectations of stakeholders.



## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

<p><b><u>Context - unit level</u></b></p> <p><b>Name of unit:</b> <i>[fill in the name of the unit]</i></p> <p><b>Response</b> (limit 500 words):</p>
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### ii. Scored items

## Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	Score as:	
	<ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	



- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’



2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Gender Equality and Social Justice

## Gender Equality and Social Justice Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Gender Equality and Social Justice	61.7	72.5	76.2	60.9	68.1	4%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Gender Studies (Bachelor of Arts)	2	5	6	7	5	150%

### Net cost per credit and credits delivered per faculty member

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all

costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Gender Equality and Social Justice	- 255.11	- 370.73	- 403.98	- 359.97	- 267.17

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Gender Equality and Social Justice	115.30	133.41	145.18	110.63	107.30

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Gender and Social Justice	1.50	1.16	1.33



## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Gender and Social Justice</b>	3.00	3.00	2.00	1.50	2.00	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Gender Studies (Bachelor of Arts)	3-year	20	15	12	8	5	-75%
Gender Studies (Bachelor of Arts)	4-year	29	44	33	27	27	-7%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Gender Studies (Bachelor of Arts)	3-year					1	+
	4-year	2	5	6	7	4	100%

## Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Gender Studies (Bachelor of Arts)	Honours	Classroom	\$1,106.73		\$821.64	\$1,049.55	\$2,016.97
Gender Studies (Bachelor of Arts)	Honours	Individual	\$1,726.91	\$2,261.77	\$2,126.16	\$2,436.66	\$2,686.43
Gender Studies (Bachelor of Arts)	Base		\$415.17	\$590.19	\$368.43	\$549.98	\$542.37

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Gender Studies	Gender Studies (Bachelor of Arts)	3-year	15%	60%	42%	50%	15%	53%	133	71%	75%	22%	38%	-33%	29%	0%	38%	6%	0%	0%	0%	6%
Gender Studies	Gender Studies (Bachelor of Arts)	4-year	0%	30%	39%	26%	0%	97%	81%	70%	50%	-47%	3%	19%	30%	45%	3%	0%	0%	0%	5%	0%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Gender Equality and Social Justice	Gender Studies (BA)	29	3.21	3.07



## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Gender Equality and Social Justice	Gender Studies (BA)	19	236	15%	8%	2.01	1.86

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Gender and Social Justice	Gender Equality and Social Justice (BA)	1.50	1.50	2.17	1.83	1.83

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The department of Gender Equality and Social Justice (GESJ) originated in 1994 as a 3-year B.A. in Women’s Studies. Over the last twenty years, the program has evolved from relying almost exclusively on courses offered through other programs, with only three core courses delivered by part-time instructors, to being a stand-alone department with 2.5 tenured faculty and one LTA2 position, plus part time faculty, offering 45 GEND courses for an Honours specialization, specialization, major and minor. An important part of the unit’s evolution was the name change in 2000 from Women’s Studies to Gender Equality and Social Justice. While GESJ was one of the first Women’s Studies departments in Canada (if not the first) to change its name, a survey of the discipline now reveals that all but a handful of programs have varied their names. The departmental name change—and more importantly, the programming itself—reflects and contributes to leading trends and innovations in the field.</p> <p>As stated in the May 2013 IQAP External Review, GESJ “is a strong and dynamic department that delivers well beyond its size in terms of teaching and pedagogy, in terms of curriculum design and delivery, and in terms of impact on students across a range of majors and minors. GESJ models Nipissing University’s motto of “one student at a time” in its focus on flexible student-centered teaching and learning and in its commitment to offering the most current versions of the discipline in innovative and exciting ways. A major strength of the department is its “value-added” role on the university campus, where its reach and impact extend well beyond the students majoring or minoring in the field” (p.2).</p> <p>GESJ’s interdisciplinary curriculum is organized into three streams: Culture and Criticism; Power and Inequality; and Human Rights and Social Justice. Through extensive cross-listing, GESJ complements and enhances course offerings in Political Science, Social Welfare and Social Development, Native Studies, Religions and Cultures, to name a few. The department is actively involved in delivering the Aboriginal Advantages Program. GESJ faculty also created and organized the new interdisciplinary courses on Dirt, which was featured on the cover of University Affairs, and Sloth (spring 2014) and Water (Muskoka, Fall 2014). Furthermore, GESJ annually organizes International Women’s Week (IWW) with an annual keynote lecture as a focal point around which other activities and community collaborations take place. GESJ is committed to community partnerships and engagement at all levels from placements to research collaborations.</p> <p>GESJ faculty have received teaching and research achievement awards, and our success in embodying the core value of “one student at a time” is reflected in the successes of GESJ graduates, many of whom have gone on to graduate programs across a range of disciplines and many others of whom are employed in fields as diverse as community services, law, graphic design, and teaching, to name a few. As stated in the IQAP External Review, “The significant number of graduates who have gone on to post-graduate—professional, MA, and PhD—studies in a range of disciplines attests to the high quality and intellectual rigour of the curriculum, and its success in student learning. This success is doubly impressive given the small size of the program, its relatively limited resources, and the large number of courses on regular rotation” (p.4).</p>

1.1	Relevance of the unit to the university’s mission
	<p>GESJ is very well positioned to be a flagship program in the Faculty of Arts and Sciences, as we are straddling the humanities on the one hand and the social sciences on the other. The department exemplifies the highest standards in scholarship, teaching, and research, as per the University’s mission statement, with faculty external research grants and teaching awards. We have an established history of success in meeting the strategic mandate directions of the University to the extent that we are a program with strong appeal to aboriginal and first generation students.</p>

Our commitment to offering ongoing and critically relevant curriculum is effectively evidenced by the number of new courses we offer every year, including our continually developing curriculum in the areas of critical race, settler and postcolonial studies. Our courses function to express concretely and to support the university's commitment to the strategic goal of encouraging diversity and, indeed, in creating the real world conditions in which diversity can actually flourish.

GESJ has longstanding and deep affiliations with local community organizations, in particular with the AIDS Committee, Amelia Rising Sexual Assault Centre and the Multicultural Centre. Our students get placed in these and other local organizations as part of our Community Service Learning course, "Social Justice in Practice," and the Executive Director of the AIDS Committee offers our very popular HIV and Health course as well as a number of other courses.

This year, faculty and students in GESJ have recently been part of a two-pronged collaborative initiative with the Sexual Assault Centre, the Sexual Assault Nursing team at the Hospital, the Union of Ontario Indians, and the AIDS Committee regarding sex work and sex trafficking in the North. One of our students designed and conducted her honours research project as the pilot study for the larger collaborative research initiative. In the Fall of 2015 we will be holding a National Conference on campus entitled "The Politics of Choice, Coercion and Consent: Northeastern Ontario Sex Work Forum." GESJ faculty are also co-applicants on two collaborative research grant proposals on trafficking in the North.

GESJ's commitment to, experience with, and foundation in interdisciplinary curriculum development and delivery is a vital resource to the university as we prepare students for an ever-changing vocational environment. The critical analytical skills they learn as interdisciplinary scholars are vital for their future success, as is their competence as broadly intellectually literate citizens. Moreover, GESJ provides concrete and material support to many other programs on campus and across all Faculties. Moving forward, we are targeting curriculum development for Applied and Professional students in Business, Physical Education and Health, as well as Nursing.

Our longstanding commitment to cross-listing all new courses continues to provide essential and very cost effective support to many smaller programs, including Political Science, Native Studies, and Religions and Cultures and the proposed new BA in Human Rights and State Violence. In this regard, GESJ is a very cost-effective and academically relevant unit.

## 1.2 Notable or unique contributions made by the unit

A small department that punches well above its weight, GESJ brings considerable recognition to the university in a number of ways, including:

- The creation and organization by Dr. Sal Renshaw and Prof. Renée Valiquette of the aforementioned interdisciplinary course on Dirt, which was featured on the April 2014 cover of University Affairs, as well as Sloth and Water;
- 2013-14 Chancellor's Award for Excellence in Teaching for Dr. Sal Renshaw;
- 2011-12 Chancellor's Award for Excellence in Teaching (part-time) for Prof. Renée Valiquette;
- The nomination of Dr. Wendy Peters for TVO's Best Lecturer competition in 2009 and nomination for the Chancellor's Award for Excellence in Teaching in 2010.
- 2013-14 Research Achievement Award and 2009-2012 SSHRC Standard Research Grant (\$50,000) for Dr. Rosemary Nagy
- The co-organization by Dr. Rosemary Nagy and Dr. Robinder Kaur Sehdev (then-LTA) of the 2010 national conference, "Truth, Reconciliation and Residential Schools;"

- The co-editing by Dr. Nagy and Dr. Sehdev of a special section of the Canadian Journal of Law and Society following on the national conference;
- Since 2000, the annual organization and hosting of International Women’s Week, with the keynote address regularly filling the theatre with community and university attendees. Speakers have included such notable Canadians as indigenous film maker, Tracey Deer, journalist and human rights advocate, Sally Armstrong, retired Supreme Court Madam Justice Claire L’Heureux Dubé, Green Party leader Elizabeth May and Council for Canadians spokesperson, Maud Barlow.

GESJ is also deeply embedded in local community, thereby strengthening the University’s strategic goal of being a university for and of the North. Dr. Stacey Mayhall, Executive Director of the North Bay AIDS Committee, teaches on a part-time basis for GESJ. Dr. Wendy Peters teaches a community service-learning course, with placements in various community and social justice agencies. Dr. Renshaw serves on the board of the AIDS Committee. Drs. Mayhall, Renshaw, and Nagy, in collaboration with the AIDS Committee, Union of Ontario Indians, and Amelia Rising, are involved in the planning of a research initiative and a national conference on sex work and trafficking in the North.

Active engagement on Indigenous-settler issues within the department also serves to enrich the University’s relationship with local First Nations. This engagement includes:

- Dr. Nagy’s and Dr. Thielen-Wilson’s research and teaching on the Indigenous-settler relationship
- 2012-2013 IWW focused on Decolonization with community-based and academic panels
- Assisting in the organization of campus and community events in relation to the 2013-14 Common Book on Indian Residential Schools
- GESJ faculty teaching in the Aboriginal Advantages program for the last three years

Lastly, the department helps distinguish the University’s goal of internationalization through its on-campus course content. Moreover, the unique summer international placement course “Sanctuary and Salvation” held in Hong Kong last June (and to be offered again in June 2015) is a powerful example of GESJ’s innovative pedagogy. As the first international placement course for the university, "Sanctuary and Salvation" is another concrete example of how GESJ meets the university’s strategic goal of offering students unique opportunities outside the classroom.

### 1.3

#### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

The aims of GESJ in responding to the needs of the wider community are at least three-fold. First, we want to graduate students who are well enough prepared to enter the workforce as skilled, ethical and valuable employees. Second, we want to have offered students the intellectual preparation they need to go on to higher education if they so choose. Third, students who can think critically about power are better equipped as citizens and more effectively prepared to be wise stewards, both roles of which will be part of who they will be regardless of their employment futures. After all, there is hardly a field of human endeavor that would not be enhanced by bringing to it employees who are also skilled in reflecting on diversity, equity, and social justice.

One of the inestimable strengths of an interdisciplinary program like GESJ lies in its ability to offer students an opportunity to develop critical intellectual and analytic skills along with strengthening their abilities in writing and oral expression. We expose them to and draw on a range of disciplinary methodologies that they can apply to real world examples and experience. Consequently, not only are our students better equipped to think in complex ways about complex problems; they are also better prepared to enter a workforce which is likely to make one consistent demand of them bracketing anything else – that they be able to adapt to changing contexts, quickly. Interdisciplinarity gives them a broad base of skills on which to draw and better equips students to respond appropriately, rapidly and we hope, ethically.

So far, we seem to be meeting these aims. For a small program we have a surprising number of graduates who have gone on to law school or graduate school - 23 students between 2004 and 2014 - while others are gainfully employed in a diverse range of fields from government to counseling and community-based organizations, to social work, teaching, and international development.

As a unit within a northern university that is committed to first-generation and Aboriginal learners, GESJ has engaged in a number of teaching initiatives and alternate service delivery options. These include participating in the Aboriginal Advantages program and developing a digital delivery lecture component of a blended learning course being offered for the second time on the Bracebridge campus this summer.

Community, of course, is not just local – as part a globalized world, GESJ aims to situate itself within transnational feminist and social justice communities. For example:

- The Hong Kong placement course, “Sanctuary and Salvation” is a very practical and concrete example of international community at work.
- The use of digital storytelling in the Social Justice in Practice service-learning course allows students to develop the communication skills needed in an increasingly Internet-driven public sphere.

In terms of community outreach, as noted in 1.2 above, GESJ has strong local relationships through community service-learning, public lectures and events, research collaboration, and community service.

GESJ is also in the process of developing certificate courses that will be targeted to professions. For example, a certificate in sexuality studies will have broad appeal to health care professionals, nurses, social workers and community organization workers.

## Full text of submission: Opportunity

<b>3.0</b>	<b>Context (not scored)</b>
<p>The department of Gender Equality and Social Justice (GESJ) originated in 1994 as a 3-year B.A. in Women’s Studies. Over the last twenty years, the program has evolved from relying almost exclusively on courses offered through other programs, with only three core courses delivered by part-time instructors, to being a stand-alone department with 2.5 tenured faculty and one LTA2 position, plus part time faculty, offering 45 GEND courses for an Honours specialization, specialization, major and minor. An important part of the unit’s evolution was the name change in 2000 from Women’s Studies to Gender Equality and Social Justice. While GESJ was one of the first Women’s Studies departments in Canada (if not the first) to change its name, a survey of the discipline now reveals that all but a handful of programs have varied their names. The departmental name change—and more importantly, the programming itself—reflects and contributes to leading trends and innovations in the field.</p> <p>As stated in the May 2013 IQAP External Review, GESJ “is a strong and dynamic department that delivers well beyond its size in terms of teaching and pedagogy, in terms of curriculum design and delivery, and in terms of impact on students across a range of majors and minors. GESJ models Nipissing University’s motto of “one student at a time” in its focus on flexible student-centered teaching and learning and in its commitment to offering the most current versions of the discipline in innovative and exciting ways. A major strength of the department is its “value-added” role on the university campus, where its reach and impact extend well beyond the students majoring or minoring in the field” (p.2).</p> <p>GESJ’s interdisciplinary curriculum is organized into three streams: Culture and Criticism; Power and Inequality; and Human Rights and Social Justice. Through extensive cross-listing, GESJ complements and enhances course offerings in Political Science, Social Welfare and Social Development, Native Studies, Religions and Cultures, to name a few. The department is actively involved in delivering the Aboriginal Advantages Program. GESJ faculty also created and organized the new interdisciplinary courses on Dirt, which was featured on the cover of University Affairs, and Sloth (spring 2014) and Water (Muskoka, Fall 2014). Furthermore, GESJ annually organizes International Women’s Week (IWW) with an annual keynote lecture as a focal point around which other activities and community collaborations take place. GESJ is committed to community partnerships and engagement at all levels from placements to research collaborations.</p> <p>GESJ faculty have received teaching and research achievement awards, and our success in embodying the core value of “one student at a time” is reflected in the successes of GESJ graduates, many of whom have gone on to graduate programs across a range of disciplines and many others of whom are employed in fields as diverse as community services, law, graphic design, and teaching, to name a few. As stated in the IQAP External Review, “The significant number of graduates who have gone on to post-graduate—professional, MA, and PhD—studies in a range of disciplines attests to the high quality and intellectual rigour of the curriculum, and its success in student learning. This success is doubly impressive given the small size of the program, its relatively limited resources, and the large number of courses on regular rotation” (p.4).</p>	

<b>3.1</b>	<b>Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</b>
<p>GESJ is bare bones now. We do as much as we can with very few resources. GESJ has been mindful of the need to ‘do more with less’ for many years and our longstanding programming philosophy of ensuring all new courses be cross-listed with at least one other program is a reflection of this recognition. GESJ reviews curriculum annually and we are mindful of the need to access non-traditional cohorts. As such we constantly innovate in order to maximize GESJ’s strength and appeal.</p>	

GESJ is aware of the need to maximize the capacity of classrooms and wherever possible we program accordingly. Having had budgets cut for the last 4 years, there is literally no more money in GESJ's budgets that are not directed to teaching. We have not used marking money in a number of years despite some of our larger classes qualifying for this kind of assistance.

**3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

We do not have any excess capacity. With only 3.5 full-time faculty (one of whom is an as-yet-unconverted LTA), we deliver a full and current program by rotating our courses frequently -- with professors individually offering at least one new course, and up to three new courses, per year, every year.

**3.3 What opportunities are there to strengthen the unit and how could these be implemented?**

GESJ has taken an active role in developing the proposal for the BA in Human Rights and State Violence (HRSV), which is now moving to external review. GESJ will administratively house the HRSV program and contribute significantly to its core and elective courses. This program, anticipated to be a flagship attraction to the university, is a prime opportunity for maximizing resources across A&S and APS, as well as strengthening GESJ's enrollments.

GESJ faculty have also been crucial in the establishment and delivery of the high impact interdisciplinary courses DIRT, SLOTH and WATER. The Dean of Arts and Science tasked Dr. Renshaw with spearheading the integration of these courses into the calendar and across year levels. Going through committee now in 2014 are INTD 1005, Introduction to the Disciplines, INTD 2005 Introduction to Interdisciplinary Analysis, and INTD 3005 Applied Interdisciplinary Analysis: Solving Wicked Problems. These courses are to be offered across all 3 terms and on both the North Bay and Muskoka campuses. Thus they have the secondary benefit of strengthening ties between faculty and the student bodies on both campuses.

GESJ is partnering with English Studies and Canadore College in a joint BA in Media, Culture and Communication. The degree will include 2 years of applied training at Canadore and 2 years at Nipissing. We are over a year into the negotiations with Canadore about feasibility and moving ahead with Stage 1 approval shortly. In the meantime, English Studies and GESJ are partnering in offering a Minor in Media, Culture and Communication, which will commence 2015-16.

Other opportunities include:

- Continued development of GESJ offerings as part of Liberal Arts Muskoka and as integral to the new BA in Critical and Applied Interdisciplinary Studies currently under development.
- The development of online courses and service courses for APS and BPHE
- The development of online courses for Aboriginal learners in remote communities through Aboriginal Advantages
- Collaborative teaching with the Women's Studies Centre at Moi University, Kenya
- An international course in Rwanda on Peace and Conflict in the Great Lakes
- Collaborative education initiatives with the Shingwauk Residential Schools Centre at Algoma University



<b>3.4</b>	<b>What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?</b>
<p>As noted above, GESJ has taken an active role in developing the proposal for the BA in Human Rights and State Violence (HRSV), which is now moving to external review. GESJ will administratively house the HRSV program and contribute significantly to its core and elective courses. This program, anticipated to be a flagship attraction to the university, is a prime opportunity for maximizing resources across A&amp;S and APS, as well as strengthening GESJ's enrolments.</p> <p>As noted above, GESJ is spearheading the development of the high impact interdisciplinary courses as well as a Minor in Media, Culture and Communication. The 2nd year Interdisciplinary courses known as concept courses (DIRT, SLOTH, WATER) have already been offered on both the North Bay and Muskoka Campuses. As part of the WATER course at Muskoka we are partnering with the Centre for Lifelong for the first 4 weeks of WATER via the model of a shared classroom. Students taking the course for credit are sharing the first three guest lectures with 33 lifelong learners! It's a first for Nipissing. The 1st and 3rd year interdisciplinary courses are coming online in 2015-16, as is the Minor in Media, Culture and Communication.</p> <p>GESJ is also developing two certificates for professionals, one in Sexuality and one in Critical Race and Anti-Oppression, as part of an effort to engage non traditional students and to open the curriculum and the university to greater recruitment opportunities. These certificates will draw on existing curriculum and will be potential revenue raisers - again, using the model of the shared classroom that we are piloting in Mukoka with year.</p> <p>Since 2008 we have expanded our curriculum to deliver courses in the areas of critical race, postcolonial and indigenous studies. This is in keeping both with developments within our field and with the Strategic Mandate. Lacking a stable tenure-track position in this area has meant, quite literally, lost opportunities, such as when (rising star) Dr. Amar Wahab left us for a tenure-track position at York. Thus, we urge the stabilization of this important curriculum through the conversion of our LTA to tenure track.</p>	

<b>3.5</b>	<b>What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?</b>
<p>GESJ is already actively engaged in community service and community collaboration. We are applying for a SSHRC Partnership Development Grant and SSHRC Connection grant on the subject of sex work and sex trafficking in Northern Ontario (Dr. Nagy the primary applicant for the former, and Dr. Renshaw for the latter). The co-applicants for these two projects are from Amelia Rising Sexual Assault Centre, the Union of Ontario Indians, the Sexual Assault and Domestic Violence Nursing Unit, and the AIDS Committee of North Bay and Area. We plan to host a conference on sex work and sex trafficking in the North at Nipissing University in Oct 2015, and to conduct research on patterns of violence and resilience in sex trafficking in Northern Ontario.</p> <p>GESJ has a longstanding history of community partnership and collaboration especially via the Annual International Women's Day celebrations which are often collaboratively organized with different community representatives. These events offer significant town and gown opportunities to the university and have become a staple in the annual calendar of events.</p>	

<b>3.6</b>	<b>Are there international education opportunities for the department?</b>
<p>We are offering the successful international placement course, "Sanctuary and Salvation" for a second time this summer in Hong Kong. We plan to continue offering this course on a biannual basis.</p> <p>Other nascent opportunities include:</p>	

- Building on preliminary linkages made with Moi University to develop joint online or on-site courses
- With the Department of Social Welfare and Development and on the model of the Interdisciplinary Concept courses we are developing a Spring offering where half the course will be conducted at Nipissing and half in Thailand. Dr Manuel Litalien is a key collaborator and he has already secured the support of our Thai partners. The first course topic we are considering will be DRAGONS.
- Initiating contact (through an introduction by a colleague elsewhere) with the Centre for Conflict Management, affiliated with the National University of Rwanda, for a course on Peace and Conflict in the Great Lakes Region

These courses benefit the unit by providing GESJ students with international opportunities for experiential learning and cross-cultural engagement. These can be experiences of a lifetime for students and also serve as important professional development for faculty. They will also serve to help place Nipissing University on the map. Support from the Office of International Initiatives would be required in these cases.

## Full text of submission: Relevance (program level)

### Program: Gender Equality and Social Justice (BA)

2.0	Context (not scored)
	<p>Students may complete an honours degree, honours specialization, major or minor in Gender Equality and Social Justice. As stated in the May 2013 IQAP review, GESJ course programming “reflect[s] the most current and complex scholarship in the field, bringing together recent theoretical approaches to the analysis of gender (in its intersections with other identity categories such as race, class, sexuality, and disability) in ways that students clearly respond to and benefit from. Its broad curriculum reflects the discipline’s intersections with post-colonial theory, queer theory; indigenous studies, and social justice studies more broadly, analyzing questions of power as they impact social identities and institutions.”</p> <p>The GESJ curriculum is organized into three streams: Culture and Criticism; Power and Inequality; Human Rights and Social Justice. The goal of streaming was to group courses together under a heading that would offer students a more substantive road map for understanding the logic of how courses relate to each other and also to allow them to choose courses that best reflect their interests. While the streams partly reflect the specializations of faculty, they primarily reflect the interests and vocational and future scholarly needs of the students. Most importantly, given the interdisciplinary nature of the program, the streams provide students with a concentration of courses in the area of their future work/studies. Hence, a student interested in working in the media, for example, might concentrate their GESJ courses in the Culture and Criticism stream. Those interested in policy, law, government or education might focus on the Power and Inequality stream, and those interested in fields like law, international development, NGO or social work might concentrate their studies in the Human Rights and Social Justice stream. It should be noted, however, that there are no restrictions on the streams beyond the requirement that they take 6 credits from each and so students can freely choose to spread their studies across all the streams should they so desire.</p> <p>From first year onward, students are offered a range of interdisciplinary intellectual tools to equip them for the challenges they face in the program and elsewhere. While the program retains a commitment to exposing students to feminist methodologies, this is but one of an array of methodologies they encounter across the various streams and courses. Students who focus their studies in the Human Rights and Social Justice stream, for example, will likely find themselves immersed more deeply in methodologies which owe their allegiances to international relations or studies of law and politics; those who focus on the Culture and Criticism stream will find themselves exposed to myriad methodologies from semiotic and psychoanalytic media studies to contemporary queer theory’s contribution to cultural studies. While the Power and Inequality stream is likely to</p>

significantly develop students' proficiency with critical race and post-colonial methodologies, it may also introduce them to feminist theologies or critical pedagogies depending on the courses they choose. Overall, the curriculum aims to develop critical thinking and analytical problem-solving skills, with equal emphasis on research, writing, and oral communication.

## 2.1 Relevance of the program

Nipissing University identifies social justice as an area of expertise and concentration in the Strategic Mandate Agreement and GESJ programs are exemplary evidence of this claim.

GESJ's streamed interdisciplinary curriculum is a Nipissing innovation that builds on the strengths of a women's studies foundation but responds more directly to the needs and interests of 21st century students. That our students have been accepted into a wide range of graduate degrees speaks to the need for and success of the Honours degree. Thus, it would be a tremendous loss to the university to return to offering only a major.

We ensure that all new courses are cross-listed with at least one other program but some, like the Philosophy of Sex and Love and Animal Rites are triply cross-coded between GESJ, Religions and Cultures and Philosophy. To this end, GESJ curriculum is a vital addition to programming in disciplines like Social Welfare and Social Development, Political Science, Religions and Cultures, Philosophy, and Native Studies.

GESJ has taken seriously the desires of students for flexible programming and reduced as many barriers as possible across the 4 degree offerings. There are very few required courses and we continue to tailor our pre-requisites to minimize barriers. This means that while GESJ programming is attractive to single as well as double majors, it is also very appealing to students as an elective. Our high enrolment media classes have no pre-requisites and we consider them to offer service to the whole Nipissing community. They invariably have waiting lists.

We are very cognizant of marketplace forces, fiscal realities and the need to develop innovative, collaborative, high impact curriculum that is cost effective for the institution as well as intellectually rigorous and relevant for students. Our curriculum development philosophy is flexible, dynamic, and responsive and will go on being so.

## 2.2 Relevance of the curriculum to the program's goals and objectives

As noted previously, IQAP external reviewers praised GESJ programming as "reflect[ing] the most current and complex scholarship in the field... in ways that students clearly respond to and benefit from."

The interdisciplinary curriculum offers students a wide breadth of knowledge/content, while also allowing depth through the ability to focus within a stream and in the final honours research project. Moreover, depth across the three streams is provided through shared theoretical and analytical approaches, queries about the intersections of power and (in)justice, and how to respond to them.

To remain current:

- Curriculum is reviewed annually and benchmarked to similar programs at other institutions.
- New courses are piloted every year and usually later become part of the regular curriculum cycle
- Curriculum, pedagogy and future directions are the subjects of an annual faculty retreat that includes all full and part time faculty.
- Curriculum is frequently modified. For example, this year we have changed "Introduction to GESJ" to two 3 credit courses, one of which will be a condensed version of our original survey 6 credit course and the other of which is a selected topics style course pitched at the introductory level. The

introductory selected topics courses are being designed to appeal to cohorts who might not otherwise see GESJ as relevant to them. 2014-15 sees us offering GEND 1007 Sex and Sport, which is waitlisted.

- GESJ faculty employ a teacher-scholar model by teaching in their fields of research and researching what they teach.

As noted, GESJ extensively cross-lists its courses as components of and service to other programs at the University. Our media courses are popular electives, and we are beginning to develop successful service courses for APS and BPHE, such as "Sex and Sport," in order to ease some of their burden. We are also currently developing online courses for these cohorts in light of the demand, thus again signalling GESJ's alignment with the strategic goal of delivering flexible programming that meets the needs of contemporary students while also appealing to potential, as yet untapped cohorts.

Finally, GESJ is keen to house the proposed Human Rights and State Violence BA program and to participate in the proposed Media, Culture, and Communication minor.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

- Studies in GESJ are especially well suited to offering students the opportunity to develop critical reasoning and analytical skills by displacing what have often been taken-for-granted assumptions about how power operates in the world. We accomplish this by introducing students to a wide range of critical analytical and reasoning tools and by providing them with the opportunity to use those tools in relation to real world examples as well as their own life experience.
- The interdisciplinary focus of the program means students develop a felicity with engaging in very different disciplinary approaches to knowledge and to problem solving. This means they are better equipped at managing complexity.
- GESJ's broad interdisciplinary focus means that students develop critical literacy regarding a range of concepts and approaches to problem solving. Again, this strengthens their intellectual foundation and makes them more adaptable and responsive as learners and future employees.
- Alongside critical reasoning skills, GESJ courses focus on developing student's oral and written expression as well as their research skills. In a world drowning in information it is more crucial than ever that students be equipped with and have the opportunity to practice their skills at distinguishing rigorous, meaningful, and scholarly knowledge from opinion and rhetoric.
- The foundational unifying principle in GESJ concerns the intrinsic role of power in human endeavors. Learning how to see the operations of power and to think critically about them provides students with a greater capacity to respond ethically. The motto of the university is *Integritas*. GESJ is a discipline intentionally focused precisely around this virtue and to that end, it is exemplary of Nipissing's Strategic Vision.
- Our success in embodying the core value of "one student at a time" is reflected in the successes of GESJ graduates, many of whom have gone on to graduate programs across a range of disciplines and many others of whom are employed in fields as diverse as community services, law, graphic design, and teaching.

### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

- GESJ has a high profile on campus in relation to diversity events and has long been involved with the Women's Centre (now JEM)
- Faculty are deeply experienced at managing complex and diverse cultural issues in ways that foreground respect and sensitivity towards the students. These are core principles within GESJ as a discipline. We value the kinds of knowledge and experience diverse students bring to the classroom

and make every effort to create safe spaces that allow a complex if sometimes powerfully challenging engagement.

- GESJ is going into the 3rd year of offering our first year course to the Aboriginal Advantages program as one of the core subjects transition students are offered in their first year. We've had great success at holding onto many of those students who have continued their studies in GESJ at the upper year levels.
- GESJ always programs courses across the full range of times available including evenings in an effort to facilitate the opportunities for students who might be challenged by things like work and child care.
- GESJ faculty have worked with Accessibility Services to fully accommodate students, including for the summer course in Hong Kong

## 2.5 The extent to which the program meets the needs of stakeholders

Stakeholder: Graduate Programs

- One measure of the program's responsiveness to this stakeholder concerns the success of our student's applications to various graduate schools. We have been extraordinarily successful at equipping our students for a range of graduate programs. The range of programs is noteworthy: We have had students accepted into Master's and PhD programs in Disability Studies at York, Theory and Culture at Trent, Philosophy at York, International Development at Carleton, Legal Studies at Carleton, Law at McGill and Osgoode Hall, Culture and Communication at Ryerson, and Women's Studies at York.

Stakeholder: Community Services/NGOs

- GESJ works closely with local NGOs via research collaborations, student placements and volunteer service. In this way we are able to monitor the needs of agencies in their future employees.

Stakeholder: International Collaborators

- GESJ has just piloted Nipissing University's first international collaboration with the Kadoorie Farm & Botanical Gardens (affiliated with Hong Kong University) and the SPCA in Hong Kong. Due to the success of the course, it will be offered again in June 2015. We have also had preliminary discussions with Moi University, Kenya, about teaching collaboration and women's studies' curriculum, and hope to develop this contact in the future.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.



- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

**Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words

Score as:

1. Strong – clear evidence of how the unit and its programs align with and support the university's mission

2. Adequate – some evidence of alignment of the unit and its programs with the university’s mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
	<ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul>	
	<p>Score as:</p> <ol style="list-style-type: none"> <li>1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the</li> </ol>	

- university, and/or ways in which the unit helps to differentiate the university from other institutions
- 2. Moderate – some evidence of notable or unique contributions or benefits that the unit brings to the university, and/or to helps the university to differentiate itself from other institutions
- 3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.

500 words

- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the unit’s responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, *‘given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?’*

A ‘high’ score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, ‘routine’ responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as ‘average.’

A score of ‘low’ should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

**i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**



ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been

clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what*

curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific

- skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
  3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession.

Notes: A score of ‘high’ should be reserved for those programs which are able to demonstrate how they meet or exceed students’ needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of ‘moderate’ should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of ‘low’ should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as 'high' where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as 'moderate' where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as 'low' where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as 'low.'

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic

peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as 'moderate' where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of 'low' should be assigned where there is little or no sense of who the stakeholders of the program are, and little or no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education

- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

<p><b><u>Context</u></b></p> <p><b>Name of unit:</b></p> <p><i>Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.</i></p> <p><b>Response (limit 500 words):</b></p>
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**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.



## Opportunity

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.	500 words
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that	500 words

might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.

Name of Scoring Committee Member:

# Department and Program Report

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Unit/Department: Geography

## Geography Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)
- Bachelor of Science (Environmental & Physical Geography)
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?



- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Geography and Geology	243.4	247.5	248.3	244.7	215.7	0%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Geography (Bachelor of Arts)	34	34	24	22	15	-56%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Geography and Geology	- 357.48	- 377.95	- 399.19	- 430.20	- 362.92

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Geography and Geology	167.17	169.68	165.14	170.72	163.24

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Geography	1.33	1.16	1.33

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Geography</b>	3.00	3.00	2.00	1.00	2.00	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.



**Table 7: Enrolment snapshot by program and year**

<b>Environmental Studies (Bachelor of Science)</b>	<b>4-year</b>	-	-	<b>1</b>	<b>8</b>	<b>14</b>	<b>+</b>
<b>Geography (Bachelor of Arts)</b>	3-year	32	29	29	18	11	-66%
<b>Geography (Bachelor of Arts)</b>	4-year	78	77	169	163	153	96%
<b>Geography (Bachelor of Science)</b>	4-year	-	-	1	8	14	+

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
<b>Geography (Bachelor of Arts and Bachelor of Science)</b>	3-year	1	1				
	4-year	33	33	24	22	15	-55%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

<b>Program</b>	<b>Specialization</b>	<b>Delivery</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Geography (BSC, BA, and BA collaborative) †</b>	Honours	Classroom	\$923.12	\$2,289.69	\$1,276.84	\$1,210.60	\$1,271.56
<b>Geography (BSC, BA, and BA collaborative) †</b>	Honours	Individual	\$1,791.55	\$2,289.69	\$2,195.00	\$2,507.56	\$2,685.47
<b>Geography (BSC, BA, and BA collaborative) †</b>	Specialist	Classroom	\$369.43	\$556.67	\$510.60	\$690.70	\$588.03
<b>Geography (BSC, BA, and BA collaborative) †</b>	Base		\$115.05	\$153.35	\$90.19	\$116.92	\$106.48

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSC, education, geography programs, fine arts BA and BFA, mathematics BA and BSC, all nursing programs, and psychology BA and BSC. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Geography	Environmental Studies (Bachelor of Science)	4-year	-	-	100	0%	-	-	-	-	88%	-	-	-	-	13%	-	-	-	-	0%	-
Geography	Geography (Bachelor of Arts)	3-year	44%	31%	24%	33%	44%	50%	100	64%	33%	-17%	44%	-10%	29%	58%	44%	6%	10%	5%	8%	6%
Geography	Geography (Bachelor of Arts)	4-year	27%	26%	20%	26%	27%	77%	70%	86%	92%	14%	16%	25%	12%	2%	16%	7%	5%	2%	6%	7%
Geography	Geography (Bachelor of Science)	4-year	-	-	100	0%	-	-	-	-	88%	-	-	-	-	13%	-	-	-	-	0%	-

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Geography and Geology	Geography (BA)	119	3.36	3.38
	Environmental Management (BA Collab)	1	4.00	3.00
	Environmental & Physical Geography (BSc)	32	3.34	3.03
	Environmental Science (BSc)	12	3.58	3.58

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Geography and Geology	Geography (BA)	19	236	15%	8%	2.01	1.86
	Environmental Management (BA Collab)	22	30	17%	7%	2.07	1.85
	Environmental & Physical Geography (BSc)	19	236	15%	8%	2.01	1.86
	Environmental Science (BSc)	22	30	17%	7%	2.07	1.85

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Geography	Environmental & Physical Geography (BSc)	1.67	1.83	2.00	1.83	1.50
	Geography (BA)	2.17	1.67	2.00	1.83	1.67



## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<ul style="list-style-type: none"><li>• Geography is the study of how landscapes connect physical and human elements of the environment and how this changes over time.</li><li>• Geography was one of the original subject areas that Nipissing University established in 1967. The department was officially formed in the 1990s evolving out of the Division of Science and Geography</li><li>• Originally, teacher training requirements predominated course offerings. Our focus has shifted to address the growing need for formal instruction in Environmental Studies and Science. More recently, teaching has been complemented by increasing research activity and funding in this area (see 1.2).</li><li>• The department maintains three separate but complementary programs: Geography (BA), Environmental Geography (BA), Environment and Physical Geography (BSc).</li><li>• The department regularly reviews programs and their courses. As evidence, these three programs have evolved from a number of separate programs:</li><li>• Environment and Physical Geography (BSc) has evolved from Environmental Science and Physical Geography (BSc).</li><li>• Geography of Regional Planning and International Development (now deleted) evolved from two programs: Community Economic Development and Geography of International Development</li><li>• The department continues to evolve over time:</li><li>• From 2009 to 2010 significant restructuring of all programs and their requirements was undertaken to clearly identify the department's main themes and to provide a consistent progression for students from first to fourth year.</li><li>• Establishment of two certificates: Certificate in Geomatics and Certificate in Environmental Management.</li><li>• Establishment of the Geomatics Lab, Watershed Hydrology Lab, Nipissing Earth Observatory Lab, Rotary Club Wet Lab. These labs provide students the opportunity to engage in experiential learning while at the same time providing local impact and links to external organizations (e.g. Agriculture Canada, Ministry of the Environment, North Bay-Mattawa Conservation Authority).</li><li>• Establishment of a Canada Research Chair (CRC) in Watershed Analysis and Modeling, and the Watershed Analysis Centre (WAC), see website for full description: <a href="http://wac.nipissingu.ca">http://wac.nipissingu.ca</a> .</li><li>• Establishment of a second CRC in Environmental History pending approval, to further strengthen research.</li><li>• Establishment of the Master's program in Environmental Studies and Science (M.A./M.Sc.) in conjunction with the Departments of Chemistry and Biology and History.</li></ul> <p>The unit contributes to the mission and strategic plan of the university and meets the needs of its students and of the wider community in the following ways:</p> <ul style="list-style-type: none"><li>• Linkages established with Near North communities and government agencies (e.g. First Nations Governance).</li><li>• The aforementioned CRCs, WAC, and facilities are in direct support of several themes identified in</li></ul>

Nipissing's Strategic Research Plan. This has generated new community-based research and training opportunities in line with developing research in central and northeastern Ontario, capitalizing on the natural environment of the region and the knowledge of regional environmental history. The department has notable tri-council funding amongst the highest total and highest per faculty amount in the university.

- Up to date concepts and methods of the discipline are constantly being incorporated into our teaching and research thus, responding to the emerging areas of expertise required by employers.

- New opportunities for undergraduate training; new community-based research collaborations being integrated in undergraduate training. Just one example: planning component of several courses provides students with a strong foundation of knowledge to build upon for municipal work and graduate studies (urban design, heritage planning, and cultural planning).

- Establishment and expanded linkages with government agencies e.g. Ministry of Natural Resources, Ministry of Environment, North Bay-Mattawa Conservation Authority, Ministry of Transportation and local communities.

## 1.1 Relevance of the unit to the university's mission

- Geography has undergone several self-study reviews to ensure we are meeting the changing needs of education, research and scholarship.

- With respect to education:

- Geography is a broad based discipline. Since it overlaps and links well with a number of other disciplines within the university, classes have, historically, had high enrollments, with a slight decrease recently, which is correlated with fewer students pursuing a Bachelor of Education degree.

- The department restructured all programs and their requirements to clearly identify the department's main themes and strengthen a consistent progression for students from first to fourth year.

- The department continues to provide a student-focused educational experience with many opportunities for hands-on experience

- With respect to research and scholarship:

- Increasingly strong research capacity in the department (see 1.2).

- Establishment of a Canada Research Chair (CRC) in Watershed Analysis and Modeling, and Watershed Analysis Centre (WAC, <http://wac.nipissingu.ca>), with a second CRC in Environmental History pending approval, to further strengthen research.

- Establishment of the Master's program in Environmental Studies and Science (M.A./M.Sc.) in conjunction with the Departments of Biology and History.

The Geography Department addresses the particular needs of northern communities, as well as first generation and Aboriginal learners through the following:

- Strong emphasis on the historical context of Northern and Aboriginal issues in Northern Ontario and Canada.

- Examples of supporting Aboriginal communities:

- Collaborating with Dokis First Nation to develop a source water protection plan.

- Assessing the underlying determinants of First Nations drinking water risk.

- Collaborating with farmers and Agriculture and Agri-Foods Canada to develop an online spatial decision

support tool for farm and regional-scale applications.

- Collaborating with government agencies, First Nations, municipalities, citizen scientists, and community organizations to develop outputs such as:

- State of the Basin Report for Lake Nipissing; and

- Lake Nipissing Summit.

- Collaborating with Ministry of the Environment, Ministry of Natural Resources and the North Bay-Mattawa Conservation Authority to monitor water quality in Lake Nipissing and contributing streams.

- Involved with regional economic development in Northeastern Ontario in creating jobs and manufacturing innovation through such agencies as FedNor, Community Futures, and Innovation Initiative Ontario North.

The unit supports the work of other units/programs within the university in a variety of ways:

- Specific interdisciplinary impacts include:

- Education - through the Concurrent Education program or service courses such as GEOG 3406 – A Geography of Canada

- Environmental sciences – in conjunction with departments such as Biology

- Master’s program in Environmental Studies and Science (M.A./M.Sc.) – in conjunction with the Departments of Biology and History - new curriculum has been strongly contributed to by the Department of Geography faculty.

## 1.2 Notable or unique contributions made by the unit

It is difficult to determine if the unit draws students to Nipissing who would otherwise not come. However, we have experienced historically high enrollment in our classes and students are able to participate in ongoing faculty research which is rare at an undergraduate level. For example the Watershed Analysis Centre provides unique opportunities to Nipissing University students not found elsewhere. In addition, opportunities in the Master’s program in Environmental Studies and Science (MA/MSc) has enhanced our external profile overall.

The department has notable tri-council funding amongst the highest total and highest per faculty amount in the university. Therefore, the 500 word count limits detailing the contributions presented here, especially non tri-council funding projects-many that are central to the mission of the university and have important local impacts (e.g. Enhancing the capacity to protect drinking water in Dokis First Nation). The following summarize the number of publications achieved, grant monies awarded, and students supervised by the members of the department recently.

Publications

2013-2014:

ISI Indexed Journals-28, Book Chapters-1, Other publications-10

2008-2013:

ISI Indexed Journals-45, Other Journals-11, Book Chapters-3, Other publications-11

Student Supervision

2013-2014:

Undergraduate-4, Masters-9, Doctoral-1, Post-Doctoral-2

2008-2013:

Undergraduate-39, Masters-6, Doctoral-2, Post-Doctoral-6

Grants, 2010 forward only-(title example in parenthesis)

Tri-Council Funding and National Science Foundation Funding (faculty member a part of grants totaling \$7,525,621 from 2010 onwards)

- Csank - 4 projects for \$1,093,996. PI or Co-PI on 2 projects (Pliocene tree-ring width and isotopic composition: Deciphering Arctic climate variability in a past analog greenhouse)
- Greer - 1 project for \$75,000. PI or Co-PI on this project (Empire, Trees, and Climate in the North Atlantic: Towards Critical Dendro-Provenancing)
- James - 2 projects for \$4,516,625. PI or Co-PI on 1 project (Investigating relationships between headwater catchment form and function under changing environmental conditions)
- Kovacs - 2 projects for \$220,000. PI or Co-PI on 2 projects (Alternative methods for assessing and monitoring mangrove forests)
- Walters - 1 project for \$ 1,620,000. Not PI or Co-PI (Algal Bloom Assessment through Science, Technology and Education)

Other Funding (faculty member a part of grants totaling \$3,355,070 from 2010 onwards)

- Abbott - 1 projects for \$20,000. not PI or Co-PI on this project
- Atari - 1 project for \$112,000. not PI or Co-PI on this project
- Chutko - 1 project for \$50,000. not PI or Co-PI on this project
- Csank - 3 projects for \$309,002. PI or Co-PI on 1 project
- James - 6 projects for \$959,118. PI or Co-PI on 3 projects
- Kovacs - 9 projects for \$1,394,450. PI or Co-PI on 5 projects
- Walters - 3 projects for \$510,500. PI or Co-PI on 2 projects

In addition to the listed research and scholarship, faculty have been actively involved in leading the development of the Lake Nipissing State of the Basin Report, as well as related annual conferences. Faculty members are also in collaboration agreements with various ministries and participate in two national research networks. For example, members of the department have made presentations to farming associations related to the Northern Ontario Agriculture project. A faculty member has sat on Natural Sciences and Engineering Research Council of Canada Scholarships and Fellowships Selection Committee for Earth Sciences and Ecology Master, Doctorate & Post-Doctorate levels (2008-2011), been a grant adjudicator for Ontario Council of Graduate Studies, and grant reviewer for the US Department of Defense, Strategic Environmental Research and Development Program. Finally, experts in Environmental

Science are brought in to present at the monthly Speaker Series, which is open to faculty, students, staff and the general public.

### 1.3

#### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

Geography is a broadly based discipline. As a result, programs and research provided by the Department of Geography meet the needs of employers, community, and partners in a variety of ways:

- Collaborating with government agencies, First Nations communities and organizations, municipalities, citizen scientists and community organizations to develop:
  - State of the Basin Report for Lake Nipissing
  - Lake Nipissing Summit
- Collaborating with Ministry of the Environment, Ministry of Natural Resources and the North Bay-Mattawa Conservation Authority to monitor water quality in Lake Nipissing and contributing streams.
- Collaborating with the town of Callander - Exploring the science and policies surround harmful freshwater algal blooms.
- Collaborating with Near North Alliance including FedNor, Innovation Initiatives Ontario Network, Community Futures, and Northern Ontario Heritage Fund
- Supporting Aboriginal communities:
  - Collaborating with Dokis First Nation to develop a source water protection plan.
  - Assessing the underlying determinants of First Nations drinking water risk.
- Developing an online spatial decision support tool for farm applications. Curriculum change to add a GEOG 3126 – Geographies of Agriculture in conjunction with relationship with Agriculture Canada.
- The MES/MESc program is serving as a critical new vehicle for the development of community-based research:
  - Lake Nipissing State of the Basin Report
  - Watershed Analysis Centre based research on water quality and quantity in the lake Nipissing watershed - includes three current MESc graduate projects, including research on water quality in the Wasi watershed and Lake Nipissing locations like Callander Bay. Partners on this research include Ministry of Environment and North Bay-Mattawa Conservation Authority.
  - MES/MESc program is currently servicing part-time, flex-time students (i.e. those with full time jobs).
- Research projects listed above include new opportunities for undergraduate research training. They also provide new volunteer research activities for undergraduates during the year (for example snow profile research as part of Watershed Analysis Centre involved 15 students in 2013/14).
- A faculty member has sat on Natural Sciences and Engineering Research Council of Canada Scholarships and Fellowships Selection Committee for Earth Sciences and Ecology Master, Doctorate & Post-Doctorate levels(2008-2011), been a grant adjudicator for Ontario Council of Graduate Studies, and grant reviewer for the US Department of Defense, Strategic Environmental Research and Development Program, and served as expert witness in the High Court of England and Wales (Queen’s Bench Division)
- Two examples of classroom experiences:

•Training students in environmental science - hydrology, environmental impact assessments, climatology, and biogeography.

•Urban planning and policy - knowledge of municipal governance and planning as well as current policy trends.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

•Originally teacher training requirements predominated course offerings. Our focus has shifted to address the growing need for formal instruction in Environmental Studies and Science. More recently, teaching has been complemented by increasing research activity and funding in this area (see 1.2)

•Evidence of a shift away from teacher training includes:

•Establishment of two certificates: Certificate in Geomatics and Certificate in Environment Management

•Establishment of the Geomatics Lab, Watershed Hydrology Lab, Nipissing Earth Observatory Lab, Rotary Club Wet Lab

•Establishment of a Canada Research Chair (CRC) in Watershed Analysis and Modeling, and the Watershed Analysis Centre (<http://wac.nipissingu.ca>)

•Establishment of a second CRC in Environmental History pending approval, to further to strengthen research

•Establishment of the Master's program in Environmental Studies and Science (M.A./M.Sc.) in conjunction with the Departments of Biology and History

•The aforementioned CRCs, WAC and facilities are in direct support of several themes identified in Nipissing's Strategic Research Plan. This has generated new community-based research and training opportunities in line with developing research in central and northeastern Ontario capitalizing on the natural environment

•Established and expanded linkages with government agencies, e.g. Ministry of Natural Resources, Ministry of Environment, North Bay-Mattawa Conservation Authority, Ministry of Transportation, FedNor, Innovation Initiatives Ontario North, Community Futures, and local communities

Research that faculty members within the Department of Geography have undertaken regarding the needs of students and stakeholders include:

•Collaborating with government agencies, First Nations, municipalities, citizen scientists, community organizations to develop:

•State of the Basin Report for Lake Nipissing

•Lake Nipissing Summit

•Regional job creation and manufacturing innovation

•Collaborating with Ministry of the Environment, Ministry of Natural Resources and the North Bay-Mattawa Conservation Authority to monitor water quality in Lake Nipissing and contributing streams

- Town of Callander – Exploring the science and policies that surround freshwater harmful algal blooms
- Supporting Aboriginal communities:
  - Collaborating with Dokis First Nation to develop a source water protection plan
  - Assessing the underlying determinants of First Nations drinking water risk
  - Developing an online spatial decision support tool for farm applications
- Faculty maintain a number of international research agendas (e.g. throughout Africa, United Kingdom, Greenland, and Mexico)
- The MES/MESc program is serving as a critical new vehicle for development of community-based research
  - Lake Nipissing State of the Basin Report
    - Watershed Analysis Centre based research on water quality and quantity in the lake Nipissing watershed - includes 3 current MESc graduate projects, including research on water quality in the Wasi watershed and Lake Nipissing locations like Callander Bay. Partners on this research include Ministry of Environment and North Bay-Mattawa Conservation Authority
  - MES/MESc program is currently servicing part-time, flex-time students (i.e. students with full time jobs)

With regards to future opportunities:

- The department of Geography has met with the Department of Biology about the possibility of an Environmental Science minor
- There is potential to recruit adjunct professors from the Dorset Environmental Science Centre to teach field course for the MES/MESc program; and this could be cross-listed to the undergrad 4th year level
- Moi University – potential research collaboration. Initial discussions through the Department of International Initiatives at Nipissing University
- The department of Geography has a minor presence in the proposed Human Rights and Violence program
- EUREKA Program in Regional Development - Research and International Student Exchange

3.1

**Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?**

The department reviews course content and enrolment levels on a regular basis. Recent changes include the cancellation of a course that was deemed to be outdated (Air Photo Interpretation).

Over 2009 and 2010 the department held numerous meetings to review every course in every program (of note: many of these courses have been re-reviewed since). The purpose was to better understand the links/overlap among courses and to develop a more rational and coherent progression through our

programs. The result is:

- First year consists of two introductory courses that are required. These courses consist of a lecture and laboratory component. Laboratories and the instructors that deliver them are essential to the success of this program as they provide a foundation for upper year courses. As evidence of the importance of the laboratories and their instructors, this program typically has few designated majors in first year. Upon completion of first year, the number of Geography majors rises, signifying the critical role that laboratory instructors play in the program and department.

- In second year students select courses covering the main geographical themes (choosing 12 credits out of 18). Additionally, courses such as GEOG 2017 – Introduction to Geomatics are required. This ensures learning objectives such as “a developed, detailed knowledge of social geography, cultural geography, environment and society, geomorphology, climatology, hydrology, and quantitative methods as well as an awareness of other research methodologies in geography including geomatics” are achieved.

- In third and fourth year flexibility allows students to specialize in specific sub disciplines. As a result students are able (but not limited to):

- develop critical thinking and analytical skills inside and outside the discipline of geography
- understand the nature and purpose of critical enquiry in geography through application of the scientific method
- evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
- devise and sustain arguments or solve problems using geographical methods
- understand appropriate discipline-specific laboratory techniques

Faculty were also conscious of the need to balance the benefits of Nipissing University’s small class sizes against economic realities. Compromise was reached by increasing class sizes in second year courses, in order to maintain smaller class sizes in fourth year courses.

**3.2**

**Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

The establishment of the Master’s program in Environmental Studies and Science (M.A./M.Sc.) absorbed any potential excess capacity within the department, and indeed put stress on our undergraduate programs. In order to provide a range of suitable courses at the graduate level, teaching capacity at the undergraduate level was reduced, with less courses being offered. Many of our courses are at or above enrolment caps that are already higher than most other departments, and faculty regularly allow additional students into courses that are already full.

The Department of Geography is well above the average credit hours taught per faculty so we have been historically accommodating when it has come to increasing class sizes. That said, we are bound by the fact that courses and research identified earlier requires laboratory space for experiential learning. This type of learning is expensive to the university but provides hands on experience.

**3.3**

**What opportunities are there to strengthen the unit and how could these be implemented?**

- The Department of Geography possesses the opportunity to develop a unique isotope lab facility at Nipissing University. Dr. Adam Csank has received funding from CFI to set up a stable isotope mass spectrometer. However, this will require Nipissing to retain key faculty members. Once established the mass spectrometer will allow faculty to train students in geochemical techniques to study the



environment. This will impart our students with a new skill set that may be of value to employers. Additionally the mass spectrometer could be used to analyze samples provided to us by researchers and consultants external to the university. This will not only provide a useful service to these groups but will strengthen the external partnerships of the Geography Department.

- This proposal has been approved and funding has been secured. A second proposal to expand this laboratory is presently in review.
- The department of Geography has a minor presence in the proposed Human Rights and Violence program.
- This proposal is in the initial stages to be approved as a program by Nipissing University senate
- The Department of Geography could contribute to an Aboriginal access program. Geography offers a number of courses that provide students with the opportunity to gain skills in demand by employers and First Nation communities. For example, an Aboriginal access program could address treaty and land claim history, capitalism, geographic information systems, remote sensing, hydrology, environmental governance, etc.
- This proposal is speculative at this time
- Partnership with the Royal Ontario Museum – Dr. Kirsten Greer is in the final stages of formalizing a partnership in order to research and digitize the natural history collections related to the Nipissing District. These collections are important sources of data in reconstructing historical ecologies of the “Near North” region, including determining species ranges, migration patterns, and climate change. As part of this partnership, Nipissing students will have the opportunity to work with the collections and staff members at the Royal Ontario Museum.
- This potential partnership is in the final stages
- A long term goal could be to explore a professional planning curriculum option with a focus on small to mid-size cities (Northern Ontario and much of non-Metropolitan Toronto and Ottawa) or greater emphasis on sustainable development (social, cultural, economic and environmental) in peripheral northern regions.
- This proposal is speculative at this time

3.4

**What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

- Since geography is a broad discipline, opportunity exists for inter-disciplinary programs. For example, the establishment of the Master’s program in Environmental Studies and Science (M.A./M.Sc.) in conjunction with the Departments of Biology and History. A second CRC in Environmental History pending approval, in conjunction with the Department of History, will further strengthen research.
- As mentioned, Geography faculty members have been successful in developing collaborative and interdisciplinary research opportunities for undergraduate and graduate students. Two of the many examples include:
  - Greer (historical geographer) and Csank (dendrochronologist) are contributing to climate change research by working towards an innovative approach in “critical dendro-provenancing” as a powerful way to re-assemble the colonial and climate histories of the North Atlantic in the early to mid-nineteenth century (SSHRC, “Empire, Trees, and Climate in the North Atlantic: Towards Critical Dendro-Provenancing”).
  - James (watershed hydrology) and Walters (First Nations and water resources) are collaborating with Dokis First Nations to develop a source water protection plan.
- Propose establishing courses with Native Studies. Two examples include, Resource Management and

Native Rights or Resources and Native Rights.

- Propose listing current BSc program curriculum that matches professional qualifications for students: (e.g. professional geoscientist). Since Nipissing University is small it can be problematic to offer all courses for these professional designations. That being said, missing a few courses does not preclude making this link. The department could advertise these professional designations to help attract students to the otherwise not enroll in undersubscribed BSc programs. This would be a way to perhaps strengthen BSc enrollment with existing capacity. The Department of Geography has an outline of this. Perhaps an institutional agreement with Laurentian University to provide some of the courses that do not exist at Nipissing would allow this to occur. (e.g. Geology courses).

- PhD in the Environment. This is a long term goal but is a logical step to expanding the Master's program in Environmental Studies and Science (M.A./M.Sc.). This program could be co-offered with Living with Lakes Centre at Laurentian University

- Moi University – potential research collaboration. Initial discussions through the Department of International Initiatives at Nipissing University.

- EUREKA Program in Regional Development - Research and International Student Exchange. Initial discussions through the Department of International Initiatives at Nipissing University

3.5

### What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

As evidenced by examples listed throughout this document, Geography faculty members have built a strong record of collaboration with local, regional and international communities. We can do more. However, we are more engaged with community partners than other Geography Departments across the country. Just three of the many active examples include:

- Resource sharing with the NMBCA and Environment Canada to monitor water quality in Lake Nipissing Watershed.

- Monitoring of water quality at the Wasi Environment Canada gauging station.

- Resource sharing with MOE regional office for monitoring of water quality in Lake Nipissing watershed. This involves new equipment (WAC), labour for sampling (WAC, MOE regional office).

- Possible future opportunities that are purely speculative:

- Establish a partnership with the Ontario Provincial Police to investigate the use of unmanned airborne vehicles for police services. This could be designed in collaboration with the Criminal Justice Program. The Ontario Provincial Police holds an annual conference at Nipissing University. Many police forces are now using drone technology for observation and accident reconstruction and a training session could be integrated for police services.

3.6

### Are there international education opportunities for the department?

Faculty maintain a number of international research agendas (e.g. throughout Africa, United Kingdom, Greenland, and Mexico). At one time the Department of Geography maintained a program called Geography of Regional Planning and International Development (now deleted). It evolved from two programs: Community Economic Development and Geography of International Development. It was deleted due to low enrollments. However, the following are examples currently being used or investigated by the Department of Geography:

- Moi University – potential research collaboration. Initial discussions through the Department of

International Initiatives at Nipissing University.

- EUREKA Program in Regional Development - Research and International Student Exchange. Cross collaboration between several faculty members and various universities in EU countries currently being explored

- University of Namibia - Research collaboration to study hydrology and water governance

## Full text of submission: Relevance (program level)

### Program: Geography (BA)

2.0	Context (not scored)
	<ul style="list-style-type: none"><li>•Geography is the study of how landscapes connect physical and human elements of the environment and how this changes over time. Changes to our world call for an understanding of both of these elements and how they are related.</li><li>•Geography was one of the original subject areas that Nipissing University established in 1967. The program Geography was officially established in 1992.</li><li>•Originally teacher training requirements predominated course offerings. Our focus has shifted to address the growing need for formal instruction in Environmental Studies and Science. More recently, teaching has been complemented by increasing research activity and funding in this area (see Table 2 in section 1.2). This has provided the opportunity for students to be hired as research assistants resulting in experiential learning opportunities in research activities (see Table 3 in section 1.2).</li><li>•Establishment of a Canada Research Chair (CRC) in Watershed Analysis and Modeling, and Watershed Analysis Centre (<a href="http://wac.nipissingu.ca">http://wac.nipissingu.ca</a>), with a second CRC in Environmental History pending approval, to further to strengthen research.</li><li>•A key development to the program occurred from 2009 to 2010 in response to the department's last Undergraduate Program Review Audit Committee (UPRAC) report. The reviewers suggested amending program requirements to ensure the graduation of well-rounded geography students. In response the department held numerous meetings to review every course in every program. The main objectives were to review course syllabus, lecture material, textbooks or readings, and assignments or labs. The purpose was to better understand the links/overlap among courses and to develop a rational and coherent progression through our programs. The objective was to ensure that the learning objectives continue to advance as students progress through the programs. A complete overhaul was carried out to clearly identify the department's main themes and strengthen a consistent progression for students from first to fourth year. It was decided that first and second year course offerings were to provide a broad education in geography so that every student graduating from geography left with an overall understanding of the discipline.</li><li>•First year consists of two introductory courses that are required in combination with labs to provide students with hands-on learning opportunities.</li><li>•In second year students select from main geographical themes (choosing 12 credits out of 18). Additionally, courses such as GEOG 2017 – Introduction to Geomatics are required. This ensures learning objectives such as “a developed, detailed knowledge of social geography, cultural geography, environment and society, geomorphology, climatology, hydrology, and quantitative methods as well as an awareness of other research methodologies in geography including geomatics” are achieved.</li><li>•In third and fourth year flexibility allows students to specialize in specific sub disciplines. As a result students are able (but not limited to):</li></ul>

- develop critical thinking and analytical skills inside and outside the discipline of geography
  - understand the nature, purpose of critical enquiry in geography through application of the scientific method
  - evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
  - devise and sustain arguments or solve problems using geographical methods
  - understand appropriate discipline-specific laboratory techniques
  - communicate effectively and gain experience working with others
- With the addition of new faculty since that time, new skills-based training has also been added, e.g. in watershed hydrology and isotope hydrology.
- Establishment of a Master’s program in Environmental Studies and Science (M.A./M.Sc.) in conjunction with the Departments of Biology and History is also an important development for the Geography (BA) as it provides another avenue for graduating students.

## 2.1 Relevance of the program

We train students to learn about the earth around them and understand how landscapes, both natural and human interact. Geography can include concepts from natural sciences, social sciences and the humanities. To the best of our knowledge every university in Ontario provides the equivalent to an honours specialization in Geography. However, not all universities provide students the opportunity to access first year laboratories that exist at Nipissing. These laboratories and the instructors that deliver them are essential to the success of this program as they provide a foundation for upper year courses. As evidence of the importance of the laboratories and their instructors, this program typically has few designated majors in first year. Upon completion of first year, the number of Geography majors rises, signifying the critical role that laboratory instructors play in the program and department. The program itself provides flexibility as do the courses offered. As a result, the honours degree allows students to identify and pursue their own strengths and interests. The honours degree is also an important source of high-caliber students for the MES/MESc program as well as a basis for graduate opportunities and employment elsewhere.

The inter-disciplinary nature of the program complements other disciplines very well. Connections in human geography stream in both research and teaching to sociology, history, urban planning, tourism studies, economics and health studies, among many others. Concepts and techniques in physical geography in turn complement disciplines such as biology, chemistry and physics. Both human and physical geography are needed to effectively understand and address issues in Environmental Studies and Science.

Honours students are an important asset to the department in several ways. For example, without the honours program, there would be a lack of trained students to participate in the many research-intensive activities currently taking place.

## 2.2 Relevance of the curriculum to the program’s goals and objectives

- Broadly, the program’s goals are to ensure that students: learn how human and environmental components of the world interact, acquire geographic analytical skills that can be applied to different research and professional tasks, greater appreciation for regional geography.
- A complete overhaul of the program was carried out from 2009 to 2010 to clearly identify the

department's main themes and strengthen a consistent progression for students. It was decided that:

- First and second year course offerings provide a broad education in geography. The importance of laboratories in first year courses and the instructors that deliver them has been highlighted as essential to the foundation for a proper deliverance of the geography curriculum. Third and fourth year flexibility allows students to specialize in specific sub disciplines. As a result students are able (but not limited to):

- develop critical thinking and analytical skills inside and outside the discipline of geography
- understand the nature and purpose of critical enquiry in geography through application of the scientific method
- evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
- devise and sustain arguments or solve problems using geographical methods
- understand appropriate discipline-specific laboratory techniques

The program plays an interdisciplinary role in a number of ways. These include but are not limited to:

- Education - through the Concurrent Education program or service courses such as GEOG 3406-A Geography of Canada
- Environmental sciences-in conjunction with departments such as Biology
- Master's program in Environmental Studies and Science (M.A./M.Sc.)-in conjunction with the Departments of Biology and History - new curriculum has been strongly contributed to by the Department of Geography faculty.

When comparing the program across Ontario, three other universities are analogous in size with Nipissing; they are Laurentian University, Lakehead University, and Trent University. In comparison, the Geography program at Nipissing University provides an updated curriculum that is well adapted to recent developments in geography, current world issues, and the changing structure of universities. Our curriculum is arguably the most updated of all four of Ontario's small universities. For instance, second year Cartography has evolved over the past several years into Introduction to Geomatics, which covers cartography, geographic information systems, remote sensing (including aerial photography), and global positioning systems. While at Lakehead University air photo interpretation remains a core course (it was eliminated as a separate course from our offerings a few years ago).

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

Geography students were last surveyed in 2008 as part of the most recent UPRAC review in 2009. However, no specific program level questions were included in the review. In general, high levels of satisfaction were reflected in the individual comments, where several alumni commented positively on accessibility to professors and the small class sizes. This highlights the importance of first year laboratories and the instructors that deliver them because students are afforded an introduction to geography, especially the applied nature of the subject, in smaller class settings. Satisfaction regarding the range of courses offered was slightly lower (5.1), and is highlighted by comments from several alumni that improved course selection is needed (most notably in senior years and in human geography in general).

In response the department held numerous meetings to review every course in every program. The main objectives were to review course syllabus, lecture material, textbooks or readings, and assignments or labs if appropriate. The purpose was to better understand the links/overlap among courses and to develop a more rational and coherent progression through our programs. The objective was to ensure that the learning objectives continue to advance as students progress through the programs. A complete overhaul of the program was carried out from 2009 to 2010 to clearly identify the department's main

themes and strengthen a consistent progression for students from first to fourth year.

In addition, the student surveys indicated that more concentration on numerical and spatial computing skills was needed. As a result, additional components on advanced spreadsheet applications were added. E.g. 1 – new Excel components included in first year labs to begin the education of numerical computing skills at the first year level. E.g. 2 - a new course, GEOG 4027 Spatial Computing, a crossover course between the Departments of Geography and Computer Science. E.g. 3 - an intensive Excel course has been offered to geography students over a weekend to provide students with additional knowledge (not part of the curriculum).

As a result students are able (but not limited to):

- develop critical thinking and analytical skills inside and outside the discipline of geography
- understand the nature and purpose of critical enquiry in geography through application of the scientific method
- evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
- devise and sustain arguments or solve problems using geographical methods
- understand appropriate discipline-specific laboratory techniques

#### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

As stated in earlier sections, much of the teaching and research carried out in the Department of Geography concerns issues in northern Canada and First Nation/Aboriginal communities. Students coming from these groups gain experience and skills that are directly relatable to such issues. In turn, graduates can then return to their communities with the capacity to address issues, as well as draw on the academic support of Geography faculty.

Aboriginal/First Nations students also benefit from multiple themes in undergraduate coursework, such as traditional ecological knowledge and how different cultural perspectives shape resource management. The Master's program in Environmental Studies and Science (M.A./M.Sc.) also includes a student retreat to a neighbouring First Nation, with presentations by inhabitants.

First-generation students potentially arrive at university with an unformed idea of what they would like to pursue. Environment and Physical Geography's diverse areas of inquiry allow students to explore various facets of the discipline at an early stage, while pursuing areas of interest in more advanced courses. The flexibility of curriculum in the undergraduate and graduate programs also addresses the needs of mature and/or part-time students.

To further the learning and social support needs of students, the Geography Club has a permanent office and is a popular opportunity for students to socialize with their peers and get assistance with coursework. In addition, the students and faculty compete against each other in soccer and volleyball.

#### 2.5

#### The extent to which the program meets the needs of stakeholders

Our program responds well to the needs of stakeholders and the community. Aside from the practical training found within the physical geography side of the program (isotopic analysis), the human geography side of the program provides students with theoretical (new urbanism) as well as practical

information (official plans).

- Specific examples of stakeholders internal to the university include:
  - Faculty of Education – service courses – E.g. Regional courses such as GEOG 3406 – A Geography of Canada, GEOG 3706 – Regional Geography of Africa, GEOG 3707 – A Geography of Eastern Europe, etc.
  - Master’s program in Environmental Studies and Science (M.A./M.Sc.)
  - Natural sciences (e.g. biology and chemistry)
  - Canada Research Chair (CRC) in Environmental History pending approval
  
- Specific examples of stakeholders external to the university include:
  - Ministry of the Environment, Ministry of Natural Resources and the North Bay-Mattawa Conservation Authority
  - Town of Callander - Exploring the science and policies that surround freshwater harmful algal blooms.
  - Downtown Improvement Area of North Bay (DIA)
  - Discovery North Bay Museum
  - National Museum of Bermuda
  - Aboriginal communities.
    - E.g. collaborating with Dokis First Nation to develop a source water protection plan.
    - Assessing the underlying determinants of First Nations drinking water risk.
  - Agriculture Canada and related research links – E.g. added course GEOG 3126 – Geographies of Agriculture, from which students have become RAs.
  - A faculty member has sat on Natural Sciences and Engineering Research Council of Canada Scholarships and Fellowships Selection Committee for Earth Sciences and Ecology Master, Doctorate & Post-Doctorate levels(2008-2011), been a grant adjudicator for Ontario Council of Graduate Studies, and grant reviewer for the US Department of Defense, Strategic Environmental Research and Development Program.

## Program: Environmental & Physical Geography (BSc)

2.0	Context (not scored)
	<ul style="list-style-type: none"><li>• Physical geography is the study of how landscapes connect physical and human elements of the environment and how this changes over time. Changes to our world call for an understanding of both of these elements and how they are related.</li><li>• The program Environment Science and Physical Geography was officially established in 1993. In 2011 significant changes were made to streamline, strengthen, and provide more flexibility. These changes were accepted by senate in 2012 with the present program titled Environment and Physical Geography</li></ul>

BSc.

- Recently, teaching has been complemented by increasing research activity and funding in this area (see Table 2 in section 1.2). This has provided the opportunity for students to be hired as research assistants resulting in experiential learning opportunities in research activities (see Table 3 in section 1.2)

- Establishment of a Canada Research Chair (CRC) in Watershed Analysis and Modeling, and Watershed Analysis Centre (<http://wac.nipissingu.ca>), with a second CRC in Environmental History pending approval, to further to strengthen research.

- A key development to the program occurred from 2009 to 2010 in response to the department's last Undergraduate Program Review Audit Committee (UPRAC) report. In response the department held numerous meetings to review every course in every program. The main objectives were to review course syllabus, lecture material, textbooks or readings, and assignments or labs if appropriate. A complete overhaul was carried out to clearly identify the department's main themes and strengthen a consistent progression for students from first to fourth year. It was decided that first and second year course offerings were to provide a broad education in geography so that every student graduating from geography left with an overall understanding of the discipline.

- First year consists of two introductory courses that are required in combination with labs to provide students with hands-on learning opportunities.

- In second year students select from main geographical themes (choosing 12 credits out of 18). Additionally, courses such as GEOG 2017 – Introduction to Geomatics are required. This ensures learning objectives such as “a developed, detailed knowledge of social geography, cultural geography, environment and society, geomorphology, climatology, hydrology, and quantitative methods as well as an awareness of other research methodologies in geography including geomatics” are achieved.

- In third and fourth year flexibility allows students to specialize in specific sub disciplines. The learning expectations of the program are that a student will:

- develop a detailed knowledge of geomorphology, climatology, hydrology, biogeography, geomatics or quantitative methods as well as an awareness of other research methodologies in physical geography;

- develop critical thinking and analytical skills inside and outside the discipline of geography

- understand the nature, purpose of critical enquiry in geography through application of the scientific method

- develop the ability to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques

- devise and sustain arguments or solve problems using geographical methods;

- understand appropriate discipline-specific laboratory techniques

- develop strong communication skills and the ability to work with others.

- All but two geology courses were converted into physical geography to increase course selection in physical geography

- With the addition of new faculty since that time, new skills-based training has also been added, e.g. in watershed hydrology and isotope hydrology.

- Establishment of a Master's program in Environmental Studies and Science (M.A./M.Sc.) in conjunction with the Departments of Biology and History is also an important development for the Environment and Physical Geography (BSc) as it provides another avenue for graduating students.

## 2.1 Relevance of the program



We train students to develop a detailed knowledge in geomorphology, climatology, hydrology, biogeography, geomatics and quantitative methods, as well as an awareness of other research methodologies in physical geography. Additionally, by connecting the physical and human environments, this program also allows students to understand how landscapes, both natural and human interact. First year laboratories and the instructors that deliver them are essential to the success of this program as they provide a foundation for upper year courses. As evidence of the importance of the laboratories and their instructors, this program typically has few designated majors in first year. Upon completion of first year, the number of Geography majors rises, signifying the critical role that laboratory instructors play in the program and department.

Environment and Physical Geography includes concepts from natural sciences, and to a lesser extent social science. The honours degree allows students to identify and pursue their own strengths and interests. The honours degree is also an important source of high-caliber students for the MES/MESc program as well as graduate opportunities and employment elsewhere.

The inter-disciplinary nature of program complements other disciplines very well. Concepts and techniques in physical geography complement disciplines such as biology, chemistry and physics. Physical geography is needed to effectively understand and address environmental issues.

Honours students are an important asset to the department in several ways. For example, without the honours program, there would be a lack of trained students to participate in the many research-intensive activities currently taking place.

## 2.2 Relevance of the curriculum to the program's goals and objectives

A complete overhaul of the program was carried out from 2009 to 2010 to identify the department's main themes and strengthen a consistent progression for students from first to fourth year.

- Broadly, the program's goals are to ensure that students: understand the operation of natural systems, and its interaction with human activity, develop an understanding of the interconnections of the various natural systems, acquire geographic analytical skills that can be applied to different research and professional tasks.
- These goals ensure the learning objective of developing a detailed knowledge of geomorphology, climatology, hydrology, biogeography, geomatics and quantitative methods as well as an awareness of other research methodologies in physical geography" are achieved.
- First and second year course offerings provide a broad education in geography. The importance of laboratories in first year courses and the instructors that deliver them has been highlighted as essential to the foundation for a proper deliverance of the geography curriculum.
- In third and fourth year, flexibility allows students to specialize in sub disciplines. As a result students are able (but not limited to):
  - develop a more in-depth understanding of selected natural systems
  - develop critical thinking and analytical skills inside and outside the discipline of geography
  - understand the nature, purpose of critical enquiry in geography through application of the scientific method
  - evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
  - devise and sustain arguments or solve problems using geographical methods

The program plays an interdisciplinary role in a number of ways. These include but are not limited to preparing students:

- for access to the Master's program in Environmental Studies and Science (M.A./M.Sc.);
- to achieving Geography credit requirements of the Concurrent Education Program; and
- to achieve Environmental Science credits in conjunction with departments such as Biology.

When comparing the program across Ontario, three other universities are analogous in size with Nipissing; they are Laurentian University, Lakehead University, and Trent University. In comparison, the Geography program at Nipissing University provides an updated curriculum that is well adapted to recent developments in geography, current world issues, and the changing structure of universities. Our curriculum is arguably the most updated of all four of Ontario's small universities. For instance, second year Cartography has evolved over past several years into Introduction to Geomatics, which covers cartography, geographic information systems and remote sensing. At Lakehead University air photography remains a core course.

### 2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

Geography students were last surveyed in 2008 as part of the most recent UPRAC review in 2009. However, no specific program level questions were included in the review. In general, high levels of satisfaction were reflected in the individual comments, where several alumni commented positively on accessibility to professors and the small class sizes. This highlights the importance of first year laboratories and the instructors that deliver them because students are afforded an introduction to geography, especially the applied nature of the subject, in smaller class settings. Satisfaction regarding the range of courses offered was slightly lower (5.1), and is highlighted by comments from several alumni that improved course selection is needed (most notably in senior years and in human geography in general).

In response, the department held numerous meetings to review every course in every program. The main objectives were to review course syllabus, lecture material, textbooks or readings and assignments or labs if appropriate. The purpose was to better understand the links/overlap among courses and to develop a more rational and coherent progression through our programs. The objective was to ensure that the learning objectives continue to advance as students progress through the programs. A complete overhaul of the program was carried out from 2009 to 2010 to clearly identify the department's main themes and strengthen a consistent progression for students from first to fourth year.

In addition, the student surveys indicated that more concentration on numerical and spatial computing skills was needed. As a result, additional components on advanced spreadsheet applications were added. E.g. 1 – new Excel components included in first year labs to begin the education of numerical computing skills at the first year level. E.g. 2 - a new course, GEOG 4027 Spatial Computing, a crossover course between the Departments of Geography and Computer Science. E.g. 3 - an intensive Excel course has been offered to geography students over a weekend to provide students with additional knowledge (not part of the curriculum).

As a result students are able (but not limited to):

- develop a more in-depth understanding of selected natural systems;
- develop critical thinking and analytical skills inside and outside the discipline of geography;
- understand the nature, purpose of critical enquiry in geography through application of the scientific method;
- evaluate the appropriateness of different approaches to solving problems using well established

ideas and techniques; and

- devise and sustain arguments or solve problems using geographical methods.

## 2.4

### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

As stated in earlier sections, much of the teaching and research carried out in the Department of Geography concerns issues of relevance to northern Canada and First Nation/Aboriginal communities. Students coming from these groups gain experience and skills and upon returning to their communities have the capacity to address issues, with the added benefit of being able to draw on the academic support of Geography faculty.

Aboriginal/First Nations students also benefit from multiple themes in undergraduate coursework, such as traditional ecological knowledge and how different cultural perspectives shape resource management. The Master's program in Environmental Studies and Science (M.A./M.Sc.) also includes a student retreat to a neighbouring First Nation, with presentations by community members.

First-generation students potentially arrive at university with an unformed idea of what they would like to pursue. Geography's diverse areas of inquiry allow students to explore various facets of the discipline at an early stage and pursue areas of interest in more advanced courses. The flexibility of curriculum in the undergraduate and graduate programs also addresses the needs of mature and/or part-time students.

To further the learning and social support needs of students, the Geography Club has a permanent office and provides students the opportunity to socialize with their peers and get assistance with coursework. In addition, the students and faculty compete against each other in soccer and volleyball.

## 2.5

### The extent to which the program meets the needs of stakeholders

Our program responds well to the needs of stakeholders and the community. Practical training is found within the Environment and Physical Geography program. For example isotopic analysis, geographic information systems, and remote sensing.

- Specific examples of stakeholders internal to the university include:
  - Master's program in Environmental Studies and Science (M.A./M.Sc.);
  - Natural sciences (e.g. biology and chemistry); and
  - Canada Research Chair (CRC) in Environmental History pending approval.
- Specific examples of stakeholders external to the university include:
  - Ministry of the Environment, Ministry of Natural Resources and the North Bay-Mattawa Conservation Authority;
  - Town of Callander - Exploring the science and policies that surround freshwater harmful algal

blooms;

- Downtown Improvement Area of North Bay (DIA);
- Discovery North Bay Museum;
- National Museum of Bermuda;
- Aboriginal communities:
  - E.g. collaborating with Dokis First Nation to develop a source water protection plan; and
  - Assessing the underlying determinants of First Nations drinking water risk.
- Agriculture Canada and related research links – E.g. added course GEOG 3126 – Geographies of Agriculture, from which students have become RAs.
- Natural Sciences and Engineering Research Council of Canada Scholarships and Fellowships Selection Committee for Earth Sciences and Ecology Master, Doctorate & Post-Doctorate levels, Ontario Council of Graduate Studies, and the US Department of Defense, Strategic Environmental Research and Development Program.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education



## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on ‘relevance’ as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University’s mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

**ii. Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.



A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:





# Department and Program Report

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Unit/Department: History

## History Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.



These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
History	219.0	208.7	194.5	176.3	147.7	-9%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
History (Bachelor of Arts)	53	49	47	37	35	-34%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
History	- 197.47	- 262.70	- 307.54	- 108.38	- 22.64

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
History	133.84	136.17	133.54	122.98	103.91

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
History	1.16	1.33	1.50

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>History</b>	2.00	2.00	3.00	2.00	1.00	1.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

#### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2013</b>	<b>2014</b>	<b>Trend</b>
<b>History (Bachelor of Arts)</b>	3-year	69	52	25	32	13	-81%
<b>History (Bachelor of Arts)</b>	4-year	189	180	263	203	184	-3%

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
<b>History (Bachelor of Arts)</b>	3-year	2	1	3	1	1	-50%
	4-year	51	48	44	36	34	-33%



## Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
History (Bachelor of Arts)	Honours	Classroom	\$761.74	\$1,176.88	\$875.07	\$1,038.72	\$2,260.44
History (Bachelor of Arts)	Honours	Individual	\$1,867.49		\$2,250.48	\$2,564.00	\$2,806.84
History (Bachelor of Arts)	Specialist	Classroom			\$690.46	\$1,283.71	\$4,245.75
History (Bachelor of Arts)	Base		\$475.36	\$505.50	\$511.71	\$661.21	\$831.72

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
History	History (Bachelor of Arts)	3-year	30%	40%	52%	28%	30%	77%	58%	217	48%	-29%	2%	23%	-150	39%	2%	21%	17%	33%	13%	21%
History	History (Bachelor of Arts)	4-year	18%	24%	27%	17%	18%	73%	73%	67%	76%	3%	21%	19%	25%	13%	21%	6%	8%	8%	9%	6%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
History	History (BA)	236	3.34	3.38
	History (Master of Arts)	236	3.34	3.38

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
History	History (BA)	20	146	18%	11%	2.26	2.00
	History (Master of Arts)	20	146	18%	11%	2.26	2.00

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
History	History (BA)	1.67	2.00	1.67	1.33	1.83

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The Department of History was established in 2001. As a stand-alone department, History has experienced remarkable growth and success in teaching and research, including recent recognition for its "state-of-the art" undergraduate curriculum and a "robustly successfully" MA program (IQAP 2014). The History Department specializes in a range of teaching and research fields, including medieval, early modern and modern European history, as well as early and modern Canadian and U.S. history. Our thematic strengths include the history of state violence and genocide, international relations, Indigenous non-Indigenous relations, oral history, local and community history, women's and gender history, and environmental history.</p> <p>History professors are well-loved by their undergraduate students for their innovation, passion and rigor. Our retention rate (83% or higher) and average teaching scores (4.3/5) make clear students enjoy the work we do inside the classroom. The department is also well known for supporting the "capstone" undergraduate experiences central to the University's strategic plan, including inspiring undergraduate research in our seminars and training twenty-four undergraduate research assistants in the last seven years. Province-wide cuts in education have challenged undergraduate enrollment in A&amp;S. The department has responded in a variety of ways to this challenge including: new interdisciplinary programs to attract more students, enhanced online offerings, particularly for Applied &amp; Professional Programs (APS), curricular changes to increase the accessibility of our courses to a wider range of students. At the same time, we have developed innovative models for community engagement, particularly with our Indigenous partners, the Canadian Forces Base, as well as business and heritage organizations. Through these changes we remain fully committed to seminar-based learning at the highest level. It differentiates us in significant ways and allows us to fully support Nipissing's mandate - one student at a time.</p> <p>We have a highly successful graduate program. Initiated in 2008, it was the first in A&amp;S at Nipissing University. Specifically designed for a small-university environment, the program allows us to maintain our commitment to student-centred teaching at all levels and provides graduate students with advanced training in a breadth of subjects and methodologies. We give all of our graduate students the opportunity to work as teaching or research assistants. Since its beginning, twenty-six students have successfully completed their M.A. in our department. It is notable that we are attracting national attention. We have received inquiries about the structure of our program from smaller universities and we now regularly attract students from places as varied as the University of Calgary, Trent University and the University of Toronto.</p> <p>Finally, we are a research-intensive department. The History Department has been highly successful in attracting outside funding, including eight Tri-Council grants in the last seven years, along with significant funding from organizations such as the Centre for Advanced Holocaust Studies. In addition, we have an exceptional publication record, with twelve monographs, six edited collections, and more than forty refereed articles to our credit.</p>

1.1	Relevance of the unit to the university's mission
	<p>The history program "epitomizes Nipissing University's mission objectives" (IQAP 2014). It is an anchor unit in A&amp;S, making considerable contributions to the university's educational, research, and community service mission.</p> <p>Our commitment to seminar-based learning mobilizes Nipissing's educational goals in powerful ways. We believe it supports "innovation", "excellence in teaching" (SMA, 2014) and differentiation, allowing us to attract and retain students and meet "the highest disciplinary standards" (IQAP, 2014). For example, the seminars in our first-year classes are taught by experienced faculty, Dr. Mark Crane and Dr. Catherine</p>

Murton Stoehr who specialize in transition-to-university learning. A personalized learning environment is particularly important for first-generation and Indigenous learners, as well as students with disabilities. Our IQAP surveys highlighted a high-degree of student satisfaction with seminars: 89% found the seminars very relevant to their learning and 100% of students interviewed for the review wanted seminars expanded in second and third year.

We have a strong commitment to learning outside the classroom with the goal of connecting academic work to real world problems. Several faculty have taken advantage of the university's strong support for community service learning (CSL), where students spend time working with a community group and complete a rigorous, academic assignment based on that work. In her third-year course, Dr. Murton Stoehr holds half the classes in the downtown First Nations Friendship Centre. Here students have the opportunity to engage with elders, residential school survivors, and other people from the local Anishinaabe community. This year Dr. Stephen Connor will take his fourth-year seminar to Washington D.C. to conduct archival research. In cooperation with curator and Nipissing History alumni Beth Atchinson, Dr. Connor has taken first-year students to visit the Canadian Forces Museum of Aerospace Defence. This field trip allowed students to consider the interaction between academic and public history as well as the ways in which the past is represented and interpreted.

Faculty have been exceptionally active creating interdisciplinary links with other departments: Human Rights & State Violence (Stage 2), which unites four different departments across two faculties, and Ancient & Medieval History (Stage 1), which unites History and Classics. The CRC in Environmental History and the interdisciplinary MES program unite History, Geography, Biology and Chemistry. We have close working relationships with the Office of Aboriginal Initiatives, Native Studies, Religions & Cultures, and GESJ.

We are a research-intensive department, with an impressive list of publications. We continue to be very successful in attracting research funds, from public (8 Tri-Council grants; 1 CRC) and private funding agencies. We believe that innovative scholarship means excellence in teaching; that professors actively engaged in research transmit that intellectual curiosity and passion for learning to their students. New and updated courses reflect the scholarly interests of the faculty. The success of our graduate program is equally a measure of our research achievements.

It is notable that the History Department is active in the community inside and outside the university. For instance, we are or have been active on the Senate (8 senators), Board of Governors, NUFA (4), ARCC, URC, and REB. We run a popular speaker series on campus and host internationally-renowned speakers for our annual keynote address. In service to the North Bay community, we have offered more than fifty public lectures and are involved in a range of community-based initiatives. For example, Dr. Gendron is the founding president of the Nipissing branch of the Canadian International Council. We are undoubtedly an anchor department at the university.

## 1.2 Notable or unique contributions made by the unit

The History Department's ability to attract new students to Nipissing has grown remarkably in the last six years. At the graduate level, we have been successful, attracting three postdoctoral students to the university, and an increasing number of external applicants to the M.A. program. Our work with Geography, Biology, and Chemistry in the interdisciplinary MES/MESc is unique. At the undergraduate level, we are at the forefront of initiatives to attract more students to A&S, including two new programs within which History is an anchor. The HRSV program builds on our considerable strengths in state violence and reconciliation, war and terrorism, and Indigenous non-Indigenous relations. The AMH program will respond to student demand for more offerings in these fields. We will be the only small university in the province with these programs.

History faculty bring Nipissing University national and international recognition: we publish, act as editors and reviewers for top-tier journals and presses, attract significant funding to the university, and speak at conferences worldwide. Our international presence includes the work of Drs. Earl and Kozuskanich for the U.S. Supreme Court; Dr. Earl's appointment as book-review editor of a major international journal; Dr. Srigley's invitation to comment on a roundtable on oral history at the largest conference on women's history in the world; Dr. Morrell's monograph remains one of the most-cited books in the world on Anglo-Soviet relations during the Stalin Revolution. Dr. Gendron has had articles published around the world and has presented at conferences in the United Kingdom, France, Norway, Austria, Australia, the



Netherlands, Switzerland, the United States and, in the coming year, in Japan. He works closely with an international network of scholars based primarily in Norway but with contacts throughout the world whose research focuses on the history of resource development. Notably, his collaboration with this group led to the publication of *Aluminum Ore* in 2013. An international reviewer of Dr. Neal's work noted he could not "imagine thinking about men and masculinity again without Neal's book open on [his] desk." Across Canada, our research and teaching is also recognized. Drs. Earl, Murton, Noel, and Srigley have received book awards; our faculty are regularly invited to act as external reviewers on Ph.D. committees and to review articles and manuscripts for major journals and presses; Dr. Noël has been invited to act as an external reviewer for IQAP twice and sit on SSHRC grant awarding committee three times.

- External funding – 8 Tri-Council Grants; 1 CURA; 2 CRC
- Publications - 12 monographs; 47 journal articles; 23 book chapters; 59 book reviews
- Editing: 2 journal collections; 6 edited collections; 16 manuscript and 29 article reviews;
- Conference Presentations - 159
- Awards - 3 book awards; 3 research achievement awards
- Public talks - 54

We contribute to differentiation in the following ways:

Our seminar-based learning system differentiates us from other universities and allows us to fulfill the one-student-at-a-time mandate in meaningful ways. This is particularly important for Indigenous and first-generation learners, as well as students with disabilities.

Our support for experiential learning is notable. This includes the opportunities for independent undergraduate research inside and outside the classroom, our work with CSL to connect the history classroom with real world issues and experiences, and our close partnerships with local First Nations. Over the last seven years we have hired and trained 24 undergraduate research assistants.

History is an anchor department in two new programs - HRSV and AHM - which will be the only programs of their kind at a small university in the province.

Our breadth MA program and our joint MES program differentiate us from any other small and some mid-size universities in the province.

1.3

**Provide information on how appropriately and effectively the unit responds to the needs of the wider community**

While it is clear that university graduates face a challenging economic climate, 79% of history alumni surveyed this year indicated they had employment, with three out of five reporting employment related to their field of study.

School boards and education remain key stakeholders for the History Department. Our students are employed in administrative capacities and many of them will teach. History is an essential part of the Ontario curriculum, 4 credits for the college or university stream.

Our students find jobs in a wide array of fields because they have advanced research and communication skills. It is notable that more than half of Nipissing's administrative departments employ history graduates. These students were hired because they are highly skilled not because they failed as teachers. An anecdotal survey of our students tells us that they are also employed in these types of positions at Trent University, University of Windsor, Mushkegowuk Council, Simcoe County Board of Education, the Liberal Party of Canada, in non-governmental organizations, and at banks and consulting firms.

The History Department has responded in groundbreaking ways to build relationships and meet the

needs of Indigenous learners and community partners.

The Office of Aboriginal Initiatives shared the following:

"The History Department's commitment to Indigenous students, elders, and community has been identified in the department's goals and objectives. This is in alignment with History's practice of working with Elders in the classroom and of faculty mentorship of Aboriginal undergraduate and graduate students, both within the department and in other disciplines. This practice includes offering research assistant positions to support the development of undergraduate and graduate research. These faculty mentorships have had a profound impact on Aboriginal students. Taken together, History contributes to the Aboriginal community on campus, engaging in a number of ways with undergraduate and graduate students, community members, Elders, and the staff of OAI."

Dr. Srigley's collaborative research with Nipissing First Nation is an example of an ethical partnership with community. This research has now become part of the Nipissing Secondary School's curriculum, exemplifying the value of reciprocity and contributing to the archiving of community-based knowledge and to Aboriginal education.

We asked our community partners to share their perspective. Patty Chabbert, Director, Urban Aboriginal Communities Thrive Project, Friendship Centre wrote: "I have been asked to share my perspectives on the importance of the History Department at Nipissing University. For our project, this department and those in it have been able to respectfully partner and work with our Aboriginal community, making huge impacts in such a short amount of time. They have contributed to the work of DNSSAB's 10 year housing strategy. Last year they were presented to funders like Trillium and the Ministry of Aboriginal Affairs as an example of best practice in community development models and Indigenous research, helping us secure more than \$500,000 for the next five years. More importantly, they have created a strong, respectful and long-standing partnership with key community partners, like the Friendship Centre and are addressing topics like racism, poor educational attainment, homelessness, drug and alcohol addiction. A very prominent Aboriginal teaching says that we must know where we came from to understand where we are going. The History Department offers this understanding and vision to our community."

## Full text of submission: Opportunity

### 3.0 Context (not scored)

The History Department was heartened by the unequivocal support given for our teaching, research, and contributions to Nipissing University and the region in our IQAP review. The reviewers describe us as a "leading department" at the university, note our "consistent success" in responding to enrollment challenges, and praise our innovation in programming and research. We understand these endorsements as recognition of our accomplishments to date, but also as an indication of what we must continue to do to support the health and vitality of the university community going forward.

At present and for the foreseeable future, Nipissing University is operating within a difficult fiscal climate. Considered together the department's short-term goals, particularly the redeployment of faculty to cover tremendous losses in our department, will save the university money. They are rooted in the understanding that measures must be taken to ensure that our "state-of-the art" curriculum not be eroded in ways that weaken the university's ability to attract and retain undergraduate and graduate students.

At the same time, history is at the forefront of innovation within the university. We are developing two new undergraduate programs with our colleagues in Classics, GESJ, Political Science, and Social Welfare and Social Development, broadening our M.A. program to include a two-year thesis option, working closely with APS to expand our service course offerings, developing workshops for the Canadian Forces Military Base in North Bay and the Centre for Lifelong Learning at Muskoka, supporting the development of the Child and Family Welfare program, continuing our work with our Indigenous partners to build meaningful learning spaces for Indigenous students and research partnerships with First Nations

communities.

The History Department is fully committed to seminar-based learning. It is the primary element through which we achieve our program goals and provide training at "the highest disciplinary standards" that "epitomizes Nipissing University's mission objectives". Furthermore, it is a "universally celebrated" aspect of our program and well suited to fulfill the university's mandate to support first generation and Indigenous learners. The student-centred nature of our program and our ability to extend this into second and third years, as our students and IQAP reviewers request, depends on us securing our faculty complement, as we face the tragic loss of our colleague Dr. Anne Clendinning, the retirement of Dr. Steven Muhlberger, and the reduced workload of Dr. Gordon Morrell.

We will continue to respond to the enrollment challenges facing Nipissing University. We appreciate the reviewers' endorsement of our department as one that has "considerable potential to offset the shortfall in student enrollments in other faculties."

3.1

**Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?**

Over the next two years, the department will need to restructure to maintain the quality and temporal and national breadth of its program. Robust History programs, those able to attract and maintain undergraduate and graduate programs as well as research agendas are based on research, debate and discussion across time and place. We specialize in a range of fields and contexts and must maintain this. Given our present economic climate, we recognize that we may need to provide some internal restructuring.

In the next eight months, the retirement of Dr. Steven Muhlberger will seriously compromise the breadth of our program offerings. This is an area of student interest that, as you will note below, we are working to expand to attract more undergraduate and graduate students. In this sense we are lucky to have Dr. Mark Crane. Given the seniority of Dr. Muhlberger, the redeployment of Dr. Crane will provide significant budget savings without compromising the strength of the history program. Dr. Crane's expertise offer us with opportunities for sustainable growth in the areas of Ancient and Medieval history, in Classics, particularly languages (Dr. Crane has teaching competencies in Greek, Latin, German, and French), as well as Religions & Cultures.

In the next twelve months, Dr. Morrell will shift to a reduced workload. Dr. Morrell is presently developing four online and lecture-capture courses. These curriculum changes will allow him to expand offerings for APS and history students in Russian & Soviet History; Modern European History, International Relations, Diplomacy & War, Cold War History. His new course on the History of Secret Intelligence, titled 'Spooks', is anticipated to have wide appeal for students across the faculty of A&S and for students in Criminal Justice.

Dr. Stephen Connor's exceptionally popular courses in Modern European history, Cold War history, and War and Society will allow us adapt to Dr. Morrell's absence. They form a significant portion of the offerings in the new HRSV program. They are the basis of a new partnership we are working on with the Canadian Forces Military Base to develop courses for military personnel. We are also working with Muskoka to develop a weekend workshop centred on the Common Book, which will include a lecture and discussion led by Dr. Connor. Our colleague, Dr. Ferry will help us develop our connections with Muskoka and, in the short term, cover a key British course.

3.2

**Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

The History Department is in a unique and exceptionally vulnerable position at the moment with the loss of two and a half full-time senior faculty members (Drs. Anne Clendinning, Steven Muhlberger, and Gordon Morrell) by July 1, 2015. Redeploying Dr. Crane and Dr. Murton Stoehr and converting Dr. Connor's position will allow us shore up our existing faculty complement at significantly reduced cost to the university. The combined salary reduction in 2015/2016 will be close to \$330,000. There will be no new money required to secure these positions. This is a 23% reduction in our budget. Further to this, these positions offer growth opportunities in other areas of the university without extra cost to the institution, including Classics, Native Studies, and Religions & Cultures for which the University currently contracts our faculty at the cost of \$6200 per additional course.

Securing our faculty complement is essential to the stability and growth of one of the most productive departments in our university. What department can sustain morale, develop vision, promote innovation and build capacity with further losses? We know from past experience that shrinking departments seldom recover and if the institution is serious about maintaining its current compliment, it is vital that the History Department be able to offer its highly successful program. These shifts allow us to deal with our staffing shortfall in the short term very well and provide a strong basis from which to plan our future. At the same time these staff reductions provide significant cost savings to the university.

**3.3 What opportunities are there to strengthen the unit and how could these be implemented?**

As detailed in 3.1 and 3.2 above and 3.4 and 3.5 below, the History Department continues to be one of the most innovative groups at Nipissing University when it comes to program development and collaboration across the university and with community groups. The Department has also made efforts to make its program better known to the Advancement Office with the hope that more successful marketing of the History Department's undergraduate and graduate programs will result in more effective recruitment of students.

**3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

The History Department is working closely with five departments across two faculties to develop two interdisciplinary programs to attract new students. History is an anchor department in both programs: in the HRSV program (stage 2) 33% of faculty and 31% of core courses and AMH program (stage 1) 57% of faculty and 39% of core courses will be based in history. We already work closely with Geography, Biology, and Chemistry to offer the MES program. The success of the CRC in Environmental History will anchor this relationship, attract new students, and raise our international and national profile.

In a specific way, our program draws together Indigenous and non-Indigenous learners. Through widely-celebrated partnerships, Anishinaabe elders are working in our Canadian history classrooms. Through their mobilization of Indigenous ways of knowing and learning, this provides opportunities to build meaningful bridges among undergraduates. To understanding cultural difference is to have relationships across cultures. These partnerships differentiate us in meaningful ways from any other university in the province. One of our colleagues at U of T described our work as "breathtaking". Another at Lakehead wrote: "It is a brilliant" example of "indigenizing and decolonizing educational practice." These innovations, indeed this recognition, support recruitment and retention.

As the SMA makes clear, Indigenous students and Indigenous Education are cornerstones of the differentiation of Nipissing University. Because Dr. Murton Stoehr is a constant at the university and in our community, her relationships with Indigenous partners will allow her to strengthen these connections. Increasingly, newly trained teachers are working in First Nations Communities. In partnership with Nipissing First Nation, Native Studies and OAI, the History Department is well positioned to help develop workshops or courses that provide contextual and longitudinal understanding of Indigenous non-Indigenous relationships in Canada today. Looking towards the retirement of Dr. Françoise Noël in five years, and with the SMA in mind, we will build on Dr. Murton Stoehr's strengths to

expand these areas of our program.

The SMA projects 19% growth in our graduate student population over the next five years. The history program is a gateway for the MA, MES, and MEd. As its reputation grows and the university invests in recruitment, the MA will attract more outside applicants; however, we will continue to draw a significant number of graduate students from our undergraduate population. Our BA also supports students interested in pursuing graduate work in Indigenous studies, environmental studies, and international relations and post-graduate professional degrees in law, museum and library studies.

### 3.5

#### What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

This fall, the Canadian Military Forces Base approached Dr. Stephen Connor. They asked him to develop courses and workshops designed specifically for military personnel. As a result of this, strengths within our department, as an area with growth potential, Drs. Connor, Earl and Srigley are developing a proposal for a Northern Ontario Centre for Military History and Heritage to strengthen community links, attract endowments, and recruit students to explore the military history of the region. The centre would be the only one of its kind in the north.

The Centre for Lifelong Learning is developing programs for retired learners. Dr. Connor will deliver a workshop on the Common Book, *The Book Thief*, providing a lecture and leading discussion. We will expand these opportunities in partnership with our colleague at Muskoka, Dr. Ferry.

Dr. Murton Stoehr's and Dr. Srigley's expertise in Indigenous histories and education and their relationships in our community position them to build more partnerships. Over two years, Dr. Murton Stoehr's course work with the Friendship Centre has recruitment potential, provides an example of resource sharing, and a framework for the development of more joint initiatives likely to draw community participants, such as certificates for stakeholders around issues such as treaties and resource management. Dr. Srigley's expertise in Indigenous education position her to contribute to these initiatives, as well as those established with Mushkegowuk Council through the Office of Aboriginal Initiatives. She has been invited to the council's Great Moon Gathering twice to share her knowledge and expertise in oral history. All of this work provides the basis for further recruitment and resource sharing.

In partnership with the Dean of A&S, the History Department will develop an A&S practicum course. In keeping with the skills-based learning that is at the heart of our program, this course will make explicit connections between skills and the workplace. We will create partnerships with local banks, non-governmental organizations (DNSSAB, Gathering Place, AIDS Committee), Indigenous organizations (NFN, Union of Ontario Indians, NBIFC); museums; civil service; law offices and courts.

The History Department has a longstanding relationship with local high schools. In the upcoming year, we will work to attract more local students to our university. Proposed initiatives include dual-credit research-oriented courses, involving classroom visits and assignments, as well as summer institutes in history. Dr. Srigley has developed two curriculum units on local Anishinaabe history for Nbisiing Secondary School. This relationship has led to expressed interest on the part of colleagues at U of T to develop a learning exchange program.

### 3.6

#### Are there international education opportunities for the department?

Building on our considerable strength in the history human rights and state violence, as well as international relations, and global politics, students in the history program regularly express an interest in study opportunities that involve travel abroad. The department already has successful distance education courses for non-resident students and is expanding its offerings.

With the financial support of the institution, Nipissing students have many opportunities. Dr. Stephen Connor is presently developing a History Field School Program that will provide students with an international classroom and opportunity to walk the ground where history happened.

Last year, Dr. Earl was invited to lead a tour of concentration camps in Germany and Poland sponsored by the Holocaust Educational Foundation, a research and educational organization out of Northwestern University that supports emerging scholars and young graduate students in their research and other types of educational opportunities. The United States Holocaust Memorial Museum in Washington, DC also offers educational opportunities in the form of seminars and internships for North American students and there are several international organizations based in Germany which offer scholarships, one of our students, Christine Clarke, won one of these two years ago. Dr. Robin Gendron is one of the Nipissing Faculty involved with the Empowering Regional Development Initiatives project, a European Union educational initiative which partners NU with universities in Finland, Czech Republic, the Netherlands, and elsewhere for the development and delivery of a collaborative degree program on regional development. Dr. Nathan Kozuskanich would like to develop a travel component to his senior seminar on American slavery, involving travel to Virginia and visits Williamsburg, Richmond, and Monticello. Dr. Kirsten Greer is collaborating with the National Museum of Bermuda, ROM, and Manchester Museum to develop opportunities for students.

Dr. Morrell's residence in New Zealand and his newly developed online courses provide us with a unique opportunity to attract international students. He can support initiatives in New Zealand to market Nipissing and has connections to the University of Auckland that might help facilitate articulation agreements, and faculty, and student exchanges there.

## Full text of submission: Relevance (program level)

### Program: History (BA)

2.0	Context (not scored)
	<p>The Department of History aims to provide a personalized student experience within a collegial learning community dedicated to creativity, innovation and excellence in teaching, research and scholarly activities.</p> <p>We also share the University's dedication to the values of a Liberal Arts education. We believe a broad and reflective education allows our students to realize their full intellectual and personal potential and prepares them to make positive contributions as citizens and leaders.</p> <p>In our teaching we seek to expose our students to all elements of the historian's craft. We teach them how to use those elements, instructing them in research skills, the analysis of primary and secondary source material, critical thinking, and writing. We aim to foster the ability to analyze and interpret oral and written material in a sophisticated manner, and to communicate, both orally and in writing, in a clear, coherent and concise manner. We aim to foster the ability to engage in scholarly discussion, and to appreciate the limits of scholarly and historical knowledge. We believe analytical thinking and effective communication are vital not only to those students who proceed to careers as professional historians, but to all of our students. We frequently offer opportunities for students to take part in faculty research, having trained 24 undergraduates in the last seven years.</p> <p>As teachers, we strive to:</p> <ul style="list-style-type: none"> <li>• convey that history is not a single authoritative narrative, but a living discipline, an argument without end, a systematic engagement with past experience with much to teach us all about ourselves and our present situations;</li> <li>• demonstrate that a sophisticated appreciation of history is vital to understanding the diversity and complexity of the world;</li> <li>• impart a sense of historical perspective, particularly an awareness of the many differing points of view</li> </ul>

which are held by different individuals and communities, and why such differences have arisen.

We believe that such understandings are vital for all our students, but that they are particularly important for students who are destined for a career in public education, especially if they intend to teach history themselves.

A unique feature of our department is our two seminar instructors, who specialize in teaching first-year seminars while both being experienced scholars with Ph.D.s and active research programs. The seminar instructors are key to our department's major commitment to first-year and small-class instruction. We make this commitment in line with Nipissing University's strategic goal of supporting Indigenous students and students from rural small communities, many of whom are first-generation university students. Our dedicated seminar instructors give us the capacity to deliver high quality instruction in the skills and practices necessary for university students.

The department seeks to be a community of scholars in the best sense of the term. We are actively engaged with scholars throughout Canada and the world. We work collaboratively with our colleagues within the University and continue to look for further opportunities to do so. Within North Bay we have fostered successful partnerships with the North Bay community, including Nipissing and Dokis First Nations, the Canadian Forces Base, Council of Canadians, Heritage Fair, Genealogical Society, and North Bay Friendship Centre, to name a few. We attempt in all our dealings with academic colleagues, students, and university staff to act in a respectful fashion, and one of our program's goals is to also foster such attitudes in our students.

## 2.1 Relevance of the program

The history program "epitomizes Nipissing University's mission" (IQAP, 2014). It is an anchor program at the university, providing "a thoughtfully-constructed range of degree options" for history and non-history students alike. While history faculty teach more non-history than history students, the centrality of the history program to new interdisciplinary programming makes this particularly clear: in the Human Rights and State Violence Program (HRSV, Stage 2) 33% of faculty and 31% of core courses and Ancient and Medieval History Program (AMH, Stage 1) 57% of faculty and 39% of core courses will be offered through history.

The BA Honours in history has traditionally been a gateway to professional post-graduate programs in education, law, journalism, library science and museum studies, as well as sound preparation to a broad range of graduate programs. Our programs support Nipissing's mission to "encourage students...to realize their full intellectual and personal potential," and the Strategic Mandate Agreement's (SMA, 2014) differentiation of the university through graduate programs, the place and importance of first-generation and Indigenous learners, as well as the Schulich School of Education.

The SMA projects 19% growth in our graduate student population over the next five years. The history program is a gateway for the MA, MES, and M.Ed. As its reputation grows and the university invests in recruitment, the MA (created in 2008) will attract more outside applicants; however, we will continue to draw a significant number of graduate students from our undergraduate population. To date, 80% of our graduate students have been inspired through their undergraduate studies to work with us at a higher level.

The history program will continue to have strong links with the Schulich School of Education. While the constricted job market has challenged our undergraduate programs, teacher training is a key component of the SMA and history remains important to the Ontario curriculum - 4 credits towards university or college stream. We will continue to train history teachers.

History faculty are committed to developing new on-campus and distance education courses that support programs in the Faculty of Applied and Professional Programs (APS). We are working closely with our colleagues in business, nursing, and Phys.Ed., to develop service and core courses for these programs.

## 2.2 Relevance of the curriculum to the program's goals and objectives

Our key program goals and objectives include a general (BA), developed (BAH) or advanced (MA) understanding of: key methodologies and approaches to the study of history;

major areas and/or periods in the study of history, with a particular emphasis on continuity and change over time and place, and amongst people. The general, developed or advanced development of critical thinking and analytical skills, reading, writing and oral communication skills and ability to participate in critical discussion and work with a range of historical sources.

Like history programs at other small universities (e.g. UPEI, Algoma, UNBC) our program achieves the goals of the discipline through temporal breadth, including courses from ancient to modern history, and depth within relatively narrow geographical regions, particularly Britain, Europe, and North America. Unlike most small universities we also have strength and depth in gender history, social history and international history. These areas are prominently featured in our advanced courses and our graduate program. Occasionally, we have expanded our offerings in areas such as Asian and African History, but our continued ability to do this depends on greater financial commitment from the administration. Taken as a whole then, our program offers students a small university experience in a program that rivals many mid-size universities capabilities.

The history program has strong interdisciplinary connections with GESJ, Political Science, Classics, Religions & Cultures, and Native Studies. We work jointly with Geography, Biology and Chemistry to offer the MES program and support the CRC in Environmental History. We are working closely with our colleagues in A&S to grow programs that will attract students, including the HRSV and AMH programs.

The history program provides a wide range of courses for students in non-cognate programs. We have expanded our service course offerings for Phys.Ed. students (HIS 3946; HIS 3947). We are working closely with APS to develop more onsite and online courses for Business, Criminal Justice, and Nursing students. This includes discussion about offering core courses designed for these programs. We are presently lecture capturing four courses - first to third year - for this cohort and will develop a course on the History of the Body, particularly for Nursing students. We have already developed a course on the history of Business in Canada that would serve the Business programs very well.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

As our recent IQAP review makes clear, our program is grounded in student-centred and seminar-based learning, offers discipline-specific knowledge and skills-based training (critical-reasoning, problem-solving, communication) at the highest level. It is clear that the loss of our colleague Dr. Anne Clendinning, the upcoming retirement of Dr. Steven Muhlberger, and reduced workload of Dr. Morrell, will substantially erode our ability to provide depth and breadth for students. Given the present fiscal state of the university, we are fortunate to have well-trained faculty who are able to provide essential courses in these areas with their own offerings and thus ensure our innovative programming continues.

The history program trains students to do high-level independent research. In every year of the program, students complete research papers. In our capstone seminars in fourth year, students conduct primary and secondary source research and write twenty-five page papers. The regular participation of history students in the Undergraduate Research Conference and the high number of students who go on to take our MA, highlight the success of this aspect of our program. It is equally notable that the success of history faculty in winning grants has resulted in the hiring and training of 24 undergraduate research assistants in the last seven years. This research experience differentiates us significantly from other places.

To understand the past is to be able to place yourself in those contexts, to understand and think critically about the world, to empathize. Our program supports the formation of citizens as whole people. Indeed, this could be taken as the summation of our role. Learning in our department provides skills and a critically-informed perspective on society at large that is essential for an active and involved life in the twenty-first century. In a very specific way, our program draws together Indigenous and non-Indigenous learners. Through widely-celebrated partnerships between history faculty and Nipissing First Nation, Anishinaabe elders are working in our Canadian history classrooms. These classrooms are more



welcoming for Indigenous students and provide opportunities to build bridges among undergraduates. This differentiates us in meaningful ways from any other university in the province. It supports recruitment and retention.

Nipissing History alumni are well equipped for employment upon graduation. In total, 79% of graduates found employment with one in three finding work related to their history degree. Importantly, this number also proves consistent with admission to graduate programs, suggesting Nipissing history alumni are ready to meet post-graduate challenges, whether in the workplace or academia.

#### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

History's "state of the art" (IQAP 2014) programming supports students with disabilities, as well as first-generation and Indigenous learners in ways that differentiate it from other Ontario universities. For example, our "universally-celebrated seminar system" gives students the opportunity to work in small-class environments with highly-trained faculty. In first year, seminars and assignments designed to support graduated skill development help students transition to the university environment. This is particularly important for Nipissing students. History faculty and the history program are recognized as "highly supportive" by the Student Development Office.

As noted above, our program supports the formation of citizens as whole people. Learning in our department provides skills and a critically-informed perspective on society at large that is essential for an active and involved life in the twenty-first century and, more specifically, the ability to meaningfully understand the role and importance of cultural difference and sensitivity in everyday life. In a very specific way, our program engages with Anishinaabe elders. Through their mobilization of Indigenous ways of knowing and learning, these classrooms can be more welcoming for Indigenous students. They also provide opportunities to build meaningful bridges among undergraduates. To understand cultural difference is to have relationships across cultures.

These partnerships differentiate us in significant ways from any other university in the province. One of our colleagues in the History Department at the University of Toronto described our work as "breathtaking". Another, working at Lakehead University, asked if we would be willing to share our model with the Office of the Vice President Academic. In email correspondence she wrote: "It is a brilliant" example of "indigenizing and decolonizing educational practice." These innovations, indeed this recognition, support recruitment and retention.

#### 2.5

#### The extent to which the program meets the needs of stakeholders

Nipissing History alumni are well equipped for employment upon graduation. In total, 79% of graduates found employment with one in three finding work related to their history degree. Importantly, this number also proves consistent with admission to graduate programs, suggesting Nipissing history alumni are ready to meet post-graduate challenges, whether in the workplace or academia.

The history program will continue to have important links with the Schulich School of Education. While the constricted job market has challenged our undergraduate programs, teacher training is a key component of the SMA and history remains important to the Ontario curriculum - 4 credits towards university or college stream. We will continue to train history teachers.

The SMA projects 19% growth in our graduate student population over the next five years. The history program is a gateway for the MA, MES, and MEd. As its reputation grows and the university invests in recruitment, the MA (created in 2008) will attract more outside applicants; however, we will continue to draw a significant number of graduate students from our undergraduate population. The success of the CRC in Environmental History will have a direct impact on graduate-student recruitment. The BA Honours in history also supports students interested in pursuing graduate work in history, Indigenous studies, environmental studies, and international relations and post-graduate professional degrees in law, museum studies, library studies and education

While we tend not to emphasize the key role of history graduates in other sectors of the economy, history graduates find work in the civil service and the university sector (administration, recruitment, marketing), in business and consulting because they have advanced communication and literacy skills. It is notable that more than half of Nipissing's administrative departments employ history graduates (Academic Advising, Marketing, Registrar's Office and Student Development Services). These students were hired because they are highly skilled not because they failed as teachers. A survey of our students, which is largely anecdotal because the university does not keep this data, tells us that our students are employed in these types of positions at Trent University, University of Windsor, Mushkegowuk Council, Simcoe County Board of Education, the Liberal Party of Canada, in non-governmental Organizations, and at banks and consulting firms.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on ‘relevance’ as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University’s mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.



## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### Context - unit level

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

<p><b><u>Context - program level</u></b></p> <p><b>Name of program:</b></p> <p><b>Unit:</b></p> <p><b>Response (limit 500 words):</b></p>
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ii. **Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required



by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Mathematics



## Mathematics Programs Included:

- Bachelor of Arts
  - Honours (classroom)
- Bachelor of Science
  - Honours (classroom)
- Science and Technology (BSc)
  - Honours
  - Specialization
  - Major

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in **Error! Reference source not found.** below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Mathematics	114.8	119.8	119.7	134.6	125.0	2%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Mathematics (Bachelor of Arts and Bachelor of Science)	12	19	12	13	10	-17%



### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Mathematics	- 267.05	- 318.67	- 233.49	- 255.39	- 320.93

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Mathematics	117.66	113.40	135.96	122.40	120.35

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 3: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Mathematics	1.50	1.16	1.50

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 3: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Mathematics</b>	3.00	3.00	2.00	2.00	2.50	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

#### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in

Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Mathematics (Bachelor of Arts)	3-year	5	6	6	3	3	-40%
Mathematics (Bachelor of Arts)	4-year	21	19	34	31	23	10%
Mathematics (Bachelor of Science)	3-year	3	5	5	4	4	33%
Mathematics (Bachelor of Science)	4-year	28	27	48	41	36	29%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Mathematics (Bachelor of Arts and Bachelor of Science)	3-year			1	1		-
	4-year	12	19	11	12	10	-17%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

<b>Program</b>	<b>Specialization</b>	<b>Delivery</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Mathematics (Bachelor of Arts)</b>	Honours	Classroom	\$613.96	\$284.48	\$339.32	\$448.07	\$1,024.07
<b>Mathematics (Bachelor of Arts)</b>	Base		\$430.81	\$511.93	\$568.39	\$580.35	\$545.14
<b>Mathematics (Bachelor of Science)</b>	Honours	Classroom	\$757.61	\$435.30	\$476.84	\$608.60	\$1,577.77
<b>Mathematics (Bachelor of Science)</b>	Base		\$430.81	\$511.93	\$568.39	\$580.35	\$545.14



## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

			Graduating proportion					Survival					Attrition rate					Transfer				
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Mathematics	Mathematics (Bachelor of Arts)	3-year	40%	0%	33%	33%	40%	100	83%	50%	150	50%	-33%	0%	0%	-50%	-33%	33%	17%	50%	0%	33%
Mathematics	Mathematics (Bachelor of Arts)	4-year	10%	26%	18%	19%	10%	53%	79%	79%	60%	7%	21%	7%	11%	16%	21%	26%	14%	11%	24%	26%
Mathematics	Mathematics (Bachelor of Science)	3-year	100	40%	60%	25%	100	-	133	200	133	-	-	-67%	-200	-33%	-	-	33%	100%	0%	-
Mathematics	Mathematics (Bachelor of Science)	4-year	14%	11%	17%	17%	14%	58%	67%	85%	76%	18%	33%	29%	10%	21%	33%	8%	4%	5%	3%	8%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Mathematics	Mathematics (BA)	50	3.40	3.38
	Mathematics (BSc)	50	3.40	3.38
	Mathematics (Master of Science)	50	3.40	3.38

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Mathematics	Mathematics (BA)	24	7	0%	0%	1.93	2.14
	Mathematics (BSc)	24	7	0%	0%	1.93	2.14
	Mathematics (Master of Science)	24	7	0%	0%	1.93	2.14

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Mathematics	Mathematics (BA)	1.50	1.50	1.33	2.00	1.83
	Mathematics (BSc)	1.50	1.83	1.50	2.00	2.30
	Science and Technology (BSc)	2.00	2.33	2.00	1.50	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The history of the department of Computer Science and Mathematics goes back to the early years of Nipissing University College.</p> <p>In 1971, Dr. Ted Chase, Professor Emeritus of Mathematics, joined Nipissing University College to teach mathematics and physics courses. Dr. Ted Chase became the Dean of Arts and Science in 1991. At that time, Dr. Murat Tuncali, Professor of Mathematics, was hired to replace Dr. Ted Chase. Around the same time, in 1990, Dr. Boguslaw Schreyer, Associate Professor of Computer Science, joined Nipissing to teach computer science and mathematics courses.</p> <p>Because of its affiliation with Laurentian University, the courses in mathematics, computer science and physics were offered to those students who chose these subjects for their teaching certificate requirements or to transfer to the science or engineering programs at Laurentian. When Nipissing received its own charter as a degree granting institution, it was small and did not have a departmental structure. Disciplines were grouped into four broad divisions: Humanities, Social Sciences, Geography/Science and the School of Business and Economics. In 2001 Nipissing University's Faculty of Arts and Science adopted a formal departmental structure and the Department of Computer Science and Mathematics came into being. The creation of the department of Computer Science and Mathematics coincided with the development and introduction of the Honours programs in both Computer Science and Mathematics. The work of developing these programs spanned from 1998 to 2002, under the leadership of Dr. Ted Chase who completed his term as the Dean of Arts and Science in 1999, and he also became the first chair of the department. With the introduction of the Honours programs, new faculty positions were created. In order to give a sense of the growth, we provide the following chronological summary:</p> <ul style="list-style-type: none"><li>• 2000: Dr. Vesko Valov, Professor of Mathematics and Dr. Zhivko Nedev joined the University. Dr. Nedev is no longer at Nipissing University.</li><li>• 2001: Department of Computer Science and Mathematics was established.</li><li>• 2002: Dr. Haibin Zhu, Professor of Computer Science, and Dr. Siddhi Kulkarni joined the Department.</li><li>• 2003: Dr. Alexandre Karassev, Associate Professor of Mathematics, joined the Department.</li><li>• 2005: Dr. Mark Wachowiak, Assistant Professor of Computer Science, joined the Department. Dr. Kulkarni left for a position at University of Ballarat, Australia.</li><li>• 2009: First students enrolled in MSc program in Mathematics.</li><li>• 2009: Dr. Tzvetalin Vassilev, Associate Professor of Mathematics, joined the Department.</li><li>• 2012: Dr. Logan Hoehn, Assistant Professor of Mathematics, joined the Department. Program in Science and Technology is offered for the first time.</li><li>• 2014: Dr. Ali Hatef, Assistant Professor of Physics, joined the Department.</li></ul>

1.1	Relevance of the unit to the university's mission
	<p>Mathematics has been a fundamental discipline for the development of human thought for thousands of years. Today, perhaps more than ever, Mathematics plays a central role in Science due to challenging</p>

problems the world faces and the amount of data we need to process. Mathematics has strong ties with Physics and Philosophy, and is applied in many fields, including Science and Social Science, Engineering, and Medicine. While applied mathematics can be viewed as a tool for solving practical problems, pure mathematics insures that the whole mathematical building is structurally solid and continues to grow. Developments that currently belong to the field of pure mathematics very likely will find their practical applications in the future, as has happened in the past, for example, with complex analysis (e.g. applications in fluid dynamics), topology (e.g. applications in economics), number theory (e.g. applications in cryptography), and many others. Mathematics is a foundational part of STEM, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of the priorities. The University's Strategic Plan focuses on innovation, and Mathematics is at the heart of many innovations, such as nanotechnology, search engines, and mobile devices.

Thus, any university in any country must have a program in Mathematics in order to justify the name "university".

Besides serving the needs of the Mathematics program, the unit supports other programs, in particular Computer Science, via required courses, as well as service courses. Among the service courses, MATH 1070 Fundamentals of Arithmetic for Teachers is a course required in the BEd program and has a very large enrollment. Another service course with large enrollment is MATH 1257 Technical Statistics, required in other programs, in particular Nursing. We also offer introductory calculus and data management courses.

Mathematics courses are an integral part of our recently introduced Science and Technology program. The program is interdisciplinary in nature and has several streams that combine courses from Computer Science, Mathematics, and other disciplines (such as Business and Geography) to attract students who are interested in engineering-type applications of Computer Science and Mathematics.

The unit is very active in research and is committed to excellence in teaching. According to the report of the external IQAP review committee (2013), the unit "has been extremely successful in building a faculty complement in Mathematics with interconnected research specializations, all located in the general areas of analysis, combinatorics and topology. This clustering makes it possible to run a weekly research seminar and has been key to the excellent overall research standing of the Department, an asset that benefits in particular upper-level students in their project-oriented courses."

The unit collaborates with other universities in Canada and abroad (in particular University of Saskatchewan, York University, University of Ottawa, University of Tennessee in Knoxville, University of Alabama in Birmingham, University of Sofia, Lviv National University, Linkoping University, Moscow State University). These collaborations have resulted in many refereed publications and conference presentations (a list of publications is available upon request). Thus our unit contributes substantially to the Strategic Plan objective for Nipissing to "foster an environment that actively supports research and creative production and emphasizes innovation, collaboration, and student participation" and to "become a destination for research and collaboration nationally and internationally".

1.2	Notable or unique contributions made by the unit
	<p>Representing foundational disciplines in the STEM cluster and indispensable components of the Science and Technology program, our unit plays a unique role in attracting students who have interest in Mathematics and its applications, information technologies, and engineering. Many Math majors also have a goal of pursuing a teaching career or continuing their studies in graduate school. An attractive feature for the latter category is the existence of our MSc program in Math. Several of our BSc or BA graduates have enrolled in and successfully completed our MSc program.</p> <p>The unit has an outstanding research profile. All tenured or tenure-track faculty (five in total) hold NSERC grants. Not counting NSERC grants, the members of the unit received many research grants, awards (in particular, Chancellor's Award for Excellence in Research, Research Achievement Award, and the International Mary Ellen Rudin Award), and conference funding (e.g. Fields Institute Workshop on Topological Methods or Workshops on Algorithmic Graph Theory). Note that to the best of our knowledge, this is the only unit in the University whose members hold an international award. The total of all grants, awards, and conference funding is over \$ 300 000 in the past 5 years. The total number of publications in respected refereed journals by the 6 members of the unit in the past five years exceeds</p>

80. On average, this is close to 3 papers per year per person. Note that many of the leading Canadian and US Math departments from the “top 100” expect only 1-2 publications per year from their tenured faculty.

The spectrum of research interests is very broad and includes topology, dynamical systems, functional analysis, combinatorics, graph theory, computational geometry and geometry.

Thus, the unit is committed to satisfying the “highest standards in scholarship, teaching, and research”, as stipulated in the University’s Mission statement.

The department has an internationally recognized Topology research cluster. Each year, members of the unit attend several international conferences and present talks (often, invited talks). For example, in 2014 the total number of talks in international conferences is over 10. Each year, the unit organizes at least one international conference or workshop (e.g. annual workshops in topology and related areas, 2013 Summer Topology conference, Ontario Combinatorics Workshop etc., all held in North Bay). We received external funding for conferences and workshops from the Fields Institute, Ontera, ONTC, and MITACS. We have strong research connections with researchers in Bulgaria, Canada, Germany, Japan, Mexico, Netherlands, Sweden, Poland, Russia, Turkey, Ukraine, and the United States. These researchers visit the unit regularly for periods ranging from one week to two years. Thus, our students get a chance to meet with prominent mathematicians from all around the world, discuss their work, share ideas, and establish international connections.

The unit runs the Math Drop-In Center, which provides effective support service for first- and second-year students. It is staffed by our senior students. Faculty members also participate in the work of the Center.

The unit features a weekly research seminar with talks given by faculty members as well as our graduate and undergraduate students. Undergraduate students, guided by the members of the unit, participate in research projects, which often aim at solving problems posed by local business and industry, present at research conferences, and publish papers in refereed journals.

All the above places the unit well ahead of many Mathematics departments in other universities of similar size. It also demonstrates our significant contribution to the University’s goal to “foster an environment that actively supports research and creative production and emphasizes innovation, collaboration, and student participation”, as outlined in the Strategic Plan.

1.3

**Provide information on how appropriately and effectively the unit responds to the needs of the wider community**

Many of our graduates choose a career in high school or college teaching. These professions are of utmost importance for our society. Many also find professional employment as research assistants, financial and market analysts, statisticians, mathematicians, or continue their studies in graduate or professional schools (detailed data is available upon request).

Since 2006, the members of the unit have actively participated in our Computer Science and Mathematics lecture series and give public lectures for highschool students and the general audience.

Since 2005, the unit has organized Math Circles, which are free, informal meetings for students in grades 3-12 who enjoy mathematics and problem solving. Interested students work on challenging problems under the guidance of our faculty and math majors. Moreover, tutoring Math Circles is counted towards the final grade in some of our courses, most notably the Problem Solving course. Thus it creates an experiential learning opportunity as well as a service learning opportunity for our students.

In 2006 the unit, together with our colleagues from the Faculty of Education, embarked upon establishing partnership ties with local schools. The result of these efforts was the creation of Nipissing University Mathematics Education Research and Information Council (NUMERIC, [numeric.nipissingu.ca](http://numeric.nipissingu.ca)). NUMERIC consists of educators from the School of Education, Department of Computer Science and Mathematics, and the local community. The mission of the Council is to promote mathematics, science, mathematical education, and attract high-school students to attend Nipissing. To achieve these goals we organize



various events including math talks, Math Circles for students from grades 5-12, competitions for highschool students, and the Math Fair. Our Computer Science and Math majors actively take part in these activities. In particular, they help to organize the competitions and Math Circles. Recently, we also provided our facilities and offered mentorship to North Bay's local robotics team.

The recently signed transfer agreement with Humber College provides a pathway for graduates of several programs of Humber leading to Science and Technology degrees from Nipissing. As a result of this agreement, several Humber graduates began their studies at Nipissing this Fall.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

The unit offers Honors specialization, specialization, and major degrees in Mathematics, Science and Technology (jointly with Computer Science), and MSc program in Mathematics.

The unit offers service courses in Mathematics and Statistics for other programs, including the BEd program. Additionally, the unit offers courses in Astronomy, Physics, and General Science.

The unit has exceptionally strong research profile.

All tenured or tenure-track members of the unit currently hold NSERC grants.

The unit recently participated in the development of transfer agreement with the Humber College. Similar agreement with Fanshawe College may be developed in the future.

The unit is involved in consultations with our colleagues from Economics and the School of Business regarding a potential program in Mathematical Economics.

Courses, offered by the unit, will be required in the potential program in Engineering.

### 3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?

According to the 2013 IQAP external reviewers' report, the unit "effectively and very appropriately" addresses the challenge posed by its small size through "a tightly organized array of course offerings (recurring annually or in alternate years); an expectation of each Mathematics full-time faculty member's ability and willingness to teach any of the undergraduate Mathematics courses offered; a well-placed integration of Computer Science requirements in the Mathematics curriculum and vice-versa; and an early emphasis on problem-solving skills and individual projects".

Further, the reviewers note that "the Department seems to be extremely well organized and operating its program delivery very efficiently. In fact, given its small size, it is astonishing that the Department is able to offer an array of programs and choices of specialization that is normally to be expected only at larger institutions".

The unit offers several courses via distance education: Calculus I, Technical Statistics, and introductory courses in Calculus and Physics.

Thus we believe that our curriculum and the modes of delivery are optimal at this point. Nevertheless, we would like to point out the following suggestion, made by external reviewers: "a considerable number of other programs at the University have introduced their own introductory statistics courses, presumably taught by "users" rather than experts of the theoretical foundations. This is a most undesirable development, for a number of reasons which include not only unnecessary duplication in a relatively small institution but also concern the adequacy of content of statistics courses across campus and the true qualification of their instructors." The reviewers suggest that "the University should make it

a priority to hire a true statistician with both a strong mathematical background and proven expertise in statistical applications, who can strengthen and unify the statistics courses across campus. The Computer Science and Mathematics Department should be the “natural home” for such a hire.” We completely agree with this suggestion and are committed. However, since it might be unfeasible for the University to create such a new position in the near future, we are willing to modify the delivery of MATH 1257 Technical Statistics in order to satisfy the needs of other departments requiring such course. In particular, while maintaining a single section of lectures, several sections of tutorials can be created, each addressing the need of a particular discipline. We have expressed this willingness before and are ready to discuss it with other departments.

3.2

**Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

Currently, the unit has only 5 full-time members, one of whom has a ten-month contract, involved in delivery of the program. Therefore we believe the unit does not possess any excess capacity (see also the reviewers’ comments in 3.1). Moreover, according to the IQAP recommendations, additional tenure-track positions in statistics and the field of algebra should be created.

Besides teaching the full load of courses, the unit members in fact go far beyond the formal requirements. They often teach additional lab hours (since some courses in fact are 4 hours per week instead of 3, and it is not counted as overload), supervise several undergraduate research projects, supervise graduate students, invest their time in Math Drop-in Center, organize and run undergraduate research seminars, train teams for Putnam competition, give public talks, organize activities such as Pi day and information sessions, coordinate the work of teaching assistants, develop online resources for their classes.

Of course, our faculty are also very active researchers. They publish almost 3 refereed papers per year on average, attend conferences, organize conferences, referee journals, etc.

3.3

**What opportunities are there to strengthen the unit and how could these be implemented?**

The Department of Computer Science and Mathematics developed a “2+2” program, which is a cooperative program operated by Nipissing University and universities in China. The Department not only proposed the 2+2 Computer Science program but also actively worked for this program. A faculty group from a Chinese university was invited to visit Nipissing University and signed the cooperation intention agreement. The cooperative work finally produced an agreement to recruit 50 students for the 2+2 program that waited for the approval of our University Administration.

Recently, a transfer agreement has been signed with Humber College that allows graduates of several programs of the college to continue their studies in our Computer Science and Science and Technology programs.

In May 2014 the unit was approached by representatives of the Fanshawe College to explore a similar agreement. We are at the initial stage of consultations at the moment. The College representatives plan to attend Nipissing in October 2014.

Given the research strength of the Department of Computer Science and Mathematics, as well as the existing M.Sc. program in Mathematics, it looks feasible to develop a proposal for a M.Sc. program in Computational Sciences. This proposal is currently being discussed by the members of the department.

3.4

**What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

To address the needs of students who are interested in engineering-type applications of Mathematics and Computer Science, the Department of Computer Science and Mathematics developed a program in Science and Technology. The program is highly interdisciplinary and has several streams, which combine courses from Computer Science, Mathematics, and other disciplines (such as Business and Geography).

In May 2014 we initiated a discussion of a possibility to create a program in Mathematical Economics. Given the fact that Economics is one of the traditional areas where mathematical methods can be successfully applied and that the majority of the courses in Economics that may be required for such program are already offered by the University, such a program seems feasible and should attract students. Representatives from the Departments of Mathematics, Economics, and the School of Business met with the Dean in May. All parties were enthusiastic about such a program. A preliminary description of the program has been developed. The same group plans to meet in the near future to discuss further details.

With the hiring of a computational physicist in 2014 we hope to increase our Physics offerings. In addition, we feel that a critical mass has been reached to develop a MSc program in Computational Sciences (in addition to the existing MSc program in Mathematics). We already offer several courses that may be used for such a program (Optimization, Advanced Numerical Methods, Computational Topology, Cryptography and Coding Theory, Graph Theory).

In January 2014 Nipissing Senate approved the Stage 1 Letter of Intent for a Bachelor of Engineering (Civil) program. Prior to that, the representatives of the unit met with the external consultants to discuss the role of the unit in such program. According to the final report prepared by consultants a substantial number of Math courses will be required in the proposed Engineering program.

**3.5**

**What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

As a part of the research component of the Mathematics and Science and Technology programs, we plan to engage students in solving practical problems that are important for local business, industry, and the community as a whole. We already have experience with such collaboration, for example with ONTC.

The members of the unit participate in our Computer Science and Mathematics lecture series for highschool students and the general public. We plan to expand this initiative as well as make sure that it is widely advertised by means of our connections in local schools and the community, email exchanges, media coverage, etc.

**3.6**

**Are there international education opportunities for the department?**

The “2+2” program mentioned in 3.3 is one such opportunity. Additionally, the proposed MSc program in Computational Sciences may help to attract international students, which in turn will help to fulfill one of the objectives of the University’s mission.

The members of the unit have substantial international connections and thus have the necessary skills to help potential students during their transition period. Moreover, the members of the unit have diverse ethnic backgrounds and relevant experiences of cultural adjustment and transition.

One of our Math majors enrolled in the very prestigious “Math in Moscow” program this Fall. That a Nipissing student has been accepted to this program speaks to the high quality of our mathematics program.

## Full text of submission: Relevance (program level)

### Program: Mathematics (BA)

### Program: Mathematics (BSc)

2.0	Context (not scored)
	<p>The creation of the department of Computer Science and Mathematics coincided with the development and introduction of the Honours programs in both Computer Science and Mathematics. The work of developing these programs spanned from 1998 to 2002.</p> <p>Mathematics has traditionally been considered one of the core academic disciplines of higher learning; i.e. without a Mathematics program, Nipissing would have some difficulty calling itself a university at all.</p> <p>Moreover, when the University first received its AUCC accreditation (in 1993, shortly after the Charter), the accreditation report noted the extreme imbalance between Arts programs and Science programs, and strongly urged that steps be taken to address this inequity. About ten years later, Computer Science and Mathematics have become two of six Honours BSc program areas and five 3-Year General BSc program areas.</p> <p>Mathematics is one of the core teaching subjects throughout elementary and secondary school, and a subject in which there seems to be a perpetual shortage of adequately qualified teachers. Substantial proportion of Mathematics majors go on to the BEd program, thereby helping Nipissing to respond to the needs of the region, province, and country.</p> <p>Mathematics is a foundation of the STEM cluster, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of the priorities. The program addresses the provincial and national need for elementary and highschool teachers, college and university instructors, highly qualified professionals in computational sciences and statistics, and mathematicians, thus helping to offset existing and future shortages.</p> <p>Mathematics program aspires to provide students with both a clear understanding of the fundamental concepts of the theory and an appreciation of the breadth and power of its many applications. Common core requirements together with cycled group options offer all majors the same underlying knowledge base, while simultaneously allowing opportunities to tailor additional course choices to individual interests or needs. Working with their professors in small classes, and with each other in small groups, students can discover how the rigorous but imaginative thinking gained through the study of mathematics develops one's ability to reason logically and to be an effective problem-solver in all areas of life.</p> <p>Our mission is to create and maintain a quality educational program that is sustainable in light of limited resources, the dynamics of the ever evolving field of computer science and the mission and values of Nipissing University.</p> <p>Nipissing University defines itself as a student-centered institution. To contribute to this mission in yet another way, we provide additional services and opportunities for students as follows:</p> <ul style="list-style-type: none"><li>• The Math Drop-In Centre operates approximately 10 hours per week throughout the academic year, and provides a well-used and, we think, effective support service for first- and second-year students. It is staffed by our senior students. Faculty members also participate in the work of the Centre.</li><li>• We developed several online resources for teaching and learning, in particular calculus help site (<a href="http://calculus.nipissingu.ca">calculus.nipissingu.ca</a>) and linear algebra help site (<a href="http://algebra.nipissingu.ca">algebra.nipissingu.ca</a>).</li></ul>

- Our students have attractive opportunities for service learning via Math Circles and Math Talks, and mentoring Robotics team.
- We mentor our students to take part in Putnam Competition
- Starting 2012, we organize annual Nipissing University Undergraduate Mathematics Competition in March.
- Our students have extensive employment opportunities that complement their studies and facilitate achievement of learning objectives. Each year we have several positions to fill as follows: tutors in Math Drop-In, teaching assistants for first-year classes and labs, research assistants, and markers.

## 2.1 Relevance of the program

Mathematics is a foundation of the STEM cluster, and STEM is one of the priorities in the University's Strategic Mandate Agreement. Thus it is imperative for Nipissing to offer not only a major, but also an Honors program in Mathematics with a strong focus on undergraduate research. Also, some graduates of our program continue their studies in our MSc program.

The University's Strategic Plan prioritizes academic excellence and undergraduate research, and the program contributes substantially to these goals.

The program addresses the provincial and national need for elementary and highschool teachers, college and university instructors, highly qualified professionals in computational sciences and statistics, and mathematicians, thus helping to offset existing and future shortages (see <http://www.parl.gc.ca/content/hoc/Committee/411/HUMA/Reports/RP5937523/humarp09/humarp09-e.pdf>).

Note that the BA program in Mathematics has slightly different admission requirements compared to the BSc (no science requirements). Thus, the existence of this program provides an opportunity for those students who are interested in Mathematics and also in humanities rather than sciences. These students often choose a teaching career thus addressing the provincial and national need for qualified math teachers. Moreover, they often continue their studies in the School of Education at Nipissing. Often, BA Math majors choose double majors with disciplines such as History or English Studies. Note that in the modern world mathematics finds more and more applications in Humanities and Social Sciences, such as linguistics, digital humanities, and economics.

The IQAP external reviewers note that the program has "early emphasis on problem-solving skills and individual projects". Our faculty members are internationally recognized researchers. They support Honors students who are involved in research projects, which are often of an advanced nature and represent the state of the art in the discipline. Thus, the program addresses the focus on undergraduate research that is explicitly mentioned in the Strategic Plan and the Strategic Mandate Agreement.

Courses in Mathematics are required in Computer Science and in the Science and Technology Program. Many introductory courses, such as Calculus I or Discrete Mathematics I, are among the required courses in other programs, such as Psychology and Biology.

Physics courses offered by the department are attractive options for students in the BSc program to fulfill the science requirements.

## 2.2 Relevance of the curriculum to the program's goals and objectives

The core of the program consists of foundational courses in Calculus (4 courses), Linear Algebra (2), Discrete Mathematics (2), and Probability and Statistics (1). These courses are offered every year, and are required for all majors in the program. According to the IQAP review, these courses "address right at the

beginning of a student’s program the overall expectations as formulated in the University Undergraduate Degree Expectations. In conjunction with the second-year Problem Solving course and the courses in Geometry and History of Math they ensure the depth and breadth of knowledge expected after two years of study and emphasize the use of proper mathematical terminology and notation right from the beginning.”

The common core is supplemented by advanced courses. Specialization features three streams (general, pure, applied) and students can choose advanced courses depending on the stream. Honors students are required to participate in undergraduate research, either via course work in the form of 4000-level courses, or in the form of research projects.

The 4000-level courses have been created on the basis of existing graduate courses in Mathematics. They are foundational for advanced mathematics and are offered for both graduate and undergraduate students in many Ontario universities. These courses are taught in the same classroom, the same time, and by the same instructor as the corresponding graduate courses, and share teaching and learning methods and materials. The difference between the courses is in the evaluation components.

The reviewers note that “the Department must be commended for having developed a clearly structured cycle of essential courses that in most cases enable the students’ multi-year planning for their optimal course selections.”

Further, the reviewers point out that “the curricular requirements in Mathematics follow essentially the patterns at most Ontario universities”.

There are two main processes to ensure that the curriculum stays well-structured, current, and relevant: external reviews and consultations within the department. A number of important changes have been made as the result: substantial restructuring of the first year calculus course (addition of two hours of tutorials, splitting the 6-credit course into two, moving the review part to tutorials); revisions of course cycling; addition of 4000-level advanced mathematics courses; introduction of undergraduate research seminar; development of online learning tools, such as our calculus and linear algebra websites. We have also increased our support for first-year students during their transition period through additional tutorial sessions, online placement-type tests, and online review materials. Several courses have been prepared for online delivery.

2.3

### How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation

The 2013 IQAP report highlights our “curricular focus on problem solving and project-oriented learning, a focus that often entails the students’ early exposure to real-life problems and questions arising through mathematical research. This aspect of the programs not only complements the upper level courses in achieving depth and breadth but is an essential contributor to meeting the program expectations with respect to all knowledge of methodologies, application of knowledge and awareness of its limits, communication skills, and autonomous professional capacity. In addition to preparing students for a multitude of career paths, the Department is also able to offer a credible research motivation to those students planning to proceed to graduate studies.”

Critical thinking and problem-solving are at the heart of Mathematics, and the majority of assessment methods rely on the ability to solve problems. Reading texts in mathematics, especially advanced ones, requires developed critical thinking. In fact, reading mathematical texts is a serious exercise with “pencil and paper”, often requiring students to convince themselves of the validity of arguments or fill in details in proofs or solutions of examples.

Being based on problem solving, studies in Math are naturally experiential. Many courses have lab components which help students gain practical experience by answering questions, posing questions, participating in discussion, or solving problems on the board.

Most of our first and second-year courses have tutorials (in addition to lecture time). This provides additional opportunities to master the subjects via practical experience.

Some of our courses incorporate students' presentations as part of the course requirements. Further, our students give talks or present posters at various conferences (NU Undergrad. Research Conference, Canadian Undergrad. Math Conferences, and others). Also, we encourage our students to participate in various competitions, such as the prestigious Putnam Competition.

Some courses, e.g. Problem Solving, require students to participate as leaders in Math Circles. This adds a service learning component.

Through research projects students become aware of the current advances in Mathematics. Honors students give talks in the weekly undergraduate research seminar. We have strong research connections with researchers from over 10 countries. They visit the unit regularly. Thus, our students get a chance to meet with prominent mathematicians from outside Canada and establish international connections.

The department employs some of our top undergraduates as assistants for our Math Drop-in Center, teaching assistants, markers, and research assistants. We also hire our students as summer research assistants via the NSERC USRA program.

#### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

The Mathematics faculty, in conjunction with Nipissing Student Accessibility Services, provides necessary accommodations for students with special needs, such as extra examination time or additional help during office hours. Notes, problems, and sample exams for many mathematics courses are converted in electronic form and made available online.

It should be also noted that the "language" of Mathematics is universal, highly logical, and concise, and thus minimizes possible cultural or social barriers.

Many introductory mathematics courses incorporate technology which helps to provide additional learning support. For example, Calculus I and II is supplemented with videos of lectures. Various visualization techniques and simulations are used in Linear Algebra and Probability and Statistics courses. The department also developed two websites, offering students extra help in Calculus and Linear Algebra.

In 2013 the students registered in our MATH 2386 Problem Solving course were invited to create an eTutoring platform for the Aboriginal Advantage Program through the Biidaaban Community Service-Learning Program. Led by the instructor and a BCSL student facilitator, students involved in this community-based service learning project designed and completed collaborative activity pages on Google Docs, web resources, PowerPoint presentations, specific course content and study/reviews for the course MATH 1911 Finite Mathematics. This initiative supports Aboriginal Advantage students enrolled in MATH 1911 who are unable to attend tutorials scheduled on campus. For these students, online tutorials are implemented via the AvayaLive 3D environment.

#### 2.5

#### The extent to which the program meets the needs of stakeholders

Many of our graduates continue their careers as teachers. Over the past ten years, we also have had a substantial number of our graduates enroll and successfully complete graduate studies in leading universities (Ottawa, Western, York, etc.). Several of our graduates work in local or regional industry as research assistants, mathematicians, analysts, etc.

The program undergoes periodic external reviews, most recently IQAP review in 2013. Following reviewers' suggestions, we: intensified our efforts in establishing ties with business and industry and developing collaborative projects that involve undergraduate students; encouraged our students to participate in competitions and present at conferences; increased support for first-year students; explored a possibility to establish a program in Computational Sciences; explored possibilities to attract more international students by means of "2+2"; developed transfer agreements with colleges; increased our community involvement via public lectures; completely redesigned MATH 1070 and added online

components via the AvayaLive 3D environment; developed the Concurrent Ed. program in Math; assisted students in establishing a Math Club.

However, many of the reviewers' recommendations can only be addressed by the Administration; for example: hiring additional faculty; intensifying the recruitment efforts; unifying various statistics courses offered by other departments and returning Statistics to its "natural home", i.e. our department.

According to IQAP reviewers, direct conversations with students confirmed that the students are "overwhelmingly satisfied with their learning experience and appreciate especially the individual attention and guidance by professors they receive in their small classes". Further, "there is plenty of evidence that they are well prepared for a broad span of professions".

Our students are active participants in collaborative projects. In 2011, the ONTC approached the department with a problem of scheduling and fares. After a series of discussions, they presented a case study at the 2nd Workshop on Algorithmic Graph Theory. We were able to resolve the fare problem, and the suggestion was implemented by ONTC. On the scheduling problem, there were preliminary results, obtained by one of our faculty members and his students. After a series of meetings it was decided that it would be best to develop a software product that will address the problem. In the summer of 2012 one of our undergraduate NSERC USRA students studied the optimal location of the bus depot. This resulted in a report outlining several scenarios for improving the current ONTC bus division operations, including a better schedule for their passenger bus services. The report was presented to ONTC in September 2012.

## Program: Science and Technology (BSc)

### 2.0 Context (not scored)

To meet the needs of business and industry that require highly skilled personnel with strong background in computer science and mathematics as well as an understanding of the applications of these subjects, we created a new program of Bachelor of Science in Science and Technology. We expect that this program will provide closer ties with various industries and the business community of North Bay and North Eastern Ontario. It is our understanding that there is a demand in our region for highly skilled personnel with interdisciplinary training in industry and business.

Computer Science and Mathematics are fundamental ingredients of the STEM cluster, and STEM is explicitly mentioned in the University's Strategic Mandate Agreement as one of priorities. The program in Science and Technology combines Computer Science and Mathematics courses with courses from other discipline in several streams.

Graduates of the program can work in the engineering sector and even qualify for accreditation by writing the engineering exams. Moreover, with careful work, it could become a program in which almost all the disciplines at Nipissing can participate by offering specializations, majors and minors.

The new program, offered in 2012 for the first time, is unique and fits with the Strategic Plan. The main goal of this program is to provide rigorous training in both theory and practice of mathematics and computer science as well as in another area of sciences and to have well-rounded individuals who will be able to obtain positions in industries such as telecommunications, transportation, mining, health care and other service industries and businesses.

Currently, the program offers three degrees: Honours Specialization, Specialization, and Major, with the first two available in several streams (general stream, artificial intelligence, robotics, industrial mathematics, service technology, and environment). By its nature, the Science and Technology program is highly interdisciplinary and heavily science-based. It combines courses from computer science and mathematics with courses from other disciplines, in particular, business and geography. It also puts a strong focus on undergraduate research, in particular community-based.

Finally, we participate in agreement with Humber College for student transfers to Computer Science and to the Science and Technology program. Similar agreement is under discussion with Fanshawe College.





**2.1 Relevance of the program**

Computer Science and Mathematics are fundamental ingredients of the STEM cluster, and STEM is explicitly mentioned in the University’s Strategic Mandate Agreement as one of priorities. The program in Science and Technology combines Computer Science and Mathematics courses with courses from other discipline in several streams.

The University’s Strategic plan prioritizes academic excellence and student undergraduate research, and the program contributes substantially to these goals.

The program is multidisciplinary by design. All modern advances in the STEM field are based, in particular, on research results in Computer Science and Mathematics. In the modern workplace an increasing number occupations require mathematical and analytical skills. Due to the advances in computing and communications technology, the widespread use of the Internet, and the indispensable role of computer applications, these occupations are often in fields that are far from traditional mathematical sciences. These factors mandate that educational institutions equip their graduates with the necessary set of skills to enter this changed workforce. The Science and Technology program was created in response to the increased need for specialists that can work in this highly interconnected and interdisciplinary environment.

The program addresses the provincial and national need for highly qualified professionals who possess the strong knowledge and skills in IT as well as solid Mathematical backgrounds, and who can apply these skills in various areas. This addresses the issue of existing and future shortage of such professionals (see <http://www.parl.gc.ca/content/hoc/Committee/411/HUMA/Reports/RP5937523/humarp09/humarp09-e.pdf>).

Our faculty members are internationally recognized researchers. They support Honors students who are involved in inter- or multidisciplinary research projects. Some students in the program were hired as research assistants with the USRA program. Thus, the program addresses the focus on undergraduate research that is explicitly mentioned in the Strategic Plan and the Strategic Mandate Agreement.

**2.2 Relevance of the curriculum to the program’s goals and objectives**

The design and the curriculum of this program are interdisciplinary and professional. We strive to provide a program that is robust yet practical. The Bachelor of Science in Science and Technology program is an attractive option for students who are interested in engineering-type applications of computer science and mathematics, as well as applications in sciences, social sciences, and humanities.

The main goal of this program is to provide rigorous training in both theory and practice of mathematics and computer science as well as in another area of sciences and to have well-rounded individuals who will be able to obtain positions in industries such as telecommunications, transportation, mining, health care and other service industries and businesses.

All students majoring in Science and Technology are required to successfully complete a common core of courses providing foundations in computer science and mathematics (basic courses in programming, engineering graphics, calculus, linear algebra, discrete mathematics, and statistics) .The common core is supplemented by more advanced courses in applied mathematics and computer science. Specialization in Science and Technology features several streams (general, artificial intelligence, engineering technology, environment, industrial mathematics, robotics, service technology) and students can choose advanced courses depending on the stream. Honors students are required to participate in undergraduate research, either via course work in the form of 4000-level courses, or in the form of

research projects, supervised by our faculty.

Physics courses offered by the Department are attractive options for students in the BSc program to fulfill the science requirements.

The program is new (2011) and has not been under external review yet. Therefore, to ensure that the curriculum stays well-structured, current, and relevant, we rely on consultations within the Department, as well as with colleagues from other departments. Additionally, we established the Computer Science Advisory Board, consisting of representatives from faculty, business, and industry. We hope that this Board will help us with issues related to the Science and Technology program as well. Currently, we are focusing on establishing stronger ties with local business and industry. In particular, the practical problems coming from industry can become a good basis for students' research project, thus providing students with a valuable experience.

To the best of our knowledge, the program is unique in Ontario and thus there is no basis for comparison with other similar programs.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

We offer a wide range of computer science courses that insure that our students obtain a solid foundation in the discipline (see 2.2). In addition, we offer a range of more advanced courses focusing on the current state of information technologies and recent developments in computer science.

Note that critical thinking and problem-solving are at the heart of Mathematics and Computer Science. It is virtually impossible to create even a very simple computer program (let alone more substantial applications) without these skills. The majority of assessment methods in mathematics rely heavily on the ability of students to solve problems. Thus any successful graduate of Science and Technology program will possess strong problem-solving skills and developed critical thinking ability.

Studies in Science and Technology are naturally experiential since students often are required to develop various computer applications or use mathematical tools to solve real-life problems.

Many of our Computer Science and Mathematics courses (which are essential ingredients of the Science and Technology program) incorporate students' presentations as part of the course requirements. This insures that students acquire essential communication skills.

By participating in research projects students become aware of the current state of the art in their field. Additional courses from other disciplines, required in various streams of the program, insure that students become familiar with possible applications of their knowledge and skills, and that they get experience in such applications.

Many of our Computer Science and Mathematics courses have lab components which help students to gain additional practical experience.

The Department employs some of our top undergraduates as assistants for the Math Drop-in Center, teaching assistants, markers, and research assistants. Since the majority of the members of the Department hold NSERC grants, we also hire our students as summer research assistants via the USRA program.

### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Our faculty, in conjunction with Nipissing Student Accessibility Services, provides necessary accommodations for students with special needs, such as extra examination time or additional help during office hours. Notes, problems, and sample exams for many courses are converted in electronic form and made available online.

It should be also noted that the “language” of Computer Science and Mathematics is universal, highly logical, and concise, and thus minimizes possible cultural or social barriers.

By its nature, Science and Technology is based on active use of technology which helps to provide additional learning support.

The unit is engaged in consultations with the Office of Aboriginal Initiatives with the goal of establishing a “Technology center” for aboriginal students. This center would provide additional help to aboriginal students who need to solve technology-related problems. Such a center would also create yet another experiential learning opportunity for computer science majors who will be working there as assistants.

## 2.5 The extent to which the program meets the needs of stakeholders

It should be noted that the program in Science and Technology is new (the first students were accepted in 2011). However, we believe that this program will provide closer ties with various industries and the business community locally and regionally. It is our understanding that there is a demand in our region for highly skilled personnel with interdisciplinary training in industry and business. For example, the CEO of the local FDM4 software company came to the Department and made a presentation for our students encouraging them to apply for positions at FDM4.

We developed a transfer agreement with Humber college that provides a pathway for graduates of several programs of Humber leading to Computer Science and Science and Technology degrees from Nipissing. As the result of this agreement, this Fall several Humber graduates began their studies in the Robotics stream of the Science and Technology program. Currently, a similar agreement is under discussion with Fanshawe college (the representatives of the college will visit Nipissing in October).

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

- I. Program Prioritization Indicators
  - i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

ii. Stage Two Indicators

a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there

may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline?

- Is a minor sufficient?
- Is an honours degree, or honours specialization necessary?
- What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
- What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing’s mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit’s academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university’s mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education



## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will



be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on ‘relevance’ as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University’s mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### i. Context (not scored)

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

**ii. Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.



A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:





# Department and Program Report

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Unit/Department: Nursing

## Nursing Programs Included:

- Bachelor of Science Nursing
- Bachelor of Science Nursing (second-entry)
- Registered Practitioner of Nursing (bridging, distance)
- Registered Practitioner of Nursing (bridging)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.



## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Nursing	199.6	247.9	311.3	415.9	540.4	28%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Nursing (Bachelor of Science in Nursing)*	87	186	223	321	239	175%

\* No further break-down is available for some programs/departments.

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Nursing	312.14	84.93	21.71	- 627.86	- 732.06

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Nursing	58.65	45.43	48.10	74.54	87.33

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Nursing	2.40	1.80	1.80

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Nursing</b>	3.00	1.00	2.00	2.00	2.00	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

#### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Nursing	4-year	246	273	295	312	352	43%
Nursing (RPN bridging distance)	4-year	-	61	116	207	324	++
Nursing (RPN bridging)	4-year	17	30	48	58	53	212%
Nursing (Second-entry)	4-year	-	-	31	58	30	+

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Nursing (Bachelor of Science in Nursing and bridging program)*	4-year	87	186	223	321	239	175%

\* No further break-down is available for some programs/departments.

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).



**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
<b>BScN Nursing (all programs)</b>			\$1,018.16	\$929.99	\$805.21	\$211.37	\$151.74

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSC, education, geography programs, fine arts BA and BFA, all nursing programs, and psychology BA and BSC. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Nursing	Nursing	4-year	15%	18%	24%	21%	15%	91%	94%	94%	95%	4%	7%	5%	4%	4%	7%	2%	1%	2%	1%	2%
Nursing	Nursing (RPN bridging distance)	4-year	-	0%	0%	0%	-	-	59%	74%	78%	-	-	41%	25%	22%	-	-	0%	1%	0%	-
Nursing	Nursing (RPN bridging)	4-year	0%	0%	23%	28%	0%	71%	90%	95%	93%	22%	29%	10%	5%	7%	29%	0%	0%	0%	0%	0%
Nursing	Nursing (Second-entry)	4-year	-	-	0%	41%	-	-	-	84%	88%	-	-	-	16%	12%	-	-	-	0%	0%	-

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Nursing	All programs	123	3.31	3.39

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Nursing	All programs	15	57	4%	0%	1.00	1.00

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Nursing	BScN - All Streams	2.50	2.10	2.30	2.50	1.90

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

#### **Context – unit level**

**Name of unit:** *[School of Nursing: second degree BScN Scholar Practitioner Program]*

**Response** (limit 500 words):

#### **Historical Overview:**

~The SPP was developed in response to shifting needs of future health care providers to meet demands of continuously evolving health care system to graduate as “practice ready” knowledge workers.

~Program inception created a unique education model between Nipissing University and Toronto based affiliate academic health care organizations through shared governance and programmatic MoU’s.

~Program launched in September 2011 to serve needs of new student populations entering second degree/second entry programs who thrive in self-determined, student centred curriculum delivery paradigms. Program enrollment limited (30-40) to ensure unique learning environment, but project to increase to 50 per annual cohort.

~NU’s mission and vision to innovative education environments is exemplified within establishment of a collaborative Toronto based virtual campus. SPP cross-appointed Adjunct Professors are both program faculty and employees of the affiliate major academic health care delivery organizations/point of care employment partners to create a strong scholar-practitioner culture of learning.

~Inaugural cohort graduates (October 2013) scored near provincial average 79% success rate on provincial licensing examinations; a noted achievement compared to established nursing programs of larger size and historical infrastructure.

~Post-graduation employment (2013/14) exceeds 90% with full time offers in organization and unit of choice.

#### **Major Achievements:**

~SPP nursing student election to provincial professional nursing body (Registered Nurses Association of Ontario) in both cohorts (2011, 2012)

~SPP nursing student recipient of NU David Marshall leadership award (2013) for outstanding contributions to program academics and community.

~SPP nursing student recipient of UHN Sophman award (2012) for outstanding contributions to clinical learning (nomination amongst potential

~SPP preceptor received nursing education award of distinction (2012) for contributions in fostering positive learning experiences at the point of care.

~SPP program inceptor recipient of NU Honorary doctorate (2014) for contributions to health care leadership within nursing education

#### **Major Challenges:**

~program stability and acknowledgement by accrediting body (Canadian Association of Schools of Nursing) resulting in deferral of 2013 intake cohort. This resulted in negative publicity and current fiscal constraints. 2 year accreditation status achieved. Next accreditation cycle moved up and scheduled April 2015 to coincide with North Bay on-campus programs.

~ensuring commitment of all affiliate academic health care organizations in respect to Adjunct Professor and clinical practicum capacity.

~fiscal accountability management to maximize program stability while meeting needs of program students/faculty and affiliate stakeholders. Projection of future growth in health care delivery sector and budget model revisions will recoup losses of 2013 and create revenue stream.

**Name of unit:** The Nipissing University School of Nursing consists of three distinct programs with associated streams; namely the Collaborative BScN Program with the Externship stream and the RPN to BScN Bridging Stream, the RPN to BScN Blended Delivery Program, and the Scholar Practitioner Program.

The Collaborative BScN Program (full time on campus 4 year program) and the RPN to BScN Bridging Stream (full time on campus 3 year program) are delivered in partnership with Canadore College.

**Response** (limit 500 words):

**History:** The Collaborative BScN Program with the Externship stream and the RPN to BScN Bridging Stream program use any integrated delivery model that is supported by close institutional relationships and shared physical infrastructure of the partners; namely Nipissing University and Canadore College. The Collaborative BScN program has been in operation since 2001 (first intake of students) and the RPN to BScN Bridging Stream has been running since 2009 (first intake of students).

From a program perspective, the original *Collaborative Bachelor of Science in Nursing Program Agreement* (February 2003), commonly referred to as the Memorandum of Understanding (MOU), was revised in 2008-2013 and is currently being renegotiated by the Deans and Vice President, Academics.

The RPN to BScN Bridging stream was jointly designed and established between the parent institutions as a means to offer students an academic pathway from Canadore College's Practical Nursing (PN) Program (along with students from the consortium of 7 other Colleges that Canadore partners) to a bridging program to obtain a BScN degree.

The Externship Stream was established in 2011 and offers students the opportunity to complete their degree requirements a semester earlier and to participate in clinical opportunities that would not be otherwise be possible in the traditional programming given the Spring/summer and fall scheduling. Initial funding for the Externship stream was successfully obtained from the MOH & LTC's Nursing Secretariat and now has been approved as part of the Collaborative BScN Program's base funding.

**Name of unit:** *School of Nursing: RPN to BScN Blended Learning Program (Part time, distance)*

**Response** (limit 500 words):

**Historical Overview:**

Both Programs:

- responding to market need for 'Bridging' programming from RPN to BScN

- created options for Northern area RPNs to get a BScN

RPN to BScN Bridging program began in 2009 – full time option, enter into year 2 of Collaborative BScN program and complete BScN in 3 yrs

RPN to BScN Blended Learning program began in 2010 when the courses from the full time, on campus Bridging program were developed for part-time, online delivery.

- flexible delivery option



- only program in Ontario offering both part-time and distance delivery and the ability complete placements in home region

**Major Achievements:**

Blended program:

Growth: First full year intake was 90 students at 12 Partner agencies in 2010. Fourth full year intake was 215 students in 2013 and over 100 partner agencies

Accreditation: Both programs received Path A, Stage 1 Accreditation from CASN in 2012

Blended program is a key program in line with the Nipissing University’s commitment to accessible and flexible education and the educational needs of rural and remote northern Ontario. It is the largest program offered by the University to working professionals.

The program received a national Award of Excellence from the Canadian Association of University Continuing Education (CAUCE) in 2013.

It has also received recognition through Contact North/Contact Nord in its Pockets of Innovation series.

Students in the Blended program have been the recipients of RNFOO (Registered Nurses Foundation of Ontario) awards for the past 2 years.

A student in the oncampus Bridging program won a Dave Marshall Leadership award in 2014

**Major Challenges:**

- Currently all but one faculty member teaching in the Blended program are part-time. This makes internal committee and program work challenging.

- Attainment of placement space in many areas of the province is difficult. Many areas are at maximum capacity with students which creates uncertainty, increased workload for limited placement personnel and delays in course progression.

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university’s mission	<p>Explain the relevance of the unit and the programs it offers to the University’s mission. Evidence could include:</p> <ul style="list-style-type: none"> <li>• Information on the unit’s overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li> <li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li> </ul> <p><b>Response:</b> <b>NU’s mission/goals</b></p>	500 words

	<p>~The SPP exemplifies proactive response to student demographics seeking post undergraduate career shifts in health care delivery. The educational unit is focused outside traditional classroom contexts into point of care learning environments to meet the needs of the 21<sup>st</sup> century learner. ~The SPP exemplifies direct shared governance partnerships with point of care prospective employers, which comprise the SPP Advisory Committee.</p> <p>~Specific learning outcomes articulated within the student handbook, curricular documents and course syllabi address pedagogical requirements as with existing NU School of Nursing program streams. This program serves the School of Nursing program outcomes in its goal of offering multiple entry points to attaining university level BScN education.</p> <p>~Intradepartmental collaborations strengthen opportunities in respect to faculty resources, administrative needs and student supports for the SPP as distance program students, predominately in Toronto, but also networked throughout Ontario for practicum learning environment placements. (e.g.: Oshawa, Newmarket, North Bay, Moose Factory, Moosinee) SPP graduate employment in nursing spans from Nova Scotia to British Columbia, which carries the Nipissing alumni and future program marketing avenues.</p> <p>~The SPP participated in the NU “Common Book” experience by integration within curriculum conversations and guest lecture presentation in Toronto by contributing author, NU President Mike De Gagne (January 2014).</p> <p><b>Research</b> within the program is at its inception/formulation stage, due to the relative age of the program. However, extensive interest in program evaluation is underway through doctorate level study of the program and a longitudinal research study currently proposed by an affiliate academic health care organization. All affiliate organizations, with program adjunct professor faculty are strongly versed in academic scholarship of research, therefore this program is well positioned to further strengthen research interests between NU and collaborative distance partners.</p> <p><b>Community service</b> is exemplified through student led initiatives in program promotion with conference presentations (local and national venues), letters of distinction from affiliate organizations, leadership within provincial professional organizations (e.g.: Registered Nurses Association of Ontario), charity events (walk for cancer), and awarded recognition (see context section-page 3).</p> <p><b>NU Collaborations:</b></p>	
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	<p>The SPP utilizes the services of the CFTL and NU School of Education faculty in cross-topic (e.g.: writing workshops, narrative inquiry pedagogy) academic support of both students and program infrastructures (e.g.: Blackboard, on-line resources, IT support). As a distance program of NU, the SPP collaborates with the School of Business distance campuses in graduation celebration events.</p> <p><b>Response:</b> The Nipissing University/Canadore College Collaborative Bachelor of Science in Nursing program was initially developed in 2001 collaboratively between two educational institutions, Canadore College of Applied Arts and Technology and Nipissing University, in consultation with the nursing and health community partners in the North Bay region.</p> <p>There are several common key elements among both Nipissing University and Canadore College educational institutional strategic plans. Foremost ensuring student success and satisfaction through a learning environment; commitment to the highest standards in teaching and programming responsive to tomorrow's workplace and society; providing a superior workplace environment so that students, faculty and staff realize their full intellectual and personal potential to make positive contributions as citizens and leaders; commitment to working collaboratively with the community and in partnership with each other and last but not least both have made commitments to increasing accessibility to under-represented groups. Additionally, Nipissing University is committed to the highest standards in research and scholarly activities and serving the needs of its regional, provincial and global communities.</p> <p><b>NU's Mission:</b> Both programs have received national level accreditation from CASN, representing high standards in educational programming. The on campus Bridging program supports RPNs in the Northern Consortium of colleges in obtaining university level education. The Blended/Distance program supports RPNs in rural and remote communities who wish to pursue university studies through our unique partnership model. Notably, many students in the Blended program in large urban centers are 1<sup>st</sup> generation.</p> <p>The curriculum for the Blended program incorporates courses from the Faculty of Arts &amp; Science for both core and elective courses.</p>	
1.2 Notable or unique	Provide information on any notable or unique	500

<p>contributions made by the unit</p>	<p>contributions that the unit makes to the university, for example:</p> <ul style="list-style-type: none"> <li>• Does the unit draw students to Nipissing who would otherwise not come?</li> <li>• What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.</li> <li>• To what extent does the unit's academic programming, research and community service help the University differentiate itself from other institutions?</li> </ul> <p><b>Response:</b></p> <p>~As a second entry accelerated program, the SPP attracts a unique adult learner oriented student population that is focused, goal oriented and career oriented. Our flexible student centered pedagogy offers timely, meaningful and individual attentiveness to learning context and style.</p> <p>~SPP research studies are currently formulated to contribute to literature evidence of the need for discovery paradigm modelled educational programs. Program faculty has previous research experience in related fields of interest.</p> <p>~Specific program publications are pending. However, extensive conference podium presentations by both students and faculty at local and national venues are well received to exemplify a community of engagement in scholarship. (Sigma Theta Tau, CASN, Canadian Association of Community Health Nurses (student presentation), Laurier Research Conference)</p> <p>~External partnerships with well recognized Toronto based academic health care affiliates strengthen NU's presence within the greater Toronto area with high profile learning and future employment health care delivery centres.</p> <p>The Collaborative BScN Program has successfully received a 7 year accreditation approval by the Canadian Association of School of Nursing (CASN) and is preparing for another accreditation process this coming April 2015. The 7 year award by this external review body is the highest possible award offered to Schools of Nursing by the CASN indicating the program has successfully met both the Educational unit and Program level national requirements.</p>	<p>words</p>
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	<p>The Collaborative BScN Program offers students exposure to the clinical practicum settings in each term along with an opportunity to engage in state-of-the-art Teaching &amp; Learning activities involving both low and high fidelity simulations.</p> <p>The Blended program is the only program in Ontario offering both part-time and distance education to RPNs wanting their BScN. Students have commented: “The program is great. It has allowed me to go back to school when I never thought I would be able to” (Lisa Coffin, Registered Practical Nurse-Student, March 2013). Growth in enrollment has been exceptional to date.</p> <p>Faculty and Administration have been accepted for presentations at the local level (NBRHC Research Conference) and National level (CAUCE). Eg. Dr. Lorraine Carter’s extensive publications in Northern and Rural Health, Health professions education as well as technology assisted learning</p>	
<p>1.3 How appropriately and effectively the unit responds to the needs of the wider community</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)</li> <li>• Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.</li> <li>• Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.</li> </ul> <p><b>Response:</b>  ~SPP offers full-time, accelerated professional continuing education for second entry career students, inclusive of previous university/professional development education.  ~this program serves a particular subset of distance applicants, who desire an accelerated pace, flexible, student centered program model within Toronto teaching centres.  ~inaugural cohort (24 student) employment rate is 94% (6 months post-graduation) inclusive of Ontario</p>	<p>500 words</p>

	<p>and out of province career interests.</p> <p>~longitudinal research study proposal in development to track alumni to program outcomes, initiated by affiliate health care organization.</p> <p>~SPP exemplifies collaborative, shared governance partnerships between academic based education (via NU as degree granting organization) and academic based health care provider institutions (via affiliate partner MoU's) utilizing an Advisory Committee structure of communication, shared decision-making and infrastructure (operational) needs .</p> <p>~health care conference presentations are integral to program marketing, outcome measurement inclusive of both students and faculty.</p> <p>Local BScN degree graduates are readily hired by the local healthcare agencies following graduation. In fact students are sought after for consolidation placement in their final year in the anticipation by the local agencies as potential hires upon successful completion of their program.</p> <p>The local hospital (NBRHC) has been integral in aligning the Nursing Secretariat's New Graduate Initiative (NGI) funding opportunities to support our regular fall/winter programming and our Externship stream (SS /F programming).</p> <p>External liaison committee structures are well established and provide an opportunity for both the programs and the local agencies to engage in joint strategic planning proactively. This has been necessary in order to respond to industry trends, ministry policy, technological advancement affecting the institutions operations and subsequently our programs' capacity to ensure students are placed appropriately for the clinical practicum component of our curriculum. For example due to the joint efforts NBRHC Meditech electronic documentation training is now offered to students on campus with ANBRHC resources vs on site at NBRHC.</p> <p>Several research initiatives have been supported by the local agencies for both faculty and student scholarship activities. For example Faculty actively participate in the NBRHC's research conference as presenters as well as actively seek local agencies to become involved in their research as participants. Additionally, Year 3 Collaborative BScN students work on approved agency scholarship activities/projects for use within their organizations; many of which have been previewed in the NU annual undergraduate research conference. Increasing requests by local agencies to engage in joint initiatives with the Year 3</p>	
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	<p>Collaborative BScN Program is evidence of our program's success.</p> <p>Current efforts are underway to work jointly with the local regional mental health center to enhance student recruitment on their units through program curricula design opportunities.</p> <p>An area of unique value is what the program contributes to northern Ontario. With no bridging programs for Registered Practical Nurses in northern Ontario prior to 2010, the Nipissing program is filling an obvious gap. Additionally, not insignificant to this discussion is that, in the north, there is a general shortage of health professionals and, therefore, nurses often perform tasks beyond their scope of practice (Killam &amp; Carter, 2010). Therefore, greater education of nurses who work in the smaller communities of northern Ontario is extremely important.</p>	
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### Full text of submission: Opportunity

#### **Context**

**Name of unit:** School of Nursing second degree BScN Scholar-Practitioner Program

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

~the SPP is a very new program offering within NU as of September 2011 and offers an alternative stream within the existing School of Nursing programs. Due to the accelerated accreditation process to define non-traditional programs, required accreditation with the Canadian Association of Schools of Nursing (CASN) program resulted in the loss of student admissions intake in September 2013, due to interim accreditation requirements. However, the subsequent achievement of accreditation of this program model amongst national nursing education programs enables opportunity for continued innovation and evolution.

~As of early 2014, the SPP received two year accreditation and will be reviewed simultaneously with NU SoN program streams in 2015 by the Canadian Association of Schools of Nursing (CASN).

~the addition of a North Bay university affiliation within Toronto based health care organizations reflects the willingness of historically grounded academic organizations to envision their strategic plan goals by collaborative networking with academic universities who model the capacity for innovation.

The Collaborative BScN Program which includes the Externship stream is constrained by the local practice partner's capacity to support increasing numbers of students as it relates to the clinical practicum component of the program's curriculum. This same limitation has impacted enrollment numbers within the RPN to BScN Bridging stream which integrates into year 2 of the Collaborative BScN Program. Surrounding area

hospitals also have limited unit sizes and thus are not able to accommodate a group of 8 students for the said practicum.

**Response** (limit 500 words):

The Blended program's innovative delivery model – online theory courses and face to face clinical practicum courses in the student's home region – offers an opportunity to provide Nipissing Nursing programming throughout the province. This allows access to 'Bridging' programming to those who might not have had access to a BScN previously.

Question	Evidence and Response	Word limit
<p>3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</p>	<p>Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on the morale and cohesion of the unit.</p> <p><b>Response:</b>            ~the SPP is delivered via a virtual campus in Toronto. This infrastructure is lean in operating expenses, due to its virtual operations within affiliate organizations, cross-appointment of program faculty and utilization of learning environments in shared learning spaces within respective health care organizational capacities.            ~the SPP is fiscally accountable in its operations and extensive in-kind support of affiliate organizations. This includes, but not limited to: procedures, research forums , on-site inservice presentations, interprofessional guest speaker utilization, preceptor capacity, IT access, educational infrastructures (e- library, learning management system platforms, policy/procedures) which further strengthen student inclusion in the point of care learning context.            ~all program students receive mobile network devices (iPADS) to enhance knowledge resource network competency, shared learning platforms to support self-determined learning modalities (student presentations, videos, apps) which further demonstrate achievement of program objectives.</p> <p><b>Response:</b>            The innovative strategy used to expand our clinical practicum as a means to address the</p>	<p>350 words</p>



	<p>increasing student enrolment numbers has occurred through the integration of both low and high fidelity simulation groups throughout the programs. However, further expansion was not possible given the demand on existing lab space to conduct these simulations with trained resources. Fortunately, the recent SIM PIF collaboration with Queens University, Nipissing University, and Canadore College has provide us with the opportunity to enhance year 4 clinical practicum and the quality of program delivery with the addition of another high fidelity simulation lab which is located at Canadore College.</p> <p>Additionally the Collaborative BScN Program has undertaken to review and revise the existing curriculum to reflect new requirements and related competencies for entry to practice as outlined by the licensing body; the College of Nurses ( CNO), health industry informed practices and standards, government policy change and accrediting body recommendations such cultural diversity and safety, eHealth, gerontology and end-of- life palliative care , public health nursing competencies.</p>	
<p>3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?</p>	<p>Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.</p> <p><b>Response:</b>  ~As a newly evolving educational unit, the SPP utilizes existing synergistic capacities of both the NU School of Nursing and affiliate health care organizations.  ~the SPP intends to offer cross-pollination to other NU programs seeking collaborative opportunities with large health care affiliates in Toronto. (e.g.: business fellowships, IT streamed research proposals with education)</p> <p><b>Response:</b>  Increase enrollment in the Externship program while decreasing enrollment in the Collaborative BScN Program to even out the distribution of student numbers between the streams.</p> <p><b>Response:</b>  The Blended program staff, faculty and</p>	<p>350 words</p>

	<p>administration have developed expertise in blended and online delivery of both theory courses and clinical practicum courses. This expertise could be shared amongst other programs. See section 3.5</p>	
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	<p>Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.</p> <p><b>Response:</b>  ~the SPP unit needs are acknowledged through the imminent hire of one full-time equivalent tenure track program faculty, who will strengthen program infrastructure, scholarship and program delivery resources. A second FTE tenure track faculty is to be hired in summer 2015 to meet HR needs and anticipated program growth (increase of cohort intake to 50 annually).  ~Enhanced marketing of the SPP for prospective applicants will arise from alignment of admissions timelines, enhance infrastructures, and program evaluation data dissemination to external stakeholders.  ~potential cross-pollination with other programs will strengthen our research, interprofessional collaboration between education units (e.g.: School of Education, as currently done) and networking with other NU programs, whose graduate students may wish to continue their academic studies in the field of nursing.  ~future forecasting will require dedicated space for in person sessions and a dedicated simulation space; two topics tabled within upcoming program advisory committee agendas.</p> <p><b>Response:</b>  The establishment of bilateral agreements with select universities may offer student the opportunity to study abroad without lengthening their degree program. Efforts should be focused on partnerships currently engaged in discussions with NU; namely UTEP, St Kitts, ACU, California. This planning requires a curriculum analysis to be completed to determine the appropriate opportunity for program integration. This pathway development process should involve the Associate Director, selected faculty, International Student Services and the Registrar's office representatives to</p>	350 words

	<p>ensure student success. Furthermore the said potential partnerships also provide faculty opportunity to collaborate on research both at the program and course level. At the program level research activities would focus of student experience studying abroad and measuring student expanded cultural sensitivity and diversity. At the course level student engagement in scholarship initiatives as part of their curriculum will foster increased participation in the undergraduate research conference by nursing students.</p>	
<p>3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?</p>	<p>Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.</p> <p>Indicate what stage of development these proposals have reached, i.e. they are at a purely conceptual or exploratory stage, a written proposal exists, proposal(s) are at an advanced stage of development, proposals have been approved and funding and other resources have been secured, proposal(s) are about to be implemented.</p> <p><b>Response:</b>  ~the SPP learner experience journey is the topic of study by program faculty and affiliate partners. (e.g.: PhD study of learner experience with program curriculum)  ~formal research proposal in development to study attributes of program graduates, with a longitudinal tracking of graduate learner outcomes within graduates hired within affiliate organizations.  ~Provincial proposal funding recipient with NU School of Nursing in study of effectiveness of simulation lab provision to student readiness in practice.</p> <p>There is a need to consider the implementation of year lead Faculty Simulationist positions within the Collaborative BScN Program and its streams to provide :</p> <ul style="list-style-type: none"> <li>-ongoing training in the practicum components as it relates to lab skill development and clinical simulation curriculum activities and</li> <li>- engage in associated research initiatives that are pending with the Queens SIM PIF</li> </ul>	<p>350 words</p>

	<p>collaboration network already established. The establishment of these role/positions within each year would provide a platform to facilitate interprofessional based programming activities with both internal and external academic and practical partners.</p> <p>There is also the opportunity to develop a Graduate level degree in collaboration with the Schulich School of Education and or Business.</p> <p><b>Response:</b>  More full time faculty is needed to strengthen the scholarship in the Blended program. With only one full time faculty member and approximately 8-10 part time faculty per semester, making long term program plans and getting engagement over time is difficult. Committee work and program adjustments regularly become the work of 2-4 individual full time staff and administration. Fortunately, the Blended program has a positive, dynamic, dedicated team who is willing to go the extra mile for the program. This hard work and dedication needs to be valued and rewarded for making this new program a success in a very short period of time.</p> <p>The Blended Program manager and program team work well and positively with other departments:</p> <ul style="list-style-type: none"> <li>- worked effectively and efficiently with the Asst Dean of Arts &amp; Science to promote increased numbers courses for online/distance students in need of electives. The uptake of students to these courses has been swift and overwhelming (for example, 1 Biology course filled to a capacity of 50 with a waitlist and a second Biology course filled two sections of 75 students each with a waitlist)</li> <li>- ONLINE ENROLLMENT STATS for ARTS &amp; SCIENCE: Note – These courses are <u>heavily populated</u> by Blended program nursing students</li> <li>- The Program manager welcomes the opportunity to work with other departments (such as Fine Arts, History) to develop a wide variety of electives suitable for online delivery</li> <li>- worked with the OSDS to plan a first-ever New Student Transition day (upcoming in Aug 2014) to meet the need of Blended</li> </ul>	
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	<p>students and create a positive start to their program and expose student to the full suite of services that NipU students can take advantage of.</p>	
<p>3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?</p>	<p>Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.</p> <p><b>Response:</b>  ~the SPP exemplifies resource sharing between academia and health care delivery environments as a shared governance, joint venture model.  ~Program expense costs are equally shared, inclusive of both in-kind and real expenses in balance with revenues received.  ~the SPP is reviewing sustainability of the model as some affiliates transition to elective partnering site. However, expressions of interest are received from other agencies to demonstrate the continuous fluidity in creating capacity and opportunity for our student learners.</p> <p><b>Response:</b>  Same as 3.4</p> <p>There is the opportunity of partner with other universities and/or Colleges to offer the full time on campus Collaborative BScN and RPN to BScN Bridging Program as a satellite in communities where there is an expressed desire to have such programming. For example St. Claire College. A feasibility study would have to be completed to determine viability.</p> <p><b>Response:</b>  <b>Blended program:</b> Our many partner agencies have committed to working with us in providing placements &amp; practicum experiences for the students. Due to workload volume the 'Program Management Committee' made up of agency contacts and Blended program staff and administration, has not been active. More input and interaction could be fostered with increased staffing, which would facilitate time for the Program manager to meet with partner agencies and explore their input and needs.  -There is opportunity to use/share this model with other provinces.  -There is opportunity to use this delivery model</p>	<p>350 words</p>

	<p>with other professional programs in the University.</p> <p>-There is opportunity to use this delivery model with full time programming – possibly with second degree entry students who come in to the Blended program often with all of the Arts &amp; Science core and elective courses completed. We currently ‘adjust’ the course plan with these students once they come into the program, allowing them to finish several semesters early. We could <i>actively promote/market</i> this option as a shorter 3 year or 4 year part time option.</p>	
<p>3.6 Are there international education opportunities for the department?</p>	<p>With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.</p> <p><b>Response:</b>  ~the SPP offers predominately Toronto based education experiences. However, 5 program students travelled to remote Aboriginal communities (Weeneebayko Area Health Authority) for experiential integration opportunities during their course of study. Two program students completed consolidation experiences outside Ontario and are subsequently employed in these rural and remote organizations.  ~given the relative age of the SPP, future international educational opportunities will be explored within SoN existing streams and affiliate organization international health care delivery networks.</p> <p><b>Response:</b>  Same as 3.3</p> <p><b>Response:</b>  On a regular basis, we get inquiries from internationally educated nurses (IENs) who want to enter into BScN studies. Their RN designation is not recognized in Ontario, however they get licensed as RPNs and want to enter our RPN to BScN Blended program.</p>	<p>350 words</p>

	<p>We also get approached by IEN's who want to be licensed RNs in Ontario but have been evaluated by the College of Nurses of Ontario as having 'gaps' in their practice. They approach us to inquire if we have theory and practice courses to meet these gaps. We do not have a process by which these potential students could take our programs.</p> <p>Students are interested in International experiences such as intersessions and placements. These opportunities are not available for part-time students, and there has not been time/workload for the Program manager to investigate these options.</p>	
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### Full text of submission: Relevance (program level)

#### Context - program level

**Name of program: Bachelor of Science in Nursing Scholar Practitioner Program Unit:**

**Response** (limit 500 words):

~SPP was created between academic and practice leadership to address tensions of nursing student graduates preparedness to entry, retention of recent graduates to the profession of nursing and the interest to provide a unique program model of study.

~The premise of this program is based in the understanding that nurses need to be clinically competent and theoretically sound thinkers as developing "scholar practitioners." This program offers graduates who carry out knowledge work in a wholistic healing relationship with individuals and communities by participating in the generation of new forms of knowledge to be used in ever-increasing complexity of inter-professional health-care practice.

~ Graduates are proficient in the following skills and exhibiting the following characteristics: curious, insightful, technologically competent, courageous, and knowledgeable.

~ Since the inaugural launch in September 2011, the program will graduate 42 academically prepared nurses into the workforce.

~Critical thinking through narrative inquiry pedagogy facilitates immersive discovery learning; meeting the individual learning styles of mature adult learners seeking a profession in nursing. Students spend over 1300 hours over two years in direct point of care contexts to embody the professional culture of health care delivery. Research is threaded throughout the program by placements within academic health care delivery research institutions within Toronto, evidence-based academic assignment submissions, individual semester generated learning plan formulation, and cumulating (semester 5 & 6) research "change project" research proposal development to formalize participatory research experience.

~Simulation labs are facilitated each semester by program faculty to engage student learning and preparation for point of care experiences. Topics are leveled to program outcome expectations, student co-facilitated when appropriate, and timely to topic need of student experience.

~the program is first of its kind to offer an exclusively narrative based pedagogy approach at the undergraduate nursing program level.

~student satisfaction rates compare with averages of other programs, but are favorable to building a strong community of learning related to smaller cohort intakes (approx. 30 per intake)

~employer reputation is reflected in the 90% employment of 2013 graduates.

**Name of program:** School of Nursing

**Unit:** Collaborative BScN Program which includes the Externship stream (full time on campus 4 year program) and the RPN to BScN Bridging Stream (full time on campus 3 year program) which are delivered in partnership with Canadore College.

**Response** (limit 500 words): The Collaborative BScN program was designed to meet the *Entry to Practice Competencies for Registered Nurses* (College of Nurses of Ontario, 2001, revised effective September 2007). The Philosophical Statement on Nursing education emphasizes the interactive process between teachers and learners within an environment that encourages self-directed learning and participant accountability. Uniqueness, open inquiry and a commitment to continued education are promoted. To this end, the program's vision is to co-educate nurse leaders within a culture of scholarship and inquiry so that insightful nursing practice is generated. The pedagogical approach used is one that supports a range of approaches designed to foster a dynamic partnership of discovery in nursing education between teachers and learners. In its philosophy and curriculum, the program reflects the vision, mission, and goals of the parent educational institutions through innovative partnerships and collaboration, which has led to the program's growth and success. Notably, the same philosophical statement, pedagogy and curriculum framework form the foundation for the Externship stream and the RPN to BScN Bridging stream.

**Name of program:** 1) RPN to BScN Blended Learning Program (Part time, distance)

**Unit:** Nursing

**Response** (limit 500 words):

1) **"Blended" Program:** This innovative bridging program for practicing RPNs to complete their BScN makes a unique and well-timed contribution nursing educational programming in Ontario. This program is the only BScN program in Ontario for Registered Practical Nurses that combines the following three elements: a 'bridge' from the nurse's college diploma; a part-time curriculum that enables students to continue to practice nursing; and a blended delivery model. This program makes a contribution to excellence in Nursing education, meets a clear market need and is innovative in its design and delivery method.

- Growth in enrollment of students and number of partners has been excellent

- In 2010 – 12 partners, in 2013 – over 100 partners

- CASN accreditation - Path A, Stage 1 in June 2012

-CAUCE National award for Excellence in 2013



2) On campus **“Bridging” Program:** This stream of the Collaborative BScN program takes students with an RPN Diploma into the Collaborative BScN program. Advance standing is given for their college diploma allowing students to complete a BScN in 3 years

Criterion	Evidence and Response
2.1 Relevance of the program	<p>Provide evidence of the program’s relevance to Nipissing’s mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"> <li>• How Nipissing’s mission is served by a major in this discipline. Is a minor sufficient?</li> <li>• Is an honours degree, or honours specialization necessary?</li> <li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li> <li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li> </ul> <p><b>Response:</b>  ~Nursing is a career of interest within demographic and applicant interests. Employment in the health care sector is recognized in local, national and international markets. (see data chart)  ~as an accelerated second degree program, the SPP does not offer honours or specialization at this time and only offers NURS coded courses. However, the services of the CFTL and NU School of Education faculty is utilized with cross-topic (e.g.: writing workshops, narrative inquiry pedagogy) academic support of both students and program infrastructures (e.g.: Blackboard, on-line resources, IT support).  ~as this program growth is expected to double over the next intakes, its contributions will enhance the profile of NU through the sustainability of this unique program offering.</p> <p><b>Response:</b>  The Collaborative BScN Program is the foundational program from which the Nipissing School of Nursing was founded in 2001. It remains the main on campus program, which has successfully grown to a maximum capacity with an infrastructure that not only supports this program’s operations but the other programs</p>

	<p>within the School of Nursing. The Collaborative BScN Program was also instrumental in jointly working with its partner Canadore College to establishing the RPN to BScN Bridging stream, which addressed the attrition rates following year 1 of the program. Resultantly, the first graduate class consisted of 9 students. Since then the program has expanded its capacity to offer additional enrollment seats (maximum enrollment numbers in year 1 are at 96 seats. Enrollment expansion in Year 2 is now up to 120 seats, which is the direct result of the introduction of the RPN to BScN Bridging stream. These enrollment numbers have had an impact on Year 3 &amp; 4 as well. Resultantly, the program has reached the point where it necessitated the need to split classes into 2 sections in order to maintain quality programming and provided appropriate clinical practicums</p> <p>The Collaborative BScN Program's core curriculum consists of several core Nursing course components (NURS) and relies on the Faculty of Arts and Science to deliver 7 core science/social science course components (BIOL, SOC, PSY, MATH) and 4 elective degree requirements.</p> <p>Additionally, the RPN to BScN Bridging Stream also relies on the Faculty of Arts and Science to deliver 4 core science/social science course components (BIOL, UNIV, MATH) and 4 elective degree requirements.</p> <p>Both the Collaborative program and Bridging stream work jointly with Nipissing's International Student Support Services department to facilitate opportunities for student to study abroad with international partners. International partners include those, which NU has established bilateral agreements and others specifically partnered with the School of Nursing: namely University of Texas El Paso (UTEP), St. Kitts International University of Nursing (IUON).</p> <p>Collaborative efforts of both parent institutions (Nipissing University and Canadore College) have resulted in the successful acquisitions of funding to establishment state-of-the-art simulation labs on the joint campus. These labs offer students access to leading edge teaching and learning technologies given the integration of simulation into the clinical practicum components of both programs.</p> <p>Both RPN to BScN programs offer an accredited high quality undergraduate degree in Nursing. The number of courses in nursing automatically addresses the concentration in the subject matter or 'major' and no minor is required.</p>
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	<p>The Blended Learning program is a student-centred program. In general, the nurses enrolled in the program are working professionals who must also balance family and community commitment. These students, therefore, require a program that is flexible and permits course work to be completed at times that fit with a busy personal and professional schedule. Moreover, these students need a program that does not require them to re-locate physically or attend classes on the physical campus of the local university.</p> <p>If the Blended program was not offered, the number of distance offerings by Nipissing U would drop dramatically. The Blended nursing program is a flagship program for online/distance offerings. For NURSING COURSES ONLINE ENROLLMENTS:</p>
<p>2.2 Relevance of the curriculum to the program's goals and objectives</p>	<p>Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.</p> <p>Provide information on the breadth and depth of the program's curriculum.</p> <p>Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.</p> <p>Reflect on how the program compares with similar programs at comparable institutions.</p> <p><b>Response:</b>  ~the curriculum is based in a paradigm of discovery, utilizing the tenants of narrative inquiry and cognitive apprenticeship.  ~curricular leveling is aligned with both the College of Nurses on Ontario's entry to practice standards as well as professional accreditation standards, while incorporating programmatic creative uniqueness of the student experience in narrative.  ~with continuous evolution of the program, a faculty and consultant led curriculum committee meets bi-monthly for continued review of program philosophy, concepts and outcomes to ensure depth, clarity, timeliness, applicability and adherence to curricular requirements, but inclusive to program creativity in context in respect to individual learning plans, learning portfolios (exemplifying student achievement of semester course objectives) and student interest.  ~student led council meeting are conducted each</p>

	<p>semester, generating ideas to incorporate into program enhancements (e.g.: clinical hours, evaluation methodologies, guest speaker topics) as a model of shared governance in education curriculum.</p> <p>~curriculum is situated in the nursing meta paradigm of health, situated person/community and health care system.</p> <p>~program framework is based within principles of adult learning. Beginning with a narrative view of experience, learners attend to place, temporality, and sociality, from within a methodological three-dimensional narrative inquiry space that allows for inquiry into both learners' and participants' (ie. clients) storied life experiences , which is then situated and understood within larger cultural, social, and institutional narratives.</p> <p>~program intersects between nursing and education are made with guest lecture speakers, affiliate organization interdisciplinary subject matter experts and point of care lived experience presenters during inquiry phase of each semester.</p> <p>~similarities exist between other accelerated two-year programs in respect to length of program and outcome, however none are delivered within an exclusive shared, open learning context as compared to exclusively course based curriculums.</p> <p>The Collaborative BScN Program is a full time, on campus, 120 credit program which offers students the opportunity to obtain a BScN degree. The program is four years or eight semesters in length. This program offers student the opportunity to complete their degree requirement via the Fall/ Winter term route with the exception of the final year whereby students have the additional opportunity to complete their degree sooner by participating in the Externship stream. The Externship stream is funded uniquely by the MOH &amp; LTC's Nursing Secretariat in order to offer students the unique clinical placement opportunities that the traditional programming may not be able to offer as a result of the constraints of local agencies and student numbers.</p> <p>One of the unique characteristics of the Collaborative and Bridging program's design is that it includes a clinical practicum within each semester. This is accomplished based on the key partnerships established with local health agencies such as the North Bay Regional Health Centre (NBRHC) and various local and out of region community agencies for course specific practicum experiences.</p> <p>This program also offers students the unique opportunity to develop skills and knowledge through</p>
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	<p>the use of 4 innovative state-of –the-art simulation labs. These labs form part of the program’s practicum curriculum.</p> <p>Students are also offered the opportunity to study abroad throughout their degree while enrolled at Nipissing University and more specifically within Year 3 and 4. Academic plans are formulated individually for each student jointly between the International Student Services Coordinator and the Associate Director.</p> <p>** See Collaborative Program comments on curriculum framework and philosophy origins</p> <p>The Blended program is currently reviewing the curriculum to ensure consistency and alignment across courses with respect to unique program needs (diverse students, part time status) and delivery method (online/Blended).</p>
<p>2.3 How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation</p>	<p>How, and to what extent does the program help students acquire the appropriate:</p> <ul style="list-style-type: none"> <li>• Discipline-specific knowledge</li> <li>• Inter-disciplinary or inter-professional knowledge</li> <li>• Technical/professional skills</li> <li>• Critical reasoning skills</li> <li>• Problem-solving skills</li> <li>• Learning skills</li> <li>• Research skills</li> <li>• Performance skills</li> <li>• Communication skills</li> <li>• Cultural appreciation/awareness</li> <li>• Practical experience (labs, performances, co-op placements etc.)</li> <li>• Employment in field of study</li> </ul> <p><i>Note: not all of these areas will be relevant to every program.</i></p> <p><b>Response:</b>  ~The SPP learners are placed within point of care practice environments in the fourth week of the program. This immersion situates learners to realistic, discipline specific observation of nursing within all health care professional contexts. Learners are precepted 1:1 with experienced nursing professions to role model, facilitate and foster learning experiences. Each semester clinical practicum is leveled to enhance student performance expectation, evolving professionalism, socialization within the profession, accountability and academic requirements.  ~employment opportunity is fostered both through the</p>

	<p>high degree of clinical point of care hour requirements (202.5 each semester and 303.75 in the final semester) but more importantly in the preceptor relationship and professional networking with hiring managers in the health care organizations.</p> <p>~graduate longitudinal data will be collected as a retrospective of program outcomes. Anecdotal feedback is positive with many alumni wishing to remain connected to program mentoring/preceptor opportunities for future cohorts.</p> <p><b>Response:</b> Success rate in the CRNE licensing examinations for the Collaborative BScN Program remain above the provincial average.</p> <p>The Collaborative BScN Program meets the national standards set by CASN the accreditation body.</p> <p>At the faculty and management level numerous operational and human resource management related activities undertaken on a daily basis within the Collaborative BScN Program reflects a culture of diversity and inclusively. From an operational perspective, the program's committee structure represents one of a shared governance model which purports the use of Roberts Rules of Order, thereby affording members mutual respect and the opportunity to voice their opinion. Decision making within the program is conducted within the committee structures thereby reflective of a transparent process where all may have input. Meetings are documented and minutes made available on line and in hard copy. Membership on the committees is open to anyone and affords faculty the opportunity to assume a leadership role in an area of interest related to the strategic priorities.</p> <p><b>Response:</b> Our nursing programs align their curricula with the CASN accreditation standards as well as the CNO entry to practice standards. These governing bodies outline the requisite knowledge, skills and practice requirements of baccalaureate prepared nurses.</p> <p>Program evaluation of the on campus Bridging program has been completed with the Collaborative program. The Blended program evaluation will be started and tailored to the specific learners and delivery method.</p> <p>The program compares with all other undergraduate programming in Ontario w.r.t. preparing students for entry level practice as a licensed professional.</p>
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	<p>Our BScN curriculum provides students with extensive clinical placement opportunities in a variety of settings. This allows students to gain relevant, real-world experience in nursing and health care. Students gain practical skills such as communication, critical reasoning and problem solving, as well as technical and professional skills.</p>
<p>2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students</p>	<p>Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)</p> <p>Factors to consider include:</p> <ul style="list-style-type: none"> <li>• Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes</li> <li>• Issues of cultural difference and cultural sensitivity</li> <li>• The learning and social support needs of students</li> </ul> <p><b>Response:</b>  ~The SPP focus is on the “non-traditional” learning environment therefore attracts mature, second-degree seeking career focused applicants. Given the small annual cohort size, community of learning and shared academic and social support amongst learners and faculty flourishes.  ~the infrastructure requires a large component of self-directed study, therefore is conducive to learner style, scheduling and flexibility. A common communication repository is accessed through NU Blackboard; however students are closely connected with affiliate faculty and other learners through in person seminars within affiliate organizations, social media networks and semester introductory and reflective sessions as attended by the entire larger cohort.  ~Student support services of NU North Bay campus are utilized to accommodate identified learning need disclosures to provide/support individually assessed success strategies throughout the program, as necessary.</p> <p><b>Response:</b>  The inception of the Collaborative BScN program itself has resulted from SWOT (Strength, weakness, opportunities &amp; threats) analyses conducted during parent organizational strategic planning processes in</p>

	<p>2000 -01. The curriculum's evolution was initially derived from Ministry guidelines and regulations, the College of Nurse's licensing requirements, educational system standards and practices, surrounding northern cultural trends, local nurse leader and health care institution expectations. A formal strategic planning process facilitated by the Director specifically for the Collaborative BScN program was undertaken in 2003-05 which resulted in the establishment of the program's mission, vision and strategic priorities as per section.</p> <p>Since 2003 the program has established internal and external communication networks with stakeholders, committee structures, evaluation processes at the organizational (VP &amp; Board of Directors), program (course) and faculty level to drive forward the strategic priorities and ensure the educational plan is aligned with current and cultural trends, new knowledge and stakeholder expectation. In so doing, the program has demonstrated the ability to be responsive to opportunities as they present themselves and successfully acquire funding to augment the program's goals and enhance the student learning environment. This includes the needs under representative groups such as student with disabilities, first generation, and aboriginal students.</p> <p><b>Response:</b></p> <p>1. Blended program: The vast majority of students in this program are mature students with work, family and community commitments. This program suits their desire for career advancement while continuing to work in their field of nursing practice. Students take all theory courses via distance delivery and take all practicum courses face to face in their home region. Nipissing is able to reach students in geographically isolated areas through this program – this means students in both rural and northern Ontario communities benefit from this program</p> <ul style="list-style-type: none"> <li>- Students in this program are diverse – they come from varied levels of practice experience, varying ages and stages of life from mid twenties to mid fifties in age, and a vast range of cultural backgrounds.</li> </ul> <p>2. On campus Bridging: The majority of students in this program are mature students. Priority is given to students from the Northern consortium of colleges (Canadore College, Confederation College, Northern College, Sault College, College Boréal , Cambrian College, Niagara Falls</p>
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	College)
2.5 The extent to which the program meets the needs of stakeholders	<p>Identify, as appropriate, the key stakeholders for the program (there may be more than one).</p> <p>Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.</p> <p>Explain how, and how effectively, the program responds to these needs.</p> <p><i>Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.</i></p> <p><b>Response:</b>  ~Stakeholder engagement is very high in the SPP, due to the shared governance model of this program to be inclusive to all program affiliates with NU School of Nursing.  ~Stakeholder input to program delivery is evaluated both informally at quarterly scheduled program advisory committee meetings (comprised of executive nursing leadership) and formal evaluation surveys.  ~the overall small size of the program (approximately 30 students), the communication updates provided at program advisory committee meetings, close association with program faculty and student visibility within point of care environments, due to high contact hours within health care delivery environments. All elements contribute to responsiveness, relevance to health care trends, human resource needs and knowledge translation of current evidence in practice.  ~Other external stakeholders include provincial and notational nursing bodies that look to unique programs for case study modelling of potential educational paradigms in future planning.</p> <p><b>Response:</b>  The Collaborative BScN Program and RNP to BScN Bridging stream engages in both an internal and external review of its program and the expectations of the key stakeholders annually; namely, students, educational/professional/practice partners, agencies, faculty and staff. The results of this annual Program Evaluation (PE) process are collated and analyzed by faculty and utilized to formulate annual strategic</p>

	<p>operational and scholarship plans for the programs.</p> <p><b>Response:</b></p> <p>Both Programs have been increasing in enrolment from their first intakes in 2009 and 2010. The on campus stream offered admission to the maximum number of students in 2011 (24) and the Blended program enrolments continue to rise as agencies, current students and Nipissing University continue to promote the program to potential</p> <p>In the Blended program, all students are employed at partnered healthcare agencies. These agency partners are key stakeholders in the program as their RPNs are completing their NipU nursing degree and advancing their career opportunities at the same time.</p>
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## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.



## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.4 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

mission

3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.5 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
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- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.6 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

<p><b><u>Context - program level</u></b></p> <p><b>Name of program:</b></p> <p><b>Unit:</b></p> <p><b>Response (limit 500 words):</b></p>
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ii. **Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.3 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.4 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.6 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required



by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.7 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.8 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response (limit 500 words):**

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.7 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.8 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.9 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.10 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.11 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.12 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Philosophy



## Philosophy Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Philosophy	51.5	59.5	65.0	43.7	52.0	3%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Philosophy (Bachelor of Arts)	11	5	5	5	5	-55%



### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Philosophy	- 222.88	- 412.01	- 376.69	- 398.82	- 221.11

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Philosophy	103.23	126.59	105.47	112.10	112.78

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Philosophy	2.00	2.00	2.30

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Philosophy</b>	3.00	3.00	2.00	2.50	3.00	3.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2013</b>	<b>2014</b>	<b>Trend</b>
Philosophy (Bachelor of Arts)	3-year	8	9	7	8	5	-38%
Philosophy (Bachelor of Arts)	4-year	27	29	28	23	17	-37%

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
Philosophy (Bachelor of Arts)	4-year	11	5	5	5	5	-55%

## Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Philosophy (Bachelor of Arts)	Base		\$421.94	\$380.17	\$374.65	\$539.56	\$561.42
Philosophy (Bachelor of Arts)	Honours	Classroom				\$5,037.62	
Philosophy (Bachelor of Arts)	Honours	Individual	\$1,709.24	\$2,254.87	\$2,081.82	\$2,402.04	\$2,649.56
Philosophy (Bachelor of Arts)	Specialist	Classroom	\$766.47	\$495.70	\$935.57		\$2,118.66

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.



**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Philosophy	Philosophy (Bachelor of Arts)	3-year	25%	44%	14%	25%	25%	50%	100	83%	50%	0%	33%	-20%	17%	40%	33%	17%	20%	0%	0%	17%
Philosophy	Philosophy (Bachelor of Arts)	4-year	7%	10%	21%	26%	7%	68%	65%	64%	71%	3%	28%	28%	23%	0%	28%	4%	4%	14%	29%	4%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Philosophy	Philosophy (BA)	7	3.29	3.29

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Philosophy	Philosophy (BA)	20	146	18%	11%	2.26	2.00

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Philosophy	Philosophy (BA)	2.16	1.66	2.50	2.50	2.66

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>“Philosophy” was one of the founding disciplines in the establishment of North Bay’s Northeastern University in 1960. Northeastern was a “non-denominational,” post-secondary institution offering courses “open to anyone, regardless of race, creed or colour.” The Resurrectionists (members of the Congregation of the Resurrection) were a Catholic intellectual order that provided most of the pedagogy and administration for Northeastern University, including the teaching of Philosophy.</p> <p>In 1967 Northeastern University reconfigured itself as Nipissing University College. The Resurrectionists handed over the teaching of Philosophy to a newly-minted PhD, Dr. Norbert Schuldes, one of the original ‘Group of Seven’ faculty members constituting Nipissing University College. Dr. Schuldes’ knowledge of Greek and Latin, coupled with his native fluency in German and his European cultural background, created an ‘international’ atmosphere in the classroom.</p> <p>Dr. Schuldes was one of the Group of Seven tasked with creating Nipissing University College’s Coat of Arms, which invokes the symbolism of the sun, water and the owl. The philosophical significance of these three elements has formed and continues to form the substance of Nipissing University’s Mission and Values:</p> <p>The sun, our source of light, is symbolic of the illumination of learning. The water recalls the University’s connection with Lake Nipissing, the origin of the institution’s name. Like the sun, water sustains life and represents the abundant gifts of nature with which humans must live in harmony. The Athenian owl symbolizes wisdom, knowledge and antiquity. By facing front, it represents seeing the world as it is, which is the task and purpose of the University.</p> <p>The motto <i>integritas</i> was chosen to accompany the Coat of Arms. The Latin term <i>integritas</i> is not simply a synonym for the English term <i>integrity</i>. In the Western philosophical tradition the term <i>integritas</i> is associated with the Catholic theologian St. Thomas Aquinas (1225-1274), who employed the term in an idiosyncratic manner to refer to a sacred sense of ‘completeness’ or ‘wholeness’ that comes as close as possible to the perfection of the idea of God, both ethically and aesthetically.</p> <p>When Nipissing University received its degree-granting charter in 1992, the Western philosophical symbolism inherent in the Coat of Arms and Motto were incorporated into the Mace’s intricate native symbolism—symbolism that was chosen to acknowledge the importance of Aboriginal values and knowledge.</p> <p>With meager resources, the farsighted residents of North Bay who founded Nipissing University College in 1967 correctly understood the importance of Philosophy in the modern university curriculum. The very concept of a “university” was a vision of ancient Greek philosophy in its pursuit of the freedom of thought and the love of learning. The <i>Akademikos</i>, Plato’s school of higher learning which existed for approximately a thousand years (4th cent. BCE to 6th Cent. CE) can be considered one of the first Western universities to offer subjects in both the Arts and Sciences.</p> <p>Dr. Schuldes retired in 1988. Dr. Wayne Borody took up the position in 1989 and in 1994 was joined by Dr. Donna Jowett. More recently, Dr. David Borman (who is cross-appointed with Political Science) joined the program. The Philosophy program now offers Minor and Major programs in Philosophy</p>

1.1	Relevance of the unit to the university’s mission
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Nipissing's Strategic Mission emphasizes three important aspects of the pedagogical role the university plays: 1) instilling a sense of "life-long learning"; 2) encouraging students "to realize their full intellectual and personal potential"; and 3) promoting "excellence in teaching."

1) **Life-Long Learning:** this phrase has value in itself. In all our philosophy courses the concept of life-long learning is the subtext. We introduce students to a critical state of mind that both appreciates and at the same time interrogates the cultural, religious and scientific world in which we exist. Philosophy provides the 'tools' for such self-examination and life-examination. As Socrates emphasized, "the unexamined life is not worth living." In Philosophy, we attempt to instill a sense of life-long learning on the basis of the richness of the subjects that we teach and research.

2) **Realization of Full Intellectual and Personal Potential:** Realizing one's potential refers to a certain normative view of the person or of human beings: in other words, it presupposes reflection on such questions as "what makes an activity valuable? What makes for a good life? What responsibilities do we have as persons?" These are philosophical questions and are at the heart of the philosophy curriculum at Nipissing. In addition, philosophy courses offer the most direct and rigorous training available for the development of critical thinking skills, which are in turn indispensable for full intellectual development in any domain.

3) **Excellence in Teaching:** All philosophy courses, and particularly the smaller, upper-year courses, are structured according to recognized criteria for excellent learning experiences: relatively small class-size, student-centred learning, and open dialogue with faculty and students. Course evaluations in philosophy confirm this unequivocally. In this context, it should also be noted that Dr. Jowett has been awarded the Chancellor's Award for Excellence in Teaching.

#### SUPPORTING THE WORK OF OTHER UNITS

The Philosophy Program has a number of carefully selected courses cross-listed with other disciplines (Classics, History, Political Science, Religions and Culture, Social Welfare and Development, and Gender Studies and Social Equality), and the Introductory course is an extremely popular choice for students looking to satisfy their Humanities breadth requirement. Reasoning and Logical Argument is a recommended course for students in Psychology, who normally comprise about half its enrollment. We have also recently introduced open courses (without prerequisite) in Environmental Ethics (offered Winter 2015) and Bioethics (offered in 2015/16), to serve the broader university community. These latter two new courses are of special relevance to students in Geography, Environmental Science and Nursing.

A new degree program in Philosophy, Political Science and Economics (PPE) has been developed and shepherded through the first two stages of the program approval process by Dr. Borman. Philosophy courses are also included in the curriculum proposal for the new Interdisciplinary degree program in Human Rights and State Violence.

Only recently did the Ontario College of Teachers recognize Philosophy as a "teachable" and Philosophy is now a subject in many secondary schools across the province. Students who intend to pursue a B. Ed. following their B.A. now have an option which was previously unavailable to them.

Since the Nipissing University Act of 1992, Philosophy has also played a part in "seeding" new programs through the development and introduction of courses in Native Philosophy, Introduction to Religion, and Gender and Philosophy. Following the introduction of these courses and in the course of subsequent years three new and independent degree programs were established at Nipissing: Native Studies; Religions and Cultures; and Gender Studies and Social Justice.

#### 1.2 Notable or unique contributions made by the unit

Nipissing attracts a certain number of first-rate, first-year students who intend to major in Philosophy—these are students who because of their grades could attend a larger university but choose Nipissing because of its small size. On the other hand, the majority of Nipissing students who choose Philosophy as their minor or major originally come to Nipissing undecided as to their major. Generally, only after students have taken a course or courses with faculty do they decide to major in Philosophy—which

bespeaks the importance of the faculty in shaping the students' decisions.

Since Philosophy is now an OAC credit in Grades 11 and 12, more students arrive at Nipissing after having been exposed to Philosophy, and therefore may be inclined to take a philosophy course in the First Year. Now that the Prioritization Process has been initiated, faculty in Philosophy will pay more attention to the number of students in the First Year course who have taken Philosophy in High School, in order to track the number that minor or major in Philosophy at Nipissing.

For a small unit of three faculty members (coupled with a part-time instructor when possible) the Philosophy program at Nipissing University covers a surprisingly and meritoriously wide variety of philosophical subjects: Reasoning and Logical Argument, Ancient Western, Early Modern Western, Modern Western, Marxism and European Critical Theory, Existential and phenomenological philosophy, Eastern (South Asian and East Asian), Philosophy of Gender, Ethical Theory, Environmental Ethics, Bioethics and Transhumanism.

#### FACULTY SCHOLARLY AND PROFESSIONAL CONTRIBUTIONS

Philosophy at Nipissing is a small program, but unlike some of Nipissing's larger programs, its tradition extends backwards from the present to the beginnings of recorded civilization. This means that the faculty in Philosophy at Nipissing must be generalists as well as specialists, prepared to teach across eras and cultures as well as across all major branches of the discipline. One of the strengths of our faculty complement in Philosophy is the scholarly training that enables us to do just this.

Dr. David Borman is a specialist in Ethics and Social-Political Philosophy. He is the author of *The Idolatry of the Actual: Habermas, Socialization, and the Possibility of Autonomy* (SUNY, 2011) and has published peer-reviewed research on Habermas, critical theory, Marx, and Kierkegaard.

Donna Jowett is a specialist in continental philosophy and has published articles on Emmanuel Levinas, Jacques Derrida and psychoanalytic theory.

Wayne Borody is a published author in the areas of early Indian, Greek, Postmodern and Transhumanist thought. He has authored the book *Bhoga Kārikā of Sadyojyoti with the Commentary of Aghora Śiva* (Motilal Banarsidass) and has numerous publications in peer reviewed journals. As well, he has presented scholarly papers at international conferences in both Canada and the US, as well as in Mexico, Korea, China, and India.

1.3

#### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

In Canada, the UK and the US enrolment in Philosophy has dramatically increased in many universities over the last decade. a major in Philosophy makes students quick learners and gives them strong skills in critical thinking, writing and analysis. Nipissing graduates are aware of the fact that the skills one learns from studying Philosophy are eminently transferable and make an excellent fit in today's global economy: "As a result, those skills are forming the basis for strong, well-paid careers." A major in Philosophy develops skills in: critical thinking; logic; communication; design and planning; information management; and research and investigation. All of these are transferable to a number of career paths.

According to American data Philosophy graduates score first, ahead of all other majors, on the verbal reasoning and analytic writing portions of the GRE. Moreover, Philosophy majors score 15th out 50th on quantitative reasoning, above all other arts majors, all social science majors, apart from Economics, and above biological sciences and business majors. A Canadian source notes the close fit between Philosophy and Law, with Philosophy students outscoring majors in other disciplines on the LSAT.

A number of Nipissing Philosophy students have gone on to graduate school and one of them, who will shortly defend his doctoral dissertation, is currently teaching part-time in our program. Other recent

graduates have pursued M.A. degrees at Carleton, Guelph, Queens, Trent, Western and Wilfred Laurier; another recent graduate is currently studying in the new Faculty of Law at Lakehead.

#### COMMUNITY SERVICE

While Nipissing University students are attending classes, they are a part and parcel of the North Bay community. Having been exposed to the critical inquiry of Philosophy, and the heritage and legacy of Philosophy, the students in themselves enrich the community. In a recent policy statement, UNESCO (United Nations Educational, Scientific and Cultural Organization) has claimed that “There can be no UNESCO without philosophy” UNESCO has linked its mission of bringing about more peace in the world to the mission of Philosophy itself.

By developing the intellectual tools to analyze and understand key concepts such as justice, dignity and freedom, by building capacities for independent thought and judgment, by enhancing the critical skills to understand and question the world and its challenges, and by fostering reflection on values and principles, philosophy is a ‘school of freedom’. (UNESCO Strategy on Philosophy, 2005)

David Borman has organized public lectures, in association with the Philosophy Students’ Society, that have brought scholars from the University of Toronto and from York University to present their research in North Bay. Both the talks themselves, and the reading groups run for several weeks in advance, have attracted students from outside philosophy and members of the broader North Bay community. Dr. Borman has also participated in public debates organized through the Political Science Students’ Association on issues of foreign policy and the ethics of war.

Donna Jowett has organized philosophy symposia highlighting the work of senior students and inviting participation of the wider university community. Over approximately 15 years, she also served as the core member of a multidisciplinary faculty reading group.

Dr. Borody recently participated in a public event entitled “The Humanity of Charles Darwin” (Feb. 12, 2014) which was hosted by the Nipissing University Biology Society and the Cultural Affairs Committee of Nipissing. Dr. Borody appeared in a local one-hour television program “Beyond Belief” in which Dr. Borody debated the topic Faith Vs. Reason with Randy Bushey, an Elder with the Bethel Gospel Chapter. Dr. Borody is also a member of a local North Bay artistic collective called “PolyesterThought.”

## Full text of submission: Opportunity

3.0	Context (not scored)
	<p>As described above, the Philosophy program offers a range of opportunities to students in various programs: to philosophy students (single or combined majors), we offer a broad grounding in the history of philosophy, in Western and Eastern traditions, and a strong training in critical thinking; to the broader community, we offer both specific courses targeting the needs of other programs (Reasoning and Logical Argument, Bioethics, Environmental Ethics), as well as general interest courses that satisfy breadth and elective requirements (Introduction to Philosophy, etc.). Interest in philosophy is substantial and, as the quantitative data show, the more courses we are able to offer, the greater our financial contribution to the university. The primary constraint we face is the need to rotate course offerings alongside our core/required offerings. In addition to the contributions we have made in the past, there are always opportunities for philosophy to make additional contributions – for instance, we are in discussions with Criminal Justice about possible contributions to a Minor program in Law – but three full-time faculty members (with one cross-appointed in Political Science) can offer only so many courses at a time and serve only so many other sectors/units/programs/stakeholders at a time.</p>

3.1	Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
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As has been indicated above, Philosophy has generated a significant net gain \$800,000 in revenues for the University in the 5-year period under review (not to be crass about this, but the figure is just over \$800,000, according to the data each Unit received from the Finance Office). As has also been mentioned, revenues are highest when our teaching complement is complete (i.e., 3 full-time members). This is largely due to the fact that our entry-level enrollments are strong (reflecting the broad interest in philosophy in the university community) and that philosophy is an extremely inexpensive program to run. As such, there are no additional “cost-containing” measures or “efficiencies” which would not also negatively impact the quality of instruction we provide to our students in the face-to-face classroom setting.

It is worth mentioning, as well, that Philosophy is a member of joint Unit/Department, with Political Science and Economics, and that all three units, like all other academic departments at Nipissing, are run without any administrative support, an extremely unusual circumstance at a Canadian University.

**3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

There is no “excess capacity” in Philosophy. To the contrary, as already described, we could certainly offer greater benefit to the university community if we had greater capacity than we do at present.

**3.3 What opportunities are there to strengthen the unit and how could these be implemented?**

Philosophy has actively pursued collaboration with other programs and will continue to do so where it offers benefits to our students. Examples are already provided above, and include a large number of cross-listed and general interest courses, and ongoing discussions regarding the interdisciplinary program in Human Rights and State Violence, an Interdisciplinary PPE program, a Minor in Law, and so on. Other possibilities include the development of service learning opportunities in Environmental Ethics and Bioethics, which would enhance ties with off-campus communities (Dr. Borman has recently met with University representatives involved with service-learning to discuss this possibility).

**3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

Philosophy course offerings are included as part of the curriculum document for the interdisciplinary program in Human Rights and State Violence, which has so far received Stage 1 approval. Philosophy is a core contributor to a proposed interdisciplinary program in Political Science, Philosophy, and Economics, which received Stage 2 approval in the former, 3-stage process. Reasoning and Logical Argument is to be included in the proposal for a Minor in Law (which is being developed through Criminal Justice), as well as a possibly new course in the Philosophy of Law. This proposal is still in the exploratory stage.

In terms of the cost-structure of Philosophy, these proposals are all revenue-neutral (they may require new resources themselves, but they do not require new resources in Philosophy): they presume the continuation of Philosophy as a stand-alone degree, but provide additional avenues for students to utilize its courses.

**3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

As a discipline centrally focused on the interpretation of classical philosophical texts and traditions, and as a discipline devoted to the development of critical thinking, the Philosophy Unit cannot would like to propose developments in this area, but at this time, with limited faculty, this would be difficult to explore.

### 3.6 Are there international education opportunities for the department?

As a discipline centrally focused on the interpretation of classical philosophical texts and traditions, and as a discipline devoted to the development of critical thinking, the Philosophy Unit cannot at present propose any particular developments in the area of international education opportunities, although we are certainly open to any suggestions or proposals that might come our way. [As a side note, Dr. Borody would be interested in exploring the possibility of establishing a "Confucian Institute" on campus, which would be funded by the Chinese government. Such an institute would not only offer courses in Mandarin and classical Chinese, but in the history and philosophy of traditional Chinese culture. However, such institutes have been criticized as of late due to the involvement of the Chinese government in the affairs of such institutes. In light of such concerns, Dr. Borody would still be interested in exploring the possibility of establishing such an Institute at Nipissing, but only if there were university-wide acceptance for such an institute.]

## Full text of submission: Relevance (program level)

### Program: Philosophy (BA)

#### 2.0 Context (not scored)

"Philosophy" was one of the founding disciplines in the establishment of North Bay's Northeastern University in 1960. Northeastern was a "non-denominational," post-secondary institution offering courses "open to anyone, regardless of race, creed or colour." The Resurrectionists (members of the Congregation of the Resurrection) were a Catholic intellectual order that provided most of the pedagogy and administration for Northeastern University, including the teaching of Philosophy.

In 1967 Northeastern University reconfigured itself as Nipissing University College. The Resurrectionists handed over the teaching of Philosophy to a newly-minted PhD, Dr. Norbert Schuldes, one of the original 'Group of Seven' faculty members constituting Nipissing University College. Dr. Schuldes' knowledge of Greek and Latin, coupled with his native fluency in German and his European cultural background, created an 'international' atmosphere in the classroom.

Dr. Schuldes was one of the Group of Seven tasked with creating Nipissing University College's Coat of Arms, which invokes the symbolism of the sun, water and the owl. The philosophical significance of these three elements has formed and continues to form the substance of Nipissing University's Mission and Values:

The sun, our source of light, is symbolic of the illumination of learning. The water recalls the University's connection with Lake Nipissing, the origin of the institution's name. Like the sun, water sustains life and represents the abundant gifts of nature with which humans must live in harmony. The Athenian owl symbolizes wisdom, knowledge and antiquity. By facing front, it represents seeing the world as it is, which is the task and purpose of the University.

The motto *integritas* was chosen to accompany the Coat of Arms. The Latin term *integritas* is not simply a synonym for the English term *integrity*. In the Western philosophical tradition the term *integritas* is associated with the Catholic theologian St. Thomas Aquinas (1225-1274), who employed the term in an idiosyncratic manner to refer to a sacred sense of ‘completeness’ or ‘wholeness’ that comes as close as possible to the perfection of God, both ethically and aesthetically.

When Nipissing University received its degree-granting charter in 1992, the Western philosophical symbolism inherent in the Coat of Arms and Motto were incorporated into the Mace’s intricate native symbolism—symbolism that was chosen to acknowledge the importance of Aboriginal values and knowledge.

With meager resources, the farsighted residents of North Bay who founded Nipissing University College in 1967 correctly understood the importance of Philosophy in the modern university curriculum. The very concept of a “university” was a vision of ancient Greek philosophy in its pursuit of the freedom of thought and the love of learning. The *Akademikos*, Plato’s school of higher learning which existed for approximately a thousand years (4th cent. BCE to 6th Cent. CE) can be considered one of the first Western universities to offer subjects in both the Arts and Sciences.

Dr. Schuldes retired in 1988. Dr. Wayne Borody took up the position in 1989 and in 1994 was joined by Dr. Donna Jowett. More recently, Dr. David Borman (who is cross-appointed with Political Science) joined the program. The Philosophy program now offers Minor and Major programs in Philosophy.

## 2.1 Relevance of the program

The Strategic Mission emphasizes three important aspects of the pedagogical role the university plays:

- 1) **Life-Long Learning:** In all our philosophy courses the concept of life-long learning is the subtext. We introduce students to a critical state of mind that both appreciates and at the same time interrogates the cultural, religious and scientific world in which we exist. As Socrates emphasized, “the unexamined life is not worth living.”
- 2) **Realization of Full Intellectual and Personal Potential:** Realizing one’s potential presupposes reflection on such questions as “What makes for a good life? What responsibilities do we have as persons?” . In addition, philosophy courses offer the most direct and rigorous training in critical thinking skills, which are in turn indispensable for full intellectual development.
- 3) **Excellence in Teaching:** All philosophy courses, and particularly the smaller, upper-year courses, are structured according to recognized criteria for excellent learning experiences: relatively small class-size, student-centred learning, and open dialogue with faculty and students.

### SUPPORTING THE WORK OF OTHER UNITS

Philosophy has a number of carefully selected courses cross-listed with other disciplines (Classics, History, Political Science, Religions and Culture, Social Welfare and Development, and Gender Studies and Social Equality), and the Introductory course is an extremely popular choice for students looking to satisfy their Humanities breadth requirement. Reasoning and Logical Argument is a recommended course for students in Psychology, who normally comprise about half its enrollment. We have also recently introduced open courses (without prerequisite) in Environmental Ethics (offered Winter 2015) and Bioethics (offered in 2015/16), to serve the broader university community. These latter two new courses are of special relevance to students in Geography, Environmental Science and Nursing.

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Only recently did the Ontario College of Teachers recognize Philosophy as a “teachable” and Philosophy is now a subject in many secondary schools across the province. Students who intend to

pursue a B. Ed. following their B.A. now have an option which was previously unavailable to them.

Philosophy has also played a part in “seeding” new programs through the development and introduction of courses in Native Philosophy, Introduction to Religion, and Gender and Philosophy.

## 2.2 Relevance of the curriculum to the program’s goals and objectives

As a unit we regularly address our program’s goals and objectives, on an annual basis. We utilize enrollment data as well as discussions with students about their interests and concerns in order to decide how to maintain and/or develop the courses that best serve their needs. The growth of other programs at Nipissing also plays a part in our curricular design since Philosophy is in a position to serve a number of other disciplines. This coming year, due to the recent drop in BEd enrolments coupled with the Prioritization Process, we will explore additional means of serving our students and the broader university community.

With respect to the IQAP process, our most recent evaluation judged our program ‘excellent.’ We offer foundational courses in the “classical” or “canonical” Western philosophical tradition; canonical philosophical literature from the Eastern Tradition (mainly India and China); a cross-listed course in Native Philosophy (which was until recently housed in Philosophy, as it was created by Philosophy); a cross-listed course in the Philosophy of Gender (“Sex and Love”); and other cross-listed courses in Political Science, Religion and Culture, and Social Welfare and Development. As mentioned above, we have also developed new courses in Environmental Ethics and Bioethics. As well, philosophy faculty offer a variety of thematic and historical courses through special topics and honours seminar courses.

Nipissing’s philosophy program is similar to other smaller programs (Lakehead, Brock, Laurentian, Brandon, etc) and is a microcosm of sorts of larger programs (U of T; UBC; McGill; etc.). Our special curricular strength is, however, our required/core curriculum in the area of the history of philosophy. Students who have continued to graduate school tell us that the exceptional foundation provided by our program meant they were better prepared for their M.A. studies than many of their new peers from other universities.

The most outstanding aspect of our program is our small class sizes, which enables us to pursue Nipissing’s commitment to student-centred learning, open discussion, and the development of the potential of learners as individuals.

## 2.3 How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation

### STUDENTS’ NEEDS AND EXPECTATIONS

As our approved learning expectations make clear, students who Major or Minor in Philosophy will be able to:

- demonstrate knowledge of the major philosophers, movements, and periods in the history of philosophy;
- demonstrate knowledge of the main concepts, thematic areas, and problems in philosophy;
- demonstrate knowledge of the terminology and main techniques of argumentation, using informal and formal logic; and
- express their philosophical conclusions with an awareness of the degree to which these conclusions are supported by both logic and evidence.

## SKILLS

Students who Major or Minor in Philosophy will be able to:

- identify assumptions that underlie theories, arguments and positions in philosophical and scholarly writings, in the media and in daily life;
- demonstrate an ability to critical construct their own arguments and to anticipate and charitably consider objections to their own position;
- detect and articulate fallacies and evaluate arguments by assessing validity, soundness, and the relevance of conclusions to premises; and
- write clearly and effectively when presenting an extended argument on a topic of philosophical interest.

## VALUES

Students who Major or Minor in Philosophy will be able to:

- demonstrate openness and intellectual integrity by approaching situations involving conflicting views in a spirit of inquiry;
- demonstrate increasing awareness of the complexity of issues and of the necessity of examining issues from many different perspectives;
- identify biases in arguments, concepts and methods;
- identify and reflect on values and biases in such areas as racism, justice, violence, sexual orientation;
- recognize the importance of the differences and similarities inherent in different intellectual and cultural traditions;
- respect the value of learning; and
- respect the value of the freedom of thought.

### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Generally, course scheduling for the Philosophy Unit is set by the Registrar's Office, so there is very little input that the program has in scheduling classes.

As a result of the changes in the BEd enrolments and as a result of the PPP exercise, the Philosophy program may once again request that one class be set aside as an evening class if there is evidence of student interest.

Philosophy has in the past and will again this year offer Introduction to Philosophy online for distance learners. We have also offered a topical second year course with no prerequisite (Contemporary Moral Issues) on a regular basis and we have this year added two new courses, Bioethics and Environmental Ethics, without prerequisites. These courses are accessible to many students in other disciplines as well as those in the wider community, who may be older, work full time, or want to take a course out of

interest.

In terms of cultural difference and cultural sensitivity, the Philosophy unit takes into account issues around class, race, gender, age, and cultural backgrounds as they come into play in the subjects we teach.

## **2.5 The extent to which the program meets the needs of stakeholders**

As mentioned earlier, over the last five-year period, the Philosophy Unit's net gain was significant, with enrolments steady, except for a drop during and after a sabbatical. The primary stakeholder in the Philosophy Unit is the University, as a collective body (including its academic units and, most importantly, their students), followed by the Faculty of Arts and Science. While Philosophy is a Unit, it derives its sense of being part of a larger Unity by being a member of the Faculty of Arts and Sciences.

A strong Philosophy program is a necessity for a Faculty of Arts and Science, especially for students who are looking to attend a bone fide liberal arts university. As mentioned earlier, the Philosophy program is committed to addressing the needs and interests of the community of students at Nipissing, a commitment which is reflected in both the core offerings of the program and in our new and ongoing course development (PPE, Environmental Ethics, Bioethics, Human Rights and State Violence, etc.).

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.



c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**



For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

<p><b><u>Context - program level</u></b></p> <p><b>Name of program:</b></p> <p><b>Unit:</b></p> <p><b>Response (limit 500 words):</b></p>
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ii. **Scored items**

Relevance

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.



In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response (limit 500 words):**

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Physical and Health Education

## Physical and Health Education Programs Included:

- Bachelor of Physical and Health Education (BPHE)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.



It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Physical and Health Education	95.1	175.3	241.5	253.6	270.5	33%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Bachelor of Physical and Health Education	102	90	86	82	81	-21%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Physical and Health Education	- 224.68	- 402.44	- 402.76	- 376.52	- 306.16

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Physical and Health Education	144.71	220.03	210.85	195.48	204.35

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Physical Education	1.85	1.17	1.67

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Physical Education</b>	2.00	2.00	1.50	1.50	1.00	2.50



## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2013</b>	<b>2014</b>	<b>Trend</b>
<b>Bachelor of Physical and Health Education</b>	4-year	222	300	314	329	322	45%

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
<b>Bachelor of Physical and Health Education</b>	4-year	102	90	86	82	81	-21%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Bachelor of Physical and Health Education	Base	n/a	\$491.84	\$456.16	\$426.21	\$486.95	\$582.98

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Education	Bachelor of Physical and Health Education	4-year	0%	16%	18%	22%	0%	94%	90%	94%	92%	-2%	5%	8%	5%	6%	5%	1%	2%	1%	2%	1%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Education	Bachelor of Education (Junior-Intermediate)/BA (Contemporary Studies) Concurrent CORRECT	110	3.35	3.55
	Bachelor of Education (Primary-Junior)/BA (Contemporary Studies) Concurrent CORRECT	110	3.35	3.55
	Concurrent Education	78	3.49	3.55

	All other education	67	3.33	3.48
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## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Education	Bachelor of Education (Junior-Intermediate)/BA (Contemporary Studies) Concurrent CORRECT	2	975	15%	7%	1.50	1.33
	Bachelor of Education (Primary-Junior)/BA (Contemporary Studies) Concurrent CORRECT	2	975	15%	7%	1.50	1.33
	Master's of Education	2	975	15%	7%	1.50	1.33
	Education (Doctoral)	2	975	15%	7%	1.50	1.33
	Concurrent Education	2	975	15%	7%	1.50	1.33
	Education - Continuing Ed.	2	975	15%	7%	1.50	1.33

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Education - Consecutive Ed.	2	975	15%	7%	1.50	1.33
All other education	2	975	15%	7%	1,50	1.33

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## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Physical Education	BPHE	2.00	2.50	2.00	1.50	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The Physical and Health Education program welcomed the first cohort of 59 students to the North Bay campus in September of 2007. In 2009, Nipissing University Senate recognized the program as a School of Physical and Health Education within the Faculty of Education. Since that time, enrolment has risen to over 300 students over the four years of the program. The faculty complement has increased from 2 full time tenure track members in year 1 (plus a shared position with the BEd program) to 9 full time tenure track positions. Of the 10 faculty members, we have 1 faculty member at the rank of full professor, 6 tenured associate professors, 2 tenure stream assistant professors, and 1 tenure stream assistant professor shared with the B.Ed. program (currently seconded to the Brantford Campus).</p> <p>In the late 1980s and early 1990s, many of the Physical Education programs in Ontario changed to Kinesiology or added Kinesiology to their degree offerings. With the change to Kinesiology there has been a trend to decrease the amount of practical courses in physical activity based programs. As a result, many graduates of Kinesiology programs did not have adequate experience in a breadth of physical activities and were not comfortable in a Physical Education setting. Nipissing University has met the need for a physical activity based program in Ontario by emphasizing participation in physical activity (24 credits over 4 years) as well as the scholarly study of physical activity.</p> <p>One of the major challenges was the physical space needed for teaching, research, and participation in physical activity. This challenge has been met with the expansion of the Robert J Surtees Athletic Centre and the newly opened Centre for Physical and Health Education. A second challenge has been securing the tenure track positions to offer the breadth of courses in the BPHE program.</p>

1.1	Relevance of the unit to the university's mission
	<ul style="list-style-type: none"><li>• We have strong community based research programs with local sport teams and organizations, local clinicians, local entrepreneurs, North Bay Regional Health Centre, The North Bay Parry Sound District Health Unit, the YMCA, the City of North Bay and the Near North District School Board.</li><li>• New partnerships with One Kids Place (we have had some initial discussions), industry (e.g., North Bay Police, the Mining Sector, Military for ergonomics) and other community partners are now possible with the new Centre for PHE.</li><li>• Collaborations with faculty in psychology examining the effects of testosterone on visual attention and observing eye-movements during mate selection are ongoing.</li><li>• Northern and First Nation research – collaborations are being formed with various First Nations communities in northeastern Ontario.</li><li>• Interdisciplinary collaborations (Dr. M. Wachowiak and Dr. R. Smolikova-Wachowiak in Computer Science; Dr. J. Carre &amp; Dr. S Arnocky in Psychology) leading to numerous peer reviewed publications and newly established avenues of research.</li><li>• The Faculty of Arts and Science currently offers courses in the History of Sport and Sport in Literature and Film. We would welcome the opportunity to collaborate further with Arts and Science for courses with a sociological, philosophical, and ethical base.</li><li>• Recent changes to the degree requirements have allowed for many elective choices (i.e., 42 credits instead of 24 credits). Students are now able select courses in other units to broaden their learning and</li></ul>

accumulate sufficient credits for second teachable subject for those interested in Education.

## 1.2 Notable or unique contributions made by the unit

- The faculty in the School of PHE has increased the research profile of Nipissing University. The faculty members are predominantly new PhDs. The mean time since PhD is 7.2 years. Nine faculty members are within 8 years of their PhD. The median time since PhD is 6.5 years. In total, the 10 faculty members have published 201 peer reviewed journal articles. The faculty has been successful in securing external research grants to fund their research programs. Including collaborations and partnerships at other universities, the faculty members currently hold \$4,859,171 in external research funds. \$1,868,680 is administered through Nipissing University. \$1,162,114 of the amount administered by Nipissing University is a result of four successful Canadian Foundation for Innovation (CFI) applications. The CFI money has been used to purchase equipment for the laboratories. The remaining \$706,5756 is dedicated research operating funds much of which goes towards funding Research Assistants, consumable purchases, and publication and presentation costs.
- Faculty members in the School of Physical and Health education have had their research featured in The British Psychological Society Research Digest Blog, The Washington Post (Monday August 11, 2008), The Council of Ontario Universities “Research Matters” campaign (2013), and the Ottawa Citizen (August 2008), CTV News Northern Ontario (2014), and CBC Radio (2013, 2014).
- Dr. Graydon Raymer, 2012 Schulich Teaching Fellowship recipient, was a 2009 TVO Ontario’s Best Lecturer nominee and was nominated in 2012 for the 3M National Teaching Fellowship award.
- The faculty members in the School are very active in reviewing manuscripts for over 60 different refereed journals. The journals cover a wide range of science and research (e.g., Attention Perception and Psychophysics, Journal of Sport and Exercise Psychology, Applied Physiology, Nutrition and Metabolism, Journal of Physical Activity & Health Chronic Diseases, Journal of Electromyography and Kinesiology Journal, Journal of Engineering in Medicine, and International Journal of Industrial Ergonomics, Physical and Health Education Academic Journal, Journal of Experimental Psychology: Applied, Frontiers in Movement Science and Psychology, and Journal of Motor Behavior).
- Faculty members have also been recruited to review grant applications for NSERC, SSHRC and the Heart and Stroke Foundation.
- Existing research collaborations and memberships in research institutes include: Canadian Institute for Military and Veteran Health Research, Lakehead University Centre for Research on Safe Driving, CHEO, University of Guelph, Canadian Memorial Chiropractic College, Laurentian University, University of Maryland, Queens University, University of Moncton, and the University of Tokyo.
- The issue of differentiation in programs with focus on human movement and physical activity is complex. The School of Physical and Health Education at Nipissing University differentiates itself on the breadth of its course offerings and the emphasis on physical activity in the program. In addition, the current faculty currently hold all three tri-council grants as Principal Investigators (CIHR, NSERC, SSHRC). This is somewhat unique for a small program on a primarily undergraduate institution. It further reinforces the teacher scholar model of post secondary education. Tri-council funding is a performance indicator valued by post-secondary institutions.

<b>1.3</b>	<b>Provide information on how appropriately and effectively the unit responds to the needs of the wider community</b>
<ul style="list-style-type: none"> <li>• Many faculty in the School of Physical and Health Education are actively involved in the community. The involvement includes research and general community service in coaching youth sport and serving on health and sport boards in administration type positions.</li> <li>• Community Based Research (e.g., Aboriginal Circles, North Bay Regional Health Centre Ethics Board,</li> <li>• Coaching and Sport (e.g., Nipissing Lakers Varsity Athletics, West Ferris Minor Hockey Association, NOHA Coaching Initiation Program, Hockey Canada Long Term Player Development Messenger Program, Ontario Volleyball Association, Brantford Girls Minor Hockey Association, Olympic Torch Relay, Sport North Bay, Nordic Ski Northern Development Camp, North Bay Canoe Club, National Coaching Certification Program, and North Bay Sports Hall of Fame)</li> <li>• Other Organizations (e.g., Me to We, Near North District School Board, Active Transportation Discovery Routes Working Group, North Bay Gets Active, Nipissing University Residences, North Eastern Ontario (NEO) Stroke Workshop, and Near North District School Board)</li> </ul>	

**Full text of submission: Opportunity**

<b>3.0</b>	<b>Context (not scored)</b>
<p>The Physical and Health Education program welcomed the first cohort of 59 students to the North Bay campus in September of 2007. In 2009, Nipissing University Senate recognized the program as a School of Physical and Health Education within the Faculty of Education. Since that time, enrolment has risen to over 300 students over the four years of the program. The faculty complement has increased from 2 full time tenure track members in year 1 (plus a shared position with the BEd program) to 9 full time tenure track positions. Of the 10 faculty members, we have 1 faculty member at the rank of full professor, 6 tenured associate professors, and 2 tenure stream assistant professors, and 1 tenure stream assistant professor shared with the B.Ed. program (currently seconded to the Brantford Campus).</p> <p>In the late 1980s and early 1990s, many of the Physical Education programs in Ontario changed to Kinesiology or added Kinesiology to their degree offerings. With the change to Kinesiology there has been a trend to decrease the amount of practical courses in physical activity based programs. As a result, many graduates of Kinesiology programs did not have adequate experience in a breadth of physical activities and were not comfortable in a Physical Education setting. Nipissing University has met the need for a physical activity based program in Ontario by emphasizing participation in physical activity (24 credits over 4 years) as well as the scholarly study of physical activity.</p> <p>One of the major challenges was the physical space needed for teaching, research, and participation in physical activity. This challenge has been met with the expansion of the Robert J Surtees Athletic Centre and the newly opened Centre for Physical and Health Education. The new facility will greatly enhance the research opportunities for faculty and students. With 4.8 million dollars in external research funding currently held by the faculty research productivity will continue to be a strong component of the program. A second challenge has been securing the tenure track positions to offer the breadth of courses in the BPHE program.</p> <p>Graduates of our program have went on to careers in education, physiotherapy, occupational therapy, medicine, athletic therapy, kinesiology, graduate education, and police and fire departments. Recently (October 2014), the Nipissing University Alumni Association recognized Matthew Adamson with an Alumni Arising Start Award. Matthew was in the first graduating class of the BPHE program in 2011. He is currently competing his 4th year of medical school at the University of Toronto.</p>	

<b>3.1</b>	<b>Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</b>
<ul style="list-style-type: none"> <li>We currently offer multiple sections of 6 theoretical based courses. We could explore the possibility of offering 1 section thus freeing up faculty members to offer more electives in the program. The addition of more electives would allow the students a broader range of learner outcomes to customize their education to meet their career goals.</li> <li>Small class size is a selling feature for Nipissing University. To continue the small group interaction, we could offer tutorial sessions for the larger classes. Tutorials could be offered at a significant reduction in cost over offering multiple sections of a course. We would require qualified tutorial leaders. Graduate students from the MSc in Kinesiology program and recent graduates of the program would be qualified to serve as tutorial leaders. Hiring recent graduates would also be a positive outcome for the program.</li> </ul>	

<b>3.2</b>	<b>Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?</b>
<ul style="list-style-type: none"> <li>Within the program, there is expertise in the relationship between physical activity and health. Through the Community Leadership Placements we have an opportunity to work with Student Development and Services on Healthy Active Campus Initiatives. Our students would gain valuable practical experience and the university would gain a valuable service.</li> <li>The MSc in Kinesiology will attract new students to Nipissing University (approximately N=20). The students would bring in revenue to the university and would be able to serve as Teaching and/or Research Assistants to help deliver the undergraduate program and further enhance the research culture within the School.</li> <li>The new Center for Physical and Health Education affords us the opportunity to increase capacity for research and teaching through the use of state of the art technology for the study of human movement.</li> </ul>	

<b>3.3</b>	<b>What opportunities are there to strengthen the unit and how could these be implemented?</b>
<ul style="list-style-type: none"> <li>The new concurrent education model for Nipissing University provides an opportunity for growth of the BPHE program. To date, Nipissing has yet to offer concurrent education with Physical Education. The previous concurrent models were restricted tot the primary/junior and junior/intermediate divisions. Many BPHE graduates are interested in teaching at the intermediate/senior division. With the new model to be implemented in the fall of 2015 BPHE students may apply to concurrent education in any of the divisions. As a comparator, Lakehead University offers a concurrent education program with the School of Kinesiology. In 2013/14, they had 85 students in years 1 to 4 of Concurrent Education (26 in year 1, 17 in year 4, 42 in years 2 &amp; 3) and 12 in year 5, the professional year. Enrolment in the Honours Kinesiology program was 250 students (70 in year 1 and 60 in year 4 with 120 in years 2 and 3). Students enrolled in the Concurrent Education have the option to switch into the Honours Bachelor of Kinesiology program. Overall, there were 360 students in the Kinesiology program with 120 in year 1. In addition, they offer a Co-Op program. There were 27 students in the Co-Op program with 22 in year 1.</li> <li>We currently cross code courses with Biology (i.e., Nutrition) and History (i.e., History of Sport). There are also potential synergies with English (e.g., Sport in Literature and Film) and Philosophy (e.g., philosophy of Sport and Physical Activity).</li> <li>There are also possible synergies with the School of Business in offering courses and possibly a stream in Sport Marketing.</li> </ul>	

3.4

**What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

- The Schulich School of Education has a successful model for offering additional qualification courses for teachers. It is possible to use this model for the online delivery of courses tailored to the needs of students interested in sitting the CKO registration exam.
- There is an opportunity to offer a campus wide service course in Physical Activity and Health. The course would include the theoretical aspects of the relationship between physical activity and health and a physical activity participation component. The course would be similar to the ACAD courses, only meeting the physical literacy needs on campus.
- The School could offer core courses to contribute to an undergraduate degree program in Health Studies and/or Science.
- The School could offer service courses in Applied Human Anatomy and Physiology for health related programs (e.g., Nursing, Health Science).

3.5

**What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

- Community Leadership Placement enhancements could include an advanced level placement (Recent success in pilot with North Bay Battalion). This could also translate into a co-op partnership.
- The CLP program has the capacity to offer active PD/PA Day programming for the children of faculty/staff on campus. Recent successes with March Break Day camps running in 2013 and 2014.
- Students in CLP courses assist with success of large profile events that raise the profile of the university (eg: Special Olympics Winter Games, Robotics).
- Co-Op experience - a dedicated group of CLP host advisors within our region have expressed an interest in working with our students on longer term projects. Current CLP model is based on 50 hours. Adopting a co-op model would allow students to gain more experience in their preferred sector, and create an opportunity for enhanced service learning projects. Community partners who have expressed specific interest include: Big Brothers/Big Sisters North Bay, North Bay Minor Hockey, North Bay Battalion, YMCA.
- For the past two years we have offered an Advanced Athletic Injuries course. The course provides the students with hands on experience with athletic injuries. As part of the course the students serve as student trainers for the varsity athletics teams. In the recent program redesign the core Athletic Injuries course was moved to third year from fourth year. The move should allow for more opportunities to develop student trainers in fourth year. The course is an example for sharing of resources between two separate programs on campus – Athletics and the School of Physical and Health Education. This model could be explored to offer personal training and fitness and lifestyle consulting to meet the needs of the university community.

3.6

**Are there international education opportunities for the department?**

- In the past we have hosted a number (N=7) of international students on exchange. The exchange took place over a term or for a full year.
- Students in the BPHE program at Nipissing (N=14) have also went on international exchange and completed degree requirements at other institutions.

## Full text of submission: Relevance (program level)

### Program: Bachelor of Physical and Health Education (BPHE)

2.0	Context (not scored)
	<p>In the late 1980s and early 1990s, many of the Physical Education programs in Ontario changed to Kinesiology or added Kinesiology to their degree offerings. With the change to Kinesiology there has been a trend to decrease the amount of practical courses in physical activity based programs. As a result, many graduates of Kinesiology programs did not have adequate experience in a breadth of physical activities and were not comfortable in a Physical Education setting. Nipissing University has met the need for a physical activity based program in Ontario by emphasizing participation in physical activity (24 credits over 4 years) as well as the scholarly study of physical activity.</p> <p>Learner Outcomes/Objectives/Goals:</p> <ul style="list-style-type: none"><li>• Disciplinary knowledge in core competencies of physical education including human anatomy, physiology, exercise physiology, biomechanics, motor learning/motor control, psychology of physical activity, and the sociocultural aspects of Physical Activity.</li><li>• The assessment of human movement and performance and its rehabilitation and management to maintain, rehabilitate or enhance movement and performance, including biomechanical, ergonomic, neuromuscular, cognitive, metabolic and physiological techniques.</li><li>• To understand the extent to which various factors influence health and the risk for chronic disease.</li><li>• Evaluate the role of adapted physical activity and rehabilitation in understanding movement potential for selected populations.</li><li>• Apply research methods and statistical analysis to the study of physical activity and human movement.</li><li>• Apply principles of human movement and leadership in a physical activity setting on campus and in the broader community.</li><li>• In 2015, the School of Physical and Health Education will pursue Accreditation from the Canada Council of Physical Education and Kinesiology Administrators. The program was developed with the accreditation criteria in mind.</li><li>• In 2014, the School went through a major curriculum change in response to students' needs and changes in the employment opportunities for graduates. Several full-day faculty retreat meetings were used to plan for these changes. The program changes included additional courses in the rehabilitation and health area and a reduction in the number of required credits from 96 to 78 credits.</li><li>• The School is also aware of the requirements of the Kinesiology Act of Ontario (2007) and met/corresponded a number of times with the College of Kinesiology during the time that Kinesiology transitioned to become a regulated health profession in Ontario. When the College of Kinesiologists of Ontario was proclaimed in April of 2012, our students became eligible to register with the College as it was deemed our 4-year BPHE was 'substantially equivalent' to a 4-year Kinesiology degree. To date, a number of our students have successfully completed the College requirements for registration. One BPHE faculty member (Dr. Graydon Raymer) is also registered with the College as an R.Kin.</li><li>• In summary, the breadth and flexibility of our program allows our students flexibility in selecting courses to meet their career goals (such as a career in education vs a career in one of the allied health professions).</li></ul>

<b>2.1</b>	<b>Relevance of the program</b>
<ul style="list-style-type: none"> <li>• The School maintains high standards in teaching and research as evidenced by research output and the awarding of a Schulich Fellowship in Teaching to enhance innovative laboratory opportunities for students.</li> <li>• An honours degree in Physical and Health Education is necessary. It is important that our students demonstrate competence in meeting the degree learner outcomes to be competitive when applying for further study in education, kinesiology, and the health field (e.g., physiotherapy, occupational therapy, medicine). For example, our graduates currently meet the standards for substantial program equivalency and are permitted to sit the College of Kinesiologists of Ontario registration examination.</li> <li>• The BPHE program addresses the need for physical activity professionals in the community and prepares students for further study in education, allied health fields (e.g., physiotherapy, occupational therapy), medicine, and kinesiology.</li> <li>• We currently cross code courses with Biology (i.e., Nutrition) and History (i.e., History of Sport). There are also potential synergies with English (e.g., Sport in Literature and Film) and Philosophy (e.g., philosophy of Sport and Physical Activity).</li> <li>• If the program was not offered our students would lose the opportunity to be trained for careers in physical activity and health. In addition, with over 300 students in the BPHE program a healthy active campus environment has been established. The opportunity to more formally establish Healthy Active Campus initiatives would be lost.</li> </ul>	

<b>2.2</b>	<b>Relevance of the curriculum to the program’s goals and objectives</b>
<ul style="list-style-type: none"> <li>• In 2014, the School went through a major curriculum change in response to students’ needs and changes in the employment opportunities for graduates. The program changes included additional courses in the rehabilitation and health area and a reduction in the number of required credits from 96 to 78 credits. Kinesiologist became a regulated health profession in Ontario with the proclamation of the College of Kinesiologists of Ontario in April of 2012. To date, a number of our students have successfully completed the College requirements for registration. The changes in the program will allow our students more flexibility in selecting courses to meet their career goals.</li> </ul>	

<b>2.3</b>	<b>How well the program aligns with students’ needs and expectations with respect to disciplinary, professional or career preparation</b>
<ul style="list-style-type: none"> <li>• Graduates of the BPHE program have gone on to careers in education, physiotherapy, occupational therapy, medicine and health and fitness.</li> <li>• In addition, a number of students have gone on to pursue graduate studies.</li> <li>• Faculty in the School of Physical and Health Education have been successful in securing external funding to support their research programs. As a result, students in the BPHE program have been hired as Research Assistants.</li> <li>• Graduates of the BPHE program have been successful in completing the registration exam for the College of Kinesiologists of Ontario. To be successful on the exam, students must demonstrate knowledge of the 52-core competencies defined by the College. The College’s core competency profile includes knowledge of human movement (e.g., anatomy, physiology, psychomotor learning/neuroscience, exercise physiology and chronic diseases, human growth and development and aging, psychological and sociological foundations of human movement, research ethics, research methods design and statistics), Assessment (e.g., case history, use of movement related assessment tools, physical assessment procedures, physical demands analysis, appropriate use of ergonomic assessment tools, and functional assessments) and Services (e.g., program planning, healthy active living</li> </ul>	



counseling, education programs, and exercise prescription)

#### 2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

- One of the hallmarks of the BPHE program is the ability to adapt the program to allow all students to meet the learner outcomes. In the past we have adapted the practical programs for students who have experienced musculoskeletal injuries. We have also adapted the program to allow a student who experienced a spinal cord injury to meet the learner outcomes of the program and graduate with a BPHE degree.
- The Aboriginal Circles Research project funded by CIHR has afforded the opportunity to hire First Nations students as research assistants to help further understand positive youth development through physical activity in the aboriginal community.
- The BPHE program has established Community Leadership Placements with Student Services. In these placements, students are engaged as 'health mentors' for their peers (to date, BPHE students have been paired with students who have self-identified as visually impaired and/or wishing to address mental health concerns through exercise.
- The BPHE Community Leadership Placement program has a partnership with the office of Aboriginal Initiatives in which students work with Biidaaban Community Service Learning advisors. This includes P&HE class placements at NBISIING Secondary School (a program alumni).

#### 2.5

#### The extent to which the program meets the needs of stakeholders

- Key stakeholders for the program include the Schulich School of Education, Ontario College of Teachers, Physiotherapy and Occupational Therapy post graduate degree programs, Medicine, College of Kinesiologists of Ontario, Family Health Teams, private industry dealing with Physical Activity (e.g., fitness, cardiac rehabilitation), and homes for the aged.
- The program review process has allowed students greater flexibility in meeting the learner outcomes necessary for a variety of careers. We continue to monitor the core competencies (e.g., CKO Core Competency Profile, CCUPEKA accreditation standards) to ensure that are students are prepared for a variety of career options in the future.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on ‘relevance’ as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University’s mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	



- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
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- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

<p><b><u>Context - program level</u></b></p> <p><b>Name of program:</b></p> <p><b>Unit:</b></p> <p><b>Response (limit 500 words):</b></p>
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ii. **Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs



of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Political Science

## Political Science Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Political Science	34.4	39.4	48.9	38.8	27.6	-3%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Political Science (Bachelor of Arts)	9	9	10	5	6	-33%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Political Science	- 223.86	- 261.71	- 231.07	43.83	61.92

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Political Science	97.20	94.58	119.59	93.94	90.25



## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Political Science	2.50	1.67	1.83

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Political Science</b>	2.00	3.00	2.50	2.50	2.00	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2013</b>	<b>2014</b>	<b>Trend</b>
Political Science (Bachelor of Arts)	3-year	14	8	5	3	2	-86%
Political Science (Bachelor of Arts)	4-year	27	28	35	37	32	19%

**Table 8: New application count by program and year**

<b>Program</b>	<b>Length</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Trend</b>
Political Science (Bachelor of Arts)	4-year	9	9	10	5	6	-33%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Political Science (Bachelor of Arts)	Base		\$613.45	\$482.16	\$556.76	\$792.46	\$1,288.34
Political Science (Bachelor of Arts)	Honours	Classroom	\$5,707.30	\$1,925.95		\$1,842.23	\$1,941.65
Political Science (Bachelor of Arts)	Honours	Individual	\$1,761.23	\$2,247.94	\$2,118.02	\$2,468.84	

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Political Science	Political Science (Bachelor of Arts)	3-year	64%	25%	20%	67%	64%	120	67%	75%	200	80%	-50%	33%	0%	-200	-50%	0%	0%	25%	100	0%
Political Science	Political Science (Bachelor of Arts)	4-year	15%	14%	14%	22%	15%	57%	67%	73%	79%	23%	32%	17%	17%	21%	32%	9%	17%	10%	0%	9%



## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Political Science	Political Science (BA)	8	2.63	3.13

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Political Science	Political Science (BA)	19	236	15%	8%	2.01	1.86

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Political Science	Political Science (BA)	2.00	2.66	2.50	2.33	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>The Political Science program was developed to meet the need of educating well-informed graduates capable of contributing to civil society through an applicable liberal arts education.</p> <p>2004/5: One full-time tenure track faculty member was hired to teach and develop a Political Science program. During the 2004-2005 academic year, the Political Science program at Nipissing was reorganized and updated, including the approval and introduction of a Political Science minor.</p> <p>2005/6: Political Science received Stage 1 approval for the development of a Political Science degree.</p> <p>2006/7: Political Science received Stage 2 and 3 approval for the development of a 3-year single major, 3-year combined major and a 4-year Political Science combined major. The Senate-approved academic planning template noted the requirement of “the hiring of a third tenured/tenure track professor” in order “to offer the full range of the undergraduate political science degree” and lists a projected cost of \$80 000 in 2009-10 as required resources for the program.</p> <p>2007/8: First academic year Political Science is available as a major. Meetings concerning the Political Science program with Dean Parker established a collective understanding that Political Science was a growing program and a priority for a tenure track-hire in 2009-10</p> <p>2008/9: Limited term sabbatical replacement of Dr. Teixeira secured to replace Dr. Tabachnick.</p> <p>2009/10: Political Science is approved by Senate as an Honours degree.</p> <p>2011/12: The program was included in the Department of Political Science, Philosophy and Economics in order to realize efficiencies and save administrative costs, sharing a Department Chair position with the other two allied programs.</p> <p>2012/13: A sabbatical is granted to Dr. Koivukoski (no sabbatical replacement).</p> <p>2013/14: The program is offered with 2 tenured faculty, 1 limited term appointment, and 1 contract course.</p> <p>In relation to the quantitative analysis, it is worth noting that the Political Science program was quite profitable to the University in those years when it was staffed with 3 full-time Faculty teaching.</p> <p>The Political Science program at Nipissing is focused on preparing students to be engaged citizens through education in the history of political thought, international relations, comparative politics, public administration, and Canadian democratic institutions.</p> <p>Considering that Political Science is not offered at the secondary-school level, the program has grown through the attraction of students into upper year cross-listed course, including the well-enrolled flagship 2nd year “Great Political Questions” courses, with solid retention of students through to the Honours Seminar, the capstone course for each cohort of students.</p> <p>The program has graduated six cohorts of students, many of them first-generation students, who have:</p> <ul style="list-style-type: none"><li>• proven successful in graduate studies, fellowships and scholarships</li></ul>

- run in elections and served Band Council and municipal offices, worked on federal and provincial election campaigns, and completed internships in the public service
- organized youth “get out the vote” campaigns and all-candidate election debates
- served the community through work in NGOs and community organizations

## 1.1 Relevance of the unit to the university’s mission

The Political Science program at Nipissing is grounded in the study of political theory, with all faculty sharing research and teaching interests in this fundamental basis of the discipline. From this shared background, individual faculty contribute teaching and research capacity in Canadian politics, international relations, public administration, and comparative political science.

Within our sub-disciplinary consensus, we have faculty publishing research on:

- multiculturalism
- immigrant settlement
- decolonizing pedagogy
- globalization studies
- philosophy of technology
- regimes theory
- political theology
- relations between Western and Indigenous political thought
- political ethics

....often working in collaboration within the program and other departments.

Our research and teaching interests bridge classical, modern and post-modern thinkers with an emphasis on using the history of political thought to understand perennial political questions and contemporary political realities and potentials.

Our teaching is directed towards providing students with a perennial questions approach to politics so that they can confront the issues of their time informed by the ballast of 2500 years of political thinking, fulfilling the University’s mission of preparing citizens capable of contributing locally, regionally, national and globally to the building of a more just society.

Honours degree in Political Science

Our missions and goals for our students:

1st Year - Educating intelligent, engaged citizens

Goal: To be able to speak and write intelligently about current politics using key concepts of political science.

2nd Year - Basic training in political science scholarship

Goal: To be able to write a political science essay referring to primary sources in the discipline.

3rd Year - Advancing scholarship through debate and collaboration

Goal: To be able to lead a seminar discussion, referring to key concepts and advanced texts using current political events for examples.

4th Year - Preparation for graduate or professional studies through specialized independent study

Goal: To be able to organize and write a major research paper and present an original thesis.

Teaching Partnerships:

- The Political Science program shares cross-listed courses with History, Gender Equality and Social Justice, and Philosophy.
- Dr. Teixeira has team-taught in the Dialogue program in partnership with Religions and Cultures, with Dr. Tabachnick involved in the creation of the program.
- Dr. Tabachnick is a fellow of the School of Graduate Studies.
- Dr. Borman's teaching load is shared 80-20 between Philosophy and Political Science.
- Dr. Sataoka is teaching a limited term sabbatical-replacement with Sociology for 2014/15 and will be unavailable to teach for Political Science.
- Nipissing Alumni, Holly Garnett (McGill PhD ABD) teaches a spring session course at Nipissing on democracy and development.
- In partnership with the Dr. Hoffman of the Canadian International Institute of Applied Negotiations, the Faculty of Applied and Professional Studies, the School of Business and the School of Nursing, Political Science is proposing offering two new distance education courses that bring alternative dispute resolution into the classroom.
- In partnership with CIAN and the Nipissing University Peace Research Initiative, Political Science will be hosting professionally accredited workshops in conflict mediation, both in North Bay and at the Muskoka Campus.

## 1.2 Notable or unique contributions made by the unit

Recognition of Research

- Collaboration between Drs. Tabachnick and Koivukoski as co-editors on the Regimes Series, *Ancient Lesson for Global Politics: Confronting Tyranny* (Roman and Littlefield, 2005), *Enduring Empire* (University of Toronto Press, 2009), and *On Oligarchy* (University of Toronto Press, 2011); joined with co-editor Dr. Teixeira for a fourth book in the series, *Challenging Theocracy* (under advanced contract with University of Toronto Press).
- The regimes series has garnered international recognition for Nipissing, with the books receiving positive reviews from preeminent journals such as *Foreign Affairs*, *Political Theory*, *Interpretation*, the *Notre Dame Philosophical Review*, SSHRC "Aid to Scholarly Publication" funding, and with "Outstanding Academic Title" awards from *Choice: Current Reviews for Academic Libraries*.

- Collaboration between Drs. Tabachnick and Koivukoski on other edited collections have brought together some of the foremost political theorists to understand pressing contemporary issues, in *Globalization, Technology and Philosophy* (SUNY, 2004) and *The Question of Peace in Modern Political Philosophy* (Wilfred Laurier Press, forthcoming).
- Dr. Tabachnick's book *The Great Reversal: How We Let Technology Take Control of the Planet* has brought international recognition to Nipissing, making the list of "Top 100 Best Political, Government, Public Policy, and Canadian History books" in the Hill Times, and serving as topic for discussion at a special roundtable at the 2014 Congress of the Social Sciences and Humanities.
- Dr. Koivukoski's book *After the Last Man: Excurses to the Limits of the Technological System* (Lexington Books, 2008) explores how technology shapes our ideas of progress, reflecting on development shaped more by iterative feedback loops than a lockstep history. His new book *The New Barbarism and the Modern West: Recognizing an Ethic of Difference* (Lexington Books, forthcoming) considers how we imagine our others and what this says about liberalism's own shortcomings, advocating an ethic of difference that would have us treat others as they would like to be treated.
- Dr. Borman has published widely in international journals on Habermas, Marx, Kierkegaard and Derrida, and has recently published his scholarly monograph, *The Idolatry of the Actual: Habermas, Socialization, and the Possibility of Autonomy* (SUNY Press, 2011).
- Dr. Kataoka recently completed her PhD defence, and has published several essays in international journals including *International Political Sociology*, *International Journal of Urban and Regional Research*, and the *Berkeley Planning Journal*, along with chapters in edited volumes.

Our research, teaching and service contribute to the University's role in educating informed citizens capable of contributing to civil society and the economic, political and social development of our communities.

### 1.3

#### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

Our faculty are actively engaged in the community and are committed to teaching and research as services to the community that makes our being here possible and relevant.

Dr. Tabachnick is a regular political commentator in the local, regional and national media, addressing issues around multiculturalism and electoral politics. His 'town and gown' public lectures and hosted conferences and guest speakers have addressed a broad span of contemporary public issues, from how technology shapes our lives to how diverse cultures can get along and understand each other in their differences and similarities.

Dr. Koivukoski has been an active facilitator of peace studies and conflict resolution, acting as Director of the Nipissing University Peace Research Initiative to provide digital recording and editing capacity to community media projects, working in partnership with faculty from Gender Equality and Social Justice, Sociology, Fine and Visual Arts, History, Political Science, Education, and Anthropology. NUPRI has worked with external partners such as the Canadian International Institute for Applied Negotiations, the Royal Canadian Legion, the Near North Mobile Media Lab, imagineNative Film + Media Arts Festival, the Poverty Awareness Network, and SaveCanada, facilitating civic spiritedness and the capacity for community mobilization through digital media.

Dr. Teixeira is an active political commentator for CBC and Radio-Canada, providing political commentary to public broadcasters in both French and English. He has been involved in the program's community of scholars, serving as conference organizer of the 3rd Human Condition Series Conference, hosted at Bracebridge. Dr. Teixeira has strong interdisciplinary engagements in his teaching and research, having taught with faculty from Religions and Cultures in the first year of the dialogue program and conducted research in partnership with Native Studies.

Dr. Sataoka (who will be teaching in Applied and Professional next year) presented widely at conferences and as invited guest speaker on pressing street-level issues such as revitalizing our cities to be livable, equitable and just, First Nations to settler relations, global civil society, urban design, and decolonizing pedagogy. Dr. Kataoka is a Member, Programming Committee, Near North Mobile Media Lab, 2013-present; Participant & Dancer, Dances of Resistance,

Aanmitaagzi, Nipissing Territory, 2012-present; Member, Affects of Site Conference Organizing Committee, Nipissing Regional Curatorial Collective, 2013-14; Researcher, Office of Aboriginal Initiatives, Nipissing University, Winter-Spring 2014, having researched and wrote a report on Transition Year Programs in Canada, with special attention to the promising practices for serving Indigenous students in particular. Dr. Kataoka regularly sends her classes out into the community (e.g. to study public meetings of local politics) and brings the community into the classroom (e.g. having had 15 guest speakers over the last 2 years; including organizing a public panel discussion downtown on "Is North Bay a Creative City?" in Spring 2013, which was well attended and covered by the local newspaper and television station; a panel of city councilors open to the public in Fall 2012; and a discussion with the Honourable Bob Rae, in his capacity as chief negotiator for the Mattawa Tribal Council, which was well attended by the wider university community.

Dr. Borman (who occasionally teaches with Political Science year-to-year on an 80-20 cross-appointment with Philosophy) presented research on topics around political ethics, biometrics, torture, bullshit, the value of protest, and moral progress, both at international academic conferences, student associations, and the United Nations Association of Canada. Dr. Borman has organized public talks with guest speakers invited from York and the University of Toronto, connecting the commitments of the University to teaching and research with pressing ethical issues facing humanity.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

The Political Science program has offered an Honours degree with the equivalent of 3 full time faculty teaching since 2008, when Dr. Teixeira was brought on as a sabbatical replacement for Dr. Tabachnick. That third position allowed the program to offer enough courses to graduate students in four years from the Honours degree. The position also allowed the program to introduce courses in Comparative Politics so as to cover the core sub-disciplines and properly prepare our students for graduate school (an accomplishment proven by the success of our graduates). The individual in the position added capacity in the politics of health care, with a course by that name introduced as an attractive elective for Nursing students and as a valuable choice for our Political Science students. His collaboration with Religions and Cultures produced the first generation of dialogue courses at Nipissing, with that model now emulated by others.

The program has actively explored interdisciplinary teaching and research partnerships with other departments and faculties, and will continue to do so. This opens up opportunities for growth through cross-appointments. Dr. John Allison from Education has been an active partner in the Nipissing University Peace Research Initiative, heading up SSHRC grant applications with NUPRI, participating in the Agents of Peace project, and helping to organize speakers events, including for example a NUPRI-hosted talk by Thomas Homer-Dixon on the connection between resource scarcity and conflict. We would welcome efforts to form more research partnerships with Education faculty, and would be open to potential cross-appointments there and elsewhere.

The reality is that there are many professors with a degree in Political Science at Nipissing teaching outside of the program. Consolidation through shared research, cross-appointments, and team teaching are potential areas for future growth of the program. That said, it is absolutely crucial for the integrity of the program and the success of our students that a bare minimum capacity of 3 full time faculty teaching is maintained. The program has had to deal with uncertainty around this 3rd position for 6 years now. The individual presently in the position has actively contributed through teaching and research collaborations, and would be encouraged in his efforts if some stability could come to the program in the form of the conversion at that Limited Term Appointment into a tenure track one.



<b>3.1</b>	<b>Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?</b>
<p>The Political Science Program operates at a bare minimum staffing of faculty positions, with 3 full-time faculty teaching, along with occasional contract courses to increase choice in course offerings. The program can just graduate students in four years at current staffing levels. According to this process' quantitative analysis, in a purely mercenary sense the Political Science program was profitable to the University in those years when it was staffed with 3 full time faculty positions teaching.</p> <p>The Political Science program is putting forward two on-line courses involving alternative dispute resolution as theories and methods courses. One proposed in collaboration with CIAN and the School of Business is Negotiating International Commercial Agreements. One proposed in collaboration with CIAN and the School of Nursing is Dealing with Anger. Alongside of these for-credit curriculum developments, the program is supporting the development of life-long learning at the Muskoka Campus, with plans to field 2 workshops in 2014/15, with professional accreditation in conflict mediation offered in partnership with CIAN and NUPRI.</p> <p>The Political Science program is actively involved in the proposal for an interdisciplinary Human Rights program, with cross-listed courses included in the proposal.</p>	

<b>3.2</b>	<b>Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?</b>
<p>There is no excess capacity in the unit, and it would benefit the University in terms of its mission and connection to the community to grow a program that educates engaged citizens.</p> <p>From the outcomes of the quantitative analysis preceding, it is apparent that Political Science was profitable to the University in those years when it was staffed with at least 3 full-time faculty teaching.</p>	

<b>3.3</b>	<b>What opportunities are there to strengthen the unit and how could these be implemented?</b>
<p>Beginning this July, the Political Science program will be one of the few in Canada to offer fully equipped, video conferenced courses (POLI 2206, Introduction to Comparative Politics) with our Muskoka campus.</p> <p>Political Science will continue to build a strong research and teaching program, connecting academics to community service in partnership with the Canadian International Institute of Applied Negotiations and the Nipissing University Peace Research Initiative, offering professional accreditation in conflict mediation at the North Bay and Muskoka campuses and developing academic courses that would embed conflict mediation in the curriculum.</p>	

<b>3.4</b>	<b>What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?</b>
<ul style="list-style-type: none"> <li>• partnership with the Canadian International Institute for Applied Negotiations to develop on-line courses that would bring alternative dispute resolution theories and methods into the Political Science curriculum</li> <li>• partnership with Gender Equality and Social Justice, Sociology, History, et al. on a proposal for interdisciplinary studies in Human Rights and State Violence</li> <li>• proposed cross-coding of Aboriginal Leadership courses, including amendments to course descriptions to</li> </ul>	

emphasize Indigenous Governance as core theme of study- action required: cross-appointment with Native Studies

3.5

**What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?**

- Proposed partnership with the Muskoka Life-Long Learning Center and the Canadian International Institute of Applied Negotiations to offer professionally accredited workshops in conflict mediation
- Proposed partnership between NUPRI, Anthropology and the Near North Mobile Media Lab to produce a documentary with Dokis First Nation and to host digital filmmaking and storytelling workshops for youth and elders
- The extension of our Faculty consultations with local media (both radio and tv) into the French language with the contributions of Dr. Teixeira. Since the Québec election of 2012, our program provides not only political expertise in French, but can also comment on the specifics of Québec politics and history. In this regard, we now maintain close ties with Radio-Canada (the French CBC) in both Sudbury and Toronto.

3.6

**Are there international education opportunities for the department?**

Political Science has supported the international placement of our students as a pedagogy for global citizenship. Of the first cohort of Political Science Honours students, Ms. Holly Garnett (PhD, ABD McGill) was awarded a Killam Fellowship that supported her studies at Notre Dame. Of the same original cohort, Matt Morris was awarded a Rotary Fellowship that supported his community service in Ghana, conducting community consultations and helping to build a library. His good work was rewarded by the community, which stooled him as a Chief and offered him a parcel of land to stay.

Our online courses in Negotiating International Commercial Agreements and Dealing with Anger could be ideal course offerings for international students wishing to study from abroad.

## Full text of submission: Relevance (program level)

### Program: Political Science (BA)

2.0

**Context (not scored)**

The Political Science program was developed to meet the need of educating well-informed graduates capable of contributing to civil society through an applicable liberal arts education.

2004/5: One full-time tenure track faculty member was hired to teach and develop a Political Science program. During the 2004-2005 academic year, the Political Science program at Nipissing was reorganized and updated, including the approval and introduction of a Political Science minor.

2005/6: Political Science received Stage 1 approval for the development of a Political Science degree.

2006/7: Political Science received Stage 2 and 3 approval for the development of a 3-year single major, 3-year combined major and a 4-year Political Science combined major. The Senate-approved academic planning template noted the requirement of “the hiring of a third tenured/tenure track professor” in order “to offer the full rage of the

undergraduate political science degree” and lists a projected cost of \$80 000 in 2009-10 as required resources for the program.

2007/8: First academic year Political Science is available as a major. Meetings concerning the Political Science program with Dean Parker established a collective understanding that Political Science was a growing program and a priority for a tenure track-hire in 2009-10

(beginning of quantitative analysis)

2008/9: Limited term sabbatical replacement of Dr. Teixeira secured to replace Dr. Tabachnick.

2009/10: Political Science is approved by Senate as an Honours degree.

2011/12: The program was included in the Department of Political Science, Philosophy and Economics in order to realize efficiencies and save administrative costs, sharing a Department Chair position with the other two allied programs.

2012/13: A sabbatical is granted to Dr. Koivukoski (no sabbatical replacement).

2013/14: The program is offered with 2 tenured faculty, 1 limited term appointment, and 1 contract course.

In relation to the quantitative analysis, it is worth noting that the Political Science program was quite profitable to the University in those years when it was staffed with 3 full-time Faculty teaching.

The Political Science program at Nipissing is focused on preparing students to be engaged citizens through education in the history of political thought, international relations, comparative politics, public administration, and Canadian democratic institutions.

Considering that Political Science is not offered at the secondary-school level, the program has grown through the attraction of students into upper year cross-listed course, including the well-enrolled flagship 2nd year “Great Political Questions” courses, with solid retention of students through to the Honours Seminar, the capstone course for each cohort of students.

The program has graduated six cohorts of students, many of them first-generation students, who have:

- proven successful in graduate studies, fellowships and scholarships
- run in elections and served Band Council and municipal offices, worked on federal and provincial election campaigns, and completed internships in the public service
- organized youth “get out the vote” campaigns and all-candidate election debates
- served the community through work in NGOs and community organizations

## 2.1 Relevance of the program

Political Science serves the University's Mission by

The Honours Specialization in Political Science is necessary to the integrity and fiscal success of the program. Gaining Senate approval for the Honours in 2009/10 was a key goal for the development of a degree as a pre-law option, or as a stepping stone towards success in graduate studies. The fourth year represents a marginal addition in resources, and a substantial draw to our students, who are looking to achieve distinction in their education and professional development.

In terms of resourcing, by the quantitative analysis Political Science was profitable to the University in those years when it was staffed with 3 faculty teaching full-time. This capacity to offer enough courses for our students to graduate in four years is especially important to our students. What students say to us is that they find the offerings in Political Science too few, and that they would like more choices in their electives. Having the Honours Seminar and the Directed Studies courses allows for some tailoring to the needs of students for specialized courses of study. The Honours Seminar is of core value to our students and our program and represents the class as a cohort.

The Political Science program at Nipissing serves the University's Mission of addressing the needs of Northern Ontario (Nipissing University Act, 1.4.) by preparing students to be engaged citizens through education in the history of political thought, international relations, comparative politics, public administration, and Canadian democratic institutions.

Losing the program or eliminating existing faculty positions would mean short-falls in teaching capacity for Gender Equality and Social Justice, History, and Sociology as well in our cross-listed and cross-coded course with those Departments.

At the present capacity, 3 positions teaching full time are necessary to offer the degree in 4 years. A minimum of 3 positions is needed to realistically offer the sub-fields of Political Science – theory, international relations, public administration, comparative and Canadian- all necessary to prepare students for graduate school or a law degree.

## 2.2 Relevance of the curriculum to the program's goals and objectives

- Pedagogical mission and goals:
  - o The capstone 4th year Honours Seminar has as its mission the cultivation of specialized knowledge in the discipline of political science, with students required to lead the class in seminar discussion on seminal works of political science, asking questions of critical interpretation and application.
  - o The existence of a 4-year Honours program is deeply significant to the Political Science program at Nipissing. Its well-attended Honours Seminar is our students' practice ground for making professional presentations to their peers, with students required to lead the class in discussion on canonical and critical texts of political theory, with a curriculum of study focused on great books and their historical and enduring insights. Our students read:
    - Plato
    - Aristotle
    - Thucydides
    - Machiavelli

- Hobbes
- Locke
- Rousseau
- Kant
- Hegel
- Nietzsche
- Heidegger
- Habermas
- Arendt
- Grant
- Agamben
- Žižek

...with the intent of seeking these thinkers' relevance for current and projected political issues. Reading these books as foundations for a liberal arts degree will help to prepare students to confront the big questions of their time, well-informed by 2500 years of political thinking and taking note of perennial questions about the political as they find their expression in specific, contemporary contexts. Political questions at the core of our practical curriculum include:

- What would be a just relation between person and community?
- What are the limits of state sovereignty?
- What are the capacities of protests and mass movements?
- How does globalization shape our lives, and how has it changed the structure of global politics and international relations?
- How has technology come to shape humanity, both politically in terms of new possibilities for the coordination of speech and action, and ontologically in terms of how human beings and their relations to nature have been altered?

The history of political thought frame overlaps with History, Classics, Religions and Cultures, and Gender Equality and Social Justice through a common interest in the history of ideas. Indeed, many students first take a Political Science course as cross-listed course with these programs, and having been exposed to the subject for the first time end up taking an Honours major or minor in the discipline.

2.3

How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

o Students are asked to look for common concepts, tensions, and questions that arise throughout the history of political ideas, reflecting on how those perennial questions are inflected into their everyday lives, addressing topics such as:

- government, autonomy, and the formation of norms

(NB. Borman *The Idolatry of the Actual: Habermas, Socialization, and the Possibility of Autonomy*. Philosophy of the Social Sciences Series. SUNY, 2011.)

- new media and technology

(NB Koivukoski *After the Last Man: Excurses to the Limits of the Technological System*. Lexington Books, 2008. Tabachnick and Koivukoski, *Globalization, Technology and Philosophy*. SUNY, 2004.)

- identity formation

(NB Koivukoski, *The New Barbarism and the Modern West: Recognizing an Ethic of Difference* (Lexington Books, 2014)

- regimes: from oligarchy, to empire, to tyranny, to theocracy

(NB Teixeira, Tabachnick and Koivukoski, *Challenging Theocracy: Ancient Lessons for Global Politics*. University of Toronto Press, advanced contract. Koivukoski and Tabachnick, (ed.) *On Oligarchy: Ancient Lessons for Global Politics*. University of Toronto Press, 2011. Tabachnick, David & Koivukoski, Toivo (ed.) *Reflections on Empire: Ancient Lessons for Global Politics*, University of Toronto Press, 2009. Koivukoski & Tabachnick, (ed.) *Confronting Tyranny: Ancient Lessons for Global Politics*. Roman & Littlefield, 2006.

- peace and conflict

(NB Koivukoski & Tabachnick ed. *The Question of Peace in Modern Political Philosophy*, Wilfred Laurier University Press, forthcoming)

Students are required to demonstrate the technical skills of exegetical interpretation- reading out of texts rather than into them- so as to understand the ideas of others as those others understand themselves. By having understood authors in their own terms, students gain a solid basis for critique that is free of 'straw-man' rebuttals, while opening up a kind of critical distance on the limits of one's own perspective, thus to recognize the value of different ways of understanding, with modern prejudices put into relief against the backdrop of thousands of years of political inquiry.

o Students cultivate their communication skills through seminar presentations, presenting challenging ideas to their peers in an accessible manner. The Honours Seminar is the capstone experience for our graduating class, drawing together the four years of curriculum. Our Honours graduating students are well prepared for graduate and professional studies such as Law, having been called upon to demonstrate specialized knowledge, both in the seminar presentation and in the term research essays. The Honours seminar is integral to our program, with each of its cohorts representing a proud "Honours Class of ..." for Political Science.

2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

The Political Science program has graduated first-generation students, some of whom have gone on to graduate studies after their time at Nipissing. Through our small class sizes, engaging classroom discussions about contemporary politics issues and great political texts, and one on one attention to students we make the seminar room a welcoming place for debate. All students are called upon to participate in class discussions and encouraged to make the ideas their own in a way that is inviting to youth who aim to contribute to their communities.

Our faculty are receptive to the diverse needs of students and responsive to questions of need and fairness. In one particular instance, a student asked for provision of a place to nurse her young child, and we found a quiet room and a fridge to allow the student to carry on her life while getting a higher education. The particular student-advocate, Becky Commanda-McLeod, is now a store-owner and community leader in Nipissing First Nation, mother of two, and candidate in Nipissing First Nation's Band Council elections.

The program's students are active in organizing a Political Science Student Association, which has hosted events, public talks, and get out the vote campaigns. The Association fields successful delegations to model NATO and model UN conferences as representatives of Nipissing University.

## **2.5 The extent to which the program meets the needs of stakeholders**

The Political Science program was designed with the high standards of graduate schools primarily in mind. We wanted to be sure that students we graduated from our program and for whom we write letters of recommendation are well-prepared for the demands of higher degrees or law school. Considering the feedback from students who have taken graduate degrees, the capacity to cover the sub-disciplines and to offer a seminar format of education in the upper year courses has served our students well.

On registering a gap in the program with the absence of courses in Comparative Politics, the curriculum was rounded out through the introduction of 5 courses in that sub-discipline of Political Science.

The program responded to the needs of other programs through the cross-listing and cross-coding of courses, and is proposing the introduction of distance education courses in conflict mediation to meet the need for electives from the Faculty of Applied and Professional Studies. The program is responding to the community need for life-long learning by planning professional accreditation workshops in Alternative Dispute Resolution in North Bay and at the Muskoka Campus.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which



are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

### c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

### d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

### e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on ‘relevance’ as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University’s mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

mission

3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the



- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## II. Relevance – program level

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### i. Context (not scored)

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

**ii. Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

How, and to what extent does the program help students acquire the appropriate:

350 words

- Discipline-specific knowledge
- Inter-disciplinary or inter-professional knowledge
- Technical/professional skills
- Critical reasoning skills
- Problem-solving skills
- Learning skills
- Research skills
- Performance skills
- Communication skills
- Cultural appreciation/awareness
- Practical experience (labs, performances, co-op placements etc.)
- Employment in field of study

*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or



no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response (limit 500 words):**

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Psychology

## Psychology Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)
- Bachelor of Science
  - Honours (individual)
  - Honours (classroom)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014



The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Psychology	331.5	321.4	310.5	309.6	286.4	-4%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Psychology (Bachelor of Science)	93	82	83	69	79	-15%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Psychology	- 427.32	- 415.99	- 443.28	- 447.55	- 456.88

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Psychology	175.17	177.34	164.20	174.41	164.14

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Psychology	2.16	2.00	1.67

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.



**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Psychology</b>	2.00	3.00	2.50	2.00	2.00	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

#### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Psychology (Bachelor of Arts)	3-year	88	57	45	41	25	-72%
Psychology (Bachelor of Arts)	4-year	241	235	327	300	288	20%
Psychology (Bachelor of Science)	3-year	5	3	2	3	1	-80%
Psychology (Bachelor of Science)	4-year	11	9	13	10	15	36%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Psychology (Bachelor of Science and Bachelor of Arts)	3-year		1		2	2	+
	4-year	93	81	83	67	77	-17%

### Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

<b>Program</b>	<b>Specialization</b>	<b>Delivery</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Psychology (BA and BSc)</b>	Base		\$173.38	\$308.68	\$250.96	\$256.90	\$258.60
<b>Psychology (BA and BSc)</b>	Honours	Classroom	\$320.91	\$964.52	\$821.13	\$879.12	\$870.35
<b>Psychology (BA and BSc)</b>	Honours	Individual	\$1,863.39	\$2,385.92	\$2,277.21	\$2,570.63	\$2,778.83
<b>Psychology (BA and BSc)</b>	Specialist	Classroom	\$2,856.15	\$2,435.92	\$978.05	\$3,911.34	\$3,763.11

†Note that for several departments, data availability does not make it possible to break out costs by both degree level, and program sub-type. There are several departments where this is the case: business streams, computer science BA and BSc, education, geography programs, fine arts BA and BFA, all nursing programs, and psychology BA and BSc. Data displayed above prioritizes the display of program type (specialization, honours) for these programs.

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

			Graduating proportion					Survival					Attrition rate					Transfer				
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Psychology	Psychology (Bachelor of Arts)	3-year	40%	47%	47%	29%	40%	74%	127	133	52%	-22%	-6%	-70%	-43%	36%	-6%	29%	30%	4%	11%	29%
Psychology	Psychology (Bachelor of Arts)	4-year	12%	17%	14%	19%	12%	63%	56%	67%	69%	6%	28%	35%	22%	18%	28%	9%	9%	12%	12%	9%
Psychology	Psychology (Bachelor of Science)	3-year	20%	67%	50%	0%	20%	75%	100	100	33%	-42%	0%	0%	0%	67%	0%	25%	0%	0%	0%	25%
Psychology	Psychology (Bachelor of Science)	4-year	18%	22%	8%	30%	18%	56%	71%	58%	100	44%	33%	29%	33%	-14%	33%	11%	0%	8%	14%	11%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

Unit/ Department Name	Program	Count of respondents	Average of "evaluate your entire educational experience" 1 = poor, 2 = fair, 3 = good, 4 = excellent	Average of "Would you go to the same institution?" 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes
Psychology	Psychology (BA)	232	3.34	3.40
	Psychology (BSc)	232	3.34	3.40



## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Psychology	Psychology (BA)	19	236	15%	8%	2.01	1.86
	Psychology (BSc)	19	236	15%	8%	2.01	1.86

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Psychology	Psychology (BA)	1.50	2.66	1.66	2.66	2.00
	Psychology (BSc)	1.66	2.33	1.50	2.33	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

#### 1.0 Context (not scored)

Psychology is among the original departments/disciplines that constituted Nipissing College at its founding in 1967 as an affiliate of Laurentian University. Psychology, of course, is a central discipline among all traditional universities. It continues today as the Arts and Sciences department with the greatest number of students in comparison to other Arts and Sciences departments at Nipissing. Psychology courses are available at both the North Bay and the Bracebridge campuses. The orientation of the psychology program at Nipissing can be stated to be traditional and experimental; this approach to the field of psychology can be attributed to the late Lindon C. Parham, Ph.D. (University of Toronto). Dr. Parham established the first laboratories and taught the majority of courses during the early years of the program. He also recruited Prof. Ken Stange to deliver the laboratory component of the Introduction to Psychology. The original curriculum had to be approved by the Senate of Laurentian University and thus was strongly influenced by the Department of Psychology at Laurentian. We are proud of the fact that we still require that all students complete the laboratory component of the Introduction to Psychology course. Our location in a relatively remote area of Northern Ontario allows us to reach students underserved by other universities and because of our focus on undergraduate education we continue to support the University Mission Statement with its focus on size, setting and excellence in undergraduate education. "Student Centeredness" is also important to the Department of Psychology. We take pride in the fact that we actually get to know our students and act as academic advisors throughout their entire university experience therefore, helping them to reach their academic and personal goals. This level of teaching excellence by the psychology faculty has been recognized by one provincial teaching award O.C.U.F.A. in 1992 and the internal Chancellor's Award for Teaching in 2002 as well as several nominations at the international level. Another notable characteristic of our program that relates directly to the character of Nipissing is the relatively large proportion of psychology students who are either in the Concurrent Education Program, or who intend to continue their studies at Nipissing in the Faculty of Education after their Honours degree. This means that our program is under pressure to deliver courses that are deemed desirable (or necessary) by students who do not plan to follow psychology as a career. For example, we offer a service course in Developmental Psychology (Psychology 2020: Developmental Psychology for Educators) that does not require Introduction to Psychology as a prerequisite. Similarly, we have introduced a course in order to meet the needs of the Nursing Program (Psychology 1036: Applied Developmental Psychology), another course without a psychology prerequisite. As a department with the highest student enrollment, few full-time faculty, and the need to support students from various programs, we have valued the need to be creative and accommodating to ensure the success of the psychology department.

#### 1.1 Relevance of the unit to the university's mission

The Department of Psychology continues to promote scholarship, teaching, and research among the faculty and the students. We are among the few remaining departments of psychology in Canada that still maintain a hands-on laboratory component in our Introductory Psychology courses. Our graduates are known for their experience in research and many have presented their work at national and international venues, including publication in refereed journals. As one example, four students in Dr. Arnocky's Human Evolution Lab have been published in the past 12 months. We have adopted a model of involving our undergraduate students in our research not unlike many successful graduate level laboratories. The faculty labs are fully active research areas where undergraduate students become members of the research team and collaborate on the various areas of study for each lab. This recruitment of undergraduates as research collaborators provides invaluable experience for the students and appropriate research assistance to the scientists. A look at the CVs of the psychology faculty will show that most publications are co-authored with students, sometimes as first authors. . In 2014, for example, our faculty and students have published in *Psychological Science*, (impact factor = 4.431), *Biological Psychiatry* (impact factor = 9.472), and *Psychoneuroendocrinology* (impact factor = 5.591) among other top-tier peer reviewed journals. Students also present their work at conferences at both the national and international level. This kind of student activity is encouraged by the university which

provides some support for student travel to conferences.

Many of the faculty of the Psychology Department have also served the research community in other ways, such as grant reviews, establishing conferences, as well as editorial functions. Examples of editorial service have been to many well established journals such as Synapse, Neuroscience Letters, The Canadian Journal on Aging, Experimental Aging Research, Journals of Gerontology: Psychological Sciences, Ear and Hearing, and Education. The above list is only a small sample of the breadth of this kind of service to the academic community.

Our teaching is ranked high by our students and our teaching excellence has been recognized by several teaching awards and nominations. The involvement of the students in the department is through an active Psychology Society as well as representation on the Departmental Council.

We have also established a very well received speaker series that has now completed two years. This series is notable because it has been very well received by both students and faculty and has also been interdisciplinary in its focus. Specifically, we have attracted internal speakers from Biology, Physical Education, and Sociology – as well as Canada Research Chairs and other world-renown experts in Psychological Research. The external speakers have been particularly impressed by the quality of undergraduate students we have, as well as the facilities/research tools that we have available for research/teaching purposes.

The members of the Department have provided extensive service to the Nipissing University community, the profession of Psychology, and the larger academic community. All have provided contributions to the university through active roles in numerous committees and offices of the Senate and the Nipissing University Faculty Association.

## 1.2 Notable or unique contributions made by the unit

Dr. Flynn: has served on the University Curriculum Committee, Appointment, Promotion and Tenure Committee, Ethics Review Committee and many more; Served for three years as the founding President of the Nipissing University Faculty Association (NUFA) and President of the Ontario Confederation of University Faculty Associations (OCUFA); Served on ethics committees for the Ministries of Health and Corrections. Dr. Weeks: Contributed to service at Nipissing by sitting on the Animal Care Committee, the Academic Computing Committee and the Strategic Planning Task Group; A referee for the journal Synapse and the journal Neuroscience Letters. Dr. Murphy: Member of the Nipissing University Research Ethics Board, the University Council, the Student Affairs Committee and many hiring committees;

Ad-hoc reviewer for such journals as, The Canadian Journal on Aging, Experimental Aging Research, Journals of Gerontology: Psychological Sciences and Ear and Hearing Dr. Chow: serves on the Editorial Board for the journal Education; University Curriculum Committee and many hiring committees; Provided invaluable statistical consulting on a pro-bono basis to other departments Dr. Curwen: Served on the service awards and student appeals committees, and provided faculty mentorship to student athletes; Distinguished in a number of service roles to our community agencies: Chair of two community-based ethics committees and research and psychometric consultation to local and regional social service agencies; Ad-hoc review to journals such as Child Maltreatment and Sexual Abuse: A Journal of Research and Treatment, and a number of clinical and academic texts. Dr. Arnocky: Ad-hoc reviewer for 15 journals including PLoS ONE, Aggressive Behavior, Biological Psychology, Environment & Behavior, and Evolutionary Psychology, and as a review-editor for Frontiers in Evolutionary Psychology and Neuroscience; Invited international colloquia; Member of the research ethics board, the undergraduate research conference organizing committee, senator, and the NUFA social committee, and Departmental hiring committees, the bylaws committee; Established the Psychology Department Speaker Series Dr. Carré: Associate Editor for Aggressive Behavior and on the Editorial Board for Evolution and Human Behavior and Adaptive Human Behavior and Physiology; Ad-hoc reviewer for over 50 peer-reviewed academic journals; Development of the Nipissing University Research Participation Pool. Dr. Vernescu: Significant focus on community agency capacity and program evaluation, for example new certificate/course development (e.g., ABA and Program Evaluation) is in direct response to regional/national community needs, Director of NIOC (Institute for Organizational Capacity), funded with startup funds as a large federal government grant, is dedicated solely at Program Evaluation & Applied research; Evaluation of the Quest Program for youth, through the YWCA; Evaluation of the Developmental Services Transformation in a partnership with HANDS; Co-Lead of the Justice Action Group for FASD ONE (FASD Ontario Network of Experts) for Justice related evaluation initiatives;

Evaluation of the CAS Transformation Agenda with Nipissing-Parry Sound CAS (PARNIP); Research needs in the community are identified and research projects carried out in partnerships w/ community agencies; Senate representative, Finance and Audit committee, Library committee, Planning and Priorities Committee; Member: Knowledge Transfer & Research Committee, a pan-Canadian committee of the Canadian Network for Children & Youth Rehabilitation (CN\_CYR) and the Canadian Association of Pediatric Health Centres (CAPHC) w/ academic representation (2011-13); Published in high impact factor journals (e.g., *Developmental Medicine & Child Neurology* – IF 3.292, 8th out of 117 journals in the category "Pediatrics; Developmental Psychology – IF 3.78, 7th out of 65; *Memory & Cognition* – IF 1.92 w/ a 5-year impact of 2.31)

### 1.3 Provide information on how appropriately and effectively the unit responds to the needs of the wider community

It is gratifying to note how many graduates of the psychology program have found employment in local agencies, either after gaining professional degrees or right after their undergraduate degrees. Agencies, such as HANDS, employ Nipissing graduates at many levels of service, up to the Ph.D. level. The regional hospital employs many nursing students (who have taken our psychology courses) as well as psychology graduates in a number of other areas such as: Speech Pathology, Research Services, Addiction Services etc. It should also be noted that a good number of Concurrent Education students Majored in Psychology and, regardless of qualifying to teach, many choose to continue studying psychology and related disciplines at the graduate level. Criminology and Criminal Justice students often take psychology courses, some of which are tailored to their needs and often these students will obtain an additional degree or add a minor in psychology. Psychology and History were the pioneer departments when the Concurrent Education Stream was implemented at Nipissing.

Outreach to the local community is a priority for Psychology faculty, many of whom have served as key members of health and arts community in volunteer roles. Direct professional service has been provided through clinical supervision, journal reviews, editorships, and conference presentations. Additionally, a number of research collaborations between service providers and faculty have benefited community services and professionals. Agencies in the Nipissing and Southwestern Ontario regions have benefited from our students completing research placements with them and conducting agency specific research under faculty supervision. We also value partnerships with the community. For example, the department has recently forged closer alliances with community agencies, such as HANDS and the new hospital. The alliance with HANDS has led to a tentative affiliation agreement such that HANDS will provide placements for students when we develop new applied courses. This will allow additional opportunities for students to gain clinical experience whilst earning their degree; the agency will also benefit due to the lack of service providers and their need to employ students and graduates with the skills and experiences relevant to services they provide to the community. Another alliance, developed due to a lack of service, is a recently funded two year training/mentorship project designed to increase professionals' knowledge and skill in working with a specific population.

We have also provided outreach to the community through various knowledge translation and consultation initiatives. For example, psychology faculty and students have been involved in the annual Nipissing University Undergraduate research conference (e.g., planning, session moderators, presentations, etc.), which is attended by community organizations. On the Muskoka campus, faculty is involved in consulting activities in situations where specialized knowledge is required (e.g., w/ defense attorneys in cases where clients have ASD or FASD; case managers/community agency consultations for clients with specialized needs who are being affected adversely by a Justice system that does not "appreciate" their profile/needs) --- these consultations have often included the necessity for more intense knowledge exchange (e.g., current literature training/orientation for staff).

We have also supported the NBRHC research conferences through attendance and research presentations and several faculty members have been successful in securing and training NOHFC interns. We have also established a very well received speaker series that has now completed two years. This series is notable because it has been very well received by both students and faculty and has also been interdisciplinary in its focus.

## Full text of submission: Opportunity

### 3.0 Context (not scored)

The department has recently drafted and adopted By-Laws that have codified our departmental functions and planning activities. This means that we will now have standing committees for curriculum and planning, for example, which will continuously monitor and adapt our departmental functions to enhance our offerings to our students, the university, and the broader community. Certainly, part of the future development of the Department, is to continue to serve our students even better than before. We recommend that the number of faculty be increased so that we may maintain or in most cases, revert back to smaller classes and a more personalized style of teaching. We aim to keep our focus on a general liberal education, and at the same time continue the exceptional preparation for those students who do go on to graduate school and professional programs.

We would like to see more variety in the courses that we are able to offer, especially at the senior levels. Hiring more faculty would mean that we would be able to stop cycling courses so that all courses could be given each year and we would be in a position to develop more courses to broaden our areas. We would also like to institute lower caps on all our second and third year courses, much like history. It is particularly important for those students who write the Graduate Record Exams that our program offer them a broad spectrum of courses necessary for them to do well.

As a department we would like to continue to expand our program and strengthen those areas that are most attractive to our students and to our newer faculty. At the current time we are developing a new certificate in Applied Behaviour Analysis to meet the needs of community agencies. This effort has been spearheaded by Dr. Vernescu at the Bracebridge campus where she is cross appointed to psychology. Her initiatives have also led to new offerings in psychology through cross-coding and cross listing of courses. We also intend to expand our profile within the community and the community agencies. This initiative may require added resources as we grow to increase our competence in more applied areas of Psychology. We would also like to eventually propose a stream within the department which would allow students, in collaboration with the Department Criminal Justice, to take more courses in the clinical/forensic aspects of psychology. We are also interested in helping to foster the new Social Work program which is under consideration at the university. Another possibility to explore might be a graduate degree in Applied Social Psychology that is more applied and professional in nature. Examples of such degrees can be found at numerous Canadian Universities such as Saskatchewan and Memorial. Besides these new initiatives, we will continue to emphasize a strong research culture and enrich the learning experience for all our undergraduate students. As a department we would like to be able, at some point, to have a graduate program but not at the expense of our existing program needs. It is clear that to support a graduate program and graduate students we need primary investigators with excellent external funding. To go forward without such internal readiness would be foolhardy. Perhaps a multidisciplinary approach to a graduate program might be possible with the Department of Biology and perhaps Physical Education but only when we have a full complement of faculty within the department who have stable funding. This ought not to be done at the expense of our excellent undergraduate program.

### 3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?

Our commitment to undergraduate research has been difficult to uphold given the internal changes in policy at the University. For example, whereas the number of individual and thesis course supervisees was left to the individual professor that number has now been reduced to three per faculty member. This attack on the individually supervised courses has, most recently, led to an odd change in remuneration for these courses. Previously, a stipend was paid in recognition of this supervision which was not calculated to be part of the course load of the instructor but now, the only way that an instructor will gain recognition for the supervision is through a form of course release. This is wrong headed because such course releases limit the scope of our course offerings at the cost of supervising undergraduate theses or directed readings/research. Also such course release is significantly more expensive to the university than the previous remuneration through a stipend. An excellent and practical change in policy would be to return to the previous method of incentivizing faculty to encourage undergraduate research in their laboratories. This would increase morale, improve student research, and be cost effective.

We have had to reintroduce cycling of courses among the full time members of the department and we will have to continue to do this. This is not only difficult for faculty but also for students who sometimes are unable to take courses of interest within the normal timeframe of their degree completion.

The Department of Psychology continues to work on innovative ways to maximize the effectiveness of existing resources. Working collaboratively with CHFS in Muskoka we are actively developing blended learning opportunities for the Human Development Stream courses at Muskoka campus, with a view toward moving into more online learning opportunities in the future. This is in response to the IQAP and to our community stakeholders who are requesting accessible opportunities for learning and continuing education. There are also recent discussions with MUN for collaborating around an online ABA certificate with a long-term goal towards a joint degree would also attract numerous other students to the institution (Memorial is a leader in online education and has a tremendous amount of resources/capacity that would be of benefit to us – and we, have the ABA expertise).

### 3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?

There is no excess capacity and we continue to have to rely on external part-time instructors to simply offer our degrees. This is especially true in light of the number of course releases that are available, through various means, to the faculty. At the current time we have 12 courses taught by part time faculty on the main campus; this is clearly not optimal delivery of our program. If additional resources, such as: increased funding for TAs; technology support services for online and teleconferencing course offerings; and, increasing the number of full time faculty were afforded to the department then courses could be offered more consistently and the option to take these courses could be extended to allow for more students to take them (including part time and distance students).

### 3.3 What opportunities are there to strengthen the unit and how could these be implemented?

We continue to work with our community partners to provide specialized education for them. For example, we have proposed a Certificate in Applied Behaviour Analysis (as detailed above) that will help to provide our community partners with much needed skills for their employees.

Many companies are offering time for their employees during work hours for professional development. This is perhaps an untapped revenue resource; if courses like those necessary to attaining a degree in Applied Social Psychology mentioned earlier were offered in both traditional and innovative ways they could be marketed to local and distant agencies looking to upgrade the skills of their employees. Technology such as smart boards, Skype, and teleconferencing can be used together to include students not on campus in lectures and class discussions.

### 3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?

We have been working with faculty at the Bracebridge campus to increase the psychology offerings at that campus. A number of courses have been cross-listed and cross-coded so that with judicious selection students will soon be able to complete the requirements for a psychology degree at that campus. Other courses in CHFS have been developed that have significant psychological content that will also be cross-listed with psychology. This initiative is ongoing. In future we can investigate options that would allow North Bay students to benefit from degree programs currently only available at the Muskoka campus.

Future considerations that are in the conceptual or exploratory stages are potential collaborations with the Department of Biology and perhaps Physical Education, however these combined efforts would be impractical until faculty has attained stable funding. There is growing need in the school system for teachers to be proficient in meeting the needs of children with learning, behaviour, and other special needs. This is another area where cooperation between the School of Education and the Psychology department could be improved upon with extension of course offerings and increasing the number of full time faculty in the Psychology department would be beneficial. Offering classes in introductory Psychometrics and Applied Psychology would be beneficial to students attempting to fill this need in the

school system at large. These issues and others are topics of discussion to be included in a planned Psychology Department retreat.

As previously stated, there are currently initiatives going on within the department that are investigating potential collaborations with MUN and Georgian to provide students with more post graduate opportunities.

### 3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

Several of our faculty have developed collaborations and external partnerships with other departments, other universities, and community agencies. This is in co-graduate student supervision and research collaboration. For instance, Dr. Weeks is an Adjunct Faculty member in the Biology Department at Laurentian University and is currently co-supervising a Master's student. Also, Dr. Carré recently became Adjunct Faculty member in the Psychology Department at Laurentian University and is also co-supervising a Master's student. Dr. Curwen is Adjunct Faculty at the Factor-Inwentash Faculty of Social Work, University of Toronto and recently completed supervision of a Doctoral dissertation; she was also an external examiner on an MSW thesis at Smith College, Massachusetts. This type of collaboration is a demonstration of the loyalty and collaborative attitude that our department has already fostered in our students. Some of our members also provide more technical research assistance to local community agencies such as the Children's Aid Society, international organizations such as the Off Clinic in Sweden, and others. These types of collaborative efforts could potentially be extended using existing and new resources to their fullest capacity. We could offer space to other universities in our location (for a fee thereby covering any costs incurred) for classes to be broadcast via teleconferencing technology; this would allow graduate students or others working in the areas community organizations to have access to additional ways to upgrade their education. If we could offer other university partners on site TA and/or faculty support, along with collaborative research efforts, we could maintain the universities mission as stated in the Academic Calendar "to provide a collegial setting attentive to individuals thereby enabling members of all groups within the university community to achieve their personal potential". This would also allow Nipissing to build on its existing reputation of providing students who are competent in research methods and laboratory experience to graduate programs across the country. As a benefit to other universities as well as ourselves study samples could be diversified and extended to groups that would otherwise be unavailable.

### 3.6 Are there international education opportunities for the department?

To date, the psychology program has not engaged in many incidences of international recruitment or partnerships; however, this is changing. Currently, there are online psychology courses being offered with students across Canada and some international; we intend to offer a greater selection of online courses over the years. Additionally, faculty have had success offering courses using teleconference linkages to other campuses. The addition of these two methods of course delivery provides a basis for offering courses to international students. Dr. Carré is currently supervising a visiting MSc. Student from the University of Chile. The student was successful in obtaining an internal research grant from Chile and is spending the next four weeks in his lab learning how to perform hormone assays and working on a few manuscripts. Dr. Curwen has provided research/data collection training/support to three Master's students at the University of Sao Paulo a few years back. All done via technology!

As many psychology students are in concurrent education, some have had the opportunity to travel to various countries as part of their education degree and it is very likely that their psychology training assisted them in these endeavours. International collaborations are a goal of the Department of Psychology as we intend to increase our options for distance education.

As mentioned in earlier sections, innovative use of existing and new resources could also be extended to international partners further extending the aforementioned benefits to these partners, Nipissing students, and faculty. Providing these types of services could lead to an increase in establishing student exchange programs and international recruitment opportunities.

By increasing these opportunities, students' understanding of the importance and efficacy of incorporating and investigating cultural differences into their chosen areas of study is improved



## Full text of submission: Relevance (program level)

### Program: Psychology (BA)

#### 2.0 Context (not scored)

Psychology is among the original departments/disciplines that constituted Nipissing College at its founding in 1967 as an affiliate of Laurentian University. Psychology, of course, is a central discipline among all traditional universities. It continues today as the Arts and Sciences department with the greatest number of students in comparison to other Arts and Sciences departments at Nipissing. Psychology courses are available at both the North Bay and the Bracebridge campuses. The orientation of the psychology program at Nipissing can be stated to be traditional and experimental; this approach to the field of psychology can be attributed to the late Lindon C. Parham, Ph.D. (University of Toronto). Dr. Parham established the first laboratories and taught the majority of courses during the early years of the program. He also recruited Prof. Ken Stange to deliver the laboratory component of the Introduction to Psychology. The original curriculum had to be approved by the Senate of Laurentian University and thus was strongly influenced by the Department of Psychology at Laurentian. We are proud of the fact that we still require that all students complete the laboratory component of the Introduction to Psychology course. Our location in a relatively remote area of Northern Ontario allows us to reach students underserved by other universities and because of our focus on undergraduate education we continue to support the University Mission Statement with its focus on size, setting and excellence in undergraduate education. "Student Centeredness" is also important to the Department of Psychology. We take pride in the fact that we actually get to know our students and act as academic advisors throughout their entire university experience therefore, helping them to reach their academic and personal goals. This level of teaching excellence by the psychology faculty has been recognized by one provincial teaching award O.C.U.F.A. in 1992 and the internal Chancellor's Award for Teaching in 2002 as well as several nominations at the international level. Another notable characteristic of our program that relates directly to the character of Nipissing is the relatively large proportion of psychology students who are either in the Concurrent Education Program, or who intend to continue their studies at Nipissing in the Faculty of Education after their Honours degree. This means that our program is under pressure to deliver courses that are deemed desirable (or necessary) by students who do not plan to follow psychology as a career. For example, we offer a service course in Developmental Psychology (Psychology 2020: Developmental Psychology for Educators) that does not require Introduction to Psychology as a prerequisite. Similarly, we have introduced a course in order to meet the needs of the Nursing Program (Psychology 1036: Applied Developmental Psychology), another course without a psychology prerequisite. As a department with the highest student enrollment, few full-time faculty, and the need to support students from various programs, we have valued the need to be creative and accommodating to ensure the success of the psychology department.

#### 2.1 Relevance of the program

The honours degree in both the BSc stream and the BA stream are necessary to maintain our ability to support undergraduate research at the level as in the past. Acceptance of students into graduate schools typically requires the honours degree including the undergraduate individually supervised thesis. Entry into the Faculty of Education through the concurrent stream also requires the honours degree. If these degrees were not available, students would certainly be put at a disadvantage in their attempts to enter post-baccalaureate programs.

The psychology program also serves a significant service function to other programs at Nipissing. Examples of these are PSYC 1036 Applied Developmental Psychology which is an important component of the nursing program and PSYC 2020 Developmental Psychology for Educators which is intended for students planning to enter the Faculty of Education. Both of the above two courses have high enrolments and are deemed to be necessary by the Nursing Program and the Faculty of Education respectively. If they were dropped all these students (182 at current) would have to be streamed through introductory psychology and the traditional Developmental Psychology courses. This would lead to growth in already highly subscribed courses. Such growth would be impossible to manage, especially with respect to the pressures on Introduction to Psychology and the associated laboratories. The laboratory portion of the introductory classes is a necessary part of the program, providing students with the opportunity to gain experience not always offered in other institutions and is an example of how the Department of

Psychology honours the university's mission to provide small classes and consistent access to professors with more individualized attention. There are many psychology courses that are also of interest to criminal justice students, namely PSYC 4637 Psychology of Crime and Victimization, PSYC 3636 Psychology of Corrections, and CRJS 3106 Forensic Psychology I and II. Several cross-coded and cross-listed courses with CHFS at Muskoka now allow students at the Muskoka campus to pursue a degree in psychology. Without this collaboration the Muskoka psychology degree would not be possible without significant increase in resources at that campus.

## 2.2 Relevance of the curriculum to the program's goals and objectives

The department has recently drafted and adopted By-Laws that have codified our departmental functions and planning activities. This means that we will now have standing committees for curriculum and planning, for example, which will continuously monitor and adapt our departmental functions to enhance our offerings to our students, the university, and the broader community. Certainly, as part of the future development of the Department, our goal is to continue to serve our students even better than before. We strongly recommend that the number of faculty be increased so that we may maintain or in most cases, revert back to smaller classes and a more personalized style of teaching. We aim to keep our focus on a general liberal education, and at the same time continue the exceptional preparation for those students who do go on to graduate school and professional programs. Another notable characteristic of our program that relates directly to the character of Nipissing is the relatively large proportion of students who are either in the Concurrent Education Program, or who intend to continue their studies at Nipissing in the Faculty of Education after their Honours degree. This means that our program is under pressure to deliver courses that are deemed desirable (or necessary) by those that do not plan to follow psychology as a career. For example, we offer a service course in Developmental Psychology (Psychology 2020: Developmental Psychology for Educators) that does not require Introduction to Psychology as a prerequisite. Similarly, we have introduced a course in order to meet the needs of the Nursing Program (Psychology 1036: Applied Developmental Psychology), another course without a psychology prerequisite. We are also interested in helping in the development of new initiatives with planned programs such as Social Work and Health Studies. Although we recognize the need to serve the needs of these students we have had some dissonance about the teaching resources allocated to these courses.

The Department of Psychology has attracted faculty with diverse areas of interest and research pursuits as is reflected in the variety of labs where students can gain experience. These areas include: Northern Centre for Research on Aging and Communication (Dr. Murphy), Human Evolution Laboratory (Dr. Arnocky), Campbell Lab (Dr. Campbell), the Social Neuroendocrinology Lab (Dr. Carré), Neural Plasticity Laboratory (Dr. Weeks), NURON - Nipissing University Research on Neuroscience (Dr. Saari). This broad range of expertise allows our students to be exposed to and involved in a variety of research and learning opportunities; the diversity of our faculty reflects the broad range of courses available to our students

## 2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

We have established program and course outcomes in the Department. The course outcomes are objective and approved by relevant Senate committees and Senate. The courses and laboratories provide practical "hands on" skills in research, data analysis, and critical thinking. Given that psychology is both research intensive and can lead to professional certification, including practice, the students become proficient and somewhat specialized during their undergraduate years. Some become valued members of individual laboratory teams where they make significant contributions to research where the results are disseminated through conference presentation or publication in refereed journals. Others, who may have more applied interests, have opportunities to benefit from faculty collaborations with community partners; through these relationships, students are provided volunteer opportunities at the regional health centre or other community agencies. Additional applied research in the planning phases is also carried out with community stakeholders, for example: Misinformation & Suggestibility effects in children's memory: A recent school-based study initiated in collaboration with researchers from City University, London (pending funding approval), Motherisk database project for children diagnosed w/

FASD, and creating applied opportunities for students that also meet community needs (e.g., 1/ currently an Evaluation Practicum is part of the course roster, which would develop student skills, but also meet the need for applied researchers at an agency level; 2/ hands-on placement in courses such as ASD where students are learning about IBI through HANDS, which could lead to employment opportunities and highly qualified personnel for HANDS; 3/ an ABA practicum is currently pending approval as a CHFS-PSYC course).

We also stress communication skills, both written and oral and many of our students have, in fact, given talks at national level conferences while yet undergraduates. Numerous others have presented scientific posters at international and national venues. These presentations are routine, not exceptional and every year a number of our students make such presentations. This year, for example, a number of us will be presenting our work at the Annual Meeting of the Society for Neuroscience, in Washington. That our undergraduate students are often mistaken for graduate students speaks to their communication skills and the rigor and sophistication of their work. Many of our students who are more interested in applied psychology end up working in various community agencies and of those that have gone on to post graduate studies in applied fields have established successful careers. Some of our local agencies currently employ such students.

#### 2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

We have well established and successful online presence in the Psychology of Art courses developed by Ken Stange. In the past summer session Human Sexuality was offered as an online course which allowed extended participation of Psychology students in a Biology course. This was popular especially, with BA Psychology students and other students interested in attaining science credits in a condensed time frame with more flexibility than other science courses. More recently, we have added several others that are and will be delivered by Dr. Curwen. Because of the expected establishment of the Applied Behaviour Analysis Certificate by the department we expect to deliver more courses on line and perhaps off campus where required. We have also used Video-Conferencing to broadcast lectures from the main campus to the Muskoka campus. It should be noted that some courses have also been broadcast from the Muskoka satellite campus to the main campus. This was most recently done during the past Spring/Summer session. It should be noted that this method allows the delivery of courses which would have inadequate enrolments at either campus alone and increases the selection of courses available to potential students. This type of technology could potentially be expanded upon in future course offerings allowing for an increase in collaboration and sharing of existing resources between the North Bay and Muskoka campuses, and perhaps to people already working in the field at community organizations looking to upgrade their education.

#### 2.5 The extent to which the program meets the needs of stakeholders

Since psychology is a discipline that infiltrates and is instrumental in many professional, academic, and personal settings, there are countless individuals and organizations that have a stake in Nipissing's Psychology program. With respect to academic stakeholders, graduates of the program have continued their education in not only psychology but also medicine, occupational therapy, education, social work, and counselling, to name a few; therefore, graduate programs in each of these disciplines will have a stake in the quality of our program and the students we graduate. Additionally, a number of college programs recruit students who have graduated from a university (e.g. post-degree programs), many for which a Psychology degree is beneficial (e.g., addictions counsellor, autism, criminal justice, and behavioural sciences, etc.); therefore, colleges also have a stake in the Psychology program. With respect to the community, many psychology students volunteer at community-based programs and services to gain skills and knowledge; additionally, social service and hospital-based organizations and government programs employ current and graduated psychology students to work in a front-line or research capacity, and the education system employs psychology graduates to assist in classrooms and after school programs. Therefore, various community-based organizations have a stake in the skills and knowledge of current and graduated psychology students. Northern communities have a particular stake in the psychology program given the lack of services and professionals in many northern communities; large local agencies including Children's Aid Society of Nipissing and Parry Sound, HANDS (additional information about this organization is available at [Handsthefamilyhelpnetwork.ca](http://Handsthefamilyhelpnetwork.ca)), Addiction Services,

and North Bay General Hospital all employ current students and graduates from Nipissing's Psychology program; local services have a stake in psychology educated students willing to remain in the north to practice. Northern community- and hospital- based service providers also have a stake in accessing Psychology faculty skills and knowledge; additionally, faculty at southern-based universities and colleges collaborate with Nipissing Psychology faculty to ensure inclusive and diverse research samples and unique "northern" perspectives.

## Program: Psychology (BSc)

### 2.0 Context (not scored)

A healthy psychology program is at the core of most if not all universities. Psychology is among the original departments/disciplines that constituted Nipissing College at its founding in 1967 as an affiliate of Laurentian University. The goal of the Department of Psychology is to provide a well-rounded program which gives graduates the knowledge and tools needed to successfully enter graduate and professional programs (including the Faculty of Education) and as equally important, enter the work force and positively contribute to society. As a graduate of our Department our students should be able to clearly demonstrate the following:

- A thorough understanding of the major theories of Psychology and how they aid in explaining and predicting human behaviour.
- The ability to critically evaluate the psychological literature and their environment in order to make informed judgments.
- The confidence to ask questions and to have the knowledge and skills to answer those questions when answers have not yet been found.
- The ability to develop advanced research skills including; hypothesis formation, experimental methodology, data collection, attention to ethics, data analysis and interpretation. With these findings, students, especially those writing a fourth year empirical thesis, should have mastered the skill of scholarly writing, oral presentation and debating.
- A better understanding of the importance of diversity in human behaviour which should also encompass societal diversity including culture, race, religion, gender, age and sexual orientation.
- The ability to use what they have learned to be a liberal and generous thinker, to be a compassionate, ethical and moral person.
- The ability to understand the importance of evidence-based practice.
- The ability to learn to read, understand, and think critically about empirical evidence.
- The ability to use their creativity to be a positive and contributing member of society.

Faculty of the Department of Psychology collaborates with other universities and agencies at the local, national, and international level. Their work has been utilized outside the university (e.g., Dr. Curwen created two risk assessment protocols which are implemented in many countries, written about in books, etc.), local agencies such as Hands has asked if and when Nipissing can develop a MA program which would not have been requested had our undergraduate program not been as respected as it is. Faculty members are contacted to collaborate and speak at national and international conferences etc.

The members of the Department have provided extensive service to the Nipissing University community, the profession of Psychology and the larger academic community. Dr. Arnocky's research findings have been cited in a widely adopted introductory textbook on Environmental Psychology, as well as in World Wildlife Foundation reports, popular press books, news/magazine articles, and televised news programs. He collaborates internationally with experts in his field, as well as with Nipissing University faculty from departments such as biology and physical and health education. Dr. Carré's research as well has been discussed on televised news programs and has resulted in extensive requests for him to review articles

for many journals and his research continues to be cited in increasing numbers of new publications.

The knowledge translation and dissemination of research findings from our department have helped to solidify our reputation as a program that will provide students with an opportunity to learn from experts in their fields. This reputation has translated into many of our students being accepted into highly competitive graduate programs.

Many agencies and stakeholders in the local community have worked with the Department of

## 2.1 Relevance of the program

The honours degree in both the BSc stream and the BA stream are necessary to maintain our ability to support undergraduate research at the level as in the past. Acceptance of students into graduate schools typically requires the honours degree including the undergraduate individually supervised thesis. Entry into the Faculty of Education through the concurrent stream also requires the honours degree. If these degrees were not available, students would certainly be put at a disadvantage in their attempts to enter post-baccalaureate programs.

The psychology program also serves a significant service function to other programs at Nipissing. Examples of these are PSYC 1036 Applied Developmental Psychology which is an important component of the nursing program and PSYC 2020 Developmental Psychology for Educators which is intended for students planning to enter the Faculty of Education. Both of the above two courses have high enrolments and are deemed to be necessary by the Nursing Program and the Faculty of Education respectively. If they were dropped all these students (182 at current) would have to be streamed through introductory psychology and the traditional Developmental Psychology courses. This would lead to growth in already highly subscribed courses. Such growth would be impossible to manage, especially with respect to the pressures on Introduction to Psychology and the associated laboratories. The laboratory portion of the introductory classes is a necessary part of the program, providing students with the opportunity to gain experience not always offered in other institutions and is an example of how the Department of Psychology honours the university's mission to provide small classes and consistent access to professors with more individualized attention. There are many psychology courses that are also of interest to criminal justice students, namely PSYC 4637 Psychology of Crime and Victimization, PSYC 3636 Psychology of Corrections, and CRJS 3106 Forensic Psychology I and II. Several cross-coded and cross-listed courses with CHFS at Muskoka now allow students at the Muskoka campus to pursue a degree in psychology. Without this collaboration the Muskoka psychology degree would not be possible without significant increase in resources at that campus.

## 2.2 Relevance of the curriculum to the program's goals and objectives

The department has recently drafted and adopted By-Laws that have codified our departmental functions and planning activities. This means that we will now have standing committees for curriculum and planning, for example, which will continuously monitor and adapt our departmental functions to enhance our offerings to our students, the university, and the broader community. Certainly, as part of the future development of the Department, our goal is to continue to serve our students even better than before. We strongly recommend that the number of faculty be increased so that we may maintain or in most cases, revert back to smaller classes and a more personalized style of teaching. We aim to keep our focus on a general liberal education, and at the same time continue the exceptional preparation for those students who do go on to graduate school and professional programs. Another notable characteristic of our program that relates directly to the character of Nipissing is the relatively large proportion of students who are either in the Concurrent Education Program, or who intend to continue their studies at Nipissing in the Faculty of Education after their Honours degree. This means that our program is under pressure to deliver courses that are deemed desirable (or necessary) by those that do not plan to follow psychology as a career. For example, we offer a service course in Developmental Psychology (Psychology 2020: Developmental Psychology for Educators) that does not require Introduction to Psychology as a prerequisite. Similarly, we have introduced a course in order to meet the needs of the Nursing Program (Psychology 1036: Applied Developmental Psychology), another course without a psychology prerequisite. We are also interested in helping in the development of new initiatives with planned programs such as Social Work and Health Studies. Although we recognize the need to serve the needs of these students we have had some dissonance about the teaching resources allocated to these courses. The Department of Psychology has attracted faculty with diverse areas of

interest and research pursuits as is reflected in the variety of labs where students can gain experience. These areas include: Northern Centre for Research on Aging and Communication (Dr. Murphy), Human Evolution Laboratory (Dr. Arnocky), Campbell Lab (Dr. Campbell), the Social Neuroendocrinology Lab (Dr. Carré), Neural Plasticity Laboratory (Dr. Weeks), NURON - Nipissing University Research on Neuroscience (Dr. Saari). This broad range of expertise allows our students to be exposed to and involved in a variety of research and learning opportunities.

### 2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

We have established program and course outcomes in the Department. The course outcomes are objective and approved by relevant Senate committees and Senate. The courses and laboratories provide practical "hands on" skills in research, data analysis, and critical thinking. Given that psychology is both research intensive and can lead to professional certification, including practice, the students become proficient and somewhat specialized during their undergraduate years. Some become valued members of individual laboratory teams where they make significant contributions to research where the results are disseminated through conference presentation or publication in refereed journals. Others, who may have more applied interests, have opportunities to benefit from faculty collaborations with community partners; through these relationships, students are provided volunteer opportunities at the regional health centre or other community agencies. Additional applied research in the planning phases is also carried out with community stakeholders, for example: Misinformation & Suggestibility effects in children's memory: A recent school-based study initiated in collaboration with researchers from City University, London (pending funding approval), Motherisk database project for children diagnosed w/ FASD, and creating applied opportunities for students that also meet community needs (e.g., 1/ currently an Evaluation Practicum is part of the course roster, which would develop student skills, but also meet the need for applied researchers at an agency level; 2/ hands-on placement in courses such as ASD where students are learning about IBI through HANDS, which could lead to employment opportunities and highly qualified personnel for HANDS; 3/ an ABA practicum is currently pending approval as a CHFS-PSYC course).

We also stress communication skills, both written and oral and many of our students have, in fact, given talks at national level conferences while yet undergraduates. Numerous others have presented scientific posters at international and national venues. These presentations are routine, not exceptional and every year a number of our students make such presentations. This year, for example, a number of us will be presenting our work at the Annual Meeting of the Society for Neuroscience, in Washington. That our undergraduate students are often mistaken for graduate students speaks to their communication skills and the rigor and sophistication of their work. Many of our students who are more interested in applied psychology end up working in various community agencies and of those that have gone on to post graduate studies in applied fields have established successful careers. Some of our local agencies currently employ such students.

### 2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

We have well established and successful online presence in the Psychology of Art courses developed by Ken Stange. In the past summer session Human Sexuality was offered as an online course which allowed extended participation of Psychology students in a Biology course. This was popular especially, with BA Psychology students and other students interested in attaining science credits in a condensed time frame with more flexibility than other science courses. More recently, we have added several others that are and will be delivered by Dr. Curwen. Because of the expected establishment of the Applied Behaviour Analysis Certificate by the department we expect to deliver more courses on line and perhaps off campus where required. We have also used Video-Conferencing to broadcast lectures from the main campus to the Muskoka campus. It should be noted that some courses have also been broadcast from the Muskoka satellite campus to the main campus. This was most recently done during the past Spring/Summer session. It should be noted that this method allows the delivery of courses which would have inadequate enrolments at either campus alone and increases the selection of courses available to potential students. This type of technology could potentially be expanded upon in future course offerings allowing for an increase in collaboration and sharing of existing resources between the North Bay and Muskoka campuses, and perhaps to people already working in the field at community organizations looking to

upgrade their education.

## 2.5 The extent to which the program meets the needs of stakeholders

Since psychology is a discipline that infiltrates and is instrumental in many professional, academic, and personal settings, there are countless individuals and organizations that have a stake in Nipissing's Psychology program. With respect to academic stakeholders, graduates of the program have continued their education in not only psychology but also medicine, occupational therapy, education, social work, and counselling, to name a few; therefore, graduate programs in each of these disciplines will have a stake in the quality of our program and the students we graduate. Additionally, a number of college programs recruit students who have graduated from a university (e.g. post-degree programs), many for which a Psychology degree is beneficial (e.g., addictions counsellor, autism, criminal justice, and behavioural sciences, etc.); therefore, colleges also have a stake in the Psychology program. With respect to the community, many psychology students volunteer at community-based programs and services to gain skills and knowledge; additionally, social service and hospital-based organizations and government programs employ current and graduated psychology students to work in a front-line or research capacity, and the education system employs psychology graduates to assist in classrooms and after school programs. Therefore, various community-based organizations have a stake in the skills and knowledge of current and graduated psychology students. Northern communities have a particular stake in the psychology program given the lack of services and professionals in many northern communities; large local agencies including Children's Aid Society of Nipissing and Parry Sound, HANDS (additional information about this organization is available at [Handsthefamilyhelpnetwork.ca](http://Handsthefamilyhelpnetwork.ca)), Addiction Services, and North Bay General Hospital all employ current students and graduates from Nipissing's Psychology program; local services have a stake in psychology educated students willing to remain in the north to practice. Northern community- and hospital- based service providers also have a stake in accessing Psychology faculty skills and knowledge; additionally, faculty at southern-based universities and colleges collaborate with Nipissing Psychology faculty to ensure inclusive and diverse research samples and unique "northern" perspectives.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

- I. Program Prioritization Indicators
  - i. [Stage One Indicators](#)

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

ii. Stage Two Indicators

a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.



Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the

following:

- How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
- Is an honours degree, or honours specialization necessary?
- What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
- What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

● Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus

- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

Unit: *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the



- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

<p><b><u>Context - program level</u></b></p> <p><b>Name of program:</b></p> <p><b>Unit:</b></p> <p><b>Response (limit 500 words):</b></p>
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ii. **Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students	Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)	200 words
	Factors to consider include: <ul style="list-style-type: none"><li>• Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes</li><li>• Issues of cultural difference and cultural sensitivity</li><li>• The learning and social support needs</li></ul>	

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or



no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response (limit 500 words):**

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Religions and Cultures

## Religions and Cultures Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Specialization (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014



The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Religions & Cultural Studies	92.5	91.5	78.3	62.1	52.7	-13%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Religions and Cultural Studies (Bachelor of Arts)	5	2	6	1	1	-80%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Religions and Cultural Studies	- 572.78	- 504.60	- 560.34	- 547.34	- 113.04

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Religions and Cultural Studies	194.54	177.47	211.19	230.26	138.67

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Religion and Cultural Studies	2.00	1.67	1.67

## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.



**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
Religion and Cultural Studies	2.50	2.00	2.00	2.00	2.00	2.50

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

### Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

#### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Religion and Culture (Bachelor of Arts)	3-year	7	5	4	6	3	-57%
Religion and Culture (Bachelor of Arts)	4-year	38	34	29	21	11	-71%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Religions and Cultural Studies (Bachelor of Arts)	4-year	5	2	6	1	1	-80%

## Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Religion and Culture (Bachelor of Arts)	Base		\$118.83	\$321.38	\$358.29	\$488.83	\$703.48
Religion and Culture (Bachelor of Arts)	Honours	Individual				\$2,425.54	
Religion and Culture (Bachelor of Arts)	Specialist	Classroom	\$958.33	\$852.37	\$720.14	\$2,072.84	\$4,117.48

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Religion and Culture	Religion and Culture (Bachelor of Arts)	3-year	57%	20%	50%	100	57%	100	100	200	-	-	0%	0%	-300	-	0%	0%	0%	0%	-	0%
Religion and Culture	Religion and Culture (Bachelor of Arts)	4-year	37%	38%	31%	38%	37%	92%	86%	60%	54%	-38%	8%	14%	40%	23%	8%	0%	0%	0%	23%	0%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Religions and Cultural Studies	Religion and Culture (BA)	28	3.43	3.68

## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Religions and Cultural Studies	Religion and Culture (BA)	20	146	18%	11%	2.26	2.00



## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Religion and Cultural Studies	Religions & Cultures (BA)	2.00	1.66	1.83	3.00	2.33

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>Dating back as far as 1997, courses in Religious Studies were offered without any degree options and yet the enrolments were high and students continued to request more courses. In 2003-4, Drs. Renshaw and Denike proposed a minor in Religious Studies, with a view to further development of the program, as well as a new name: Religions and Cultures. The new name suggested the unique direction of Nipissing's religion program, namely a focused attention on the relationship between religion and culture and an interdisciplinary, comparative approach to religious practices, ethics and ideas.</p> <p>The expansion of the program required faculty resources, and the proposal requested two tenure track positions, one full position in RLCT, and a cross-appointment in RLCT/GESJ. With these two appointments, the program was underway and Dr. Susan Srigley and Dr. Sal Renshaw singlehandedly created proposals and new courses for a 3-year single and combined major and a 4-year combined honours degree in 2005-6. With further contract hirings, in 2007-8 Drs. Srigley and Renshaw developed a 4-year single honours degree in RLCT.</p> <p>RLCT is located in the Faculty of Arts and Science and while officially housed within the Humanities, our program offerings cross both the Humanities and the Social Sciences. Given the size of our department and relatively young age of the program, RLCT has relied on cognate disciplines that have cross-listed and cross-coded their courses with ours. Notably, the department of Gender Equality and Social Justice (one of our faculty members is cross-appointed between RLCT and GESJ) shares a number of courses with RLCT. In turn, RLCT has created several courses that are cross-listed with other disciplines, such as History, Political Science, Social Welfare and Development, Classics, Philosophy, and English Studies. One of the effects of these cross-listed courses is a very interdisciplinary program that appeals to students across disciplines and creates possibilities for students to take double majors and minors in RLCT. While historically RLCT has experienced surges in growth with students interested in pursuing degrees in Education and "teachables" in RLCT, we are now experiencing (both as a department and the University) a significant decline in education enrolments.</p>

1.1	Relevance of the unit to the university's mission
	<p>Having very recently completed the process of an IQAP review, the best evidence for the relevance of RLCT to the university's mission comes from the external review of the program. The reviewers note one of RLCT's strengths as the quality of its faculty and their commitment to academic rigor as well as a student-centred curriculum. As stated in their report, the department offers a compelling array of courses to majors and non-majors alike:</p> <p>"With few faculty resources, especially in the early years of the program, and with virtually no administrative support staff, the Department of Religions and Cultures has established a vibrant interdisciplinary program that offers a broad range of appealing, innovative courses to Nipissing students."</p> <p>Our courses engage students in broad conversations about matters such as the nature of society, the formation of cultural norms, and social transformation. In this regard, the department helps students develop creative and critical thinking through a deliberate pedagogical strategy that encourages dialogical, participatory learning in the classroom. Students were quick to inform our IQAP reviewers that Religions and Cultures faculty are skilled, engaging teachers who value student interaction both in and outside the classroom.</p> <p>The RLCT department has also been active in supporting the work of other programs in the university. In</p>

recent years, RLCT has been invited by other departments to consider curriculum development in the area of service courses. In particular, the Nursing and Business students are looking for courses that do double duty by meeting their breadth requirements and reflecting their scholarly interests. The same is true of the Social Work program currently in development. A core principle in curriculum development in RLCT has been to cross-list our existing courses and we have really welcomed the opportunity to work more collaboratively across the Faculties. Two courses which are already very popular with the Nursing students, Health, Healing and Religion and Death, Dying and Spirituality have functioned as test cases for the likely success of future programming in this direction.

The faculty of Religions and Cultures have been active supporters of new curriculum initiatives at Nipissing. Drs. Colborne and Srigley have each co-taught dialogue courses with members of the Political Science and English departments respectively. Dr. Renshaw was instrumental in the development of an interdisciplinary concept course, (UNIV 2005: Dirt) piloted in the spring of 2013 and taught by more than 10 faculty from different disciplines including both Drs. Colborne and McCann from RLCT. Dr. Renshaw again coordinated the Spring 2014 course, Sloth, which also had a solid contribution from RLCT faculty.

## 1.2 Notable or unique contributions made by the unit

Again I will quote from the recent external IQAP review of RLCT: The review team is impressed by the quality and quantity of the research produced by RLCT faculty members, especially given their service demands, teaching loads, and extraordinary involvement in student mentoring, which we noted above is crucial to the quality of the program. For example, Dr. Susan Srigley's research into Flannery O'Connor has been published by University of Notre Dame Press and respected peer reviewed journals. Dr. Sal Renshaw's research into Hélène Cixous has been published by Manchester University Press. Dr. Gillian McCann's research into the Toronto Theosophical Society has been published as a book, which received the Floyd S. Chalmers Award for books on the subject of Ontario history. And Dr. Nathan Colborne has published his work on religion and violence in respected peer reviewed journals, including *The Journal of Religion, Conflict, and Peace*—also noteworthy is Dr. Colborne's association with the *Journal of the Society of Christian Ethics*, arguably the premier journal in his field, where he has served on its editorial board.

One of our most impressive and popular conferences is the Health, Healing and Religion Conference organized by Dr. Gillian McCann. The conference seeks to engage scholars and health practitioners in conversation and practice on the topic of wellness, healing and care. Not only does this conference connect Nipissing faculty and administration with scholars and health practitioners, it builds on Dr. McCann's course in Health, Healing and Religion and offers students a professional venue at which to witness the relevance and importance of this research for contemporary health care issues.

Dr. Renshaw took 6 students from her Animal Rites class to Hong Kong in June 2014. The students had the unique opportunity to undertake a course on sanctuary constructed around their volunteer placement in the Animal Conservation Department at the Kadoorie Farm and Botanical Gardens.

In July 2014 Dr. Srigley co-organized and directed an international Flannery O'Connor conference in Dublin, Ireland at All Hallows College. The conference hosted 80 participants from across Europe and North America.

One of the defining and unique features of the curriculum at Nipissing is its concentration of courses dealing with gender and religion. Since the program's inception there has been a strong commitment to working collaboratively with the program in Gender Equality and Social Justice and Dr. Renshaw is cross-appointed across both departments. While a commitment to social justice informs much of the philosophy underlying programming the explicit focus on gender positions RLCT's curriculum as distinctive and unique in Religious Studies programs across Canada. Most of the faculty have and do cycle through our core offerings in this area and each year there are at least 6 credits, often more, of courses cross-listed with GESJ.

Dr Srigley won the Chancellor's Award for Excellence in Teaching in 2008 as well as the Research Achievement Award in 2013. Dr Renshaw won the Chancellor's Award for Excellence in Teaching in 2014.

1.3

**Provide information on how appropriately and effectively the unit responds to the needs of the wider community**

The Department of Religions and Cultures demonstrates a keen effort to bridge the gap between “town and gown” and to connect with the community in meaningful ways and partnerships. Faculty teaching in RLCT continue to organize and participate in events and conferences both on and off campus. In 2006, Dr. Srigley and Dr. Renshaw organized events for International Women’s Week on Women and Religion; in 2009 we invited Abbess Khenmo Drolma to give a lecture on “The Transformative Power of Art.”

World Religion Day is a yearly celebration in North Bay organized by the Baha’i community and Dr. Srigley has regularly been invited to give the keynote address. Dr Srigley’s students in Introduction to World Religions are always encouraged to attend. The students have the opportunity to engage with and hear members of the various faith communities in North Bay speak about their religion, providing a complementary mode of learning in addition to the academic study of religion in the classroom.

Drs. McCann, Colborne and Srigley were all interviewed for a local television program called “Beyond Belief,” which looks at topics of contemporary religious debate and invites them to the dialogue. Shows like this are remarkably effective in breaking down assumed barriers between the ‘town’ and the university up the hill and the community has the opportunity to see Nipissing professors share their expertise and research.

As the IQAP external review team puts it “[i]t is particularly remarkable that RLCT faculty are frequently engaged in the public engagement of their research. A number of faculty routinely give public talks on topics such as death and dying, religion and sexuality, as well as religion and the environment. Such public engagement is key to maintaining the profile of the study of religions and cultures as an important academic field and contributor to the common good. Moreover, such engagement helps NU deliver on its mission.”

Dr Renshaw is a longstanding member and now president of the AIDS Committee of North Bay and Area. Dr Srigley serves as an educational advisor and volunteer with the Near North Palliative Care Network. Dr Colborne and his family are a volunteer host family for new Canadians through the North Bay Multicultural Centre.

These community volunteer initiatives not only demonstrate faculty commitment to fostering relationships with community organizations, they also provide unique service learning opportunities for our students. For example, in Dr Srigley’s course on “Death, Dying and Spirituality” (RLCT 2066) 4 students volunteered with the Near North Palliative Care Network in 2013. One of those student volunteers was later employed by the Near North Palliative Care Network for a summer position.

## Full text of submission: Opportunity

3.0

**Context (not scored)**

The RLCT department consists of only 3.5 faculty members. The work of revisioning and reorganizing its degree offerings is shared among fewer hands, making for heavier work. With fewer faculty, fewer courses, and fewer students, the risks of innovation are greater. A poorly enrolled course is much more significant when it is one of 10 than one of 50. This has not prevented RLCT faculty from innovating but it imposes restrictions on how quickly and thoroughly innovation can take place.

The academic study of religion is not a degree offering that leads directly or self-evidently to a particular profession or career. Instead it is an essential part of the liberal arts offerings of a modern university. It should be seen within the context of the other offerings of a university devoted to the examination of humanity in its variety and complexity. The study of religion makes a contribution to study of the human and natural world pursued by the Faculty of Arts and Science and it therefore contributes to the opportunities available to the Faculty as a whole and should not be separated from this context or played

against other parts of this broader pursuit.

**3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?**

The RLCT department already operates a quality program with minimal resources. It has done this by developing a curriculum that is non-traditional but that maintains quality while maximizing efficiency. Instead of developing a 'scaffold' of courses directing students towards specializations in Asian religions, Western religions, or the study of the Bible, the RLCT program has developed topical courses that focus on interdisciplinary approaches to themes that marry academic rigour with larger enrolments. Efficiency in the structure of the curriculum has been built into the program from the beginning.

One area that could result in further efficiency is the development of a limited number of online course offerings. One experiment with the simultaneous offering of RLCT 2026 "The Roots of Evil" both on campus and online appears to have been quite successful with online enrolments more than double those on campus. If this indicates an interest in RLCT courses from students previously unable to take these courses because of lack of access, it has the potential to increase enrolment. More research must be done, however, to ensure that these online course offerings are not cannibalizing locally offered courses.

**3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?**

Declines in enrolment in Arts & Science in general and in Education have resulted in significant excess capacity in courses in RLCT as in much of Arts & Science in general. The best way to utilize this excess capacity is not on a Department by Department basis but by means of an Arts & Science wide strategy of marketing this aspect of the university to make Nipissing a viable destination for students entering undergraduate studies. This strategy has the best chance of success and would prevent individual departments from stealing each others' students which enlarges individual departments but does nothing to contribute to the university as a whole.

One opportunity particular to RLCT for utilizing excess capacity is the development of courses of interest to students in the Faculty of Applied and Professional Studies, which is currently undergoing enrolment growth. Courses similar to already existing and successful RLCT courses directed to the interests of Nursing students could be developed that would be of interest to Business and Criminal Justice students (e.g. "Spirituality in the Workplace" or "Religious Perspectives on Justice and Punishment").

**3.3 What opportunities are there to strengthen the unit and how could these be implemented?**

Many of the opportunities that could be discussed here are treated in more detail in other answers in this 'opportunities' section. Possible links to the Business and Criminal Justice departments and the continued strengthening of already existing links with the Nursing program have been suggested in 3.2. The expanding of inter-disciplinary programs and initiatives is treated in 3.4. Opportunities for external partnerships with the North Bay Multicultural Centre and the Near North Palliative Care Network are treated in 3.5. Other opportunities are discussed in 3.6. This is an ambitious program of initiatives for a department of 3.5 faculty members.

**3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?**

The cross-appointment between RLCT and GESJ has brought the department into a close relationship with GESJ and the RLCT focus on issue of gender within religion is a legacy of that close relationship. Dialogue and interdisciplinary courses have brought our faculty into close relationships with Political Science and English specifically. RLCT faculty have been active in promoting and enabling these links and will continue to invest in these initiatives. Interdisciplinary courses on 'Dirt' and 'Sloth' have already been successful and a third course on 'Water' is in process. A proposal for an Interdisciplinary Program has been created (spearheaded by GESJ and RLCT faculty member Sal Renshaw) and has been submitted to the faculty Curriculum Committee. RLCT will be intimately involved in such a program and the courses associated with it.

RLCT will also contribute to the new BA on Human Rights and State Violence that is currently being externally reviewed and is expected to launch in 2015-16.

These types of initiatives strengthen a number of departments without promoting a 'zero-sum game' of competing enrolments. With adequate marketing they have the potential to enhance the undergraduate experience at Nipissing and bring undergraduate students to Nipissing.

### 3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

Dr. Srigley is involved with the Near North Palliative Care Network, Dr. Sal Renshaw with the AIDS Committee of North Bay and Area, and Dr. Colborne with the Multicultural Centre of North Bay. Dr. McCann plans to continue her involvement with the Vidya Institute and will continue to organize the Health, Healing, and Religion Conference held in Bracebridge in partnership with the Vidya Institute. Fostering these relationships is time-intensive and developing actual opportunities for community service requires time commitments on both sides, especially without significant administrative support.

### 3.6 Are there international education opportunities for the department?

Faculty at Nipissing will be exploring the option to work within a consortium of smaller religious studies faculties in order to pool resources. This would allow us to participate in programmes in which students travel abroad. We have begun discussion with Dr. Scott Kline of VP Academic and Dean of St. Jerome's and Chair of Project Ploughshares.

As stated above, Dr. Renshaw took 6 students from her Animal Rites class to Hong Kong in June 2014. Students were placed in the Wildlife Animal Rescue centre at the Kadoorie Farm and Botanical Garden and with the SPCA in Hong Kong. Their volunteers placements formed the basis of the course Sanctuary and Salvation. Dr. Renshaw plans to continue this international involvement in future years.

## Full text of submission: Relevance (program level)

### Program: Religions and Cultures (BA)

#### 2.0 Context (not scored)

I refer the reader to the Unit level Context section for much of the significant information for this question. Other essential information will be included in the 'scored' questions.

#### 2.1 Relevance of the program

Several quotations from the IQAP external review support the relevance of the program to the mission of the university. I include them below:

“Based on our examination of course syllabi, discussions with RLCT faculty and students, and our in-class visits, it is evident to us that, on the whole, RLCT courses are intended to engage students in broad conversations about matters such as the nature of society, the formation of cultural norms, and social transformation.”

“[T]he department helps students develop creative and critical thinking through a deliberate pedagogical strategy that encourages dialogical, participatory learning in the classroom. One common theme in the review team’s interview with students is that Religions and Cultures faculty are skilled, engaging teachers who value student interaction both in and outside the classroom.”

“Consequently, the review team concludes that Religions and Cultures program objectives not only align with the University’s Mission but, in practice, they also help to animate and enhance it.”

Any student taking RLCT courses will have exposure to the content of various religious traditions but it is through the rigorous and in-depth self-reflection made possible by the major, honours degree and honours specialization that students will develop a fuller and richer capacity to assess critically these traditions and the tools we use to study them. The purpose of these options for students is to allow them to develop a critical attitude to the very ways study questions are framed, including the definition and boundaries of terms like religion, tradition, East, West, fundamentalism, orthodoxy, moderate, etc. Students must ask how our thinking is enabled or disabled by the ways we frame questions and define terms. The great strength of the interdisciplinary character of Religions and Cultures is the multitude of voices and methods that are brought to the analysis of religion and its practices and the way this diversity forces reassessment and revision in understanding.

The RLCT Honours degree prepares students for graduate study. In the past 7 years we have had 4 students undertake Masters Degrees and 1 student who is currently completing a Ph.D. in Religious Studies.

## 2.2 Relevance of the curriculum to the program’s goals and objectives

The RLCT curriculum is reviewed continuously by individual faculty, in department meetings and in faculty retreats during the spring and summer. Countless updates and revisions have been implemented to conform to changing university policies or internal department needs or developments in the discipline.

The IQAP external review notes: The Religions and Cultures curriculum is indicative of academic planning that attempts to meet students “where they are” while at the same time attempting to maintain the program’s academic rigour. The self-study describes the curriculum as one “grounded in an acute awareness of the real world changing complexities facing our students in local, national and global contexts and their need to be intellectually and ethically equipped to manage those complexities.” Over the course of our interviews with faculty, staff, administration, and students, the review team heard similar descriptions of the curriculum, which indicates to us that there has been not only clear and consistent messaging on the part the Department of Religions and Cultures but also significant delivery on their general curricular objectives.

In many respects, the Religions and Cultures curriculum is “non-traditional” in the field of religious studies. For example, the program does not offer a “traditional” set of religion-specific introductory courses in Buddhism, Hinduism, Islam, Judaism, or even Christianity. Typically, these introductory courses would be offered to first- and second-year students and would be gateways not only into the program but also into various specializations, such as world religions, Asian religions, Western religions, or even Christianity. In contrast to the traditional curriculum, the Religions and Cultures curriculum currently has only one “introductory” course, RLCT 1025 Introduction to World Religions and Cultures, which has historically functioned as the gateway into the program. Also, given the strong interdisciplinary impulse in the RLCT program, the topical nature of the curriculum allows for more inter- and multidisciplinary opportunities across the university.

**2.3****How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation**

A central goal of the program is the attainment of the knowledge of the diversity of religious traditions essential for being a global citizen. This includes knowledge of how to access reliable information about these traditions and how to assess and critically engage with the sources of information.

The RLCT program also develops writing, speaking and thinking skills in students that will serve them well as they encounter the complex challenges of an ever-changing workplace. They develop significant analytical skills as they encounter the ethical dilemmas that accompany a rapidly changing society. Sensitivity to diversity and complexity, the ability to assess and evaluate sources of information, and suspicion regarding authoritative voices of interpretation are virtues that will be increasingly crucial in globalized, diverse and competitive environments.

The IQAP external review states "Based on a review of course syllabi and our interviews with students, the review team is satisfied that the methods used for the evaluation of student work, including defined outcomes and expectations tailored for each course and each level, are appropriate and effective. In fact, the review team is impressed by the level of detail and clarity in the program's course outlines. Students are presented with clear expectations, for both students and instructors, and learning outcomes. It is evident that Religions and Cultures faculty have given a tremendous amount of thought not only to each of their courses but also to how expectations and outcomes complement other courses in the program. This is a major strength in this interdisciplinary program—students taking more than one RLCT course will notice (or at least intuit) complementary expectations and outcomes among those courses, which helps provide added coherence to the program."

**2.4****How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students**

The RLCT program usually offers a night class option for the introductory course to make it accessible for non-traditional students. When enrolments are sufficient, the program offers spring and summer courses. The program is presently offering a distance-learning option for a second-year course to enhance accessibility for students not on campus. Courses such as Death, Dying and Spirituality and Health, Healing and Religion, which are appealing to Nursing students, are regularly offered at times that are open for Nursing students.

**2.5****The extent to which the program meets the needs of stakeholders**

Alongside our majors, RLCT students come from a variety of disciplines within the university including: criminology, criminal justice, psychology, geography, business, history and nursing. The courses offered by the department enrich and augment their education. Understanding of religion is seen as vital to their future work as nurses, social workers, supervisors, counsellors and in public policy. Since many of our students have come from Education, we have endeavoured, in the past, to meet with the Superintendent of the Catholic School Board in order to discuss the relevance of our course offerings. It was agreed that Education students interested in teaching in Catholic schools would benefit from taking the broader comparative courses and ethical topics offered in Religions and Cultures.



## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.

- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on 'relevance' as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University's mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### Context - unit level

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit



brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

**ii. Scored items**

**Relevance**

Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)

200 words

Factors to consider include:

- Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes
- Issues of cultural difference and cultural sensitivity
- The learning and social support needs

of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.



*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words

delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



# Department and Program Report

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Unit/Department: Social Welfare and Social Development

## Social Welfare and Social Development Programs Included:

- Bachelor of Arts
  - Honours (individual)
  - Honours (classroom)

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## Introduction

This report summarises the results of a quantitative and qualitative assessment of academic units and programs at Nipissing, for consideration by the university's Program Prioritization Steering Committee.

Following the Committee's inputs and recommendations, the final departmental and program-level reports will be submitted to the Vice-President Academic for approval.

## Background

Towards the end of 2013, Nipissing University initiated a review of academic departments and programs, under the rubric of Program Prioritization, adapted and designed to respond to the university's specific context and needs.

The motivation for the initiation of a program prioritization process, and the proposed approach, were presented early on at a well-attended faculty town hall meeting. The design of the process was overseen and supported by a broad-based Steering Committee, constituted and chaired by the Vice-President Academic.

As a subsequent Briefing Note to the Deans<sup>1</sup> described it,

The PPP [(Program Prioritization Project)] is aimed at providing information on academic units and programs that will help to inform institutional decisions about the allocation of resources. In so doing, the PPP will also help to develop an approach and methodology, and collect baseline data, that will be useful for future, institution-wide analysis and planning.

...It is important to stress that no decisions will stem automatically from the PPP. Unlike the way PPP is unfolding at some other institutions, there is no ranking of units or programs that will automatically result in budgetary consequences. Regular processes for academic decisions such as program closure still apply. The role of the PPP is simply to provide relevant, credible information upon which the University can base its decisions.

Quantitative and qualitative indicators were developed in consultation with the Steering Committee, and faculty were invited to comment and respond. On the basis of the feedback, a number of changes were made to the list of quantitative indicators, and the qualitative or descriptive questions. A final set of indicators, and a scoring methodology, were approved by the Steering Committee on 1 April, 2014.

Two important changes were subsequently made to the process, in response to faculty concerns and suggestions.

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<sup>1</sup> Briefing Note for Deans on Staff Consultations. Internal communication, 16 January 2014

The first of these related to the inclusion and exclusion of departments. In the original conception, the review was intended to focus initially on a sub-set of 12 departments and their associated programs. This first stage of the analysis would serve, in effect, as a pilot. However, following feedback from faculty, the decision was taken to include all departments and programs in the initial assessment.

The second change made affected the timing, though not the substance, of the process. Faculty concerns about the response burden of the qualitative analysis, coupled with the summer break, led to several extensions of the qualitative review, and postponement of the final deadline for responses to an online questionnaire to 27 October, 2014.

## Methodology

Data collection and analysis for the program prioritization process focused on a combination of quantitative and qualitative indicators, developed, as noted above, through a consultative process, and approved by the Steering Committee.

The analysis was initially planned to take place in two stages. Indicators in the first stage focused on demand and efficiency at the department or unit level. The indicators were as follows:

- Program enrolments for the last five years
- Net cost per credit hour delivered
- Student credit hours delivered per FTE faculty

Stage two quantitative indicators focused on the issues of efficiency and quality, at the program or unit level. Specific indicators were as follows:

### *Efficiency*

- Program demand: enrolments for the past five years
- Net specific costs per credit hour

### *Quality*

- Student success/completion, as measured by graduation rates, one year survival, and attrition
- Program satisfaction, as measured by NSSE graduate satisfaction data
- Employment outcomes, as measured by OUGS

Because the initial process was expanded from focusing on twelve departments to include all departments and programs, the two stages of quantitative data collection and analysis were combined.

Quantitative data were collected from Nipissing's internal data systems, as well as NSSE, and OUGS. These datasets were then cleaned and analysed by HESA staff in collaboration with institutional researchers at Nipissing University.

It is important to note that, in some cases, departments and programs have been treated in the aggregate in order to best match the level of detail available in source data. This was the case for both NSSE (where student-reported programs of study do not always match actual program offerings), and OUGS (where findings are reported at a level of detail that aggregates programs and departments into larger discipline groups).

The qualitative part of the analysis focused similarly on two sets of high-level indicators, namely relevance and opportunity. Whereas relevance indicators focused on past and current performance, opportunity indicators were future-oriented. Relevance was addressed at both the unit and the program level, while opportunity was addressed at the unit or department level only.

A detailed set of guidelines and prompts was developed for each question, and a simple scoring rubric, using a three point scale, was adopted. It was agreed that scoring would be undertaken by two committees of faculty members, nominated by the Faculties and Schools: one committee would assess all of the relevance responses, and the other would assess opportunity responses. It was further agreed that the scores for each question would be averaged to produce a final result, but would not be totalled or weighted.

The detailed indicators were as follows:

#### *Relevance*

Unit level:

- Relevance of the unit to the university's mission
- Notable or unique contributions made by the unit
- How appropriately and effectively the unit responds to the needs of the wider community

Program level:

- Relevance of the program
- Relevance of the curriculum to the program's goals and objectives
- How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation
- How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students
- The extent to which the program meets the needs of stakeholders

#### *Opportunity*

- Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
- Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?
- What opportunities are there to strengthen the unit and how could these be implemented?

- What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?
- What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?
- Are there international education opportunities for the department?

One consequence of the decision to expand the initial review to include all university departments and programs was that the initial deadline for responses to the qualitative questionnaire was extended.

Further extensions took place in August and October. At a meeting of department heads on 28 August, 2014 on the qualitative component of the analysis, concerns were raised about the response burden and timeframes, and the validity of the information that would be collected was questioned by some participants. At the same time, the value of bringing a qualitative perspective to the assessment process, as opposed to relying only on the quantitative data, was noted.

Against the backdrop of this discussion, it was agreed that the deadline for submissions would be extended to 20 October, 2014. To reduce the response burden and possible duplication of responses, it was also agreed to focus the qualitative questionnaire on the degrees offered through departments rather than on each program.

In preparation for the scoring of responses, workshops were held with each of the two scoring committees, on 22 and 23 October. Initial submissions by departments and program chairs were assessed collectively and the scoring rubrics and methodology were refined in preparation for the scoring process. Following concerns raised by the scoring committees about the quality of some of the early responses, a final extension of the deadline for responses to 27 October was agreed to. Heads of department were urged via an email from the Vice-President Academic to ensure that responses to the online questionnaire were as thorough as possible, and supported by evidence.

Scoring took place during November, 2014. Responses were first scored independently by each member of the respective committees. The results were collated by HESA for discussion at a meeting of the relevance and opportunity committees on 28 November, at which final scores were determined. The final scores were agreed upon by the scoring committees using a consensus decision-making model.

In the event, the two committees took slightly different approaches, at the scoring meeting on 28 November, to finalising the scores for each indicator.

The 'relevance' committee took the view that it was important to ensure that the final scores demonstrated that the judgements being made had a subjective component, and that scores varied from one assessor to another. Accordingly the assessment committee decided to average the scores of the assessors and show the final result as a fraction.

The 'opportunity' committee decided to introduce intermediate scores of 0.5 resulting, in effect, in a five point scale (1, 1.5, 2, 2.5, 3), on the grounds that this allowed for a more nuanced assessment. Final scores were negotiated through discussion and consensus.

These differences in approach, it is suggested, are less important than the fact that both approaches make clear *the relative positions* of the departments and programs being assessed.

## Department Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow. These indicators fall into three main categories: efficiency, relevance, and opportunity. Descriptions of each are included below.

### Efficiency

This indicator group focuses on the mechanics of demand and program delivery at Nipissing. The goal of these indicators is to identify and describe areas in which the cost to deliver programming differs across programs and departments. The indicators in this section are primarily quantitative.

### Enrolments and Applications

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, offering an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 1 below are calculated based on full-time equivalent students (making fractional enrolment counts possible). In Table 2, application counts are based on program of study applied to. Applications to departments that are not included in this analysis are not shown.

**Table 1: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Social Welfare and Social Development	55.4	54.5	60.0	55.5	52.9	-1%

**Table 2: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
Social Welfare Studies (Bachelor of Arts)	1	1	1	2	14	1300%

### *Net cost per credit and credits delivered per faculty member*

This indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and sabbatical costs. In Table 3 below, a negative value indicates that revenues are larger than costs. Note that this does not represent the profitability of departments as not all central costs are included in this calculation. Table 4 displays the largest source of differences across departments in cost per credit hour: the equivalent number of students (expressed in credits delivered) per faculty member.

**Table 3: Net cost per credit by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Social Welfare and Social Development	- 277.66	- 257.30	- 371.69	- 393.41	- 280.24

**Table 4: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013
Social Welfare and Social Development	120.86	123.79	133.80	118.31	115.70

## Relevance

Relevance was assessed based on three component factors: the relevance of the unit to the university's mission; the notable or unique contributions made by the unit; and how well the unit responds to the needs of the wider community. Each of these items was scored using the qualitative method described in detail in the methodology section, and in Annex 2: Qualitative scoring rubrics. Qualitative responses were scored from 1-3 where each value corresponds to the following assessments:

1. High – clear and substantive evidence of the unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

**Table 5: Summary of scores, qualitative relevance indicators 1.1, 1.2, 1.3**

<i>Department</i>	<i>Relevance of the unit to the university's mission</i>	<i>Notable or unique contributions made by the unit</i>	<i>How appropriately and effectively the unit responds to the needs of the wider community</i>
Social Welfare	1.83	1.50	1.83



## Opportunity

While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward. Opportunity is looked at from the perspective of the unit as a whole. This indicator set is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

As with relevance, this indicator was assessed using the qualitative approach described in the methodology section and detailed in Annex 2: Qualitative scoring rubrics. The numerical responses displayed in Table 6 below represent the following assessment findings:

1. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
2. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
3. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

Note that the scores assigned for 'opportunity' are not judgements of value – a unit may have no excess capacity, for instance, as its faculty and resources may be fully utilised. The rankings are intended to indicate simply whether an opportunity exists, as self-reported by the unit.

**Table 6: Summary of scores, qualitative opportunity indicators 3.1 - 3.6**

<i>Program</i>	<i>Opportunities for efficiencies or cost containment</i>	<i>Capacity to grow</i>	<i>Opportunities to strengthen the unit</i>	<i>Opportunities to introduce, consolidate, strengthen or expand...</i>	<i>Opportunities for external partnerships...</i>	<i>International education opportunities</i>
<b>Social Welfare</b>	2.50	2.50	2.00	2.00	2.50	2.00

## Program Results

The results of the quantitative and qualitative analysis are summarised in the figures and tables that follow.

Note that some indicators in this section are limited by the granularity of available detail. Affected indicators are broken down by the length of the program of study (the most detailed break-out available), rather than at the level of specific programs of study or degree pathways.

## Efficiency

This set of indicators focuses on student demand and program delivery at the program level. The goal of these indicators is to identify and describe areas in which the costs of program delivery differ between programs and departments. The indicators in this section are primarily quantitative.

### *Enrolments and Applications*

Enrolments and applications provide a crucial contextual data point: external demand for program offerings. Enrolments and applications are additionally dependent on program offerings, demographic trends, marketing efforts, and other factors, and thus offer an indirect measure of past interest in the program/department. Because enrolments are capped in a number of areas (e.g., Education, Nursing, etc.), application counts are included to provide an additional measure of program demand.

The enrolment counts shown in Table 7 below are calculated based on snapshots of enrolment. Note that where growth trends begin at 0 in 2009, growth has been indicated with '+' or, if enrolment counts exceeded 100 in 2013, with '++'. Application counts follow below in Table 8, and should be considered an alternative indicator of demand for programs with capped enrolments (such as nursing and education). Applications to departments that are not included in this analysis are not shown.

**Table 7: Enrolment snapshot by program and year**

Program	Length	2009	2010	2011	2013	2014	Trend
Social Welfare Studies (Bachelor of Arts)	3-year	31	24	19	18	15	-52%
Social Welfare Studies (Bachelor of Arts)	4-year	15	38	30	40	45	200%

**Table 8: New application count by program and year**

Program	Length	2009	2010	2011	2012	2013	Trend
Social Welfare Studies (Bachelor of Arts)	3-year	1	1	1	1		n/a
	4-year				1	14	n/a

## Specific cost per credit equivalent

Net specific cost per credit hour is intended to measure the relative cost of offering various programs of study. In the figures below, the cost of honours and specializations are based on the average salary, number of sections, and costs associated with classroom space. For 'base' courses (in most cases 3-year BA programs), costs are based on the costs from phase 1 data minus the specific costs calculated for honours and specializations.

As in the net cost calculation above, this indicator focuses on the ratio between departmental costs and the number of credits delivered by that department. These figures include a proportion of administrative costs; all costs attributable to department or unit operations; the grant, tuition, and research revenue of each department; and accounts for sabbatical occurrence. Note that this does not represent the profitability of programs as not all central costs are included in this calculation.

In order to standardize the representation of costs across large and small programs, costs are presented *per course equivalent*, that is, they have been divided by the number of credit hours delivered in courses specific to the program. Note that for individual delivery, costs are based in part on an assumed allocation of faculty time based on the standard practice of granting a course release for every 6 students taught in an individualized course section.

Note that identifying delivery method-specific costs for programs (such as the various streams in Business, or BA and BSc Programs offered by the same department) was not possible in every case: for these programs, programs have been aggregated out of necessity (but still show differences across delivery methods).

**Table 9: Specific cost per course equivalent by program and year**

Program	Specialization	Delivery	2009	2010	2011	2012	2013
Social Welfare Studies (Bachelor of Arts)	Base		\$382.57	\$598.36	\$413.75	\$556.23	\$527.37
Social Welfare Studies (Bachelor of Arts)	Honours	Classroom					\$5,762.32
Social Welfare Studies (Bachelor of Arts)	Honours	Individual	\$2,099.86		\$2,065.56	\$2,001.06	\$2,218.78

## Quality

### Graduation, survival, attrition and transfer

Measures of student outcomes commonly rely on indicators of student progress throughout their education. While graduation rate is the most commonly used, attrition and survival offer important context to graduation rates as they point to common student pathways *out* of the institution. The charts below also include an indication of student transfer, as this helps to identify programs where outbound transfer is more common.

In the charts below, the graduation rate is presented as the *proportion of students graduating in a given year*. This method was chosen both due to data limitations, and because it makes it possible to account for the often complex pathways that students take. It should be noted that normal program length is not considered in this calculation.

Similarly, survival, attrition and transfer rates represent (respectively) the proportion of students who continue as enrolled students at the institution, leave the institution, or transfer to another program of study from one year to the next. Each of these indicators describe a different and complimentary element of student pathways, as a whole contributing to a more complete understanding.

**Table 10: Graduating proportion, attrition rate, survival rate, and transfer out rate by program of study**

		Graduating proportion					Survival					Attrition rate					Transfer					
Unit/Department Name	Program	Program Length	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ	2009-2010	2010-2011	2011-2012	2012-2013	Δ
Social Welfare Studies	Social Welfare Studies (Bachelor of Arts)	3-year	32%	33%	37%	39%	32%	81%	69%	67%	73%	-8%	14%	6%	33%	20%	14%	5%	25%	0%	0%	5%
Social Welfare Studies	Social Welfare Studies (Bachelor of Arts)	4-year	0%	13%	17%	13%	0%	53%	52%	48%	57%	4%	33%	45%	44%	23%	33%	13%	3%	8%	20%	13%

## Program satisfaction

Satisfaction of current Nipissing students is measured once every two years in the National Survey of Student Engagement (NSSE). Two questions in this survey ask the respondent to reflect on their overall satisfaction with their educational experience:

1. *How would you evaluate your entire educational experience at this institution?*
2. *If you could start over again, would you go to the same institution you are now attending?*

The chart below displays the average scores to these questions. Because sample sizes in this survey are relatively low, responses have been aggregated across the three most recent NSSE surveys. Despite this aggregation, the number of respondents in some programs of study is low, and the corresponding results should be used with caution.

Note that the program of study is self-reported by the respondent. While the respondent can indicate up to three programs of study, only the primary field of study was used (secondary and tertiary fields of study were not considered). Some fields of study (including some areas of education, and programs offering either a BA or BSc) have been aggregated to reflect the reality that respondents typically referred to their program of study with a more general term.

**Table 11: Overall student satisfaction by program, NSSE**

<b>Unit/ Department Name</b>	<b>Program</b>	<b>Count of respondents</b>	<b>Average of “evaluate your entire educational experience” 1 = poor, 2 = fair, 3 = good, 4 = excellent</b>	<b>Average of “Would you go to the same institution?” 1 = definitely no, 2 = probably no, 3 = probably yes, 4 = definitely yes</b>
Social Welfare and Social Development	Social Welfare Studies (BA)	26	3.08	3.19



## Employment Outcomes

Data on employment outcomes is drawn from the Ontario University Graduate Survey (OUGS). Two questions are used in this analysis: the unemployment rate (proportion of graduates who are not currently working and are part of the labour force), and the relatedness of employment to the respondents field of study among those employed full-time. Respondents are asked both to report their current status, and to recall their status 6 months after graduation. Both are shown below.

OUGS classifies the program of study of respondents using a discipline classification system known as SPEMAJ. This relatively broad grouping is the most detailed level available. The SPEMAJ group corresponding to each program of study is shown below.

Note that the question addressing the relatedness of employment into two questions in 2011, addressing the relatedness of the *field of study* and *skills acquired* separately. The average of these two questions is used for the analysis - but it should be noted that this reduces the validity of time series analysis of this data point.

**Table 12: Employment outcomes by department, 6 months and 2 years after graduation, OUGS**

Unit/ Department Name	Program	SPEMAJ Discipline group	Count of respondent s	Unemployment rate (not employed and in labour force)		Relatedness of employment 1=Closely related 2=Somewhat related 3=Not related at all	
				6 months out	2 years out	6 months out	2 years out
Social Welfare and Social Development	Social Welfare Studies (BA)	19	236	15%	8%	2.01	1.86

## Relevance

Relevance indicators are based on the qualitative assessment described in the methodology section and Appendix 2 below. A summary of the final scores for this indicator is shown below. The assessments in this section are scored with 1 representing a high assessment, 2 being moderate, and 3 indicating low assessment. Detailed scoring rubrics are included in Appendix 2.

**Table 13: Summary of scores, relevance indicators 2.1 - 2.5**

Unit	Program	<i>Relevance of the program</i>	<i>Relevance of the curriculum to the program's goals and objectives</i>	<i>How well the program aligns with students' expectations</i>	<i>How well the program meets the needs of underrepresented groups</i>	<i>The extent to which the program meets the needs of stakeholders</i>
Social Welfare	Social Welfare & Social Development (BA)	2.00	2.33	2.00	1.50	2.00

## Annex 1: Full Text of Submission

### Full text of submission: Relevance

1.0	Context (not scored)
	<p>INTRODUCTION → The interdisciplinary Social Welfare and Social Development (SWLF) undergraduate degree is unique in Canada in name and, to a great extent, in content. We focus on inequality and the groups that have been underrepresented in the distribution of resources, opportunities, and power.</p> <p>THE DEGREE AND THE FACULTY → In the 1970s, a part-time faculty member taught a few SWLF courses for students who were expected to continue on to pursue a Bachelor of Social Work (BSW) at Laurentian University. Wendy Young was hired as our first full-time faculty member in 1980. In 1986, we signed an agreement with Laurentian to deliver a 3-year Bachelor of Arts (BA) in “Social Welfare.” Even with that degree in place, though, many Nipissing students who qualified chose, after their second year, to transfer into the third year of the BSW program at Laurentian.</p> <p>A second full-time faculty position, created in 1987, has been held by Larry Patriquin since 1998. A 4-year Honours Double Major was implemented in 2008 (along with the addition of “and Social Development” to our program name). Wendy Young retired in 2010 and was replaced by Lanyan Chen. In 2012-13, we began offering a 4-year (Single) Honours Specialization and, in the same year, Manuel Litalien was hired into a newly created, third faculty position.</p> <p>In sum, in the quarter-century from 1987 to 2012, with the exception of two years in the early 1990s, there were only two full-time faculty teaching in the program. The small number of academic staff, combined with their often tenuous job status and various leaves of absence, has made program planning more difficult than it is in a typical university department, even one with four or five faculty.</p> <p>SWLF AND SOCIAL WORK → The university established a new Faculty of Applied &amp; Professional Studies (APS) in 2008, with Social Welfare &amp; Social Development joining the Child &amp; Family Studies program on the Muskoka campus to form APS’ School of Human and Social Development. The reason both programs transferred over from the Faculty of Arts &amp; Science was to begin the process of establishing a Bachelor of Social Work at Nipissing. These two programs have been at the forefront of the creation of this important new degree, which in March 2014 received final approval from the Quality Council of Ontario. As was the case in the past with the BSW at Laurentian, SWLF will become an integral part of the BSW at Nipissing, as we will provide many of the “generalist” courses taken by students in their first two years of the new program.</p> <p>The remainder of this Questionnaire will explain how, despite our small size and many historic constraints, in particular, the absence of a “Single Major” and a BSW, we have undertaken exemplary work in teaching, research, and service. In short, the SWLF academic unit, to use a common maxim, “punches above its weight.”</p>

1.1	Relevance of the unit to the university’s mission
	<p>INTRODUCTION → At its heart, Nipissing’s mission statement declares that we “will provide an exceptional and personalized student experience.” The way SWLF meets this objective is aptly summarized in the words of the previous iteration of our mission statement – by preparing “caring, creative, critical thinkers who will be leaders in building and enhancing a sustainable civil society.” Our program is especially relevant in a world lacking in social development, one in which some of our social and environmental practices are extremely harmful to human well-being. SWLF helps students to think deeply about society; the types of socio-economic problems faced by Canadians, Indigenous peoples, and newcomers, as well as by people around the globe; and the possibilities for progressive change that</p>

would enable all humanity to enjoy advanced levels of social development.

**SURVEY OF OUR STUDENTS** → In explaining how we meet the mission of the University, we will let our students speak for us. In October 2012, as part of our IQAP Self-study, the three full-time faculty members met with 17 students who were Majors or Honours in SWLF. They described their professors as knowledgeable, passionate about the subject matter of social welfare and social development, and ready to offer students guidance and assistance. These professors create a positive learning environment, one in which students are encouraged to think critically. The faculty have “taken us out of ourselves,” in one student’s words, by igniting in them a passion to make a difference in society.

Students appreciated the emphasis on writing. They like the “critical skills” package used in the first-year course. This package also benefits them in later years, when the demand for high-quality research and analysis increases. Moreover, they liked the small class sizes, where they enjoyed close relationships with professors who understand their students’ needs. Other students appreciated the community service-learning (CSL) course, which they saw as an opportunity to apply their learning in a “real world” environment. Finally, it was mentioned that they liked the way the upper-year year courses are focused on particular topics, deepening the broad understanding of the various concepts introduced in the first-year course.

**ACADEMIC SUCCESS OF OUR STUDENTS** → At the Nipissing University Undergraduate Research Conference (NURC) in 2011, the program had four student presenters. Three of these students participated later in a panel on Women and Social Welfare in Northern Ontario, chaired by SWLF faculty member Lanyan Chen at the Women’s Worlds Conference held in Ottawa a few months later. In 2012, the program had four students present papers at NURC. Two of them were among the winners of the essay/poster contests. One of the winners spoke later at a panel on Inequality and Social Development, chaired again by Lanyan Chen, with Manuel Litalien as a discussant. In 2013, two students presented on a panel on Decolonizing Social Welfare at the Congress of the Humanities and Social Sciences held in Kitchener-Waterloo.

## 1.2 Notable or unique contributions made by the unit

**RESEARCH** → All three permanent, full-time faculty are active researchers who take seriously their obligation to produce and disseminate scholarship of the highest quality.

Dr. Lanyan Chen (Associate Professor) is the author of *Gender and Chinese Development: Towards an Equitable Society* (Routledge). Her articles have appeared in a number of journals, including *Feminist Economics* and *Canadian Journal of Development Studies*. She has also published a number of book chapters, including one in the recent *Oxford Handbook on Transnational Feminist Movements*. Lanyan has worked with the United Nations in various capacities, most recently in 2014 as the gender expert for the UN Population Fund’s Country Program Evaluation in China. She is on the editorial board of *Asian Journal of Women’s Studies*.

Dr. Manuel Litalien (Assistant Professor) recently completed post-doctoral fellowships at McGill University (2009-11) and Université du Québec à Chicoutimi (2011) and has already made frequent appearances in the media, especially with Radio-Canada, commenting on Southeast Asian issues. Manuel has book chapters in *Wild Geese: Buddhism in Canada* (McGill-Queen’s) and *The Secular State and Religious Diversity* (UBC Press), as well as a chapter forthcoming in *Ethnic Claims and Moral Economies* (UBC Press). In 2013, he was appointed Adjunct Professor in the Institute for Population and Social Research at Mahidol University, Bangkok (ranked as one of the top university in Thailand and one of the top 100 in Asia).

Dr. Larry Patriquin (Professor) is the author of *Inventing Tax Rage: Misinformation in the National Post* (Fernwood) and *Agrarian Capitalism and Poor Relief in England, 1500-1860: Rethinking the Origins of the Welfare State* (Palgrave Macmillan), and the editor of *The Ellen Meiksins Wood Reader* (Brill/Haymarket). His recent articles have appeared in *New Politics* and *Journal of Progressive Human Services*. Larry has completed a manuscript for a small book, *Economic Equality and Direct Democracy in Ancient Athens*, which will be published by Palgrave Macmillan in early 2015. He is on the editorial board of *Socialist*

Studies/Études socialistes.

SERVICE → All permanent, full-time faculty members are active contributors to the service of the University. Our service work entails not merely sitting on committees that meet once or twice a year, but typically involve a great deal of work. Indeed, our combined service efforts must be seen as exemplary across the university. Larry Patriquin served as Chief Negotiator for the Full-time Academic Staff Bargaining Unit from 2006 to 2010, and has been Chair of SWLF since 2010 (except for a sabbatical year). He currently sits on the Research Council. Manuel Litalien is the APS representative on the NUFA Executive, a member of NUFA's Collective Bargaining Committee, and a member of Academic Senate. Lanyan Chen has been the Vice-Chair of Nipissing's Teaching and Learning Committee and a member of NUFA's Gender Equity and Diversity Committee.

Our research and service has enabled a small but dynamic department to enhance the reputation of the University, while receiving increasing recognition, both inside and outside the university, for the quality of our work.

1.3

### Provide information on how appropriately and effectively the unit responds to the needs of the wider community

CSL → One of the main ways we respond to the needs of the North Bay community is by offering a 6-credit Community Service-Learning (CSL) experience (SWLF 2995, taught by Manuel Litalien). CSL is an educational approach that integrates theory taught in the classroom with real-world experience in the community. Students are immersed in non-profit organizations and other community settings, engaged in activities designed to respond to human needs.

A major goal of CSL is to enable our students to grow intellectually and emotionally while being integrated into a human services environment. The CSL project that each student undertakes must result in an improvement to the community, if the student is to receive a passing grade in the course.

Our students have made a difference in a number of ways, whether it is during a placement with the North Bay Police, determining the need for a new system of security in the area around Main Street (following a series of tragic events); looking at the possibility of establishing a cigarette butt recycling program in the downtown; or providing help with the Street Outreach efforts of the North Bay Aids Committee. In each case, SWLF students were at the forefront of suggesting these programs, assisting in establishing them, or in some cases initiating them.

SOCIAL WORK → The SWLF program overall is engaged in promoting social development in Aboriginal and other northern Ontario communities, in particular by building a Bachelor of Social Work degree.

FACULTY → Lanyan Chen is currently the principal investigator on a project, "Sex Trafficking and Health Implications: Front Line Services Assessment in Northeast Ontario," and a founding member of the Allotment Gardens project with Greening Nipissing and the Crisis Centre North Bay, for which she applied and received a Fulbright Eco-Leadership Award in 2014.

Larry Patriquin has given a guest talk at an annual meeting of the Ontario Association of Social Workers (North Bay Branch) and a reading from *Inventing Tax Rage* at the Books by the Bay festival. He has also been a panelist for the local events "Is Canadian Democracy at Risk?" and "Unite the Left North Bay." He is currently a Board member of Nipissing Community Legal Aid and Vice-President of the Nipissing-Timiskaming Federal New Democratic Party Riding Association.

Part-time faculty member Dr. Serena Kataoka (who is on an LTA 1 in 2014-15) has been a research consultant on Aboriginal transition-year programs for the Office of Aboriginal Initiatives; a participant in the Dances of Resistance project (Aanmitaagzi, Nipissing First Nation); a lecturer in the recent interdisciplinary "DIRT" course; an organizer of the "Affects of Site" Conference in February 2014; and is the keynote speaker on "Decolonizing Pedagogy" for the upcoming Nipissing Teachers' Professional Development conference.

Serena (2012) and Larry (2003) have given talks in the Department of History Seminar Series; Larry will be giving another History talk this November. In 2012, Lanyan and Manuel both spoke at the World University Service of Canada/Nipissing University event, "Towards Gender Equality in the Post-Crisis World."

## Full text of submission: Opportunity

3.0	Context (not scored)
	<p>FUTURE PLANS → Nipissing's unique Social Welfare and Social Development program can be further improved with the addition of one full-time, permanent faculty member (bringing our total to four), which will enable us to create a number of relevant elective courses, and hence round-out our curriculum. The result will be a degree that Nipissing will be able to market across the country as one of its standout offerings.</p> <p>We currently have three full-time faculty who have built a comprehensive, well-organized program, with plans for further improvements. We keep it operating efficiently and effectively, often teaching different electives from year-to-year while meeting the high demands for service that are a product of a small program at a mainly undergraduate university. We strive for excellence in everything we do, be it in the classroom, the boardroom, or our various research and writing projects.</p> <p>Our plans over the next few years are to continue building SWLF and to differentiate it from programs at other universities in the kind of curriculum we have and the way we deliver this curriculum (mostly by full-time SWLF-dedicated faculty). We will also continue to serve as strong advocates for the construction of a BSW on the North Bay and Muskoka campuses.</p> <p>SOCIAL WORK → The Stage 1 proposal to introduce a new Bachelor of Social Work was passed by Senate in December 2009. Our program will be generalist in nature, though with a northern/Aboriginal focus. The proposed program came to the end of a long and tortuous bureaucratic process when final approval was received from the Ontario Quality Council in March 2014. We now await government funding (unfortunately, no definitive application deadlines exist for this funding). The limited number of places available in Social Work programs at other universities makes clear that the BSW at Nipissing will be highly successful.</p> <p>Social workers are needed across Canada. While we will help supply this national market, we have a particular responsibility to fill the need for social workers in northern Ontario, and an even greater responsibility to do so in Aboriginal communities.</p> <p>The evolution of SWLF and the creation of the BSW at Nipissing are evidence that the Department is aware of the social, economic, and cultural contexts within which the university is located, and that we are responding to the needs of our local communities.</p> <p>SUMMARY → Our goals are to complete the construction of an academic program that has no equal across Canada; maintain the momentum we have generated with the recent implementation of our 4-year Honours Specialization; and offer our full support to the impending Bachelor of Social Work degree. Social Welfare &amp; Social Development and Social Work need to be an integral part of Nipissing's strategy to build programs that are not "teachables," and hence not dependent on the success of the Schulich School of Education, as well as programs that attract students away from Lakehead at Orillia and Laurentian at Barrie.</p>

3.1	Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in delivery?
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The SWLF curriculum has been thoroughly restructured in the last decade to make it relevant to our BA graduates as well as to prospective social workers, while also being “cost effective” to the university, in the sense that we can afford to offer all elective courses at least once every three years (and offer them typically every two years).

We ensure that all required courses and many elective courses are offered by full-time faculty. We do, however, require part-time faculty to take on courses for which we do not have room in our schedules, including two popular offerings: SWLF 3706 (Crime, Wealth, and Poverty) and two sections of SWLF 3826 (Addictions) (one each in the Fall and Winter terms). This, though, does not represent a large expense to the university; indeed, they make money for the university

In offering our 4-year degree, we make use of two of Sociology’s quantitative methods courses. This is critical for us to be able to offer a “bare-bones” 4-year Honours degree, with just three full-time faculty.

One of the main ways we could become more efficient (and quickly develop new programs across the university) would be for Nipissing University to give up trying to “go it alone.” We should take a page from what is now the University of British Columbia at Okanagan, and become a satellite campus for a larger, well-known, and “well-branded” institution. We suggest we have a lot in common, culturally and socially, with York University in Toronto. If we (at North Bay, Muskoka, and Brantford) became the Nipissing Campuses of York, we would, for example, automatically have access to an accredited Bachelor of Social Work program, an accredited engineering program, dozens of graduate programs, and a library with two million volumes. Why continue to bang our heads against bureaucratic walls, when we could virtually snap our fingers and get nearly everything we need?

### 3.2

#### Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?

In 2014-15, SWLF’s electives each have roughly 30 to 40 students, some of their strongest enrollments ever. The one exception, offered in the Winter term, has 16 students (a number that should be over 20 by this January).

Our efforts to improve enrollments have included eliminating prerequisites for our upper-year electives and reducing all 6-credit offerings to 3-credits. We have also instituted a practice, in the last two years, of scheduling more popular electives in the Fall and less popular ones in the Winter, to enable the latter to pick up registrants (this also helps to balance faculty workload between courses).

This year, we have 91 students registered in SWLF 1006 (45 in the Fall and 46 in the Winter). We would like to have more than 60 students in each section, so there is some small excess capacity here, which will definitely be filled with the advent of the HRSV and SWRK programs.

Our required second- and third-year courses now typically enroll over 20 students and in some cases are approaching 30. Also, this year there are 21 students in SWLF 2995 (CSL), the most ever, an indication that our students are “flowing through” the program.

With the implementation of the HRSV program, we expect to pick up another 15 or so students in SWLF 1006 and another 5 or so in SWLF 2995 (both optional courses for these students); and another 10 to 15 in SWLF 3006 (a required course in HRSV).

In sum, enrollments in almost all SWLF courses have improved since the implementation of the Double Major in 2008-09 and, in particular, since the commencement of the Honours Specialization in 2012-13. Even with the numerous disadvantages we have faced throughout our history, we are very close to achieving the goal of having “solid” numbers in every course. While it might be an objective of some

observers to have “huge” numbers in each of our courses, this would undoubtedly prevent us from “seeing one student at a time,” and would eliminate what is perhaps the most important advantage that Nipissing has over most other universities.

### 3.3

#### What opportunities are there to strengthen the unit and how could these be implemented?

**SOCIAL WORK / HUMAN RIGHTS & STATE VIOLENCE** → For SWRK, see the Contexts for Parts 1 and 3 and Section 3.4. For HRSV, see Sections 2.1 and 3.2.

**NEW ELECTIVES** → We are planning to add a number of electives to our course master in important areas not currently covered in our curriculum. This year, we added SWLF 3166 (Housing and Homelessness). In the next few years, we would like to add five courses, one each in education, food, race and ethnicity, sexual identity, and persons with disabilities. Offering this many new electives, however, will require a fourth faculty position.

**HISTORY OF SOCIAL WELFARE IN CANADA** → The three permanent, full-time faculty (Chen, Litalien, Patriquin) and a part-time faculty member (Kataoka – who is full-time in 2014-15) are planning to write a book, History of Social Welfare in Canada, to be published in 2017. We hope this work will, among other things, serve as an excellent public relations vehicle for Nipissing University in general and SWLF in particular, and will help to create a national profile for Social Welfare and Social Development.

**DEMOCRATIC AND ANTI-OPPRESSIVE PEDAGOGY** → This approach to teaching emphasizes “active listening and collective processes on knowledge construction through problem solving and shared inquiry” (IQAP External Reviewers’ Report). SWLF professors are all committed to this form of pedagogy. The faculty met in April 2014 to discern ways to incorporate improved teaching methods and assignments into our courses, from the first year introduction to the final capstone seminars, and we will continue with this process in future years.

**STUDENT CLUB** → A Social Welfare and Social Development Student Club was created in April 2014 to enable students to express to faculty their supports for and concerns about the SWLF program. It will also allow students to get to know each other and bond as a group, while enhancing their organizing capacities. In our 2014-15 budget submission, we requested the small sum of \$300 to help support the Club’s activities, but we were given nothing.

### 3.4

#### What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?

**SOCIAL WORK** → It is likely that a “two plus two” Bachelor of Social Work degree will commence on the North Bay campus in September 2016 (for students, this will entail two years of general academic studies followed by two “professional years” in the BSW). Having the BSW will go a long way toward diversifying Nipissing’s offerings and improving our bottom line, currently under pressure as a result of fewer education students and less education funding.

The Bachelor of Social Work (BSW) and the Bachelor of Arts (BA) in Social Welfare & Social Development will be independent degrees offered by independent programs, each with its own faculty. With the development of the BSW, though, SWLF will have an additional role, as a “service discipline” required to support this new professional program. Faculty fully endorse this role, especially the expected benefits it will bring to SWLF, given that prospective Social Work students at North Bay will be expected to take



many SWLF courses.

COLLEGE TRANSFERS → We want to build better linkages with community college programs and attract students who might be interested in completing a university degree after earning a college diploma. We plan to work with APS' Manager of Partnership Development to explore possible links with other colleges throughout the province, including the possibility of granting two years' credit to college graduates with two-year diplomas, provided they have an excellent grade point average (perhaps 85% and above). Having a Social Work program will also help us attract college transfer students who may not have come to Nipissing in the past, as we can enable them to move along a continuum from: (1) a diploma to (2) SWLF courses (or a Bachelor of Arts degree) to (3) a BSW degree.

3.5

### What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?

CSL → We could expand the number of community organizations that participate in CSL, throughout the rest of Ontario or even the rest of Canada. In addition, we could conceivably offer a third-year, international CSL course, similar to the offerings in the Social Justice & Peace Studies program at King's University College (Western). Expanding CSL, however, would require a great deal of faculty time, and is not possible given the current number of full-time professors.

SUPPORT FOR OBTAINING GRANTS → If the university would support tri-Council applications from non-permanent faculty members, then Dr. Kataoka, with her demonstrated success in securing grants, might be able to obtain funds as part of a number of collaborative research projects with local Indigenous communities.

LOCAL BRIDGING PROGRAM → We might explore the possibility of partnering with local businesses, employment, and social service agencies to establish a Bridging Program. This program would provide North Bay community members who currently face barriers to accessing university, with an opportunity to participate in not-for-credit university courses. Students graduating from this program would be supported to develop a plan for further post-secondary studies and employment.

3.6

### Are there international education opportunities for the department?

INTERNATIONAL EXCHANGES → In 2014, SWLF and Business students joined forces as part of the iLead program to operate as a consulting firm in order to help a combined eco-tourism operation/rehabilitation centre, the only one of its kind in northeast Jamaica, to become both sustainable and profitable.

CHINA → Nipissing University and China Women's University (Beijing) signed a Memorandum of Agreement in 2013. The objective of the MOU is to promote academic ties and explore the possibility of establishing educational and scientific exchanges. Nipissing's team was led by Dr. Chen, Dr. Litalien, and two faculty members from the Gender Equality & Social Justice program.

THAILAND AND INDONESIA → Dr. Litalien will use his adjunct professor position at Mahidol University (Thailand) to seek further collaboration with the Women Studies Centre at Chiang Mai University. In the summer of 2015, he will visit Indonesia to pursue possible collaborations with the State Islamic University (UIN) (Jakarta), the UIN Yogyakarta (formerly IAINs), and the IAIN Ar-Raniry, located in Banda Aceh.

ENGLAND AND SWEDEN → We will pursue possible exchange opportunities with universities that have a program analogous to ours, perhaps one in England and one in Sweden. Dr. Chen is spending part of her sabbatical at Lund University in September-October 2014, so she will be making contacts for us in

Sweden (and in Germany in November/December).

INTERNATIONAL STUDENTS → The university needs to focus more on recruiting international students. We could easily expand their numbers. If we had more international students, though, we would have to offer more ESL courses for the many students who will need to improve their English reading, speaking, and writing skills.

## Full text of submission: Relevance (program level)

### Program: Social Welfare and Social Development (BA)

#### 2.0 Context (not scored)

IQAP REVIEWERS' COMMENTS → In terms of the relevance of our program, we will summarize the April 2013 IQAP Review Committee report, which recognized the recent efforts of SWLF faculty, especially the extensive revisions to our Honours Specialization curriculum, in providing our students with a first-rate education.

The reviewers made a number of positive comments on the SWLF curriculum and our teaching methods. They noted that the program "is well designed" and "has already demonstrated some real pedagogical strengths that it can build on as it develops." The faculty, they remarked, combine "important areas of discovery-based learning, interdisciplinary education, and deliberate capacity development that together constitute leading-edge post-secondary pedagogical practices," which contribute to "a unique learning process." Furthermore, in each course, "the assignments stress critical reading, thinking, and writing, rather than relying on measures such as multiple choice that only require memory work," with evaluation schemes that are "well-thought out." In sum, the program has "a very good regimen for the development of critical thinking, communications, and research skills."

The reviewers also noted that the first-year class "has many features designed to ensure that students are able to develop the skills they will need to succeed in a university liberal arts program." The skills learned from the varied assignments in all courses, the result of "the close collaboration between the three full-time faculty members," gives the program "an integrity in these areas that is rare."

The students who met with the reviewers also provided positive feedback. They told the reviewers they "were very enthusiastic about the program, the enthusiasm and engagement of the faculty, and the well-designed curriculum that enabled them to develop their own skill bases." They also reported that "they valued the small classes and the opportunities to get to know their professors." The reviewers further commented that the "scale of this program and the strong commitment of faculty mean that students are able to develop strong relationships with the people who are teaching them." Indeed, one "of the strengths of this program, and we suggest of Nipissing University as a whole, is that it offers students class sizes that are normally only found at elite US colleges."

The IQAP reviewers also praised the work of the program and its faculty. They commented that several students "described the faculty as 'fantastic.' They [students] noted that the faculty 'obviously love what they do' and 'they care about what we think.'" We are pleased that the reviewers noted that the program "has been able to attract and build ongoing relationships with some excellent part-time faculty, who bring a valuable combination of applied work experience and classroom creativity to their work." Our contract staff, when combined with the research and scholarship produced by full-time faculty, means that "students have access to a collective range of perspectives and expertise considerably greater than the simple numbers of available faculty."

## 2.1 Relevance of the program

The SWLF program contributes to other academic units in a number of ways. First, there are six SWLF 3-credit courses that may be credited towards degrees in other programs (GEND, NATI, HIST, and RLCT).

Second, SWLF students can use up to 6-credits of non-SWLF courses for their SWLF degrees. These courses (about 30 of them in total, most from GEND and SOCI/ANTR) have been cross-listed into our program.

Third, because the prerequisite for all of our upper-year electives is simply “any 24 credits completed,” we enable students in other programs to easily register in our courses and hence diversify their elective options.

Fourth, we offer a few courses each year at the Muskoka campus (taught by part-time faculty). SWLF 1006 is a required course for students obtaining a degree in Child & Family Studies (CHFS). The other SWLF courses are part of a series of electives, from a number of disciplines, from which CHFS students must take 12 credits.

Fifth, our Specialization and Honours Specialization students are required to complete SOCI 1006 (Introduction to Sociology), SOCI 2126 (Social Research Methods), and SOCI 2127 (Social Statistics and Data Analysis), which helps to increase the number of registrants in these courses.

Sixth, about one-fifth of our students undertake Double Majors with cognate disciplines, in particular with Sociology, Psychology, and Gender Equality & Social Justice, allowing these students to receive a broad-based, liberal education.

Seventh, we are one of the main contributing disciplines to the proposed Human Rights & State Violence (HRSV) Bachelor of Arts degree. SWLF 3006 (Social & Economic Justice) will be one of the new program’s core requirements. Students will be able to use a number of our other courses, including SWLF 1006 and SWLF 2995 (CSL), to fulfill the requirements of an HRSV degree.

Eighth, and perhaps most importantly, SWLF and CHFS are in the process of building a Bachelor of Social Work (BSW) degree, with programs expected to be located on both the North Bay and Muskoka campuses. (The BSW, and its relationship to SWLF, is discussed in Section 3.4.)

## 2.2 Relevance of the curriculum to the program’s goals and objectives

**CURRICULUM STRUCTURE** → In our program, the introductory course takes the form of a conversation around inequality, while also examining a number of key concepts. For students who pursue a Major, the second- and third-year required courses provide a broad theoretical framework – the social, political, economic, and historical contexts that are essential for understanding contemporary social welfare and social development. Those who take a Specialization, beyond the Major, will also gain practical experience, through a 6-credit course in community service-learning. These students will, furthermore, receive thorough training in quantitative research methods and data analysis.

Finally, students who go on to complete an Honours Specialization will take a course that explores current approaches to social development through the works of leading writers in the field; as well as a capstone seminar, organized as an in-class workshop, which provides an opportunity to cultivate advanced research, presentation, and writing skills. Honours students with high averages may also enroll in SWLF 4005 (Research Essay). Working under the guidance of a faculty member, they write substantial essays based on primary and/or secondary research.

For all students, our upper-year electives provide surveys of a number of groups, policies, and issues –

and their relationships to social welfare and social development – including women, First Nations, health, work, violence, crime, addictions, religion, the Third World, globalization, and social change. Cross-listed electives from other programs address a variety of topics, including race, Indigenous peoples, law/human rights, violence/colonization, sexuality, and ethics.

Overall, students in SWLF graduate with a thorough understanding of the causes and consequences of social inequality, from a Canadian as well as a global perspective, and a deep understanding of the options we have for addressing these disparities. As students move from a Major to an Honours Double Major, from a Specialization to an Honours Specialization, they are faced with increasingly demanding tasks which, for those in a 4-year degree who are at the top of their class, are designed to facilitate their smooth transition into graduate school.

### 2.3

#### How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation

PROGRAM EXPECTATIONS → Our program is designed to give students the skills they require in order to be both capable workers and effective and compassionate citizens. After completing the program, our graduates are able to:

- understand the practices of scholarship, including how to maintain academic integrity and how to employ appropriate editorial style
- understand key concepts and debates in social welfare and social development
- understand how different theories and ideologies interpret and assess various social policies and practices
- understand the historical development of social welfare
- understand relevant methodologies and how to conduct qualitative and quantitative research
- gather, review, comprehend, assess, and synthesize secondary sources
- use a range of techniques and approaches to conduct increasingly elaborate analyses
- develop and support logical arguments
- formulate an appropriate topic for research and complete a sustained research project
- communicate ideas in prose that is clear, coherent, concise, persuasive, and elegant
- participate actively in scholarly discussions
- think independently, critically, and creatively
- apply knowledge to address “real-world” problems

These skills are learned over the course of a 4-year degree. In the 3-credit introduction, students work on a series of staged projects, including a Chicago-style reference list, a one-page introduction for a paper on inequality, then the actual paper itself. Successful students leave first-year able to write brief, argumentative essays.

In their final course, SWLF 4007 (Honours Seminar), students devote the entire twelve weeks to writing a 25-page essay. They prepare an outline and a references list; present the draft research paper to the seminar; and eventually make a mock public presentation of the final work to their classmates.

In between their first and last courses, throughout their second and third years, students undertake a variety of learning tasks. They write comments on each week's readings; shorter papers based on close analyses of assigned texts; longer essays or policy papers in which they apply theoretical approaches to social issues; and reflective essays; as well as giving brief presentations in class or more extended presentations at in-class "conferences." Central to many of our courses is guided research, from the design of the project to the articulation of results.

2.4

#### How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students

A key way in which we make Aboriginal students welcomed in our classes is by integrating into our curriculum issues that are important to their communities. For example, one of the texts in SWLF 1006 is *The No-Nonsense Guide to Indigenous Peoples*. We also have two courses dedicated specifically to First Nations: SWLF 3406 (on colonization) and SWLF 3407 (on social development).

Because Nipissing has many "first generation" students, a significant part of SWLF 1006 is a focus on "critical skills" (for example, conducting research, writing essays, employing proper referencing systems, avoiding plagiarism, and so on). Students make use of a 78-page course package containing reference materials, most of which were written by Larry Patriquin. We make an effort especially to integrate into academic culture those students who may not have grown up in homes where this culture was taken for granted.

In Fall 2013, we began a program, "How's It Going?," where the three full-time faculty, as a group, meet with individual first-year students, sometime in early November. The purpose of the meetings is to check in with the students, especially "first generation" students, to ensure that they receive any help they need.

2.5

#### The extent to which the program meets the needs of stakeholders

COMMUNITY AGENCIES → In recent years, students enrolled in SWLF 2995 (CSL) have volunteered at over 25 non-governmental organizations, including the Office of Aboriginal Initiatives, the AIDS Committee, Community Living, the Multicultural Centre, North Bay Food Bank, Red Cross, and the Union of Ontario Indians, as well as youth centres and local schools.

SOCIETY → In order to maximize the potential contributions our students make to society, we actively encourage them to pursue further academic studies. In 2014, we began holding Graduate Studies Workshops in the last class of SWLF 3007 in April and the second class of SWLF 4006 in September, in order to assist our students in locating and applying to appropriate graduate programs.

EMPLOYERS → SWLF provides graduates with transferable skills that will assist them in obtaining one of a diverse range of entry-level positions in the labour market in a wide variety of occupations, particularly those found in the public sector and in quasi-government institutions, such as hospitals, homes for the elderly, prisons, or universities. They could be employed in various capacities by human service organizations, foundations, associations, interest groups, charities, trade unions, religious organizations, Indigenous organizations, and political parties.

## Annex 2: Indicators

The following list of indicators displays the complete indicator series as approved by the Steering Committee on April 7<sup>th</sup> 2014.

### I. Program Prioritization Indicators

#### i. Stage One Indicators

Stage-One indicators are about demand and efficiency of the academic unit as a whole. Data will be collected here for each academic unit. Indicators are as follows:

- Demand: Program enrolments for the last five years, where ‘program’ is defined as an honours specialization, specialization, major or minor offered by each unit. Undergraduate and graduate enrolments to be measured separately.
- Net cost per credit hour:  $(\text{Revenue} - \text{Cost}) / \text{total credit hours delivered}$ , where:
  - Cost: cost will include salary costs, using a salary average for faculty members, plus an amount to the physical space required to deliver the unit’s programs, the cost of specialized equipment and technology, and library and other learning resources required to deliver the unit’s programs. General overheads such as central administration, utilities etc. will not be included.
  - Revenue: Revenue will cover both government funding and the tuition associated with all programs delivered by the academic unit. Income generation by the unit as well as grants and donations will also be included.
  - Credit hours delivered to all students at Nipissing, including non-majors
- Student credit hours delivered per FTE faculty

#### ii. Stage Two Indicators

##### a. Program Efficiency

For stage two, efficiency will be examined at the program level, as follows:

- Program demand: enrolments for the last five years. Where programs have been capped, application numbers will be included in addition to enrolments.
- Net specific costs per credit hour: These will be calculated on a different basis for “core” programs (i.e. the basic three-year program) and “specializations”
  - For *Specializations*, we will first identify the additional courses which are required to complete the program, over and above the

requirements for a three year program; for these courses, we will work out the cost per credit-hour based on the following definitions:

Teaching costs: Teaching costs per course will be calculated by dividing the average faculty salary (and associated benefits) by the average teaching load, plus a share of overhead as calculated for the unit as a whole in Stage One of the evaluation.

Credit hours delivered: total credit hours associated with the identified courses.

Note: Specializations are defined here as programs other than those required for the three-year program, generally the Honours specialization and fourth-year specializations. In a few cases there may be non-core specializations which are not covered by this definition, for example the PPE; these will be looked at separately, and the method of costing the program be adjusted as necessary.

- For *Core Programs*, the cost will be the unit cost from Stage One, minus the sum of costs for the specializations as per the previous paragraph

b. Program Quality

Quality will be measured at the program level using the following indicators:

- Success/Completion. Unfortunately, there is no single measure which allows us to adequately measure these issues or look at trends over time. We therefore will look at three different (though closely related) measures:
  - Graduation rate for program: Proportion of students enrolled in program (as of November of the academic year) who graduated at the end of the academic year, for the last five years. For double majors, count the graduate in both programs.
  - One year survival: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and enrolled in the same program in the current year, for the last five years. For double majors, count the student in both programs.
  - Attrition: Proportion of students enrolled in the program (as of November of the previous academic year) who did not graduate that year and did not enroll in any Nipissing program in the current year, for the last five years.
- Program Satisfaction: The NSSE will be the source of information on graduate satisfaction. To ensure sufficient sample size, three-year averages will be created for each program.
- Employment Outcomes: The OUGS will be the source of information on employment outcomes. To ensure sufficient sample size, three-year averages will be created for each program.

Note that for some units and disciplines data may be limited, due to small sample size. A threshold will be set below which data will not be reported.

c. Program Relevance

This indicator is qualitative in nature; further details on the qualitative indicators and scoring process will be found in Appendix A.

The following indicators will be used to assess the relevance of each program delivered by the academic unit being reviewed:

- Relevance of the program to Nipissing's mission. In evaluating the relevance of the program, units should give specific consideration *inter alia* to the following:
  - How is Nipissing's mission being served by a major in this discipline? Is a minor sufficient?
  - Is an honours degree, or honours specialization necessary?
  - What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.
  - What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.

d. Unit Relevance

This indicator pertains to the entire academic unit as a whole, not specific programs, and is qualitative in nature. The unit-level indicator provides an important context for the program level indicator.

- Relevance of the unit to Nipissing's mission. In evaluating the relevance of the unit, consideration should be given *inter alia* to the following:
  - Does the unit draw students to Nipissing who would otherwise not come?
  - What contributions does the academic unit make to the community?
  - What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, hosting of conferences and academic/professional events, highly cited authors, and those bringing in large tri-council and other grants and donations.
  - To what extent does the academic unit's academic programming, research and community service help the University differentiate itself from other institutions?

e. Unit Opportunity

This qualitative indicator is about future opportunities for the unit; the indicator also provides a broader context for interpreting the data on the other indicators.



- Opportunity

This indicator reflects the opportunities available to the unit to enhance its contribution to the university's mission, and to improve its efficiency and effectiveness. In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

## Annex 3: Qualitative scoring rubrics

The following section outlines the scoring rubrics and scoring methodology agreed by the 'relevance' and 'opportunity' scoring committees at workshops on the 15<sup>th</sup> and 16<sup>th</sup> October 2014.

### Scoring

The 'relevance' and 'opportunity' sections of the qualitative questionnaire will be separately scored by the 'relevance' and 'opportunity' scoring committees, each consisting of six members.

Scoring will make use of a three-point rating system, following the scoring rubrics outlined below.

Committee members will individually score all questions in their sections. Members will recuse themselves from scoring and discussion of their own programs and units.

The individual scores for each question will be tabled in committee, for noting and for discussion where necessary; final scores will as far as possible be decided by consensus. If consensus cannot be reached, the individual scores will be totaled, averaged, and rounded to the nearest whole number.

Note that the criteria are not weighted and scores will not be summed across criteria.

Together with the scores, program and unit reports will include the original text of responses.

For ease of reference, the complete questionnaire for Heads of Department and Program Chairs is included below.

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### Questionnaire and Scoring Guidelines

The purpose of this questionnaire is to collect information for the second phase of Nipissing University's Program Prioritization Process (PPP). This *qualitative* part of the stage two assessment focuses on the two remaining sets of indicators agreed to by the PPP project steering committee, namely 'relevance' and 'opportunity.' Relevance is assessed at both the unit and program level (including joint programs), while opportunity will be assessed at the unit level only.

The questionnaire affords your unit an opportunity to set its work and program offerings in their proper context, and to explain their relevance to the university's mission and the wider community. In addition, the questionnaire provides an opportunity to put forward ideas and proposals for improving efficiency and for taking the work of the unit and the programs that it provides to a higher level.

It is important to note that questions pertaining to the *context* of your unit and its individual programs are intended to help the review committees better understand the broader *background* to the responses you provide to each of the indicators and criteria. While some of this background may be common knowledge, other aspects which are specific to the unit or to particular programs may not be generally known, and you may wish to bring these to the committees' attention. Your comments relating to context will

be carefully noted but will not be scored. Questions pertaining to the detailed criteria set out below *will* be scored, according to the scoring guidelines set out in the indicator document.

All scoring will be done by review committees of academic peers, following the scoring methodology outlined at [link].

- In addition to the unit-level questions, please answer the questions on relevance for each of the following programs:

[List of programs here, for the unit in question]

- Please provide your typed answers in the space below each question. Please respect word limits. Point form answers are acceptable, as long as the information you provide is clear and complete.
- Please complete and submit the online questionnaire for your unit on or before Monday, 20<sup>th</sup> October, 2014.

Your cooperation in completing this questionnaire will assist the program prioritization team to come to a more rounded and complete understanding of your unit and programs, and is greatly appreciated.

#### **A. Relevance**

Part A of this questionnaire focuses on ‘relevance’ as an indicator. The aim is to assess the relevance of the unit and its programs *inter alia* to:

- The University’s mission
- The needs of students
- The wider community

Section I addresses the issue of relevance at the level of the academic unit. Section II addresses relevance at the level of the individual programs offered by the unit.

Both sections provide an opportunity for you to contextualize your responses (this, as noted earlier, will *not* be scored) as well as questions pertaining to specific criteria. Responses to these questions *will* be scored.

## I. Relevance - Unit level

### i. Context (not scored)

Please highlight for the review committee any aspects of the context or background to the unit which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The history of the unit – the rationale for its establishment, when it was established, what needs it serves, key developments over time – for example major achievements, challenges faced, organizational restructuring etc.
- How the unit contributes to the mission and strategic plan of the university, how it meets the needs of its students, how it meets the needs of the wider community

#### **Context - unit level**

**Name of unit:** *[fill in the name of the unit]*

**Response** (limit 500 words):

### ii. Scored items

## Relevance

**Unit:** *[fill in the name of the unit]*

Criterion	Evidence and Response	Word Limit
1.1 Relevance of the unit to the university's mission	<p>Explain the relevance of the unit and the programs it offers to the University's mission. Evidence could include:</p> <ul style="list-style-type: none"><li>• Information on the unit's overall role and effectiveness in addressing the educational, research and community service mission and goals of the institution.</li><li>• Information on how the unit supports the work of other units/programs within the university, through concurrent programs, partnerships etc.</li></ul>	500 words
	<p>Score as:</p> <ol style="list-style-type: none"><li>1. Strong – clear evidence of how the unit and its programs align with and support the university's mission</li><li>2. Adequate – some evidence of alignment of the unit and its programs with the university's</li></ol>	

- mission
3. Weak – little or no evidence that the unit and its programs are aligned with the university’s mission.

Notes: A score of ‘strong’ should be reserved for the very strong. Units need to be clear and specific as to how the unit as a whole, or particular programs or innovations, support specific elements of the university’s mission – its commitment to particular groups of students, for instance, or its commitment to teaching, research or community service. Reference to joint programs, service courses etc. should also be clearly related to the university’s mission – collaboration on its own is not sufficient for a ‘strong’ rating.

A score of ‘adequate’ should be given where the contribution to the university’s mission is presented in terms that are plausible but generic, rather than specific and concrete.

Scores of ‘weak’ should be given to units where relevance is assumed, formulaic, or not addressed convincingly.

1.2 Notable or unique contributions made by the unit	Provide information on any notable or unique contributions that the unit makes to the university, for example:	500 words
------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-----------

- Does the unit draw students to Nipissing who would otherwise not come?
- What beneficial recognition does the academic unit bring to the University? This includes, but is not limited to, research and publications, editing of journals, hosting of conferences and academic, professional and community events, highly cited authors, awards to faculty, research grants, other grants and donations, consultancy, joint ventures etc.
- To what extent does the unit’s academic programming, research and community service help the University differentiate itself from other institutions?

Score as:

1. High – clear and substantial evidence of notable or unique contributions or benefits that the unit brings to the university, and/or ways in which the unit helps to differentiate the university from other institutions
2. Moderate – some evidence of notable or unique contributions or benefits that the unit

brings to the university, and/or to helps the university to differentiate itself from other institutions

3. Low – little or no evidence of notable or unique contributions or benefits that the unit brings to the university

Notes: The operative terms here are ‘notable’, ‘unique’ and ‘differentiate’. Responses should highlight the significance of the *benefits* to the university, for example in terms of prestige, recognition, funding, ability to attract outstanding students and faculty *etcetera*.

A ‘high’ score should only be given where there is unambiguous evidence of excellence, prestige, or significant innovation which has added substantially to the university’s reputation, contributed significant resources, or clearly differentiated the institution from comparator institutions.

Other contributions, in the form of research, publications, conferences and events and so forth should be scored as ‘moderate’.

A score of ‘low’ should be given where there is little or no evidence of any notable or unique contributions, or where the contributions are routine, minor, or limited in impact.

1.3 How appropriately and effectively the unit responds to the needs of the wider community

Evidence could include:

500 words

- Information on how the programs and services provided by the unit meet the needs of employers (responses to this question will vary according to the nature of the discipline and program; scoring will take this into consideration)
- Information on changes and innovations the unit has introduced in response to particular needs in the wider community – for example, the need for part-time or continuing professional education, community-based research, partnerships and collaborative initiatives etc.
- Information on the nature and extent of community outreach and involvement, such as workshops, public lectures, presentations, exhibits, productions and performances.

Score as:

1. High – clear and substantive evidence of the

- unit's responsiveness to the needs of employers, community groups and others, and/or its community outreach and involvement
2. Moderate – some evidence of responsiveness to the needs of employers, community groups and others, and/or community outreach and involvement
  3. Low – little or no evidence of responsiveness to the needs of employers, community groups and others, or of community outreach and involvement

Notes: To some extent, responses will be context-specific: not all units will have the same opportunities or need to interact with employers or the wider community. Scoring should take this into account. The question to be asked is, '*given the focus of this particular unit, does it exceed, meet, or fall short of expectations regarding outreach, responsiveness and engagement with the wider community?*'

A 'high' score should only be given where there is a) concrete and substantial evidence of outreach and responsiveness to the needs of the wider community, b) evidence of strategic intent and/or coordinated effort on the part of the unit, to identify and respond.

Other, 'routine' responses, or responses that are ad hoc rather than coordinated and strategic, should be scored as 'average.'

A score of 'low' should be given where there is little evidence of community outreach or responsiveness, or where responses are limited in scale or scope, marginal to the work of the unit, or limited to the initiative of one or two individuals.

## **II. Relevance – program level**

Please answer the questions that follow for each of the listed programs.

You may wish to enlist the assistance of program chairs or conveners, or of other faculty members, to assist in answering these questions.

- Example program
- example

*Note: you are welcome to draw on information from IQAP, where appropriate.*

### **i. Context (not scored)**

For each program offered by the unit, please highlight any aspects of the context or background which you think are important for a balanced understanding of your responses to the detailed questions that follow. These could include a perspective on, for instance:

- The rationale for the establishment of the program, when it was established, what needs it serves, key developments over time;
- The goals or learning objectives of the program, for example:
  - Discipline-specific knowledge
  - Inter-disciplinary or inter-professional knowledge
  - Technical/professional skills
  - Critical reasoning skills
  - Problem-solving skills
  - Learning skills
  - Research skills
  - Performance skills
  - Communication skills
  - Cultural appreciation/awareness
  - Practical experience (labs, performances, co-op placements etc.)
  - Other
- Reputation and standing of the program, for example:
  - Accreditation or professional recognition of the program
  - Reputation and status of the program, as reflected by peers
  - Reputation of the program amongst employers and the wider community
- Responsiveness of the program, to the needs of:
  - Students
  - Employers
  - Stakeholders and the wider community

**Context - program level**

**Name of program:**

**Unit:**

**Response (limit 500 words):**

**ii. Scored items**

**Relevance**



Name of Program:

Unit:

Criterion	Evidence and Response	Word limit
2.1 Relevance of the program	<p>Provide evidence of the program's relevance to Nipissing's mission. How important is it that the program is offered in its current form, or would a different program offering be more appropriate? In particular, explain:</p> <ul style="list-style-type: none"><li>• How Nipissing's mission is served by a major in this discipline. Is a minor sufficient?</li><li>• Is an honours degree, or honours specialization necessary?</li><li>• What need does the program address? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li><li>• What would be lost if the program was not offered? Include here the role of the program in cross-coded programs, inter-disciplinary or inter-professional programs, partnerships and joint programs, community service etc.</li></ul>	350 words

Score as:

1. High – a strong and convincing rationale is provided for offering the program in its present form.
2. Moderate – the need for the program, and its role within the unit and in relation to other programs is explained satisfactorily.
3. Low – little rationale is offered for providing the program in its present form; arguments in support of the program are weak or limited.

Notes: A score of 'high' should only be given where the need for the program has been clearly and convincingly articulated, and there is a clear sense of the costs to the unit and the university if the program were to be downgraded or terminated.

A 'moderate' score should be given where the role of the program is explained satisfactorily; it may be less clear however what would be lost if the program were to be terminated or downgraded.

A 'low' score should be given where the need for the program is unclear, or where terminating or downgrading the program would appear to have few costs for the unit or the university.

2.2 Relevance of the curriculum to the program's goals and objectives

Describe the processes that are followed to ensure that the curriculum addresses the program's goals and objectives and that it remains current. Include information on how often the processes are carried out, the types of information used in the process and evidence of how the results have been used and any changes that have been effected.

350 words

Provide information on the breadth and depth of the program's curriculum.

Provide information on the role that the program plays in concurrent and cross-coded programs, inter-disciplinary and inter-professional programs, and other collaborative programs.

Reflect on how the program compares with similar programs at comparable institutions.

Score as:

1. High – clear evidence of a robust and continuing process for ensuring the curriculum addresses the program's goals and objectives
2. Moderate – evidence that there is a process for ensuring the curriculum addresses the program's goals and objectives
3. Low – little or no evidence of a process for ensuring the curriculum addresses the program's goals and objectives

Notes: A score of 'high' should be given only where units are able to explain *how* and *what* curricular changes have been made in order to ensure the program is in line with goals and objectives. There should be evidence of feedback (e.g. from students, employers, colleagues at Nipissing or other universities, professional associations), of critical reflection, and of specific steps taken in response to these. Processes should be *regular* and *systematic*, and result in demonstrable *action*.

A score of 'moderate' should be given where there is clear evidence of periodic reviews but little or no discussion of how the process works, lessons learned, or practical outcomes.

Scores of 'low' should be given where curricula are only reviewed after an IPAQ or similar unit review, where no clear linkage is evident with program goals and objectives, or where annual revisions to programs are administrative or organizational rather than curricular in nature.

A note on 'currency': a program may be 'current' in relation to the needs of employers, the state of knowledge and research within the discipline, and/or in relation to students' interests.

2.3 How well the program aligns with students' needs and expectations with respect to disciplinary, professional or career preparation	How, and to what extent does the program help students acquire the appropriate: <ul style="list-style-type: none"><li>• Discipline-specific knowledge</li><li>• Inter-disciplinary or inter-professional knowledge</li><li>• Technical/professional skills</li><li>• Critical reasoning skills</li><li>• Problem-solving skills</li><li>• Learning skills</li><li>• Research skills</li><li>• Performance skills</li><li>• Communication skills</li><li>• Cultural appreciation/awareness</li><li>• Practical experience (labs, performances, co-op placements etc.)</li><li>• Employment in field of study</li></ul>	350 words
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*Note: not all of these areas will be relevant to every program.*

Response:

1. High – clear and substantive evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
2. Moderate – some evidence that the program provides the specific skills, knowledge and competencies required by or relevant to the discipline or profession
3. Low – little or no evidence that the program provides the specific skills, knowledge and competencies required

by or relevant to the discipline or profession.

Notes: A score of 'high' should be reserved for those programs which are able to demonstrate how they meet or exceed students' needs and expectations with respect to entry into the discipline, or preparation for a profession or career. The skills, knowledge and competencies required by the discipline or profession should be clearly identified, and there should be clear and specific evidence as to how these are taught and assessed. External verification or validation, by academic peers, professional bodies, employers etc. should be clearly indicated.

A score of 'moderate' should be given where the skills, knowledge and competencies provided by the program are clearly identified. The relevance of these to disciplinary or professional requirements or expectations may be less clearly articulated, and evidence as to how they are taught, assessed, and externally validated may also be limited.

A score of 'low' should be given where the knowledge, skills and competencies provided by the program are only sketchily identified, or the extent to which the program provides students with the grounding they need in the discipline or profession is simply assumed or asserted.

2.4 How well the program meets the needs of under-represented groups such as students with disabilities, first generation and aboriginal students	Provide information on how, and how effectively, the program meets the specific needs and expectations of non-traditional students (part-time and mature students, international and distance, students, first-generation, disabled, First Nation and Aboriginal students etc.)  Factors to consider include: <ul style="list-style-type: none"><li>• Delivery of the program to meet the needs of part-time, mature and non-traditional students, for example through the use of technology, or distance, weekend or evening classes</li><li>• Issues of cultural difference and cultural sensitivity</li><li>• The learning and social support needs</li></ul>	200 words
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of students

Score as:

1. High – clear evidence of substantive measures to address the needs of identified groups, for example through the inclusion of culturally relevant content or program delivery, student counseling or academic support, as well as evidence of beneficial results.
2. Moderate – some evidence that the needs of under-represented groups have been taken into consideration in the content and delivery of the program.
3. Low – little or no evidence that the needs of under-represented groups have been considered or addressed.

Notes: Programs should be scored as ‘high’ where there is clear and substantive evidence that both the groups and the need(s) have been clearly identified and where the appropriateness of the measures taken, and the resulting benefits, are evident.

Programs should be scored as ‘moderate’ where there is tangible evidence that the needs of under-represented groups have been taken into consideration, but where responses are limited, or generic in nature, or benefits are modest.

Programs should be scored as ‘low’ where there is little or no evidence of responsiveness to the needs of under-represented groups. There are no points for trying – programs that recognize the need to respond but are unable to do so, no matter the reason, still score as ‘low.’

2.5 The extent to which the program meets the needs of stakeholders

Identify, as appropriate, the key stakeholders for the program (there may be more than one).

200 words

Provide information on the processes used to determine the needs and expectations of these stakeholders – including, for example, employers and the wider community – and to ensure the continuing relevance and responsiveness of the program.

Explain how, and how effectively, the program responds to these needs.

*Note: This question refers to the interests and concerns of stakeholders who are external to the program or unit. For example, key stakeholders for a program in History or English might be the Faculty of Education and the school sector; employers will be a key stakeholder for Business programs. Responses will vary by discipline and program, and according to who the key stakeholders are. Scoring will take this into consideration.*

Score as:

1. High – clear and substantive evidence that the program responds effectively to the interests and concerns of key stakeholders
2. Moderate – evidence that the program makes some effort to identify and respond to the interests and concerns of stakeholders
3. Low – little or no evidence that the program endeavors to identify and respond to the interests and concerns of stakeholders

Notes: To some extent, responses will be context-specific: not all programs will have a clearly defined set of stakeholders, and some programs may have more than one key stakeholder. Scoring should take this into account. The question to be asked is, ‘*given the nature of this particular program, does it exceed, or meet, or fall short of expectations regarding its engagement with and responsiveness to the interests and concerns of key stakeholders?*’

A program should be scored as ‘high’ where there is a clear sense of who its key stakeholders are (these may be academic peers within the discipline, professional bodies, employers and others) and where regular feedback from stakeholders is sought and responded to.

Programs should be scored as ‘moderate’ where there is some sense of who the key stakeholders are, and some evidence of feedback being sought and responded to.

A score of ‘low’ should be assigned where there is little or no sense of who the stakeholders of the program are, and little or

no evidence of soliciting their views or responding to their interests or concerns.

## **B. Opportunity**

Part B of this questionnaire focuses on 'opportunity'. While other indicators in this program prioritization exercise look backwards, and at current realities, this section looks forward.

Opportunity is looked at from the perspective of the unit as a whole. The indicator is intended to capture the opportunities available to the unit to make an enhanced contribution to the university's mission, and to improve its efficiency and effectiveness.

The first part of this section provides an opportunity for the unit to highlight the context within which its detailed responses have been articulated, and which motivate or inform any proposals or suggestions that it wishes to put forward.

The second part of this section addresses specific areas of opportunity and asks for responses and suggestions. Please ensure that responses are as concrete and realistic as possible. Please indicate, with respect to each of the suggestions and proposals you put forward, their current stage of development: for example, are they at the concept level, only; has a formal, costed proposal been developed; how far advanced is the idea or proposal towards formal approval?

### **i. Context (not scored)**

Please highlight any aspects of the unit's context which are important for understanding its responses to the questions that follow, and which motivate or inform the proposals or suggestions it has chosen to put forward.

Opportunity could be contextualized, for example, with reference any or all of the following:

- The university's mission and strategic plan
- The role that the unit currently plays within the university, for example with respect to undergraduate and graduate education, concurrent or professional programs, part-time and distance education
- The challenges and opportunities that the university faces, and ways in which the unit could anticipate or respond to these
- Opportunities for technological innovation, changes in delivery mode, curriculum reform and other changes that could improve the efficiency and effectiveness of the unit
- The social, economic and cultural contexts within which the university is located, and the needs of the communities (including employers) that it serves
- Specific approaches that the unit may have received, both internal and external to the university, regarding particular needs and opportunities that the unit could respond to
- Research that the unit has undertaken regarding the needs of its students and stakeholders
- Consultations that the unit has initiated, regarding future opportunities.

In evaluating opportunity, consideration should be given to the following possibilities, amongst others:

- Restructuring of programs, technological and other innovations, re-designing of curriculum delivery etc.
- Utilization of excess capacity
- Possible collaborative or cooperative relationships, both on and off campus
- Offering of inter-professional and inter-disciplinary programs
- Community service learning
- International education

**Context**

**Name of unit:**

*Please outline those aspects of the unit's context that are important for understanding its responses to the detailed questions that follow, and which motivate or inform the suggestions or proposals that it has chosen to put forward.*

**Response** (limit 500 words):

**ii. Scored items**

For the Opportunity section, all responses should be scored according to the following rubric:

4. A score of 1 should be used to indicate that there is *strong* evidence of opportunities for the unit.
5. A score of 2 indicates that there is *some* evidence of opportunities for the unit.
6. A score of three is used to indicate that there is *little or no* evidence of opportunities for the unit.

**Opportunity**

Unit: *[fill in the name of the unit]*

Question	Evidence and Response	Word limit
3.1 Are there opportunities for efficiencies or cost-containment measures through restructuring, technological innovation, curriculum change or changes in	Please provide concrete, practical suggestions, supported where possible by data and evidence, regarding efficiencies or cost-containment measures that could be adopted, without impacting negatively on quality. Indicate how these could be achieved without impacting negatively on	500 words



delivery?	the morale and cohesion of the unit.	
3.2 Is there excess capacity that could be utilized to the advantage of the unit and benefit of the university?	Explain the nature and origins of any excess capacity that the unit may have, and put forward concrete and practicable proposals as to how, without impacting on costs or quality, this could be utilized to the advantage of the unit and benefit of the university.	500 words
3.3 What opportunities are there to strengthen the unit and how could these be implemented?	Practical and achievable proposals for non-financial innovations, including possible collaborative or cooperative relationships, both on and off-campus, that would help to strengthen the unit.	500 words
3.4 What opportunities are there to introduce, consolidate, strengthen or expand concurrent, joint, inter-disciplinary or inter-professional programs?	Please outline any practical, relevant and cost-effective proposals your unit might have for the introduction of new concurrent, joint, inter-disciplinary or inter-professional programs; for consolidating or rationalizing existing programs; or for expanding current programs.	500 words
3.5 What opportunities are there for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements?	Please outline any practical, relevant and cost-effective proposals your unit might have for community service, joint ventures, or external partnerships, resource-sharing or collaborative arrangements. Benefits to the unit, to the university and to the wider community and partners should be clearly spelled out.	500 words
3.6 Are there international education opportunities for the department?	With reference, where appropriate, to any previous or current international education activities or linkages that might exist, outline any suggestions that the unit might have for attracting international students, establishing international linkages or partnerships, or establishing student exchange or other overseas placement programs. Show how such programs or initiatives would benefit the unit and the university, and explain clearly how the unit would address issues such as recruitment, student support, cultural differences etc.	500 words

Name of Scoring Committee Member:



2021/22	
Measure	Definition
<b>ELIGIBLE WGUS</b>	See PFIS-USER Reporting Guide for definition of WGU
Undergraduate WGUs*	
Graduate WGUs	
Total WGUs	
% of Faculty	% of Total WGUs within a Department's Faculty
% of Nipissing	% of Total WGUs across the institution
<b>ENROLMENT (MAJORS)</b>	
Headcount	Fall headcount: double majors are counted in each of their departments while the total headcount is a distinct count of all students
<b>COURSE REGISTRATIONS</b>	
Course FTE from Majors	Each 3 credit course registration is worth 0.1 FTE
Course FTE from Non-Majors	Each 3 credit course registration is worth 0.1 FTE
Total Course FTE	
% of Course FTE within Faculty	% of Total Course FTE taught within a Department's Faculty
% of Course FTE within institution	% of Total Course FTE taught within the institution
<b>FACULTY FTE</b>	
Full-Time Faculty	
LTA's	
Lab/Seminar Instructors	
Total Faculty FTE	
<b>FACULTY WORKLOAD</b>	
Total Credits Offered	Sum of credits for all course sections identified as a lead delivery (independent study courses removed)
Credits Taught by Tenure/Tenure Track	
Workload Release Coverage	Sum of course load release in credits
Remaining Credits Taught by LTA/Part-Time Instructors	Credits remaining after subtracting credits taught by Tenure/Tenure Track faculty (row 24) and workload release coverage (row 25) from
% Credits Taught by LTA/Part-Time Instructors	Remaining credits taught by LTA/Part-Time Instructors (row 26) divided by the total credits offered (row 23)
<b>REVENUE</b>	
Grant Revenue	Department share of the combined Basic Formula Grant and Performance Grant based on institutional share of WGUs (row 8)
Tuition Revenue	Tuition Revenue from AR.INVOICE.ITEMS distributed to the department in which the course was taken.
Nursing Tuition Transfer	Subtract half of tuition from Collaborative and Bridging On-Campus Nursing students
Miscellaneous Revenue	GL Object Codes beginning with 4**** but not 42***
Total Revenue	
<b>EXPENSES</b>	

Direct Expenses	GL Object Codes beginning with 6,7,8,9
Salaries & Benefits	GL Object Codes beginning with 5
<b>ADMINISTRATIVE EXPENSES</b>	<i>Row 37 through 51 are distributed based on proportion of Course FTE (row 16)</i>
Dean's Office - Arts & Science	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 101**,22000, 22010 and 13220
Dean's Office - Education & Professional Studies	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 111** and 121**
Graduate Studies	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 131**
Academic Support	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 2**** (includes FASS, Print Plus, Registrar, Teaching and Learning)
Library	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 3****
Student Services	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 4**** (includes Athletics, Finance, Indigenous Initiatives, International Office,
Computing	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 5****
Physical Plant	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 7****
External Relations	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 8****
Ancillary	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 9****
Internal Research and Other	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 14***, 15***, 18***
Administration - Grants	GL Object Codes beginning with 41*** for Cost Centres 6**** (Object Code 41100 and 41125 removed)
Administration - Incidentals (Ancillary Fees)	GL Object Codes beginning with 43*** for Cost Centres 6****
Administration - Other Revenues	GL Object Codes beginning with 45***, 46***, 47***, 48*** for Cost Centres 6****
Administration - Expenses	GL Object Codes beginning with 5,6,7,8,9 for Cost Centres 6****
Net Administrative Expenses	Sum of Administrative Expenses
Total Net Expenses	Sum of Expenses and Administrative Expenses
<b>NET RESULT</b>	Total Revenue (row 32) + Total Net Expenses (row 52)

Faculty of Arts & Science

CHFS	DBIOC	DCLAS	DCOMA	DENGL	DFAPA	DGEOG	DGESJ	DHIST	DPSPE	DPSYC	DRLCT	DSOAN	OTHAS	SWLF
406.52	368.82	10.585	130.768	182.323	67.895	132.27	33.59	152.01	53.31	373.5	8.81	73.873	78.1	69.8
			7			42		49				44.8		
406.52	368.82	10.585	137.768	182.323	67.895	174.27	33.59	201.01	53.31	373.5	8.81	118.673	78.1	69.8
17.79%	16.14%	0.46%	6.03%	7.98%	2.97%	7.63%	1.47%	8.80%	2.33%	16.35%	0.39%	5.19%	3.42%	3.05%
4.53%	4.11%	0.12%	1.54%	2.03%	0.76%	1.94%	0.37%	2.24%	0.59%	4.17%	0.10%	1.32%	0.87%	0.78%
176	175	7	79	118	43	77	27	112	38	194	10	65	93	45
62.1	85.6	3.1	38.8	55.2	21.9	40.2	10.2	71.2	14.4	83.4	2.8	39.2		16.6
27.4	173.2	49.1	102.8	100.265	30	49.2	45.8	49.291	88.3	93.7	49.7	121.4	46.8	35.1
89.5	258.8	52.2	141.6	155.465	51.9	89.4	56	120.491	102.7	177.1	52.5	160.6	46.8	51.7
6%	16%	3%	9%	10%	3%	6%	3%	7%	6%	11%	3%	10%	3%	3%
1.90%	5.50%	1.10%	3.00%	3.30%	1.10%	1.90%	1.20%	2.60%	2.20%	3.80%	1.10%	3.40%	1.00%	1.10%
2	8	1	9	7	3	7.5	3.5	7.5	5.4	9	3.5	6.5	2	3
0.5		1			1		0.5		1			1		1
	5			5		1				1				
2.5	13	2	9	12	4	8.5	4	7.5	6.4	10	3.5	7.5	2	4
81	159	69	165	193	93	147	63	132	135	141	51	165	69	42
30	108	12	111	81	21	105	48	84	75	114	39	81	27	15
0	24	0	18	15	6	24	0	33	6	18	9	21	3	6
51	27	57	36	97	66	18	15	15	54	9	3	63	39	21
63.00%	17.00%	82.60%	21.80%	50.30%	71.00%	12.20%	23.80%	11.40%	40.00%	6.40%	5.90%	38.20%	56.50%	50.00%
\$1,271,523	\$1,153,604	\$33,108	\$430,914	\$570,274	\$212,364	\$545,086	\$105,064	\$628,724	\$166,744	\$1,168,243	\$27,556	\$371,188	\$244,283	\$218,322
\$526,517	\$1,580,093	\$326,237	\$970,309	\$949,038	\$327,410	\$567,572	\$340,698	\$675,348	\$685,840	\$1,052,370	\$318,045	\$928,491	\$288,535	\$304,607
-\$3,469	-\$132,653	-\$2,312	-\$23,298	-\$2,891	-\$3,180	-\$1,734	-\$2,891	-\$2,940	-\$7,325	-\$24,813	-\$6,458	-\$34,071	-\$4,146	-\$2,023
			\$0					\$3,750						
\$1,794,571	\$2,601,044	\$357,033	\$1,377,925	\$1,516,421	\$536,594	\$1,110,924	\$442,871	\$1,304,882	\$845,259	\$2,195,800	\$339,143	\$1,265,608	\$528,672	\$520,906

-\$7,134	-\$53,538	-\$4,800	-\$31,469	-\$20,181	-\$13,507	-\$33,431	-\$11,077	-\$19,332	-\$16,014	-\$24,127	-\$9,554	-\$18,443	-\$5,040	-\$8,646
-\$489,214	-\$1,950,004	-\$411,564	-\$1,673,230	-\$1,526,294	-\$717,299	-\$1,372,502	-\$643,256	-\$1,364,515	-\$1,053,620	-\$1,719,806	-\$641,453	-\$1,242,340	-\$276,506	-\$559,291
-\$18,587	-\$53,745	-\$10,840	-\$29,406	-\$32,286	-\$10,778	-\$18,566	-\$11,630	-\$25,023	-\$21,328	-\$36,779	-\$10,903	-\$33,352	-\$9,719	-\$10,737
-\$22,627	-\$65,430	-\$13,197	-\$35,799	-\$39,305	-\$13,121	-\$22,602	-\$14,158	-\$30,463	-\$25,965	-\$44,774	-\$13,273	-\$40,603	-\$11,832	-\$13,071
-\$61,203	-\$176,975	-\$35,696	-\$96,830	-\$106,312	-\$35,491	-\$61,134	-\$38,295	-\$82,395	-\$70,229	-\$121,106	-\$35,901	-\$109,823	-\$32,003	-\$35,354
-\$37,370	-\$108,060	-\$21,796	-\$59,124	-\$64,913	-\$21,670	-\$37,328	-\$23,382	-\$50,310	-\$42,882	-\$73,947	-\$21,921	-\$67,057	-\$19,541	-\$21,587
-\$143,923	-\$416,171	-\$83,942	-\$227,704	-\$250,000	-\$83,459	-\$143,762	-\$90,053	-\$193,759	-\$165,150	-\$284,791	-\$84,424	-\$258,258	-\$75,258	-\$83,138
-\$80,965	-\$234,119	-\$47,222	-\$128,096	-\$140,639	-\$46,950	-\$80,874	-\$50,659	-\$109,000	-\$92,906	-\$160,211	-\$47,493	-\$145,284	-\$42,337	-\$46,770
-\$96,278	-\$278,399	-\$56,153	-\$152,323	-\$167,238	-\$55,830	-\$96,170	-\$60,241	-\$129,616	-\$110,477	-\$190,512	-\$56,476	-\$172,762	-\$50,344	-\$55,615
-\$23,873	-\$69,031	-\$13,924	-\$37,770	-\$41,468	-\$13,844	-\$23,846	-\$14,937	-\$32,139	-\$27,394	-\$47,239	-\$14,004	-\$42,838	-\$12,483	-\$13,790
\$776	\$2,245	\$453	\$1,228	\$1,348	\$450	\$775	\$486	\$1,045	\$891	\$1,536	\$455	\$1,393	\$406	\$448
\$2,616	\$7,565	\$1,526	\$4,139	\$4,544	\$1,517	\$2,613	\$1,637	\$3,522	\$3,002	\$5,177	\$1,535	\$4,694	\$1,368	\$1,511
\$85,817	\$248,150	\$50,052	\$135,773	\$149,067	\$49,764	\$85,721	\$53,696	\$115,533	\$98,474	\$169,812	\$50,340	\$153,991	\$44,874	\$49,573
\$43,322	\$125,271	\$25,267	\$68,541	\$75,252	\$25,122	\$43,274	\$27,107	\$58,323	\$49,712	\$85,725	\$25,412	\$77,738	\$22,653	\$25,025
\$7,466	\$21,588	\$4,354	\$11,812	\$12,968	\$4,329	\$7,457	\$4,671	\$10,051	\$8,567	\$14,773	\$4,379	\$13,396	\$3,904	\$4,313
-\$90,037	-\$260,353	-\$52,513	-\$142,450	-\$156,398	-\$52,211	-\$89,936	-\$56,336	-\$121,214	-\$103,316	-\$178,163	-\$52,815	-\$161,564	-\$47,081	-\$52,010
-\$434,866	-\$1,257,464	-\$253,631	-\$688,009	-\$755,380	-\$252,172	-\$434,378	-\$272,094	-\$585,445	-\$499,001	-\$860,499	-\$255,089	-\$780,329	-\$227,393	-\$251,202
-\$931,214	-\$3,261,006	-\$669,995	-\$2,392,708	-\$2,301,855	-\$982,978	-\$1,840,311	-\$926,427	-\$1,969,292	-\$1,568,635	-\$2,604,432	-\$906,096	-\$2,041,112	-\$508,939	-\$819,139
<b>\$863,357</b>	<b>-\$659,962</b>	<b>-\$312,962</b>	<b>-\$1,014,783</b>	<b>-\$785,434</b>	<b>-\$446,384</b>	<b>-\$729,387</b>	<b>-\$483,556</b>	<b>-\$664,410</b>	<b>-\$723,376</b>	<b>-\$408,632</b>	<b>-\$566,953</b>	<b>-\$775,504</b>	<b>\$19,733</b>	<b>-\$298,233</b>

Faculty of Education & Professional Studies							Totals
SBUSI	SCRJS	SNURS	SPHED	SSOED	SSWRK	SSPEC	
995.942	360.476	2352.14	470.879	1730.103	176.85	19.033	<b>8247.597</b>
			75.6	499			<b>717.4</b>
995.942	360.476	2352.14	546.479	2229.103	176.85	19.033	<b>8964.997</b>
14.95%	5.41%	35.31%	8.20%	33.47%	2.66%		
11.11%	4.02%	26.24%	6.10%	24.86%	1.97%	0.21%	
677	233	1606	290	1096	117	61	<b>5293</b>
466.557	98.1	918.6	215.016	1208.163	61.7		<b>3512.836</b>
48.7	39.5		0.866	0	2.2		<b>1153.322</b>
515.257	137.6	918.6	215.882	1208.163	63.9		<b>4666.158</b>
17%	4%	30%	7%	39%	2%		
11.00%	2.90%	19.70%	4.60%	25.90%	1.40%		
8.6	4.5	11	11	32	5		<b>150</b>
				1			<b>7</b>
			1				<b>13</b>
8.6	4.5	11	12	33	5		<b>170</b>
495	117	876	231	1237.5	72		<b>4733.5</b>
111	63	114	102	419	48		<b>1808</b>
12	6	39	48	60	12		<b>360</b>
372	48	723	81	758.5	12		<b>2565.5</b>
75.20%	41.00%	82.50%	35.10%	61.30%	16.70%		<b>54%</b>
\$3,115,132	\$1,127,506	\$7,357,082	\$1,709,291	\$6,972,244	\$553,156	\$59,532	<b>\$28,040,940</b>
\$4,242,900	\$812,665	\$5,411,495	\$1,328,573	\$7,256,663	\$373,489	-\$431,771	<b>\$28,835,124</b>
<b>-\$4,002</b>	<b>-\$6,458</b>	<b>-\$758,954</b>			\$0		<b>-\$1,023,618</b>
		\$296,582		\$28,905			<b>\$329,237</b>
\$7,354,030	\$1,933,713	\$12,306,205	\$3,037,864	\$14,257,812	\$926,645	<b>-\$372,239</b>	<b>\$56,181,683</b>

-\$652,152	-\$11,399	-\$996,735	-\$55,883	-\$342,872	-\$18,775		-\$2,354,109
-\$2,498,599	-\$862,164	-\$6,471,478	-\$2,130,944	-\$7,201,336	-\$867,897		-\$35,673,312
							-\$333,679
-\$134,744	-\$35,983	-\$240,221	-\$56,455	-\$315,944	-\$16,710		-\$800,057
-\$130,267	-\$34,788	-\$232,241	-\$54,579	-\$305,448	-\$16,155		-\$1,179,698
-\$352,348	-\$94,095	-\$628,167	-\$147,627	-\$826,179	-\$43,697		-\$3,190,860
-\$215,142	-\$57,454	-\$383,555	-\$90,140	-\$504,460	-\$26,681		-\$1,948,320
-\$828,575	-\$221,272	-\$1,477,183	-\$347,156	-\$1,942,824	-\$102,756		-\$7,503,558
-\$466,119	-\$124,478	-\$830,997	-\$195,294	-\$1,092,945	-\$57,806		-\$4,221,164
-\$554,277	-\$148,020	-\$988,165	-\$232,231	-\$1,299,656	-\$68,739		-\$5,019,522
-\$137,437	-\$36,703	-\$245,023	-\$57,583	-\$322,260	-\$17,044		-\$1,244,630
\$4,469	\$1,193	\$7,967	\$1,872	\$10,478	\$554		\$40,468
\$15,061	\$4,022	\$26,851	\$6,310	\$35,315	\$1,868		\$136,393
\$494,054	\$131,938	\$880,799	\$206,998	\$1,158,446	\$61,270		\$4,474,142
\$249,408	\$66,605	\$444,645	\$104,497	\$584,807	\$30,931		\$2,258,637
\$42,980	\$11,478	\$76,625	\$18,008	\$100,779	\$5,330		\$389,228
-\$518,349	-\$138,426	-\$924,112	-\$217,177	-\$1,215,413	-\$64,283		-\$4,694,157
-\$2,531,286	-\$675,983	-\$4,512,777	-\$1,060,557	-\$5,935,304	-\$313,918		-\$22,836,777
-\$5,682,037	-\$1,549,546	-\$11,980,990	-\$3,247,384	-\$13,479,512	-\$1,200,590		-\$60,864,198
<b>\$1,671,993</b>	<b>\$384,167</b>	<b>\$325,215</b>	<b>-\$209,520</b>	<b>\$778,300</b>	<b>-\$273,945</b>	<b>-\$372,239</b>	<b>-\$4,682,515</b>



**2020/21****Measure****ELIGIBLE WGUS**

Undergraduate WGUs\*

Graduate WGUs

Total WGUs

% of Faculty

% of Nipissing

**ENROLMENT (MAJORS)**

Headcount

**COURSE REGISTRATIONS**

Course FTE from Majors

Course FTE from Non-Majors

Total Course FTE

% of Course FTE within Faculty

% of Course FTE within institution

**FACULTY FTE**

Full-Time Faculty

LTAs

Lab/Seminar Instructors

Total Faculty FTE

**FACULTY WORKLOAD**

Total Credits Offered

Credits Taught by Tenure/Tenure Track

Workload Release Coverage

Remaining Credits Taught by LTA/Part-Time Instructors

% Credits Taught by LTA/Part-Time Instructors

**REVENUE**

Grant Revenue

Tuition Revenue

Nursing Tuition Transfer

Miscellaneous Revenue

Total Revenue

**EXPENSES**

Direct Expenses

Salaries &amp; Benefits

**ADMINISTRATIVE EXPENSES**

Dean's Office - Arts &amp; Science

Dean's Office - Education &amp; Professional Studies

Graduate Studies

Academic Support

Library

Student Services

Computing

Physical Plant

External Relations

Ancillary

Internal Research and Other  
Administration - Grants  
Administration - Incidentals (Ancillary Fees)  
Administration - Other Revenues  
Administration - Expenses  
Net Administrative Expenses  
Total Net Expenses

**NET RESULT**

Definition	CHFS	DBIOC	DCLAS	DCOMA
See PFIS-USER Reporting Guide for definition of WGU				
	381.6	406.34	10.8	143.72
				2.8
	381.6	406.34	10.8	146.52
% of Total WGUs within a Department's Faculty	16.51%	17.58%	0.47%	6.34%
% of Total WGUs across the institution	4.40%	4.69%	0.12%	1.69%
Fall headcount: double majors are counted in each	161	189	7	80
Each 3 credit course registration is worth 0.1 FTE	55	91.5	3.2	33.9
Each 3 credit course registration is worth 0.1 FTE	24.4	176.4	58.6	109.9
	79.4	267.9	61.8	143.8
% of Total Course FTE taught within a Department's	5%	17%	4%	9%
% of Total Course FTE taught within the institution	1.80%	6.00%	1.40%	3.20%
	2	8	1	9
	0.5		1	
		5		
	2.5	13	2	9
Sum of credits for all course sections identified as a	78	156	75	150
	33	99	9	102
Sum of course load release in credits	-6	3	6	27
Credits remaining after subtracting credits taught b	51	54	60	21
Remaining credits taught by LTA/Part-Time Instruct	65.40%	34.60%	80.00%	14.00%
Department share of the combined Basic Formula C	\$1,233,953	\$1,313,953	\$34,923	\$473,791
Tuition Revenue from AR.INVOICE.ITEMS distribute	\$465,839	\$1,597,987	\$374,413	\$949,658
Subtract half of tuition from Collaborative and Bridg	-\$7,804	-\$131,353	-\$4,047	-\$32,861
GL Object Codes beginning with 4**** but not 42***				\$0
	\$1,691,988	\$2,780,587	\$405,289	\$1,390,588
GL Object Codes beginning with 6,7,8,9	-\$6,496	-\$35,692	-\$6,769	-\$31,376
GL Object Codes beginning with 5	-\$462,702	-\$1,926,880	-\$418,560	-\$1,708,850
<i>Row 37 through 51 are distributed based on proportion of Course FTE (row 16)</i>				
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$7,847	-\$26,476	-\$6,108	-\$14,212
GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 111** and 121**				
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$21,007	-\$70,880	-\$16,351	-\$38,046
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$64,147	-\$216,434	-\$49,928	-\$116,175
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$31,875	-\$107,547	-\$24,809	-\$57,728
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$142,735	-\$481,597	-\$111,096	-\$258,506
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$70,673	-\$238,453	-\$55,007	-\$127,994
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$83,912	-\$283,125	-\$65,312	-\$151,972
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$22,424	-\$75,661	-\$17,454	-\$40,613
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	\$0	\$0	\$0	\$0

GL Object Codes beginning with 4,5,6,7,8,9 for Cost	\$1,966	\$6,633	\$1,530	\$3,560
GL Object Codes beginning with 41*** for Cost Cen	\$81,272	\$274,218	\$63,257	\$147,191
GL Object Codes beginning with 43*** for Cost Cen	\$49,789	\$167,991	\$38,753	\$90,172
GL Object Codes beginning with 45***, 46***, 47*	\$12,233	\$41,274	\$9,521	\$22,154
GL Object Codes beginning with 5,6,7,8,9 for Cost C	-\$68,970	-\$232,708	-\$53,682	-\$124,910
Sum of Administrative Expenses	-\$368,330	-\$1,242,765	-\$286,686	-\$667,079
Sum of Expenses and Administrative Expenses	-\$837,528	-\$3,205,337	-\$712,015	-\$2,407,305
Total Revenue (row 32) + Total Net Expenses (row 3	<b>\$854,460</b>	<b>-\$424,750</b>	<b>-\$306,726</b>	<b>-\$1,016,717</b>



\$3,914	\$1,456	\$1,941	\$1,538	\$2,726	\$2,672	\$4,031	\$881
\$161,808	\$60,187	\$80,249	\$63,564	\$112,696	\$110,445	\$166,639	\$36,440
\$99,126	\$36,871	\$49,162	\$38,941	\$69,040	\$67,660	\$102,086	\$22,323
\$24,355	\$9,059	\$12,079	\$9,567	\$16,963	\$16,624	\$25,082	\$5,485
-\$137,314	-\$51,076	-\$68,101	-\$53,942	-\$95,637	-\$93,726	-\$141,414	-\$30,923
-\$733,320	-\$272,769	-\$363,691	-\$288,077	-\$510,745	-\$500,540	-\$755,216	-\$165,144
-\$2,313,105	-\$1,188,725	-\$1,873,770	-\$924,417	-\$1,791,787	-\$1,603,995	-\$2,452,026	-\$755,213
-\$761,630	-\$528,612	-\$828,622	-\$469,797	-\$451,239	-\$713,540	-\$316,735	-\$531,332



\$4,524	\$820	\$1,362	\$13,484	\$3,511	\$21,065	\$5,239	\$26,754
\$187,009	\$33,881	\$56,297	\$557,450	\$145,144	\$870,864	\$216,581	\$1,106,053
\$114,565	\$20,756	\$34,489	\$341,504	\$88,918	\$533,507	\$132,681	\$677,587
\$28,148	\$5,100	\$8,474	\$83,905	\$21,846	\$131,078	\$32,599	\$166,478
-\$158,700	-\$28,752	-\$47,775	-\$473,066	-\$123,173	-\$739,036	-\$183,796	-\$938,623
-\$847,529	-\$153,546	-\$255,140	-\$2,616,790	-\$681,337	-\$4,088,020	-\$1,016,677	-\$5,192,045
-\$2,030,262	-\$345,791	-\$831,288	-\$5,584,070	-\$1,504,388	-\$10,655,153	-\$2,906,734	-\$12,187,210
<b>-\$639,619</b>	<b>\$71,624</b>	<b>-\$325,328</b>	<b>\$2,262,209</b>	<b>\$520,373</b>	<b>\$865,569</b>	<b>\$306,367</b>	<b>\$715,325</b>



		Totals
SSWRK	SSPEC	
212.77	6.9	8003.204
		668.46
212.77	6.9	8671.664
3.35%		
2.45%	0.08%	
133	22	5145
65.7		3344.054
7.9		1156.394
73.6		4500.448
3%		
1.60%		
5		162
		10
		13
5		185
78		4357.5
63		1821
12		408
3		2128.5
3.80%		49%
\$688,019	\$22,312	\$28,040,940
\$430,474	-\$604,717	\$27,637,298
-\$867		-\$1,029,870
		\$278,252
\$1,117,626	-\$582,405	\$54,926,620
-\$20,558		-\$1,978,803
-\$768,769		-\$33,915,197
		-\$157,877
-\$19,491		-\$768,775
-\$19,473		-\$1,190,711
-\$59,461		-\$3,635,879
-\$29,546		-\$1,806,677
-\$132,309		-\$8,090,339
-\$65,510		-\$4,005,776
-\$77,783		-\$4,756,208
-\$20,786		-\$1,271,036
\$0		\$0

\$1,822		\$111,429	
\$75,336		\$4,606,581	
\$46,152		\$2,822,073	
\$11,339		\$693,363	
-\$63,932		-\$3,909,256	
-\$353,642		-\$21,359,088	
-\$1,142,969		-\$57,253,088	
-\$25,343	-\$582,405	-\$2,326,468	

**2019/20****Measure****ELIGIBLE WGUS**

Undergraduate WGUs\*

Graduate WGUs

Total WGUs

% of Faculty

% of Nipissing

**ENROLMENT (MAJORS)**

Headcount

**COURSE REGISTRATIONS**

Course FTE from Majors

Course FTE from Non-Majors

Total Course FTE

% of Course FTE within Faculty

% of Course FTE within institution

**FACULTY FTE**

Full-Time Faculty

LTAs

Lab/Seminar Instructors

Total Faculty FTE

**FACULTY WORKLOAD**

Total Credits Offered

Credits Taught by Tenure/Tenure Track

Workload Release Coverage

Remaining Credits Taught by LTA/Part-Time Instructors

% Credits Taught by LTA/Part-Time Instructors

**REVENUE**

Grant Revenue

Tuition Revenue

Nursing Tuition Transfer

Miscellaneous Revenue

Total Revenue

**EXPENSES**

Direct Expenses

Salaries &amp; Benefits

**ADMINISTRATIVE EXPENSES**

Dean's Office - Arts &amp; Science

Dean's Office - Education &amp; Professional Studies

Graduate Studies

Academic Support

Library

Student Services

Computing

Physical Plant

External Relations

Ancillary

Internal Research and Other  
Administration - Grants  
Administration - Incidentals (Ancillary Fees)  
Administration - Other Revenues  
Administration - Expenses  
Net Administrative Expenses  
Total Net Expenses

**NET RESULT**

Definition	CHFS	DBIOC	DCLAS	DCOMA
See PFIS-USER Reporting Guide for definition of WGU				
	306.46	383.5	8.03	145.1
				5.6
	306.46	383.5	8.03	150.7
% of Total WGUs within a Department's Faculty	13.71%	17.15%	0.36%	6.74%
% of Total WGUs across the institution	3.70%	4.63%	0.10%	1.82%
Fall headcount: double majors are counted in each	146	183	7	81
Each 3 credit course registration is worth 0.1 FTE	43.5	86.6	3.5	33.5
Each 3 credit course registration is worth 0.1 FTE	23.8	176.8	55.3	125.9
	67.3	263.4	58.8	159.4
% of Total Course FTE taught within a Department's	4%	16%	4%	10%
% of Total Course FTE taught within the institution	1.50%	5.90%	1.30%	3.60%
	2	8	1	9
	0.5		1	
		6		
	2.5	14	2	9
Sum of credits for all course sections identified as a	57	183	99	168
	15	102	24	102
Sum of course load release in credits	0	12	-3	30
Credits remaining after subtracting credits taught b	42	69	78	36
Remaining credits taught by LTA/Part-Time Instruct	73.70%	37.70%	78.80%	21.40%
Department share of the combined Basic Formula C	\$1,009,346	\$1,263,082	\$26,447	\$496,340
Tuition Revenue from AR.INVOICE.ITEMS distribute	\$394,863	\$1,588,852	\$350,226	\$1,049,721
Subtract half of tuition from Collaborative and Bridg	-\$3,469	-\$148,928	-\$3,276	-\$27,074
GL Object Codes beginning with 4**** but not 42***				\$1,438
	\$1,400,740	\$2,703,006	\$373,397	\$1,520,425
GL Object Codes beginning with 6,7,8,9	-\$7,338	-\$125,223	-\$15,321	-\$40,964
GL Object Codes beginning with 5	-\$435,341	-\$2,015,288	-\$420,431	-\$1,602,041
<i>Row 37 through 51 are distributed based on proportion of Course FTE (row 16)</i>				
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$19,851	-\$77,693	-\$17,344	-\$47,017
GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 111** and 121**				
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$22,449	-\$87,863	-\$19,614	-\$53,171
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$44,424	-\$173,867	-\$38,813	-\$105,218
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$30,064	-\$117,663	-\$26,267	-\$71,206
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$143,021	-\$559,758	-\$124,957	-\$338,745
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$65,251	-\$255,382	-\$57,010	-\$154,548
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$75,039	-\$293,690	-\$65,562	-\$177,730
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$21,366	-\$83,623	-\$18,668	-\$50,606
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	\$476	\$1,862	\$416	\$1,127

GL Object Codes beginning with 4,5,6,7,8,9 for Cost	\$4,903	\$19,188	\$4,284	\$11,612
GL Object Codes beginning with 41*** for Cost Cen	\$150,254	\$588,068	\$131,277	\$355,877
GL Object Codes beginning with 43*** for Cost Cen	\$38,740	\$151,622	\$33,847	\$91,756
GL Object Codes beginning with 45***, 46***, 47*	\$15,621	\$61,138	\$13,648	\$36,998
GL Object Codes beginning with 5,6,7,8,9 for Cost C	-\$45,577	-\$178,380	-\$39,821	-\$107,949
Sum of Administrative Expenses	-\$257,048	-\$1,006,041	-\$224,584	-\$608,820
Sum of Expenses and Administrative Expenses	-\$699,727	-\$3,146,552	-\$660,336	-\$2,251,825
Total Revenue (row 32) + Total Net Expenses (row 3	<b>\$701,013</b>	<b>-\$443,546</b>	<b>-\$286,939</b>	<b>-\$731,400</b>

**Faculty of Arts & Science**

DENGL	DFAPA	DGEOG	DGESJ	DHIST	DPSPE	DPSYC	DRLCT
179.46	101.035	147.24	34.045	168.72	55.62	397.5	10.675
		34		32.2			
179.46	101.035	181.24	34.045	200.92	55.62	397.5	10.675
8.03%	4.52%	8.11%	1.52%	8.99%	2.49%	17.78%	0.48%
2.16%	1.22%	2.19%	0.41%	2.42%	0.67%	4.80%	0.13%
124	60	88	27	121	40	204	12
51	37.9	43.2	10.7	61.4	14.4	92.2	3.1
117.4	25.6	33.2	53.8	42.7	84.375	91.2	38.5
168.4	63.5	76.4	64.5	104.1	98.775	183.4	41.6
10%	4%	5%	4%	6%	6%	11%	3%
3.80%	1.40%	1.70%	1.40%	2.30%	2.20%	4.10%	0.90%
7	4	10	3.5	8	5.4	9	3.5
	1		1		3		
5		1				1	
12	5	11	4.5	8	8.4	10	3.5
210	114	132	78	138	135	156	48
72	48	99	42	93	75	123	30
9	12	33	6	30	18	24	15
129	54	0	30	15	42	9	3
61.40%	47.40%	0.00%	38.50%	10.90%	31.10%	5.80%	6.30%
\$591,063	\$332,765	\$596,926	\$112,129	\$661,743	\$183,188	\$1,309,192	\$35,159
\$985,432	\$407,149	\$569,253	\$397,263	\$626,817	\$666,729	\$1,084,524	\$247,980
-\$5,556	-\$1,799	-\$867	-\$8,816	-\$8,931	-\$2,990	-\$8,158	-\$8,482
		\$0			\$56		
\$1,570,939	\$738,115	\$1,165,312	\$500,576	\$1,279,629	\$846,983	\$2,385,558	\$274,657
-\$21,068	-\$8,896	-\$64,723	-\$16,172	-\$23,663	-\$30,010	-\$29,147	-\$16,605
-\$1,576,431	-\$851,595	-\$1,559,196	-\$624,883	-\$1,248,735	-\$1,112,268	-\$1,614,475	-\$556,666
-\$49,672	-\$18,730	-\$22,535	-\$19,025	-\$30,706	-\$29,135	-\$54,096	-\$12,270
-\$56,173	-\$21,182	-\$25,485	-\$21,515	-\$34,725	-\$32,948	-\$61,177	-\$13,877
-\$111,159	-\$41,916	-\$50,431	-\$42,576	-\$68,715	-\$65,200	-\$121,060	-\$27,460
-\$75,226	-\$28,366	-\$34,129	-\$28,813	-\$46,502	-\$44,124	-\$81,927	-\$18,583
-\$357,871	-\$134,945	-\$162,360	-\$137,071	-\$221,225	-\$209,909	-\$389,748	-\$88,405
-\$163,274	-\$61,567	-\$74,074	-\$62,537	-\$100,931	-\$95,768	-\$177,817	-\$40,334
-\$187,765	-\$70,802	-\$85,186	-\$71,917	-\$116,071	-\$110,134	-\$204,490	-\$46,384
-\$53,463	-\$20,160	-\$24,255	-\$20,477	-\$33,049	-\$31,359	-\$58,225	-\$13,207
\$1,191	\$449	\$540	\$456	\$736	\$698	\$1,297	\$294

\$12,268	\$4,626	\$5,566	\$4,699	\$7,584	\$7,196	\$13,361	\$3,031
\$375,971	\$141,770	\$170,571	\$144,003	\$232,414	\$220,525	\$409,460	\$92,876
\$96,937	\$36,553	\$43,978	\$37,128	\$59,924	\$56,858	\$105,571	\$23,946
\$39,087	\$14,739	\$17,733	\$14,971	\$24,163	\$22,927	\$42,569	\$9,656
-\$114,044	-\$43,004	-\$51,740	-\$43,681	-\$70,499	-\$66,893	-\$124,203	-\$28,172
-\$643,193	-\$242,535	-\$291,807	-\$246,355	-\$397,602	-\$377,266	-\$700,485	-\$158,889
-\$2,240,692	#####	-\$1,915,726	-\$887,410	-\$1,670,000	-\$1,519,544	-\$2,344,107	-\$732,160
-\$669,753	-\$364,911	-\$750,414	-\$386,834	-\$390,371	-\$672,561	\$41,451	-\$457,503



			Faculty of Education & Professional Studies				
DSOAN	OTHAS	SWLF	SBUSI	SCRJS	SNURS	SPHED	SSOED
69.78	65.595	49.46	933.705	389.32	2258.06	513.954	1299.597
42						99.4	353.72
111.78	65.595	49.46	933.705	389.32	2258.06	613.354	1653.317
5.00%	2.93%	2.21%	15.44%	6.44%	37.34%	10.14%	27.34%
1.35%	0.79%	0.60%	11.26%	4.70%	27.24%	7.40%	19.94%
66	80	35	645	262	1504	313	869
38.6	7.6	13.4	447.929	105.6	874.7	268.999	969.03
121.8	50.1	33.9	69.8	51.5	0.2	1.366	0.2
160.4	57.7	47.3	517.729	157.1	874.9	270.365	969.23
10%	4%	3%	18%	5%	31%	9%	34%
3.60%	1.30%	1.10%	11.60%	3.50%	19.50%	6.00%	21.70%
6.5	1	3	8.6	4.5	17.4	11	35
2		1	2	1	2		
						1	
8.5	1	4	10.6	5.5	19.4	12	35
195	105	48	488	126	606	246	1186
90	30	27	95	54	183	120	435
18	0	12	6	15	39	36	42
87	75	9	387	57	384	90	709
44.60%	71.40%	18.80%	79.30%	45.20%	63.40%	36.60%	59.80%
\$368,155	\$216,041	\$162,900	\$3,075,218	\$1,282,251	\$7,437,066	\$2,020,121	\$5,445,306
\$927,120	\$356,748	\$283,952	\$4,067,582	\$942,224	\$5,261,971	\$1,550,923	\$5,200,239
-\$29,090	-\$1,590	-\$10,695	-\$14,572	-\$20,111	-\$757,211		
\$0			\$45		\$192,302	\$6,138	\$29,153
\$1,266,185	\$571,199	\$436,157	\$7,128,273	\$2,204,364	\$12,134,128	\$3,577,182	\$10,674,698
-\$23,650	-\$3,121	-\$9,973	-\$531,247	-\$15,328	-\$786,874	-\$92,602	-\$359,565
-\$1,171,239	-\$175,008	-\$679,653	-\$2,587,311	-\$1,004,186	-\$5,945,650	-\$1,897,420	-\$6,731,129
-\$47,312	-\$17,019	-\$13,952					
			-\$158,864	-\$48,206	-\$268,461	-\$82,961	-\$297,406
-\$53,505	-\$19,247	-\$15,778	-\$172,699	-\$52,404	-\$291,841	-\$90,186	-\$323,307
-\$105,878	-\$38,087	-\$31,222	-\$341,746	-\$103,700	-\$577,510	-\$178,464	-\$639,776
-\$71,652	-\$25,775	-\$21,129	-\$231,275	-\$70,178	-\$390,826	-\$120,775	-\$432,965
-\$340,870	-\$122,620	-\$100,518	-\$1,100,239	-\$333,857	-\$1,859,271	-\$574,559	-\$2,059,734
-\$155,517	-\$55,944	-\$45,860	-\$501,969	-\$152,318	-\$848,267	-\$262,135	-\$939,726
-\$178,845	-\$64,335	-\$52,739	-\$577,266	-\$175,166	-\$975,511	-\$301,456	-\$1,080,688
-\$50,923	-\$18,318	-\$15,017	-\$164,367	-\$49,875	-\$277,760	-\$85,834	-\$307,707
\$1,134	\$408	\$334	\$3,661	\$1,111	\$6,186	\$1,912	\$6,853

\$11,685	\$4,203	\$3,446	\$37,716	\$11,445	\$63,736	\$19,696	\$70,608
\$358,110	\$128,821	\$105,602	\$1,155,884	\$350,742	\$1,953,306	\$603,618	\$2,163,907
\$92,332	\$33,214	\$27,228	\$298,023	\$90,432	\$503,622	\$155,631	\$557,922
\$37,230	\$13,393	\$10,979	\$120,170	\$36,465	\$203,073	\$62,755	\$224,968
-\$108,627	-\$39,076	-\$32,033	-\$350,618	-\$106,392	-\$592,502	-\$183,097	-\$656,384
-\$612,638	-\$220,382	-\$180,659	-\$1,983,589	-\$601,901	-\$3,352,026	-\$1,035,855	-\$3,713,435
-\$1,807,527	-\$398,511	-\$870,285	-\$5,102,147	-\$1,621,415	-\$10,084,550	-\$3,025,877	-\$10,804,129
<b>-\$541,342</b>	<b>\$172,688</b>	<b>-\$434,128</b>	<b>\$2,026,126</b>	<b>\$582,949</b>	<b>\$2,049,578</b>	<b>\$551,305</b>	<b>-\$129,431</b>

		Totals
SSWRK	SSPEC	
198.74	7.2	7722.796
		566.92
198.74	7.2	8289.716
3.29%		
2.40%	0.09%	
129	56	5020
64.3		3271.158
8.1		1205.541
72.4		4476.699
3%		
1.60%		
4		161.4
1		15.5
		14
5		190.9
78		4596
39		1898
21		375
18		2323
23.10%		51%
\$654,563	\$23,714	\$27,302,715
\$422,221	-\$233,560	\$27,148,229
-\$578		-\$1,062,193
\$135		\$229,267
\$1,076,341	-\$209,846	\$53,618,018
-\$7,129		-\$2,228,619
-\$612,147		-\$34,421,093
		-\$476,357
-\$22,216		-\$878,114
-\$24,151		-\$1,493,297
-\$47,790		-\$2,955,012
-\$32,342		-\$1,999,787
-\$153,859		-\$9,513,542
-\$70,196		-\$4,340,425
-\$80,726		-\$4,991,502
-\$22,985		-\$1,421,244
\$512		\$31,653

\$5,274		\$326,127	
\$161,641		\$9,994,697	
\$41,676		\$2,576,940	
\$16,805		\$1,039,088	
-\$49,031		-\$3,031,723	
-\$277,388		-\$17,132,498	
-\$896,664		-\$53,782,210	
\$179,677	-\$209,846	-\$164,192	

**2018/19****Measure****ELIGIBLE WGUS**

Undergraduate WGUs\*

Graduate WGUs

Total WGUs

% of Faculty

% of Nipissing

**ENROLMENT (MAJORS)**

Headcount

**COURSE REGISTRATIONS**

Course FTE from Majors

Course FTE from Non-Majors

Total Course FTE

% of Course FTE within Faculty

% of Course FTE within institution

**FACULTY FTE**

Full-Time Faculty

LTAs

Lab/Seminar Instructors

Total Faculty FTE

**FACULTY WORKLOAD**

Total Credits Offered

Credits Taught by Tenure/Tenure Track

Workload Release Coverage

Remaining Credits Taught by LTA/Part-Time Instructors

% Credits Taught by LTA/Part-Time Instructors

**REVENUE**

Grant Revenue

Tuition Revenue

Nursing Tuition Transfer

Miscellaneous Revenue

Total Revenue

**EXPENSES**

Direct Expenses

Salaries &amp; Benefits

**ADMINISTRATIVE EXPENSES**

Dean's Office - Arts &amp; Science

Dean's Office - Education &amp; Professional Studies

Graduate Studies

Academic Support

Library

Student Services

Computing

Physical Plant

External Relations

Ancillary

Internal Research and Other  
Administration - Grants  
Administration - Incidentals (Ancillary Fees)  
Administration - Other Revenues  
Administration - Expenses  
Net Administrative Expenses  
Total Net Expenses

**NET RESULT**

Definition	CHFS	DBIOC	DCLAS	DCOMA
See PFIS-USER Reporting Guide for definition of WGU				
	233.64	378.78	13.165	138.256
				8.4
	233.64	378.78	13.165	146.656
% of Total WGUs within a Department's Faculty	9.79%	15.87%	0.55%	6.14%
% of Total WGUs across the institution	2.94%	4.77%	0.17%	1.85%
Fall headcount: double majors are counted in each	116	169	11	74
Each 3 credit course registration is worth 0.1 FTE	34.5	86.5	4.5	36.1
Each 3 credit course registration is worth 0.1 FTE	20.7	195	53.1	132.2
	55.2	281.5	57.6	168.3
% of Total Course FTE taught within a Department's	3%	17%	3%	10%
% of Total Course FTE taught within the institution	1.30%	6.60%	1.30%	3.90%
	2	9	1	8
	0.5		1	1
		6		
	2.5	15	2	9
Sum of credits for all course sections identified as a	63	192	102	255
	18	99	15	123
Sum of course load release in credits	0	18	0	3
Credits remaining after subtracting credits taught b	45	75	87	129
Remaining credits taught by LTA/Part-Time Instruct	71.40%	39.10%	85.30%	50.60%
Department share of the combined Basic Formula C	\$803,489	\$1,302,626	\$45,275	\$504,351
Tuition Revenue from AR.INVOICE.ITEMS distribute	\$364,207	\$1,863,312	\$391,836	\$1,141,160
Subtract half of tuition from Collaborative and Bridg	-\$1,606	-\$153,416	-\$1,285	-\$27,923
GL Object Codes beginning with 4**** but not 42***				\$1,650
	\$1,166,090	\$3,012,522	\$435,826	\$1,619,238
GL Object Codes beginning with 6,7,8,9	-\$8,540	-\$132,484	-\$13,588	-\$43,334
GL Object Codes beginning with 5	-\$451,952	-\$2,136,121	-\$411,870	-\$1,559,045
<i>Row 37 through 51 are distributed based on proportion of Course FTE (row 16)</i>				
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$15,755	-\$80,347	-\$16,440	-\$48,037
GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 111** and 121**				
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$21,129	-\$107,750	-\$22,048	-\$64,420
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$32,050	-\$163,445	-\$33,444	-\$97,719
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$25,102	-\$128,012	-\$26,194	-\$76,534
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$118,113	-\$602,336	-\$123,249	-\$360,118
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$52,882	-\$269,679	-\$55,181	-\$161,232
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$72,065	-\$367,506	-\$75,198	-\$219,720
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	-\$19,289	-\$98,368	-\$20,128	-\$58,811
GL Object Codes beginning with 4,5,6,7,8,9 for Cost	\$347	\$1,767	\$362	\$1,057

GL Object Codes beginning with 4,5,6,7,8,9 for Cost	\$1,155	\$5,889	\$1,205	\$3,521
GL Object Codes beginning with 41*** for Cost Cen	\$88,621	\$451,935	\$92,474	\$270,198
GL Object Codes beginning with 43*** for Cost Cen	\$26,134	\$133,276	\$27,271	\$79,681
GL Object Codes beginning with 45***, 46***, 47*	\$11,550	\$58,900	\$12,052	\$35,214
GL Object Codes beginning with 5,6,7,8,9 for Cost C	-\$40,244	-\$205,229	-\$41,994	-\$122,700
Sum of Administrative Expenses	-\$268,822	-\$1,370,905	-\$280,512	-\$819,620
Sum of Expenses and Administrative Expenses	-\$729,314	-\$3,639,510	-\$705,970	-\$2,421,999
Total Revenue (row 32) + Total Net Expenses (row 3	<b>\$436,776</b>	<b>-\$626,988</b>	<b>-\$270,144</b>	<b>-\$802,761</b>



Faculty of Arts & Science							
DENGL	DFAPA	DGEOG	DGESJ	DHIST	DPSPE	DPSYC	DRLCT
217.801	110.845	177.646	40.805	174.411	65.35	445.569	18.895
		90.6		30.8			
217.801	110.845	268.246	40.805	205.211	65.35	445.569	18.895
9.12%	4.64%	11.24%	1.71%	8.60%	2.74%	18.67%	0.79%
2.74%	1.40%	3.38%	0.51%	2.58%	0.82%	5.61%	0.24%
151	65	113	29	129	44	231	15
58.2	40	56.9	12	57.7	17.6	94.9	7
107.1	44.4	31.6	58.9	44.3	79.7	88.9	40.9
165.3	84.4	88.5	70.9	102	97.3	183.8	47.9
10%	5%	5%	4%	6%	6%	11%	3%
3.90%	2.00%	2.10%	1.70%	2.40%	2.30%	4.30%	1.10%
7	4	9.5	2.5	8.5	6.4	9	3.5
	1		1.5		1		
6		2				1	
13	5	11.5	4	8.5	7.4	10	3.5
204	120	162	75	135	162	156	60
48	36	99	27	87	84	99	45
6	21	21	9	27	12	9	15
150	63	42	39	21	66	48	0
73.50%	52.50%	25.90%	52.00%	15.60%	40.70%	30.80%	0.00%
\$749,019	\$381,197	\$922,499	\$140,329	\$705,722	\$224,739	\$1,532,314	\$64,980
\$1,109,805	\$589,021	\$750,001	\$480,611	\$696,149	\$723,395	\$1,225,869	\$322,773
-\$7,708	-\$5,422	-\$642	-\$10,733	-\$8,606	-\$1,927	-\$25,684	-\$3,533
		\$90,000					
\$1,851,116	\$964,796	\$1,761,858	\$610,207	\$1,393,265	\$946,207	\$2,732,499	\$384,220
-\$22,034	\$708	-\$67,679	-\$15,806	-\$26,170	-\$25,757	-\$32,601	-\$13,604
-\$1,593,686	-\$859,742	-\$1,531,108	-\$560,958	-\$1,239,726	-\$1,104,917	-\$1,518,696	-\$571,239
-\$47,181	-\$24,090	-\$25,260	-\$20,237	-\$29,113	-\$27,772	-\$52,461	-\$13,672
-\$63,272	-\$32,306	-\$33,875	-\$27,138	-\$39,043	-\$37,244	-\$70,353	-\$18,335
-\$95,977	-\$49,004	-\$51,385	-\$41,166	-\$59,223	-\$56,494	-\$106,718	-\$27,812
-\$75,170	-\$38,381	-\$40,245	-\$32,242	-\$46,385	-\$44,247	-\$83,583	-\$21,783
-\$353,699	-\$180,594	-\$189,367	-\$151,707	-\$218,253	-\$208,196	-\$393,284	-\$102,493
-\$158,358	-\$80,856	-\$84,784	-\$67,923	-\$97,717	-\$93,214	-\$176,082	-\$45,889
-\$215,804	-\$110,187	-\$115,539	-\$92,562	-\$133,164	-\$127,028	-\$239,956	-\$62,535
-\$57,763	-\$29,493	-\$30,926	-\$24,775	-\$35,643	-\$34,001	-\$64,228	-\$16,738
\$1,038	\$530	\$556	\$445	\$640	\$611	\$1,154	\$301

\$3,458	\$1,766	\$1,851	\$1,483	\$2,134	\$2,035	\$3,845	\$1,002
\$265,382	\$135,500	\$142,083	\$113,827	\$163,756	\$156,211	\$295,083	\$76,901
\$78,261	\$39,959	\$41,900	\$33,567	\$48,292	\$46,067	\$87,020	\$22,678
\$34,586	\$17,659	\$18,517	\$14,835	\$21,342	\$20,359	\$38,457	\$10,022
-\$120,513	-\$61,532	-\$64,521	-\$51,690	-\$74,364	-\$70,937	-\$134,000	-\$34,922
-\$805,012	-\$411,029	-\$430,995	-\$345,283	-\$496,741	-\$473,850	-\$895,106	-\$233,275
-\$2,420,732	#####	-\$2,029,782	-\$922,047	-\$1,762,637	-\$1,604,524	-\$2,446,403	-\$818,118
-\$569,616	-\$305,267	-\$267,924	-\$311,840	-\$369,372	-\$658,317	\$286,096	-\$433,898

			Faculty of Education & Professional Studies				
DSOAN	OTHAS	SWLF	SBUSI	SCRJS	SNURS	SPHED	SSOED
86.09	56.55	64.48	981.92	452.26	2183.16	536.235	768.55
35						72.8	371.06
121.09	56.55	64.48	981.92	452.26	2183.16	609.035	1139.61
5.07%	2.37%	2.70%	17.71%	8.16%	39.37%	10.98%	20.55%
1.53%	0.71%	0.81%	12.37%	5.70%	27.50%	7.67%	14.35%
83	68	47	653	273	1479	319	670
36.8	4.7	15.5	431.1	130.7	847	267.918	758.869
128.6	34.9	34.4	80	36.2		2.229	1.7
165.4	39.6	49.9	511.1	166.9	847	270.147	760.569
10%	2%	3%	20%	6%	32%	10%	29%
3.90%	0.90%	1.20%	12.00%	3.90%	19.80%	6.30%	17.80%
6.5	1	3	8.6	4.5	10	11	38
2		1	1	1	1		
8.5	1	4	9.6	5.5	11	11	38
237	84	54	486	129	672	239	1024
75	15	27	84	48	180	100	420
0	0	3	15	12	36	33	66
162	69	24	387	69	456	106	538
68.40%	82.10%	44.40%	79.60%	53.50%	67.90%	44.40%	52.50%
\$416,429	\$194,476	\$221,747	\$3,376,828	\$1,555,325	\$7,507,899	\$2,094,475	\$3,919,125
\$1,057,875	\$261,165	\$326,331	\$4,467,833	\$1,112,124	\$5,459,974	\$1,692,925	\$4,424,601
-\$38,156	-\$5,139	-\$9,153	-\$17,310	-\$5,139	-\$910,065		
\$60,000			\$148,208		\$524,664	\$5,700	\$21,619
\$1,496,148	\$450,502	\$538,925	\$7,975,559	\$2,662,310	\$12,582,472	\$3,793,100	\$8,365,345
-\$19,983	-\$2,764	-\$10,091	-\$605,563	-\$16,737	-\$930,756	-\$98,688	-\$337,935
-\$1,247,826	-\$181,186	-\$565,220	-\$2,574,049	-\$968,573	-\$6,462,345	-\$1,715,858	-\$6,669,421
-\$47,209	-\$11,303	-\$14,243					
			-\$209,543	-\$68,426	-\$347,257	-\$110,756	-\$311,821
-\$63,310	-\$15,158	-\$19,100	-\$195,634	-\$63,884	-\$324,207	-\$103,404	-\$291,124
-\$96,035	-\$22,993	-\$28,973	-\$296,756	-\$96,906	-\$491,787	-\$156,853	-\$441,603
-\$75,216	-\$18,008	-\$22,692	-\$232,423	-\$75,898	-\$385,174	-\$122,849	-\$345,869
-\$353,913	-\$84,734	-\$106,773	-\$1,093,620	-\$357,122	-\$1,812,357	-\$578,044	-\$1,627,418
-\$158,454	-\$37,937	-\$47,805	-\$489,637	-\$159,891	-\$811,431	-\$258,803	-\$728,630
-\$215,934	-\$51,699	-\$65,146	-\$667,255	-\$217,893	-\$1,105,782	-\$352,684	-\$992,944
-\$57,798	-\$13,838	-\$17,437	-\$178,600	-\$58,322	-\$295,978	-\$94,401	-\$265,775
\$1,038	\$249	\$313	\$3,209	\$1,048	\$5,318	\$1,696	\$4,775

\$3,460	\$828	\$1,044	\$10,691	\$3,491	\$17,718	\$5,651	\$15,910
\$265,542	\$63,576	\$80,112	\$820,548	\$267,950	\$1,359,820	\$433,709	\$1,221,059
\$78,308	\$18,749	\$23,625	\$241,980	\$79,019	\$401,011	\$127,901	\$360,090
\$34,607	\$8,286	\$10,441	\$106,940	\$34,921	\$177,222	\$56,524	\$159,137
-\$120,586	-\$28,871	-\$36,380	-\$372,620	-\$121,679	-\$617,509	-\$196,952	-\$554,496
-\$805,500	-\$192,853	-\$243,014	-\$2,552,720	-\$833,592	-\$4,230,393	-\$1,349,265	-\$3,798,709
-\$2,073,309	-\$376,803	-\$818,325	-\$5,732,332	-\$1,818,902	-\$11,623,494	-\$3,163,811	-\$10,806,065
<b>-\$577,161</b>	<b>\$73,699</b>	<b>-\$279,400</b>	<b>\$2,243,227</b>	<b>\$843,408</b>	<b>\$958,978</b>	<b>\$629,289</b>	<b>-\$2,440,720</b>

		Totals
<b>SSWRK</b>	<b>SSPEC</b>	
179.43	6.633	7330.471
		608.66
179.43	6.633	7939.131
3.24%		
2.26%	0.08%	
113	57	4861
51.6		3050.087
7.1		1221.929
58.7		4272.016
2%		
1.40%		
4		157
1		13
		15
5		185
75		4686
33		1762
24		330
18		2594
24.00%		55%
\$617,061	\$22,811	\$27,302,716.00
\$387,186	-\$679,607	\$28,168,546.00
-\$321		-\$1,233,768.00
		\$851,841
\$1,003,926	-\$656,796	\$55,089,335.00
-\$25,593		-\$2,448,999.00
-\$645,284		-\$34,568,822.00
		-\$473,120.00
-\$24,066		-\$1,071,869.00
-\$22,469		-\$1,635,203.00
-\$34,082		-\$2,480,425.00
-\$26,694		-\$1,942,701.00
-\$125,603		-\$9,140,993.00
-\$56,235		-\$4,092,620.00
-\$76,634		-\$5,577,235.00
-\$20,512		-\$1,492,824.00
\$369		\$26,823.00

\$1,228		\$89,365.00
\$94,240		\$6,858,527.00
\$27,791		\$2,022,580.00
\$12,282		\$893,853.00
-\$42,796		-\$3,114,535.00
-\$293,181		-\$21,130,377.00
-\$964,058		-\$58,148,198.00
\$39,868	-\$656,796	-\$3,058,863.00

**2017/18****Measure****ELIGIBLE WGUS**

Undergraduate WGUs\*

Graduate WGUs

Total WGUs

% of Faculty

% of Nipissing

**ENROLMENT (MAJORS)**

Headcount

**COURSE REGISTRATIONS**

Course FTE from Majors

Course FTE from Non-Majors

Total Course FTE

% of Course FTE within Faculty

% of Course FTE within institution

**FACULTY FTE**

Full-Time Faculty

LTAs

Lab/Seminar Instructors

Total Faculty FTE

**FACULTY WORKLOAD**

Total Credits Offered

Credits Taught by Tenure/Tenure Track

Workload Release Coverage

Remaining Credits Taught by LTA/Part-Time Instructors

% Credits Taught by LTA/Part-Time Instructors

**REVENUE**

Grant Revenue

Tuition Revenue

Nursing Tuition Transfer

Miscellaneous Revenue

Total Revenue

**EXPENSES**

Direct Expenses

Salaries &amp; Benefits

**ADMINISTRATIVE EXPENSES**

Dean's Office - Arts &amp; Science

Dean's Office - Education &amp; Professional Studies

Graduate Studies

Academic Support

Library

Student Services

Computing

Physical Plant

External Relations

Ancillary

Internal Research and Other  
Administration - Grants  
Administration - Incidentals (Ancillary Fees)  
Administration - Other Revenues  
Administration - Expenses  
Net Administrative Expenses  
Total Net Expenses

**NET RESULT**



## Definition

See PFIS-USER Reporting Guide for definition of WGU

% of Total WGUs within a Department's Faculty

% of Total WGUs across the institution

Fall headcount: double majors are counted in each of their departments while the total headcount is a distinct count

Each 3 credit course registration is worth 0.1 FTE

Each 3 credit course registration is worth 0.1 FTE

% of Total Course FTE taught within a Department's Faculty

% of Total Course FTE taught within the institution

Sum of credits for all course sections identified as a lead delivery (independent study courses removed)

Sum of course load release in credits

Credits remaining after subtracting credits taught by Tenure/Tenure Track faculty (row 24) and workload release

Remaining credits taught by LTA/Part-Time Instructors (row 26) divided by the total credits offered (row 23)

Department share of the combined Basic Formula Grant and Performance Grant based on institutional share of WGU Tuition Revenue from AR.INVOICE.ITEMS distributed to the department in which the course was taken.

Subtract half of tuition from Collaborative and Bridging On-Campus Nursing students

GL Object Codes beginning with 4\*\*\*\* but not 42\*\*\*

GL Object Codes beginning with 6,7,8,9

GL Object Codes beginning with 5

*Row 37 through 51 are distributed based on proportion of Course FTE (row 16)*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 101\*\*, 22000, 22010 and 13220

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 111\*\* and 121\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 131\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 2\*\*\*\* (includes FASS, Print Plus, Registrar, Teaching and Learning)

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 3\*\*\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 4\*\*\*\* (includes Athletics, Finance, Indigenous Initiatives)

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 5\*\*\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 7\*\*\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 8\*\*\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 9\*\*\*\*

GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 14\*\*\*, 15\*\*\*, 18\*\*\*  
GL Object Codes beginning with 41\*\*\* for Cost Centres 6\*\*\*\* (Object Code 41100 and 41125 removed)  
GL Object Codes beginning with 43\*\*\* for Cost Centres 6\*\*\*\*  
GL Object Codes beginning with 45\*\*\*, 46\*\*\*, 47\*\*\*, 48\*\*\* for Cost Centres 6\*\*\*\*  
GL Object Codes beginning with 5,6,7,8,9 for Cost Centres 6\*\*\*\*  
Sum of Administrative Expenses  
Sum of Expenses and Administrative Expenses  
Total Revenue (row 32) + Total Net Expenses (row 52)

							Faculty of Arts & Sc	
CHFS	DBIOC	DCLAS	DCOMA	DENGL	DFAPA	DGEOG	DGESJ	
157.25	386.64	9.56	140.593	240.966	98.83	219.412	46.395	
			5.6			56.4		
157.25	386.64	9.56	146.193	240.966	98.83	275.812	46.395	
6.66%	16.37%	0.40%	6.19%	10.20%	4.18%	11.68%	1.96%	
1.98%	4.88%	0.12%	1.84%	3.04%	1.25%	3.48%	0.59%	
85	171	6	73	156	55	135	33	
17.1	92.2	2.8	30.5	59.5	32.4	65.2	12.9	
16	209.8	58.1	123.3	135	48.1	36.8	51.5	
33.1	302	60.9	153.8	194.5	80.5	102	64.4	
2%	18%	4%	9%	11%	5%	6%	4%	
0.80%	7.00%	1.40%	3.60%	4.50%	1.90%	2.40%	1.50%	
2	9	1	8	7	4	9.5	2.5	
1		1	1				1.5	
	6			6		3		
3	15	2	9	13	4	12.5	4	
51	402	123	234	279	123	189	66	
27	306	24	162	90	36	153	24	
9	3	0	3	6	9	3	15	
15	93	99	69	183	78	33	27	
29.40%	23.10%	80.50%	29.50%	65.60%	63.40%	17.50%	40.90%	
\$541,734	\$1,331,994	\$32,935	\$503,642	\$830,140	\$340,474	\$950,186	\$159,833	
\$213,287	\$1,920,922	\$395,613	\$1,031,514	\$1,292,269	\$548,530	\$779,037	\$422,639	
-\$2,183	-\$146,232	-\$5,265	-\$30,201	-\$9,034	-\$6,200	-\$312	-\$6,182	
			\$1,917			\$90,000		
\$752,838	\$3,106,684	\$423,283	\$1,506,872	\$2,113,375	\$882,804	\$1,818,911	\$576,290	
-\$5,251	-\$153,642	-\$4,362	-\$39,009	-\$21,792	-\$9,534	-\$77,182	-\$15,238	
-\$422,270	-\$2,146,969	-\$245,691	-\$1,519,355	-\$1,599,562	-\$861,405	-\$1,555,698	-\$502,498	
-\$15,907	-\$145,130	-\$29,266	-\$73,911	-\$93,470	-\$38,685	-\$49,017	-\$30,948	
-\$11,348	-\$103,534	-\$20,878	-\$52,727	-\$66,680	-\$27,598	-\$34,969	-\$22,078	
-\$21,903	-\$199,842	-\$40,299	-\$101,774	-\$128,706	-\$53,269	-\$67,496	-\$42,615	
-\$14,598	-\$133,194	-\$26,859	-\$67,832	-\$85,782	-\$35,504	-\$44,986	-\$28,403	
-\$70,057	-\$639,193	-\$128,897	-\$325,523	-\$411,666	-\$170,381	-\$215,886	-\$136,305	
-\$30,449	-\$277,808	-\$56,022	-\$141,480	-\$178,919	-\$74,052	-\$93,829	-\$59,241	
-\$50,864	-\$464,077	-\$93,584	-\$236,341	-\$298,884	-\$123,703	-\$156,741	-\$98,962	
-\$11,686	-\$106,619	-\$21,500	-\$54,298	-\$68,667	-\$28,420	-\$36,010	-\$22,736	
\$232	\$2,115	\$426	\$1,077	\$1,362	\$564	\$714	\$451	

\$621	\$5,661	\$1,142	\$2,883	\$3,646	\$1,509	\$1,912	\$1,207
\$128,798	\$1,175,133	\$236,972	\$598,462	\$756,832	\$313,239	\$396,899	\$250,591
\$14,863	\$135,607	\$27,346	\$69,061	\$87,337	\$36,147	\$45,801	\$28,918
\$7,283	\$66,451	\$13,400	\$33,842	\$42,797	\$17,713	\$22,444	\$14,170
-\$28,606	-\$261,002	-\$52,632	-\$132,921	-\$168,096	-\$69,572	-\$88,153	-\$55,657
-\$103,621	-\$945,432	-\$190,651	-\$481,482	-\$608,896	-\$252,012	-\$319,317	-\$201,608
-\$531,142	-\$3,246,043	-\$440,704	-\$2,039,846	-\$2,230,250	#####	-\$1,952,197	-\$719,344
<b>\$221,696</b>	<b>-\$139,359</b>	<b>-\$17,421</b>	<b>-\$532,974</b>	<b>-\$116,875</b>	<b>-\$240,147</b>	<b>-\$133,286</b>	<b>-\$143,054</b>

cience							
DHIST	DPSPE	DPSYC	DRLCT	DSOAN	OTHAS	SWLF	SBUSI
173.882	56.5	507.416	13.535	90.075	56.81	46.075	996.265
42.42				14			
216.302	56.5	507.416	13.535	104.075	56.81	46.075	996.265
9.16%	2.39%	21.48%	0.57%	4.41%	2.40%	1.95%	17.93%
2.73%	0.71%	6.40%	0.17%	1.31%	0.72%	0.58%	12.57%
135	44	253	11	78	69	37	668
68	18.9	108.7	4.8	31.2	4.3	13.1	455.5
45.9	66.8	93.2	48.6	142.5	30.8	37.8	73.9
113.9	85.7	201.9	53.4	173.7	35.1	50.9	529.4
7%	5%	12%	3%	10%	2%	3%	21%
2.70%	2.00%	4.70%	1.20%	4.10%	0.80%	1.20%	12.40%
7.5	6.4	9	3.5	5.5	1	4	10.6
1	1			1	1		
1		1					
9.5	7.4	10	3.5	6.5	2	4	10.6
147	165	312	54	237	93	60	609
99	117	222	33	99	24	30	162
3	6	9	9	0	0	0	6
45	42	81	12	138	69	30	441
30.60%	25.50%	26.00%	22.20%	58.20%	74.20%	50.00%	72.40%
\$745,171	\$194,645	\$1,748,074	\$46,629	\$358,544	\$195,713	\$158,731	\$3,432,184
\$698,858	\$610,328	\$1,296,527	\$343,343	\$1,096,999	\$229,054	\$326,982	\$4,374,426
-\$4,605	-\$1,862	-\$29,256	-\$4,414	-\$34,923	-\$935	-\$11,225	-\$10,814
							\$138,123
\$1,439,424	\$803,111	\$3,015,345	\$385,558	\$1,420,620	\$423,832	\$474,488	\$7,933,919
-\$31,927	-\$18,649	-\$30,300	-\$9,351	-\$21,051	-\$6,505	-\$9,616	-\$717,914
-\$1,174,363	-\$1,124,568	-\$1,614,009	-\$548,004	-\$998,274	-\$237,725	-\$638,665	-\$2,858,839
-\$54,736	-\$41,184	-\$97,026	-\$25,662	-\$83,474	-\$16,868	-\$24,461	-\$256,434
-\$39,048	-\$29,380	-\$69,217	-\$18,307	-\$59,549	-\$12,033	-\$17,450	-\$181,493
-\$75,371	-\$56,710	-\$133,603	-\$35,336	-\$114,942	-\$23,227	-\$33,682	-\$350,319
-\$50,234	-\$37,797	-\$89,046	-\$23,551	-\$76,608	-\$15,480	-\$22,449	-\$233,486
-\$241,073	-\$181,387	-\$427,328	-\$113,023	-\$367,642	-\$74,290	-\$107,732	-\$1,120,493
-\$104,776	-\$78,835	-\$185,727	-\$49,122	-\$159,786	-\$32,288	-\$46,823	-\$486,992
-\$175,028	-\$131,693	-\$310,256	-\$82,059	-\$266,921	-\$53,937	-\$78,217	-\$813,518
-\$40,212	-\$30,256	-\$71,279	-\$18,852	-\$61,324	-\$12,392	-\$17,970	-\$186,901
\$798	\$600	\$1,414	\$374	\$1,216	\$246	\$356	\$3,707

\$2,135	\$1,607	\$3,785	\$1,001	\$3,256	\$658	\$954	\$9,924
\$443,204	\$333,473	\$785,627	\$207,788	\$675,896	\$136,580	\$198,060	\$2,059,984
\$51,145	\$38,482	\$90,659	\$23,978	\$77,997	\$15,761	\$22,856	\$237,717
\$25,062	\$18,857	\$44,425	\$11,750	\$38,220	\$7,723	\$11,200	\$116,487
-\$98,437	-\$74,066	-\$174,491	-\$46,151	-\$150,119	-\$30,335	-\$43,990	-\$457,531
-\$356,571	-\$268,289	-\$632,063	-\$167,172	-\$543,780	-\$109,882	-\$159,348	-\$1,659,348
-\$1,562,861	-\$1,411,506	-\$2,276,372	-\$724,527	-\$1,563,105	-\$354,112	-\$807,629	-\$5,236,101
<b>-\$123,437</b>	<b>-\$608,395</b>	<b>\$738,973</b>	<b>-\$338,969</b>	<b>-\$142,485</b>	<b>\$69,720</b>	<b>-\$333,141</b>	<b>\$2,697,818</b>

Faculty of Education & Professional Studies						Totals
SCRJS	SNURS	SPHED	SSOED	SSWRK	SSPEC	
504.303	2077.32	551.317	836.44	130.41	5.4	7345.394
		54.6	406.12			579.14
504.303	2077.32	605.917	1242.56	130.41	5.4	7924.534
9.07%	37.38%	10.90%	22.36%	2.35%		
6.36%	26.21%	7.65%	15.68%	1.65%	0.07%	
303	1498	317	714	93	45	4937
144.7	812.4	252.696	774.668	26.8		3028.364
32.5		1.629	1.3	4.7		1258.229
177.2	812.4	254.325	775.968	31.5		4286.593
7%	31%	10%	30%	1%		
4.10%	19.00%	5.90%	18.10%	0.70%		
4.5	9	11	41	2		158
1	1					10.5
						17
5.5	10	11	41	2		185.5
135	733.5	292	1052	42		5398.5
57	168	192	446	36		2507
0	0	9	9	9		108
78	565.5	91	597	-3		2783.5
57.80%	77.10%	31.20%	56.70%	-7.10%		52%
\$1,737,350	\$7,156,473	\$2,087,415	\$4,280,682	\$449,269	\$18,603	\$27,300,421.00
\$1,135,418	\$5,063,104	\$1,544,746	\$4,048,094	\$201,305	-\$693,724	\$26,879,271.00
-\$4,677	-\$898,895			\$0		-\$1,207,215.00
	\$704,390	\$1,600	-\$208,454			\$727,576
\$2,868,091	\$12,025,072	\$3,633,761	\$8,120,322	\$650,574	-\$675,121	\$53,700,053.00
-\$17,162	-\$770,776	-\$98,470	-\$426,019	-\$17,232		-\$2,500,982.00
-\$920,873	-\$5,864,762	-\$1,632,653	-\$7,202,116	-\$344,393		-\$34,012,692.00
						-\$819,745.00
-\$85,833	-\$393,516	-\$123,192	-\$375,869	-\$15,258		-\$1,250,102.00
-\$60,749	-\$278,514	-\$87,190	-\$266,024	-\$10,799		-\$1,469,565.00
-\$117,258	-\$537,588	-\$168,294	-\$513,480	-\$20,844		-\$2,836,558.00
-\$78,152	-\$358,300	-\$112,167	-\$342,232	-\$13,893		-\$1,890,553.00
-\$375,050	-\$1,719,472	-\$538,287	-\$1,642,362	-\$66,671		-\$9,072,718.00
-\$163,005	-\$747,322	-\$233,952	-\$713,809	-\$28,977		-\$3,943,214.00
-\$272,300	-\$1,248,399	-\$390,816	-\$1,192,414	-\$48,405		-\$6,587,119.00
-\$62,559	-\$286,812	-\$89,788	-\$273,950	-\$11,121		-\$1,513,352.00
\$1,241	\$5,689	\$1,781	\$5,434	\$221		\$30,018.00

\$3,322	\$15,230	\$4,768	\$14,547	\$591		\$80,359.00
\$689,515	\$3,161,184	\$989,621	\$3,019,421	\$122,572		\$16,679,851.00
\$79,568	\$364,793	\$114,200	\$348,434	\$14,144		\$1,924,814.00
\$38,990	\$178,757	\$55,961	\$170,741	\$6,931		\$943,204.00
-\$153,144	-\$702,112	-\$219,799	-\$670,626	-\$27,224		-\$3,704,664.00
-\$555,414	-\$2,546,382	-\$797,154	-\$2,432,189	-\$98,733		-\$13,429,344.00
-\$1,493,449	-\$9,181,920	-\$2,528,277	-\$10,060,324	-\$460,358		-\$49,943,018.00
<b>\$1,374,642</b>	<b>\$2,843,152</b>	<b>\$1,105,484</b>	<b>-\$1,940,002</b>	<b>\$190,216</b>	<b>-\$675,121</b>	<b>\$3,757,035.00</b>





## Nipissing University

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

March 9, 2023

There was a meeting of the By-laws and Elections Committee on March 9, 2023 at 3:00 p.m. in F307 and via Zoom conference.

Present: T. Sibbald, C. Richardson, D. Hay, T. Horton, M. Saari

Regrets: R. McIntee

Recording Secretary: C. Richardson

Moved by T. Sibbald, seconded by T. Horton that the agenda of the March 9, 2023 By-laws and Elections Committee meeting be approved.

CARRIED

Moved by T. Sibbald, seconded by C. Richardson that the Report of the January 19, 2023 By-laws and Elections Committee meeting be accepted.

CARRIED

Following discussion, the PVPAR advised that she will consult with the Executive Director of Library Services regarding the election of Librarians to Senate Standing Committees.

It was noted that the Senate Research Committee used to be populated by faculty members who held Tri-Council grants. As this is no longer the case, should consideration be given to reconsidering this aspect of membership? The PVPAR will consult with the Interim Dean of Graduate Studies and Research and report back at a future meeting.

A discussion took place as to whether a list of Senate members and their terms should be included in the agenda of every Senate meeting. This item will be discussed further at a future meeting.

Work continues on the revision of elections of Senate and non-Senate members to Senate committees.

MOTION 1: That Senate receive the Report of the By-Laws and Elections Committee dated March 9, 2023.

Respectfully submitted,  
*Original signed by:*

Dr. Tim Sibbald  
Chair  
By-Laws and Elections Committee


**Nipissing University**  
**Senate Research Committee Report**  
**March 24<sup>th</sup>, 2023**

The SRC met on March 24.

Members in attendance: B. Law (Chair), J. Muterera (Vice-Chair), C. Richardson, M. Saari, N. Black, H. Panchal, A. McCarthy, K. Koester. Regrets: A. Baregheh, D. Zarifa. Absent: C. Phillips  
Recording Secretary: A. McCarthy.

The committee met *in camera* to consider the SSHRC SIG (small institutional grants) review committee recommendations for awards. The recommendations passed *in camera* and were forwarded to the PVPAR office for further approval.

Respectfully submitted,



B. Law  
Chair, Senate Research Committee

- MOTION 1: That Senate receives the report of the Senate Research Committee, dated March 24, 2023.
- MOTION 2: That Senate approve the Commercialization Policy as outlined in the attached document.



**DRAFT Nipissing University Commercialization Policy**

Office of Accountability	Provost & Vice President, Academic & Research
Office of Administrative Responsibility	Office of Research, Innovation, and Graduate Studies
Approver	Senate
Approval Date	
Renewal Date	
Policy Number	

**Preamble/Our Commitment:**

Nipissing University is committed to developing processes, awareness, education, and support for the commercialization of research, knowledge, and scholarly activities. The Office of Graduate Studies, Research and Innovation (ORIGS), under the oversight of the Associate Vice President, Research, Innovation, and Graduate Studies (AVP, RIGS), will develop the infrastructure necessary to support innovation and commercialization at Nipissing University (NU Commercialization Framework, 2022).

The primary mission of a publicly funded institution is to create and disseminate public knowledge. The goal of this policy, together with the Intellectual Property Policy is to encourage the creation of intellectual property (IP), and to facilitate the development and commercialization of IP, while safeguarding the academic freedom and interest of the University, its faculty, staff, and students (NU Intellectual Property Policy, 2016).

**Conflict Resolution:**

Where there is a conflict between this policy and the Collective Agreement of an employee group at Nipissing University, the applicable Collective Agreement will prevail to the extent of the conflict.

Where there is a conflict between Canadian intellectual property laws and this policy, the conflict will be resolved in favour of the applicable Canadian law.

**1. Intention of Policy:**

The intention of this policy is to:

- a) support the University Community by developing processes, awareness, and educational resources in order to encourage the creation of IP, facilitate the commercialization of IP, and to celebrate research and scholarly activity at Nipissing University,
- b) provide a commitment to the management and protection of IP in a manner that maximizes commercialization opportunities, protects Ontario interests, and strengthens the Ontario economy,
- c) inform the University Community of the policies, procedures, and processes surrounding IP intended for commercialization,
- d) establish the procedures and processes to be followed with regards to commercializing IP,
- e) define the roles and responsibilities for Nipissing University to achieve that commitment and address any barriers or gaps in service that limit our ability to achieve that commitment,
- f) recognize the need to continue to build Nipissing University's IP and commercialization capacity through programming and related activities,

- g) guide the University Community on the usage of Nipissing University resources for the commercialization of IP and providing a net benefit to Ontarians,
- h) establish the procedure for annual reporting, progress, outcomes, impact, and recognition of commercialization activities throughout the University.

## 2. Application:

This policy applies to:

- a) any and all members of the University Community including faculty, staff, postdoctoral fellows, students, etc. as well as Third Parties to the extent possible.
- b) those who have created, developed, collaborated, or partnered on any form of IP in the course of that University Community members' duties or activities as university personnel, or through use of University Facilities.

## 3. Definitions:

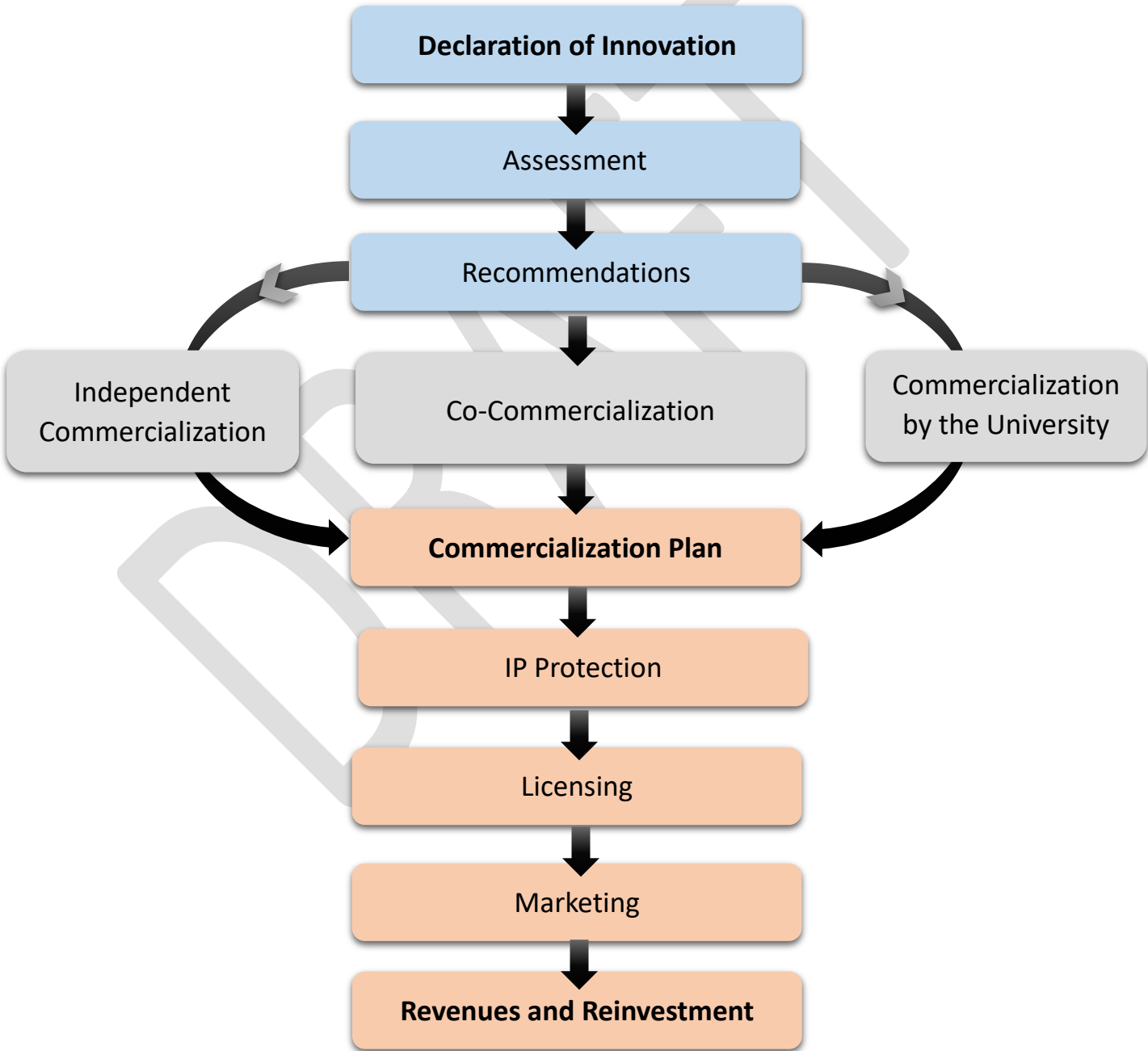
Adjunct Faculty	Are faculty members outside the University whose scholarly or professional accomplishments merit association with the University. Adjunct Faculty members are appointed for a defined period, with defined privileges and voluntary responsibilities in scholarly activity. Adjunct Faculty members fall into this policy so long as the IP in question was created in their capacity as an Adjunct Faculty member at Nipissing University or as a collaborator/partner with other members of the University Community.
Alumni	A graduate or former student of Nipissing University. Alumni fall into this policy so long as the IP in question was created in their capacity as a student, prior to graduation, though the IP might be monetized following graduation.
Copyright	Is the expression of an artistic, literary, musical or dramatic form. In Canada, an original work is automatically protected by copyright upon its creation in a fixed form, such as: on paper, in musical notation, in a file saved on a computer drive. Copyright protection can be registered in Canada but registration is voluntary. <sup>i</sup>
Computer Software	Any set of instructions or statements that is to be used directly or indirectly in a computer to bring about a specific result.
Contributor	Any researcher, student, or staff member who has made an intellectual or creative contribution to a form of intellectual property or invention.
Commercialization	The process of taking an invention or scientific discovery (i.e., new technology or new or improved manufacturing process) to market.
Creator	Refers the individual(s) who invent something or bring a form of Intellectual Property into existence through innovative means.
Faculty	Are any University Community members belonging to the Contract Academic Staff Bargaining Unit (CASBU) and the Full-Time Academic Staff Bargaining Unit (FASBU), as well as Professors Emeriti.
Industrial Design	A type of intellectual property where a process or design is applied to physical products that are to be manufactured by mass production. It consists of the visual features of shape, configuration, pattern, ornament or any combination of these features. The design must be novel and appeal to the eye. It must be applied to a finished article and the features can be 2- or 3-dimensional. <sup>ii</sup>

Intellectual Property	Any form of original knowledge or expression created in part or whole with one's intellect and may include but is not limited to works (creative works, computer software, documentation), inventions, trademarks, industrial designs, trade secrets, and confidential information.
Invention	A unique or novel device, method, composition, or process. It may be an improvement upon an existing invention or a new process, creating an object or outcome.
IP Statutes	Any type of act, law, or legislation pertaining to intellectual property including but not limited to the Patent Act, Copyright Act, Trade-Marks Act, Integrated Circuit Topography Act, Industrial Design Act, and so on.
Licensing Agreement	A formal agreement giving a person or organization permission to use, apply, or access the licensor's intellectual property.
Moral Rights	Additional rights held by authors of literary, dramatic, musical, and artistic works. Moral rights include the right of credit or association, the right of integrity, and the right of anonymity or context.
Net Revenue	The amounts received from the sale, leasing, licensing, or commercial exploitation of intellectual property after all expenses incurred in the protection, improvement, design, or development of the intellectual property have been deducted.
Nipissing University	The corporation generally known as the Board of Governors of Nipissing University, organized pursuant to the laws of the Province of Ontario.
Non-Disclosure Agreement	A contract between the holder of confidential information and another person to whom that information is disclosed, prohibiting that other person from disclosing the confidential information to any other party.
NUFA/CASBU/FASBU Collective Agreement	Is the agreement between the Board of Governors of Nipissing University and the Nipissing University Faculty Association for the period between May 1st, 2019 and April 30th, 2022, and any amendments, renewals, or subsequent collective agreements reached between the same parties.
Patent	A form of intellectual property granted by a government that confirms the exclusive right to an invention.
Postdoctoral Fellow	Or Postdoctoral Researcher/Associate, is a person professionally conducting research after the completion of their doctoral studies, typically under the supervision of a Faculty member.
Staff	Are any University Community member that is an employee of Nipissing University who is not Faculty or a Student,
Student	Are any University Community member enrolled in or auditing one or more course, workshops, or seminars at the Undergraduate or Graduate level at Nipissing University.
Third Party	A person who is not a member of the University Community.
Trademark	A trademark is a combination of letters, words, sounds or designs used or proposed to be used by a person to distinguish their goods or services from those of others. <sup>iii</sup>
Trade Secret	A type of intellectual property that includes formulas, practices, processes, designs, instruments, patterns, or compilations of information that have economic value because they are not known or ascertainable by others and which the owner(s) takes reasonable measures to keep the secret (non-disclosure agreements).
University Community	Any Faculty, Staff, Student, or other individual(s) affiliated with Nipissing University through employment or registration at the university.

University Facilities	Any facilities, resources, equipment, services, financial or human resources of the University.
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Nipissing University recognizes that individuals who fall under the terms "Faculty ", "NUFA Personnel", "Staff", "Student", and "Third Party", may have more than one status and fall under more than one of the said terms. For example, a Staff who also teaches a course would be a Faculty Personnel for the purposes of activities undertaken while acting as a lecturer, and a Staff for all other purposes. Similarly, an Adjunct Professor who engages in an unrelated private business would likely be a Faculty Personnel for the purpose of activities undertaken while acting as an Adjunct Professor, and a Third Party for all other purposes.

**4. The Intellectual Property to Commercialization Pathway**



## **i) Declaration of Innovation**

Members of the University Community who have developed IP that they intend to protect or commercialize (including but not limited to patent applications, copyright, trademark, integrated circuit topography registration, trade secret, industrial designs) with or without the use of University Facilities (financial resources, facilities, human resources, etc.) must inform the ORIGS in advance, using the Declaration of Innovation form and in a timely manner of their intent to do so. Based on the assessment of the Declaration of Innovation form, the ORIGS will inform the Creator(s) of the appropriate pathways to commercialize the IP. ORIGS is available to guide Creators in completing the Declaration of Innovation form and following the appropriate IP statute.

### **i.i) Timely Disclosure:**

CASBU or FASBU Members who develop IP may apply, at their sole discretion and own expense, for formal registration of any intellectual property. If so, a Member will give notification in writing to the Provost of any application made by the Member at least one (1) month prior to the date of making such application (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

It is the responsibility of the University Community (except members of FASBU/CASBU) to report new IP developed with University Facilities to the ORIGS within no more than three months of its development, or before any public disclosure (whichever is earlier).

- For IP that will require a patent, declaration should occur as soon as the Creator(s) can completely describe, in detail, all functions and practices of the innovation, but before public disclosure (e.g., journal articles, oral presentations, posters, etc.). This is to avoid loss of foreign patent rights.
- For copyright, the work is covered by relevant copyright laws as soon as the work is fixed in a tangible medium. There is no time limit for timely disclosure of copyright.
- For other forms of IP such as Industrial Design, Trademarks, etc., the relevant IP statute will be followed.

## **ii) Assessment**

Using the Declaration of Innovation form, ORIGS will conduct an assessment. To manage the University's IP and commercialization portfolio, the ORIGS will evaluate innovations for:

- Completeness
- Use of University Facilities
- Commercialization potential (e.g., licensing)
- Alignment with University values as per the University Strategic Plan and Strategic Research Plan
- Strength of IP protection
- Potential conflicts of interest or issues that may complicate commercialization or IP protection

and then recommends one of the following pathways:

- a) The Creator(s) pursue independent commercialization (waive title),
- b) The University will make an offer, or accept an offer, to contribute to commercialization (co-commercialization),
- c) The University has title claim to the innovation given the substantial use of University Facilities.



Communications regarding the Declaration of Innovation form will be sent to the first Creator listed on the form. Evaluations may take approximately 8 weeks to complete but may be subject to external review, which could delay the evaluation process further.

If the innovation will be independently commercialized, the process stops here.

### **iii) Commercialization Plan**

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for creating and implementing a Commercialization Plan.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, the ORIGS and the Creator(s) will create a Commercialization Plan. The plan will include any relevant decisions such as the best routes for IP protection (e.g., patent, non-disclosure agreement), the most suitable forms of licensing (e.g., exclusive, non-exclusive, start-up companies, third party involvement), and financing to implement the plan (e.g., research grants, investors, crowd funding, etc. See section 7), and revenue and reinvestment.

c) Commercialization by the University: If the University will assume sole responsibility for commercializing the innovation, ORIGS will consult with the relevant institutional departments to create a Commercialization Plan. The plan will include any relevant decisions such as the best routes for IP protection (e.g., patent, non-disclosure agreement), the most suitable forms of licensing (e.g., exclusive, non-exclusive, start-up companies, third party involvement), and financing to implement the plan (e.g., research grants, investors, crowd funding, etc. See section 7), and revenue and reinvestment.

### **iv) IP Protection**

At Nipissing University, we are committed to following the procedures set out by the Canadian government as it pertains to the protection of IP. Please visit <https://www.canada.ca/en/services/business/ip.html> for an overview of the different types of IP protection and the respective processes for IP protection in Canada.

For international IP protection, the relevant countries' IP statutes should be followed.

The responsibility for legally protecting IP varies dependant upon the commercialization path that is to be followed:

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for legally protecting and administering that agreement. Any such agreement must contain full and complete releases and indemnification of the University with respect to commercialized IP.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, an agreement will be drafted, as per the Commercialization Plan, between the parties to determine a cost sharing arrangement with regards to protecting the IP.

c) Commercialization by the University: If it is deemed that the University will assume responsibility for commercialization, the University thereafter shall deal with such rights and incur any expenses related to registering the IP, including any further assignment to some specialized external agency. The University shall assume sole responsibility and authority for legally protecting the IP.

## **v) Licensing & Agreements**

A license agreement for IP defines the structure of a long-term relationship between the University and the Creator(s). The University requires that all licenses agree to appropriate indemnity and insurance obligations.

v.i) Nipissing University Non-Exclusive License:

Consult the Nipissing University Intellectual Property Policy and the Research Data Management Strategy for more information about Nipissing University Non-Exclusive Licenses.

v.ii) For Intellectual Property that intends to be commercialized,

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for finding a licensee, negotiating a license agreement, and administering that agreement. Any such license agreement must contain full and complete releases and indemnification of the University with respect to commercialized IP.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, an agreement will be drafted, as per the Commercialization Plan, between the parties to determine a cost sharing arrangement with regards to licensing the IP.

c) Commercialization by the University: If it is deemed that the University will assume responsibility for commercialization, the University thereafter shall deal with such rights and incur any expenses related to any licensing or agreements associated with the IP.

v.iii) Non-Exclusive Licenses: In a simple non-exclusive license, the relationship may be limited to a one-time delivery of materials and/or payment of royalties.

v.iv) Exclusive Licenses: In exclusive licenses, this relationship is more extensive and often involves ongoing collaborations via sponsored research and consultation between the Creator(s) and the University.

v.v) Start-Up Companies: Nipissing University will aim to increase its capacity and/or external resources and collaborations, if the demand arises, to offer support and assistance through the ORIGS for those who want to create a start-up company. As part of its mission to commercialize University innovations, the (ORIGS) will consider licensing requests from Creators wanting to start new companies with technologies they have created. Although not obligated to do so, the ORIGS is willing to license technology to a start-up company, provided that the Creators demonstrate a clear commitment and ability to develop the licensed technology, and a clear business case to support ongoing operations of the start-up. Start-ups are encouraged to locate to North Bay and the Nipissing region to assist with the creation of local and regional employment.

A business plan must be developed prior to the decision to launch a start-up company, to ensure that the company will be financially feasible. It is recommended that the Creator(s) seek outside advice and guidance regarding the development of their business plan. The plan should include:

- Description of Business
- Nipissing University Technology to be Licensed
- Expected Target Market for Product or Service

- Principal Competition/Market Barriers
- Projected Product Development Timeline
- Management Structure (including faculty/inventor participation)
- Capital Needs and Resources (five-year expense/income projections)
- Equity Distribution
- University resources needed

As demand and resources allow, Nipissing University will work to create partnerships and compile resources for members of the University Community who want to create a start-up company. Once available, the ORIGS will also share the names and contact information of legal resources who are willing to work with Nipissing University start-up companies.

The University will consider assisting with the start-up company in circumstances where it can obtain an equity position in the start-up.

#### **vi) Marketing**

a) Independent Commercialization: If the Creator(s) pursue independent commercialization, the Creator(s) assume responsibility for marketing it and administering any related agreements. Any such marketing agreement must contain full and complete releases and indemnification of the University with respect to commercialized IP. The University trademarks, names, logos, letterhead, etc. shall not be used in marketing of the innovation unless agreed to in advance in writing by the University.

b) Co-Commercialization: If the University and Creator(s) will pursue a joint commercialization effort, an agreement will be drafted, as per the Commercialization Plan, between the parties to determine a cost sharing arrangement and marketing plan with regards to marketing the IP.

c) Commercialization by the University: If it is deemed that the University will assume responsibility for commercialization, the University thereafter shall deal with such rights and incur any expenses related to marketing the IP, including any further assignment to some specialized external agency.

#### **vii) Revenues and Reinvestment**

##### **Revenues:**

a) Independent Commercialization: The University will receive 10% of Net Revenues arising from the IP annually. The IP shall remain subject to the license and other rights of the University under these policies (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

b) Co-Commercialization: The University and Creator(s) will receive a division of revenues and reinvestment according to a previously drafted agreement.

c) Commercialization by the University: The University shall retain 50% of Net Revenue arising from the IP and the Creator(s) shall receive 50% payable on an annual basis, unless the University and the Creator(s) agree to a fixed percentage of Gross Revenue that is of equal or greater value for the University (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

If after 3 years from the date of assignment (or Patent issuance) the IP rights have not been assigned or licensed, at the Creator(s) request, they may be assigned back to the Creator(s) provided that the

Creator(s) reimburse the University for all Development Expenses prior to any disbursement of revenues and remit the University 10% of Net Revenue arising from the IP on an annual basis.

In cases where inventions are transferred from the University to Industry, licensing agreements (when applicable) will be written and signed by applicable parties. In the case where Nipissing University resources are used, the University will have a perpetual non-exclusive license and 10% of gross revenue.

For commercialization activities that consist of the provision of services (i.e., use of lab equipment/facilities), revenue generated through fee-for-use of university lab equipment and consulting services will be described in a "Fees for service" policy (under development).

**Reinvestment:**

The University's portion of revenue received from commercialization activities will be reinvested to support the University's research activities and general finances, such that:

- a. 60% of net revenues will support general research and scholarly activities at the University, as allocated through the Office of RIGS and Senate Research Committee.
- b. 40% of net revenues will be considered general revenues.

Any revenue that the University receives shall be used at the University's discretion (subject to article 38 in the FASBU CA, article 25 in the CASBU CA).

**5. Roles and Responsibilities**

i) It is the responsibility of Nipissing University to foster an environment where innovation and commercialization are celebrated, encouraged, and support the social and economic prosperity of North Bay and surrounding area communities through research, education, knowledge transfer, the training of highly-qualified personnel, and commercialization. The role of the staff is to support the mission and both internal and external stakeholders to the University. Successful commercialization of technologies is achieved through a productive partnership between Nipissing University and the Creator(s). The commercialization process is designed to define the role of all stakeholders to achieve our commitment for successful commercialization of research-based innovations.

ii) It is the responsibility of the Office of Research, Innovation, and Graduate Studies (ORIGS) to provide, as demand and resources allow, education, support, and guidance on policies and procedures to the University Community with regards to IP and Commercialization. If an innovation has been identified as suitable for IP protection and commercialization, a legal document will be signed that will establish the working relationship between the Creator(s) and the University. In this relationship, the ORIGS' commitment is to protect the IP, and search for appropriate partners that have the necessary resources, expertise, and business networks to push the technology towards the commercialization pathway. The ORIGS works with all necessary departments and faculties in order to best support the Creator(s) and the technology.

iii) It is the responsibility of the University Community (except members of FASBU/CASBU) to report new IP developed with University Facilities to the ORIGS within no more than three months of its development, or before any public disclosure (whichever is earlier).

iv) It is the responsibility of the FASBU/CASBU faculty member to "... apply for formal registration of any intellectual property. [A] Member will give notification in writing to the Provost of any application made by the Member at least one (1) month prior to the date of making such application." FASBU/CASBU

members are encouraged to report any new IP developed, regardless of if formal registration will be pursued, to the ORIGS (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

v) It is the responsibility of the Creator(s) to remain engaged in the IP and commercialization process, especially in a Co-Commercialization agreement. Creator(s) must remain in full support of the evaluation, subsequent patenting, marketing, and licensing efforts to ensure effective IP management and licensing. In the event that the Creator(s) cannot or will not fully support the process or active participation halts for a period of 90 days, the ORIGS, in consultation with the Associate Vice President, Research, Innovation, and Graduate Studies will consider the file inactive. In these cases, the IP may remain with the University and does not revert back to the Creator(s).

## **6. Capacity Building**

Nipissing University is committed, as demand and resources allow, to developing processes, awareness, education and support for the commercialization of research and scholarly activities. Nipissing University will work toward:

- Developing the necessary infrastructure and/or partnerships to support innovation and commercialization,
- Creating, revising, and implementing the policies and procedures required to support innovation and commercialization as the need arises,
- Identifying gaps in processes and resources to facilitate planning, development, and implementation of innovation and commercialization policies and metrics to increase capacity, where applicable, consistent with the Ontario Provincial Commercialization Mandate Policy Framework,
- Planning workshops on Intellectual Property and IP protection,
- Seeking training opportunities and providing access to training opportunities on entrepreneurial skills,
- Offering and circulating links to provincial resources such as IPON, IP Literacy, course modules,
- Facilitating collaboration with Nipissing University departments (e.g., External Relations) to support community outreach,
- Developing avenues for knowledge mobilization.

## **7. Resources and Support**

The following website is a compiled list of resources that are available to assist those who want to pursue commercialization, IP protection, licensing, and/or financing for their IP. This list is not considered exhaustive. Creators are encouraged to conduct further research to determine the best resources and pathways to commercialization and IP protection.

<https://www.nipissingu.ca/research/ip-commercialization/resources>

## **8. Outcomes, Metrics, and Reporting**

i) Reporting to the University:

As the IP and Commercialization portfolio at Nipissing University increases, Creator(s) with an active IP or commercialization file with ORIGS may be required to submit an annual report (a template will be created) by October 1<sup>st</sup> each year to ORIGS providing an update on items such as:

- IP protections filed/secured

- Licensing agreements in progress/secured
- Marketing agreements in progress/secured
- Financial partnerships pursued/secured
- Gross revenues to date from commercialization of IP
- Net revenues to date from commercialization of IP

Further, as per the FASBU/CASBU Collective Agreements, the University will provide the Association with a complete summary accounting of the income and expenses over the last fiscal year, if any, related to the exploitation of intellectual property (per Article 38.3) by October 31 each year. The Association will have access to information under the University's control required to verify compliance with these Articles (FASBU Collective Agreement 2019-22, CASBU Collective Agreement 2019-22).

#### ii) Institutional Review:

As commercialization efforts evolve at Nipissing University, the University will endeavor to improve and refine of this policy and associated processes should the need arise. Examples of future development of this policy and processes include:

- Review the policy one year from its approval date and every three years thereafter,
- Publish the above-mentioned resource pages on our website and update them as future resources become available,
- Refine and develop processes related to the IP to Commercialization Pathway to further streamline and foster IP and commercialization activity at the University,
- Through the Annual Commercialization Plans, identify gaps in capacity and work towards developing strategies to address those gaps.

#### iii) Reporting to the Ontario Government:

Nipissing University will submit Annual Commercialization Plans (ACP) in accordance with the Ontario Government's Commercialization Mandate Policy Framework. ACPs are due to the Ministry of Colleges and Universities via [IPSecretariat@ontario.ca](mailto:IPSecretariat@ontario.ca) by March 15<sup>th</sup> each year based on the previous calendar year cycle (January 1 to December 31). ACPs will incorporate the following six elements:

- **Timelines** to identify and incorporate additional information into the institution's Commercialization Policy
- **A plan to address any misalignments or gaps in capacity**, incentive structures and/or other institutional policies, to foster the protection and commercialization of IP in alignment with the CMPF.
- **Strategies and execution plan to prioritize institutional engagement** with Ontario- and Canadian-headquartered companies to provide a net benefit for Ontarians.
- **Evidence of a plan for engagement with the new designated IP agency (IPON) and local organizations that support commercialization of IP** (e.g., Regional Innovation Centres, Ontario Centre of Innovation [OCI], local accelerators and incubators, etc.) to identify commercialization opportunities and to protect and manage IP intended for commercialization developed with the institution's resources.
- **A plan for on-campus collaboration** to leverage strengths and address gaps in capacity to increase commercial benefit from IP generated with the institution's resources.
- **Reporting on key performance metrics** to track progress toward improving commercialization outcomes across the sector. (Commercialization Mandate Policy Framework, 2022).

Following a review of the ACPs, the Ministry of Colleges and Universities and Intellectual Property Ontario (IPON) will prepare and public an annual report on overall sector progress in developing and implementing commercialization policies. Following the review and provided there are no clarifications required, Nipissing University will publicly post section 6 of its Year 1 ACP “Institutional Approaches to Research and Innovation and Public Statement on the Annual Commercialization Plan.”

A common metrics reporting framework is in development by the Ministry of Colleges and Universities. Nipissing University will report on these key performance metrics as instructed once they are made available.

## **9. Net Benefit to Ontarians**

Net benefit refers to a net social and/or economic value generated for the people of Ontario, the Ontario economy and/or the Ontario innovation ecosystem (CMPF 2022). At Nipissing University, commercialization activities are guided by our unique role in supporting northern communities as well as Indigenous, first generation, and international learners.

The University commits to make reasonable efforts to maximize the net benefit to Ontario resulting from University-owned IP and commercialization endeavors. To accomplish this, the University will:

- prioritize industry partnerships that serve these groups and that offer a net benefit to our local, provincial, and global communities, with a focus on domestic industry partnerships,
- prioritize Ontario based investment and growth opportunities,
- prioritize social innovation within Ontario,
- provide a net benefit to Ontario through the training of Highly Qualified Personnel (HQP) and students,
- create and enhance avenues for knowledge mobilization of IP that benefits Ontario,
- create and enhance pathways for the commercialization of Ontario-made IP by:
  - encouraging and fostering innovation within the University,
  - evaluating and identify areas for capacity building,
  - developing partnerships and resources to facilitate bringing products to market,
  - evaluating the potential for commercialization within the University Community
  - working with Intellectual Property Ontario (IPON), an agency providing sophisticated IP knowledge, advice, and services to support Ontario innovators, researchers, businesses, and entrepreneurs.

## **10. Engagement with the Innovation Ecosystem**

Engaging in partnerships locally, nationally and globally allows Nipissing University to expand the breadth and impact of its commercialization, research and development activities. The University will endeavor to engage with accelerators, incubators, and engines with a Northern Ontario mandate and focus.

Nipissing University may seek out opportunities for collaboration with organizations within the innovation ecosystem. These partners may include:

- Innovative Initiatives Ontario North (iiON)
- Intellectual Property Ontario (IPON)
- FedNOR

- NOHFC
- Local Indigenous Communities
- City of North Bay Economic Development
- National Research Council of Canada Industrial Research Assistance Program (NRC-IRAP)
- The Business Centre of Nipissing-Parry Sound
- Mitacs
- Government, community, and industry partnerships
- Legal services related to IP
- Canadore College

**Sources:**

Commercialization Mandate Policy Framework, Government of Ontario (January 2022)

Nipissing University, Policy on Intellectual Property (Revision 2022, in progress)

Queen's University: <https://www.queensu.ca/secretariat/policies/board-policies/intellectual-property-commercialization-policy>

University of Toronto: <https://research.utoronto.ca/inventions-commercialization-entrepreneurship/commercialize-invention> and <https://entrepreneurs.utoronto.ca/ip-education/ip-resources/>

Verbal and written consultations with the following institutions:

Lakehead University

Laurentian University

Ontario College of Art & Design University

Trent University

University of Windsor

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<sup>i</sup> Intellectual Property Education, The University of Toronto

<sup>ii</sup> Ibid

<sup>iii</sup> Ibid



## Motion to Approve the Nipissing University Commercialization Policy – Supporting Material

### Rationale:

In January 2022, the Ministry of Colleges and Universities (MCU) circulated Ontario’s Commercialization Mandate Policy Framework (CMPF) to postsecondary institutions. The CMPF mandated that all Ontario colleges and universities post a commercialization statement, develop and post a Commercialization Policy, and engage in annual reporting. Nipissing University posted its Commercialization Framework Statement in April 2022 to [our website](#). Following MCU’s response to the release of the framework statements, Nipissing University developed and submitted a draft of a Commercialization Policy to the MCU by the December 15, 2022 deadline (note: deadlines dates were adjusted by MCU following release of the CMPF document). Our next task is to approve the policy through our internal governance structure, and then publicly post the policy to our website.

In the CMPF, the MCU mandated six elements that Commercialization Policies are required to address:

1. **A commitment to the management and protection of IP** in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
2. **Defined roles and responsibilities** for relevant stakeholders within the institution to achieve that commitment.
3. A commitment to **increase IP capacity** through programming and related activities including the provision of access to **IP Education and Awareness resources** for all relevant stakeholders within the institution.
4. An **invention disclosure policy** such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
5. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution’s resources in a manner that seeks to provide a **net benefit to Ontarians**. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.
6. Guidance for relevant stakeholders **regarding institutional engagement with the innovation ecosystem** (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework.

Nipissing University’s draft Commercialization Policy addresses these six elements while incorporating existing policies and agreements such as the Intellectual Property Policy (2016), the current FASBU/CASBU Collective Agreements, and the Strategic Research Plan (2019-2024). Specific attention was given to ensuring that the processes and financial components of the policy align with current Collective Agreements. Further, this policy was drafted in consultation with an internal working group (Justin Carré, Denyse Lafrance-Horning, Barbi Law, Ashley Marcellus, Colin McCarter, Amber McCarthy), biweekly meetings with representatives from small Ontario universities (Lakehead, Laurentian, OCADU, Trent, Windsor), a review meeting with the MCU, and review from Nipissing senior administration. Nipissing University’s draft policy is in line with the spirit of other small universities’ policies and also received positive feedback from the MCU.

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### Graduate Studies and Research

Beyond the Commercialization Policy, the MCU has also mandated that institutions submit Annual Commercialization Plan (ACP) reports each year on March 15<sup>th</sup>. The purposes of these ACP Reports are to gather information about current commercialization and innovation activities and to identify areas where support is needed to foster innovation and commercialization. Nipissing University plans to develop processes to better support, document, and measure commercialization and innovation activities and outcomes taking place at our institution. This type of internal reporting would not only allow us to celebrate and promote our commercialization and innovation activity, but also give us the data required to advocate for support and funding from IPON to build capacity.

We recognize that commercialization is in its infancy at Nipissing University and that elements of this policy may need to be altered in the near future. As a result, we propose that this policy undergo a review in one year from its approval date, and then every three years thereafter. Our goal is to ensure that this policy evolves as our commercialization portfolio and processes develop at Nipissing University.

Respectfully submitted,

A handwritten signature in cursive script that reads "Barbi Law".

Barbi Law, PhD  
Dean, Graduate Studies and Research (Interim)  
on behalf of the Senate Research Committee

Encl.

# Commercialization Mandate Policy Framework

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## INTRODUCTION

Ontario is home to world-class postsecondary institutes and research. Discoveries and innovations stemming from Ontario colleges and universities are helping to solve the pressing social, environmental and health challenges of our day; shaping our understanding of society and the cosmos; redefining industries; and creating new economic opportunities.

The Expert Panel on Intellectual Property was established Spring 2019 to help Ontario become more strategic in its approach to generating, protecting and commercializing intellectual property (IP), including IP that stems from postsecondary research. By various measures, Ontario is falling behind peer jurisdictions significantly on protecting IP and generating licensing revenue. For example, while Ontario is the only province in Canada with two cities in the top 100 global science and technology clusters, domestic output has been on a downward trend in recent years.<sup>1</sup>

This continues to stand in our way when it comes to competing in the global intangibles economy, and is more important than ever as we seek to recover from the effects of the COVID-19 pandemic.

In July 2020, the government released the province's first **Intellectual Property Action Plan** – in response to the recommendations of the Expert Panel – to help bend this curve by strengthening our overall approach to commercialization of IP. One of the key pillars of the Intellectual Property Action Plan is a commitment to clarify the commercialization mandates of postsecondary institutions.

The other three commitments of the Intellectual Property Action Plan are:

- Strengthening IP literacy by developing standardized, digital basic and advanced IP education curriculums.
- Developing a governance framework for organizations supporting entrepreneurial and innovation activities, which incorporates IP considerations.
- Creating a centralized provincial resource to increase access to IP legal expertise and educational resources everywhere in the province.

In January 2022, government created Intellectual Property Ontario (IPON), a new agency that will provide sophisticated IP knowledge, advice and services to support Ontario innovators, researchers, businesses and entrepreneurs. IPON will help support the implementation of this Commercialization Mandate Policy Framework by providing support to colleges and universities – and their researchers – and preparing an annual report that summarizes the sector's progress in implementing the framework and improving commercialization outcomes.

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1. Sources: WIPO Global Innovation Index, 2021; CIPO Annual Report 2020.

We know that maximizing the value of our homegrown IP is a shared commitment with the postsecondary sector. Clarifying the commercialization mandate will help everyone be more intentional in their focus on this important goal of ensuring that made-in-Ontario innovations benefit Ontarians.

This framework helps us achieve that commitment.

The Commercialization Mandate Policy Framework (Policy Framework) is comprised of:

1. Statement of Principles
2. Commercialization Policy
3. Annual Commercialization Plans
4. Reporting
5. Establishment of a Joint Working Group on Commercialization Metrics.

Implementation of this Policy Framework is intended to strengthen focus on the generation and management of IP and improve commercialization outcomes across campuses, while accounting for institutional diversity within the sector.

We recognize that no two institutions are alike. Similarly, successful commercialization outcomes may take many forms, from new company formation to engagement with established industry partners. Moreover, we acknowledge that each college and university is starting from different points in terms of areas of research/innovation strength, policy and program infrastructure and industry relationships. These differences will inform institutional pathways to commercialization and thus institutional implementation of this Policy Framework.

Other components of the Intellectual Property Action Plan – including the establishment of IPON – will provide important advice and support to innovators and entrepreneurs as they seek to unlock the full potential of their innovations.

To increase transparency in how we talk about and measure commercialization outcomes, IPON will establish a Joint Working Group on Commercialization Metrics as one of its first actions. The group will be chaired by IPON's CEO and will include representatives from the postsecondary sector, government and industry. It will collaborate on a set of common performance metrics, standards for institution-specific baselines and targets and a uniform approach to reporting.

## 1) STATEMENT OF PRINCIPLES

Commercialization is the process of taking an invention or scientific discovery (i.e., new technology or new or improved manufacturing process) to the market.<sup>2</sup>

The following five principles reflect government's recognition that we need to work together to a common purpose to improve the province's IP position, improving commercialization outcomes and realizing the benefits of publicly-funded research and innovation in a cooperative, accountable and sustainable manner.

1. A **shared commitment** to generate, commercialize and protect IP for the benefit of Ontario's economy and long-term competitiveness.
2. Focus on **continuous improvement** and **flexibility** to recognize different institutional approaches and strengths.
3. **Transparency** and **accountability** through annual reporting of progress, outcomes and impact, beginning in December 2022.
4. Recognition of the need to **continue to build institutional capacity** to commercialize innovation in Ontario, including using IPON's services and supports to strengthen capacity.
5. Success requires **collaboration** across the postsecondary sector and with the innovation ecosystem as a whole.

## 2) COMMERCIALIZATION POLICY

Each publicly-assisted university and college is to create and publicly post a Commercialization Policy by **April 29th, 2022** on its website.

The Commercialization Policy that each institution develops can and should be customized to its own context, while including the common elements set out below. The Commercialization Policy will act as a blueprint guiding each institution as it adopts or modifies its policies and practices to help improve commercialization outcomes.

It is expected that the Commercialization Policies will be fleshed out and strengthened over time as institutions grow in their capacity and experience.

The Commercialization Policy must include the following elements:

1. **A commitment to the management and protection of IP** in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
2. **Defined roles and responsibilities** for relevant stakeholders within the institution to achieve that commitment.

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2. Source: Expert Panel on Intellectual Property. Report: Intellectual Property in Ontario's Innovation Ecosystem (February 2020).

**Note:** Relevant stakeholders within the institution include, but are not limited to, staff, faculty, Technology Transfer Offices [TTOs], applied research offices, on-campus accelerators, researchers and students.

3. A commitment to **increase IP capacity** through programming and related activities including the provision of access to **IP Education and Awareness resources** for all relevant stakeholders within the institution.
4. An **invention disclosure policy** such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
5. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution's resources in a manner that seeks to provide a **net benefit to Ontarians**. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.

**Note:** For the purpose of this Policy Framework, a "net benefit" refers to a net social and/or economic value generated for the people of Ontario, the Ontario economy and/or the Ontario innovation ecosystem.

6. Guidance for relevant stakeholders regarding **institutional engagement with the innovation ecosystem** (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework.

The Ministry expects each institution to develop a Commercialization Policy in adherence to the Ministry's timeline, with each institution setting its own internal deadline for full implementation of all elements of the Commercialization Policy.

**Note:** The Ministry reserves the right to request that institutions provide a draft of the Commercialization Policy for Ministry review prior to public posting. Ministry review will be limited to ensuring that minimum requirements are met.

In the first year the expectation is that the Commercialization Policy will be publicly posted on the institution's website by **April 29th, 2022**.

In subsequent years, the Ministry expects that institutions will work toward full implementation of all elements of the Commercialization Policy on a phased-in basis. Progress will be documented in Annual Commercialization Plans.



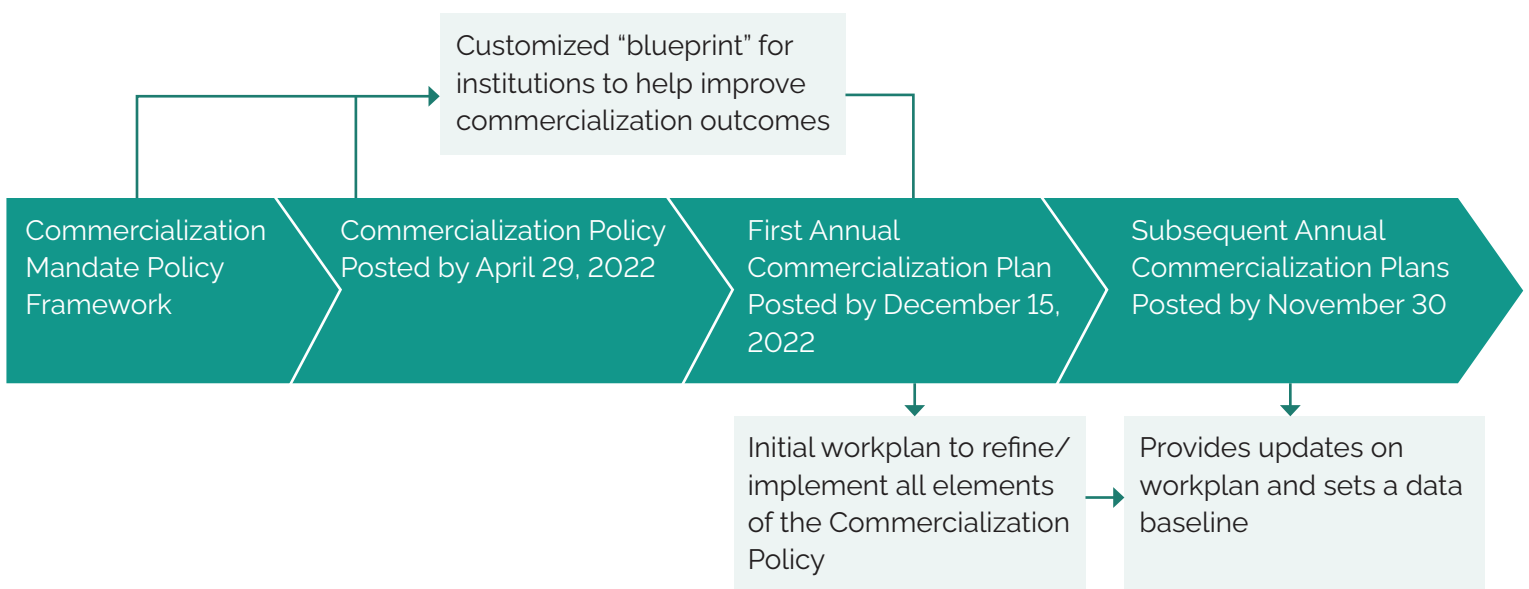
### 3) ANNUAL COMMERCIALIZATION PLANS

To demonstrate progress toward building institutional capacity to prioritize the protection and commercialization of IP (including modifying existing policies and practices, where necessary) and track commercialization outcomes, publicly-assisted universities and colleges are to develop and publicly post an Annual Commercialization Plan.

The institution's first Annual Commercialization Plan must be publicly posted by **December 15th, 2022** and will establish the institution's initial workplan to refine/implement all elements of its Commercialization Policy (with associated timelines and progress measures).

Starting with the second Annual Commercialization Plan, institutions must publicly post their plans by **November 30th** of each year and provide updates on the workplan. It is expected that these plans will also include baseline measures of commercialization outcomes as identified through the Joint Working Group on Commercialization Metrics.

#### Commercialization Mandate Policy Framework Reporting System Snapshot



The Annual Commercialization Plans will include the following elements:

1. **Timelines** to identify and incorporate additional information into the institution's Commercialization Policy (assuming not all elements will be finalized in the initial posting of the policy).
2. **A plan to address any misalignments or gaps** in capacity, incentive structures and/or other institutional policies, to foster the protection and commercialization of IP.
3. **Strategies and execution plan to prioritize institutional engagement** with Ontario- and Canadian-headquartered companies to provide a net benefit for Ontarians.

4. **Evidence of a plan for engagement with the new designated IP agency (IPON) and local organizations that support commercialization of IP** (e.g., Regional Innovation Centres, Ontario Centre of Innovation [OCI], local accelerators and incubators, etc.) to identify commercialization opportunities and to protect and manage IP intended for commercialization developed with the institution's resources.
5. **A plan for cross-institutional collaboration** to leverage strengths and address gaps in capacity to increase commercial benefit from IP generated with the institution's resources.
6. **Reporting on key performance metrics** to track progress toward improving commercialization outcomes across the sector.

It is expected that each Annual Commercialization Plan will provide (on a phased-in basis):

- **Progress metrics** to assess implementation of each institution's Commercialization Policy (e.g., #/% of commitments fully implemented; # of plans completed or updated; #/% of TTO staff accessing IP education/training).
- **Outcome metrics** focused on commercialization (e.g., number of patents filed and granted, number of licenses executed, licensing revenue, number of copyrights, number of start-ups established/supported, per cent of domestic industry partners). These outcome metrics will be the subject of consultation and refinement through the Joint Working Group.

#### 4) REPORTING

Institutions are to publicly post their Commercialization Policy and Annual Commercialization Plans.

Once established, the new designated IP agency (IPON) will review and advise on Annual Commercialization Plans at the request of the Minister of Colleges and Universities and publish an annual report on overall sector progress in implementing commercialization policies and meeting commercialization metrics targets.

#### 5) JOINT WORKING GROUP ON COMMERCIALIZATION METRICS

IPON will establish a Joint Working Group on Commercialization Metrics, with support from the Ministry. It will include representatives from the postsecondary sector, government and industry. It will be chaired by IPON's CEO and be tasked with:

- Identifying a set of common commercialization performance metrics;
- Establishing standards for institution-specific baselines and targets for commercialization metrics; and
- Developing standardized reporting templates and resources.

The metrics developed by the working group will be reported in each institution's Annual Commercialization Plans (on a phased-in basis). In co-developing these criteria, the Joint Working Group will play an important role in identifying appropriate metrics that capture the diversity of institutional approaches to supporting commercialization and that do not place an unreasonable burden on the sector.

## CONCLUSION

Ontario's long-term economic competitiveness requires new policies and initiatives that prioritize the generation, protection and commercialization of IP. The government of Ontario recognizes this and has been implementing the Intellectual Property Action Plan for the benefit of Ontario researchers and entrepreneurs.

The Commercialization Mandate Policy Framework is the next step in the government's continued progress toward the implementation of the Intellectual Property Action Plan. In releasing this Policy Framework, the government has now fully actioned all four components of the plan.

By helping publicly-assisted colleges and universities clearly define their commercialization policy and develop annual plans to build institutional capacity, make progress and track outcomes, we will see an increase in commercialization outcomes across the province. In combination with the launch of new accessible IP tools and supports through IPON, as well as working together to develop a common set of metrics, we will strengthen our innovation ecosystem for the benefit of every Ontarian for generations to come.

The cover features a large teal shape on the left side, with a white text box inside it. The background is a light teal color, and there is a solid blue horizontal bar at the bottom.

# Commercialization Mandate Policy Framework

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# 1. Attestation Page

Name:	
Title/Position (Senior Leadership):	
Name of institution:	
Email address:	
Phone number:	

I have the requisite authority to submit this document to the Ministry of Colleges and Universities (the Ministry) on behalf of the institution listed above.

<signature>

Logo of department/institution

## 2. Introduction

The Annual Commercialization Plan (ACP) is an integral component of Ontario's Commercialization Mandate Policy Framework (CMPF). The CMPF helps colleges and universities strengthen their focus on the generation, protection, and management of Intellectual Property (IP) – while accounting for institutional diversity within the sector. It also helps position them to achieve improved commercialization outcomes for the benefit of Ontarians.

Under the CMPF, each publicly assisted college and university is required to create and post a Commercialization Policy which, in turn, will inform the institution's development of its ACP.

Intellectual Property Ontario (IPON) will play an important role in supporting the implementation of the CMPF, including assuming an ongoing role of reviewing the ACPs that institutions develop and update each year.

IPON's review will inform its annual report to the Minister of Colleges and Universities, detailing the sector's overall progress in developing and implementing commercialization policies and improving commercialization outcomes.

## About the Annual Commercialization Plan (ACP)

As outlined in the CMPF, ACPs should incorporate the following six elements:

1. **Timelines** to identify and incorporate additional information into the institution's Commercialization Policy (assuming not all commercialization policy elements will be finalized in the initial posting of the policy).
2. **A plan to address any misalignments or gaps** in capacity, incentive structures and/or other institutional policies, to foster the protection and commercialization of IP in alignment with the CMPF.
3. **Strategies and execution plan to prioritize institutional engagement** with Ontario- and Canadian-headquartered companies to provide a net benefit for Ontarians.
4. **Evidence of a plan for engagement with the new designated IP agency (IPON) and local organizations that support commercialization of IP** (e.g., Regional Innovation Centres, Ontario Centre of Innovation [OCI], local accelerators and incubators, etc.) to identify commercialization opportunities and to protect and manage IP intended for commercialization developed with the institution's resources.
5. **A plan for on-campus collaboration** to leverage strengths and address gaps in capacity to increase commercial benefit from IP generated with the institution's resources.
6. **Reporting on key performance metrics** to track progress toward improving commercialization outcomes across the sector.

## Objectives

- The primary focus of the Year 1 ACP is to capture a baseline of the research and innovation landscape in the first year of implementation of the CMPF and to provide a narrative update on institutions' progress in developing and implementing their Commercialization Policies.
- The Year 1 ACP template is designed to capture the six elements described above. It asks institutions to describe their current research and innovation activities, engagements, and partnerships that support the commercialization of IP and their plans for continuous improvement.
- Initial annual commercialization planning is also an opportunity for an institution to document any gaps in capacity and/or resources that may be required to help implement the CMPF.

- Ongoing reporting through the ACP will be a critical tool in demonstrating institutions' progress in implementing the policy framework, strengthening the focus on IP generation, protection, and commercialization, and tracking progress towards improved commercialization outcomes.

**Definition:** for the purposes of this document, **research and innovation activities** include the creation, management, protection, and commercialization of intellectual property resulting from faculty and student-led activities.

## Timeframe

- The ACPs will be based on a calendar-year cycle (i.e., January 1 – December 31).
- The first ACP (Year 1 ACP) is due March 15, 2023 and will reflect the 2022 calendar cycle (i.e., January 1, 2022 – December 31, 2022).

## Notes on Completion

- The ACP template uses an MS Word format for ease of use and to facilitate coordinated input from multiple areas in an institution. However, the completed template should be submitted by an individual who has authority over innovation or commercialization-related activities within an institution (e.g., Vice-President, Research, Vice-President Applied Research, or equivalent).
- As discussed above, the template seeks qualitative information on the required elements of the ACP. The Ministry has provided a maximum of 500 words for most responses, and we ask that institutions do their best to remain within this word limit.

## Next Steps

### *Draft Year 1 ACP:*

- Institutions are welcome (but not required) to share a draft version of their Year 1 ACP with the Ministry in advance of the March 15 deadline. Ministry staff can provide input or provide clarification on any of the requirements.
- Any inquiries and drafts for review may be submitted to [IPSecretariat@ontario.ca](mailto:IPSecretariat@ontario.ca).
  - The last day to submit drafts to the Ministry for review/comments is February 28, 2023.

### *Final Year 1 ACP:*

- Upon submission of the final Year 1 ACP, the Ministry and IPON will conduct a review of these plans (final versions should be submitted to [IPSecretariat@ontario.ca](mailto:IPSecretariat@ontario.ca)).
- The Ministry may reach out to institutions about any clarifications or considerations.
- IPON will then prepare and publish an annual report on overall sector progress in developing and implementing commercialization policies. This report will be shared publicly.
- In addition, institutions are also expected to publicly post section 6 of their Year 1 ACP “Institutional Approaches to Research and Innovation and Public Statement on the Annual Commercialization Plan.”
  - The institution is not expected to publish other sections. The other sections will remain confidential to the Ministry and IPON as the Ministry recognizes that they may contain sensitive commercial information.
  - The institution should post Section 6 on their website as soon as the Ministry confirms that no clarifications or considerations have surfaced for this section.



#### *Future Year ACPs:*

- A common metrics reporting framework will be developed by the Joint Working Group (JWG) on Commercialization Metrics, led by IPON, with support from the Ministry, and representatives from the postsecondary, innovation, and industry sectors.
- In future ACPs, it is anticipated that institutions will be expected to report on these key performance metrics. Institutions will have an opportunity to supplement these metrics with additional institutional measures and/or narratives to help track progress toward improving commercialization outcomes.
- The JWG will develop a standardized reporting template for future ACPs. Institutions are required to submit an updated ACP by March 15 of each year.

### 3. Commercialization Policy

The CMPF requires that each publicly assisted college and university create and post a Commercialization Policy on their website.

This section of the ACP asks questions on the status of the development of your institution's Commercialization Policy, how this policy incorporates the six required elements of a Commercialization Policy as outlined in the CMPF, and what elements have been identified for further refinement.

As outlined in the CMPF, the institution's Commercialization Policy should include the following elements:

1. **A commitment to the management and protection of IP** in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
2. **Defined roles and responsibilities** for relevant stakeholders within the institution to achieve that commitment.
3. A commitment **to increase IP capacity** through programming and related activities including the provision of access to **IP Education and Awareness resources** for all relevant stakeholders within the institution.
4. An **invention disclosure policy** such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
5. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution's resources in a manner that seeks to provide a **net benefit to Ontarians**. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.
6. Guidance for relevant stakeholders regarding institutional **engagement with the innovation ecosystem** (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework

### 3.1. Commercialization Policy Status

The Commercialization Policy should be approved by your institution’s governing body (which could be the Board of Governors and/or Senate) and be publicly posted on your institution’s website as soon as approval has been received. It is expected that the Commercialization Policy will address all six required elements of a Commercialization Policy as outlined in the CMPF (at pp. 3-4 and reproduced in this section).

**3.1.1. Please provide the following details in relation to the status of your Commercialization Policy.**

<b>Approval date (if not approved, provide an estimate):</b>	
<b>Approving body:</b>	
<b>Date posted on website (if not posted yet, provide an estimate):</b>	
<b>Website link:</b>	

**3.1.2. If your Commercialization Policy is yet to be publicly posted on your website, please outline what steps are required to secure final approval and to post it on your website.**

<max 500 words>

**3.1.3. Are there elements of your policy that you will be focusing on for continuous improvement and refinement for future iterations of your policy? Please elaborate.**

<max 500 words>

**3.1.4. Please highlight any unique features and initiatives from your Commercialization Policy that demonstrate your institution’s approach to IP and its commercialization. Please elaborate and use examples, as appropriate.**

<max 500 words>

## 4. Year 1 Annual Commercialization Plan

This section of the ACP template will outline how your institution currently works with or leverages the research and innovation ecosystem and your plan to continue to build institutional capacity to achieve commercialization outcomes (including modifying existing policies and practices, if necessary).

The Year 1 ACP will help establish your initial workplan and approach to continuously improving institutional IP and commercialization outcomes, with the understanding that this information will also guide any required updates to your institution's Commercialization Policy. As outlined in the CMPF, it is anticipated that your policy will be updated and strengthened over time.

Starting with the Year 2 ACP, your institution will need to provide updates on your progress and include concrete plans and strategies to implement the six core components of an ACP as outlined in the CMPF (at pp. 5-6) and reproduced in the introduction section above.

## 4.1. Partnering with the private sector

The CMPF is intended to help institutions better commercialize their “Ontario-made” innovations, discoveries, and products. The private sector plays an important role in commercializing IP and, therefore, can help researchers, innovators, and inventors identify commercial opportunities and convert research discoveries and ideas into marketable products and services.

This section is focused on understanding how your institution seeks to prioritize institutional engagement with Ontario-based and Canadian companies and local industry to help advance the long-term competitiveness of Ontario and enable economic growth, investment, and job creation. It also asks what guidance you provide to your internal stakeholders (e.g., those negotiating partnership agreements) on how your institution can best engage with global industry partners to help achieve these objectives to the benefit of Ontarians.

**Definition:** For the purposes of this document, an **Ontario-based or Canadian company** is a company whose corporate headquarters are located in Ontario or Canada<sup>1</sup>.

### 4.1.1. What principles and goals guide your institutional arrangements with Ontario-based and/or Canadian companies? Please elaborate, with example(s), how your institution currently engages with Ontario-based and/or Canadian companies.

Please provide a summary and use examples, as appropriate.  
<Max 500 words>

### 4.1.2. What principles and goals guide your approach to engaging with global industry partners and negotiating agreements? Please elaborate, with example(s), how your institution currently seeks to achieve outcomes that are beneficial to Ontarians.

Please provide a summary and use examples, as appropriate.  
<Max 500 words>

### 4.1.3. How does your institution plan on enhancing or broadening its engagement with Ontario-based and/or Canadian companies and/or global industry partners in alignment with your principles and goals over the next year?

<sup>1</sup> Expert Panel Report on Intellectual Property - Page 21: <https://www.ontario.ca/document/report-intellectual-property-in-ontarios-innovation-ecosystem>

Please provide a summary of actions you plan to take to build out your current strategy.

<Max 500 words>

## 4.2. Engagement with Ontario's research and innovation intermediaries

Ontario's postsecondary institutions operate within a broader research and innovation ecosystem that includes intermediaries and partners such as Regional Innovation Centres (RICs) and the Ontario Centre of Innovation (OCI), accelerators and incubators, and the newly created agency Intellectual Property Ontario (IPON).

**IPON** is Canada's first provincial IP-focused agency, with a mandate to provide clients across the province with increased access to IP strategy advice, legal expertise, and educational resources. IPON will serve as the go-to-resource for sophisticated IP knowledge, advice, and services – helping researchers, institutions, and businesses maximize the value of their IP and strengthen their capacity to grow and compete in the global market.

These intermediaries can help researchers, inventors, and entrepreneurs with their IP and commercialization endeavours, and are critical assets that postsecondary institutions and their campus communities can leverage to strengthen their IP and commercialization outcomes.

The Government of Ontario actively encourages collaborations across communities to support innovators. To that end, we would like to understand how your institution currently works with and tracks commercialization outcomes with intermediary organizations and partners. We are also interested in hearing how IPON can support your IP and commercialization strategy.

### 4.2.1. What principles and goals guide your institution's approach to engaging and collaborating with Ontario's research and innovation intermediaries?

Please provide a narrative using examples to illustrate how you collaborate with research and innovation intermediaries in Ontario, this could include examples of how you, or your Technology Transfer Office/Applied Research Office, and your local Regional Innovation Centre and/or local incubator/accelerator work together to best support the companies/industries with whom you engage.

How are you engaging with research and innovation intermediaries to measure or monitor project impact or downstream commercialization endeavours that occurred due to your collaboration?

<Max 500 words>

**4.2.2. A key mandate of IPON is to help postsecondary institutions be more strategic with IP creation, management, and commercialization. Please outline the gaps and/or opportunities that you hope IPON can address, either through providing direct assistance to your institution, or by helping you serve your stakeholders.**

Please outline how IPON can help address your institution's research and innovation gaps and highlight the top priority you feel needs addressed based on your need.  
<Max 500 words>

**4.2.3. How does your institution plan on enhancing its engagement and collaboration with research and innovation intermediaries over the next year?**

Please outline your institution's engagement/collaboration plan, and if you have plans to engage IPON for support when it broadens its services to additional clients once the initial beta service phase has been completed.  
<Max 500 words>

## 4.3. Research and innovation ecosystem on campus

An overarching goal of the CMPF is to help institutions and their campus communities be more strategic in their approach to research and innovation. To achieve this goal, institutions will need to have suitable institutional infrastructure in place – attuned to encouraging and supporting commercialization as an outcome where possible.

Effective **institutional policies, rules, regulations, and practices** can positively influence the research and innovation ecosystem on campus, by:

- Prioritizing research and innovation activities and clearly defining campus community roles in achieving related objectives;
- Embedding technology transfer and/or commercialization as a critical part of the research process;
- Incentivizing innovation and its commercialization as an important component of research excellence for staff, faculty, and/or students, as appropriate;
- Promoting student and faculty-led entrepreneurship activities;
- Strengthening commitments to develop and advance IP capacity across the campus community.

Access to key **institutional resources** – including IP education and awareness training and events, as well as qualified staff who are integrated in the institution and have wide-ranging industry and innovation networks (e.g., technology transfer office [TTO], applied research office [ARO], industry and partnership office) – can also be an important component of a thriving on-campus research and innovation ecosystem.

At the same time, to be impactful, all parts of and players in the on-campus research and innovation ecosystem need to work together to develop innovations, commercialize IP, nurture future entrepreneurs, create and grow companies, and otherwise bring new products and services to market. Promoting a **strong interdisciplinary and cross-campus approach to research and innovation** can help build a strong pipeline of researchers and start-up/scale-up companies to drive technology adoption into supply chains and create new recognized leaders in IP commercialization.

### IP Education and Awareness Resources

The Ministry strongly encourages you to make your community aware of the two foundational IP courses from the [University of Toronto](#) and the [Centre for International Governance Innovation \(CIGI\)](#). These courses have been endorsed by the province and are available online, free-of-charge in English and in French. They teach participants about the IP ecosystem and help innovators understand the value of protecting their ideas. The courses also provide participants with essential building blocks to achieve better IP commercialization outcomes and develop basic IP strategies.

An advanced IP course is also being created and scheduled to be available by the end of Spring 2023. This course will respond to the complex learning needs of innovators actively seeking to commercialize their IP and grow their knowledge-based companies.

#### 4.3.1. How do your institutional policies and activities promote innovation and commercialization on campus?

Please outline specific policies, rules, regulations, practices, and/or processes that support, promote, or incentivize research and innovation activities.

<Max 500 words>

**4.3.2. How are you promoting access to resources to increase IP and commercialization literacy and capacity of faculty, researchers, students, and staff?**

Please describe how you are socializing the CMPF within your campus community; promoting access to IP education and awareness training and events (including the province's two foundational IP courses); and leveraging and strengthening on-campus IP and commercialization expertise (including any TTO, ARO, other staff/resources, or student/faculty entrepreneurs). Please use specific examples that are relevant to your institutional context.

<Max 500 words>

*NOTE: add in entrepreneurship into examples*

**4.3.3. How does your institution encourage collaboration within your campus community in relation to IP and commercialization activities?**

Please use examples to outline how you collaborate within your institution's research and innovation ecosystem. This could include an overview of how researchers are made aware of innovation and commercialization activities and opportunities; how regularly faculty, staff, students or departments connect on linking research to innovation/technology; how your institution promotes and supports entrepreneurship as a pathway to innovation and commercialization etc.

<Max 500 words>

**4.3.4. What initiatives related to your institutional policies might be required to effectively implement your plans for enhancing your innovation ecosystem over the next year?**

Please outline steps and provide specific examples as applicable.

<Max 500 words>

**4.3.5. What institutional resources and resource-related initiatives might be required to effectively implement your plans to enhance your innovation ecosystem?**



Please provide specific examples as applicable.  
<Max 500 words>

## 5. Metrics (Optional)

The research and innovation ecosystem includes a wide range of metrics and methodologies used to measure them.

As noted earlier in this document, a Joint Working Group (JWG) on Commercialization Metrics will be established to identify common metrics suitable for use in postsecondary institutions' annual commercialization planning. Recognizing variability across – and within – sectors, this working group will be tasked with selecting appropriate metrics that capture the range of institutional pathways to commercialization – while seeking to align with broader IP measurement work within the innovation ecosystem, where appropriate.

To inform the work that the JWG will be undertaking, we are seeking input from institutions to understand how they currently measure innovation and commercialization outputs and outcomes (including metrics related to IP generation, protection, management, commercialization, institutional collaboration/partnerships with industry or businesses, etc.).

While this section is optional, any provided metrics can help illustrate how an institution can build from its success to improve its specific IP-related commercialization outcomes.

### **5.1.1. Please provide an overview of any metrics your institution currently uses to measure and report on your IP and commercialization outputs and outcomes.**

**Please also identify any metrics that you believe could be common reporting metrics, or examples where you have collaborated on metrics reporting.**

**For each metric you use, please also include a short description of the approach, methodology, data sources, collection frequency and the rationale on why the specific metric was identified as an appropriate measure. Please also note whether it is reported publicly or used only for internal purposes.**

Please outline your metrics and include the necessary details as outlined above.  
<max 1,000 words>

## 6. Institutional Approaches to Research and Innovation and Public Statement on the Annual Commercialization Plan

As noted, responses to the sections above will not require public posting and will remain confidential to the Ministry and IPON. However, your institution is required to publish this section, which provides an opportunity to describe: (1) the specific approach your institution takes toward research and innovation activities; and (2) a summary of your Year 1 ACP that includes a brief discussion of key elements discussed above.

Please describe the specific approach your institution takes toward research and innovation activities and how it sees itself within the research and innovation cycle.

Please provide a public-facing summary of your institution's Year 1 ACP, including a discussion of engagement with the private sector, research and innovation intermediaries, IPON, and your on-campus research and innovation ecosystem.

<Max 1000 words>