

## Senate Agenda

Friday, July 14, 2023

**10:30 a.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:** June 26, 2023

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

Motion: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that the following statement **be removed** from the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degree requirements:

*"Must successfully complete ACAD 1601 within the first 60 Nipissing credits. ACAD 1601 will count towards three credits of the Humanities (Group I) requirement."*

Following a lengthy discussion including the pros and cons of removing the ACAD 1601 course requirement, a request for a secret ballot was made. As there was no way to ensure confidentiality during the meeting for the on-line Senators, it was decided that an email including an anonymous Microsoft Forms poll be sent to only those Senators in attendance in-person and on-line. The results of the poll were announced by email following the vote. The motion was DEFEATED.

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

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

A. (1) President – no report

- (2) Provost and Vice-President, Academic – report attached
- (3) Vice-President, Finance and Administration – no report
- (4) Board of Governors – report attached
- (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
- (9) Others

B. Reports from Senate members

7. **Question Period**

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

**Senate Executive Committee**

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

**Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated June 23, 2023 be received.

Motion 2: That Senate approve the Computer Science IQAP Final Assessment Report and Implementation Plan.

Motion 3: That Senate approve the Gender Equity and Social Justice IQAP Final Assessment Report and Implementation Plan.

Motion 4: That Senate approve the Religions and Cultures IQAP Final Assessment Report and Implementation Plan.

9. **Other Business**

10. **Amendment of By-Laws**

Rationale:

To streamline the election nomination process, the following language was recommended:

- 4.3 Annual Election Procedures for Representatives Allocated to Each Faculty
- (c) Nominations shall be submitted in writing to the Dean, signed by the nominator who is an eligible voter, not later than 28 February each year.

Motion 1: That Senate By-laws Article 4.3(c) be amended as outlined above.

**11. Elections**

- Elect two (2) faculty Senate representatives to serve on the Joint Committee of the Board and Senate on Governance for three-year terms effective July 1, 2023 to June 30, 2026. *(to replace Dr. Sarah Winters and Dr. Anahit Armenakyan)*
- Elect one (1) faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2023 to June 30, 2026. *(to replace Dr. Murat Tuncali)*

**12. New Business****13. Announcements****14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**June 26, 2023**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

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

S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, K. Lucas, C. McFarlane, J. Murton, G. Phillips, S. Srigley, N. Stevens, L. Thielen-Wilson, R. Vernescu, R. Wenghofer, S. Winters

C. Anyinam, A. Armenakyan, J. Barker, C. Greco, D. Hay (Speaker), T. Horton, T. McParland, J. Muterera, G. Raymer

C. Irwin, L. Sinclair

R. Hehn

R. McEntee, E. Cooke, H. Panchal, P. English, S. Greco

**Absent With Regrets:**

C. Sutton, L. Chen, S. Renshaw, M. Saari, M. Tuncali, O. Pokorny, S. Fiddler, J. Allison, G. Brown, R. Hoffman, L. Peachey, P. Ravi, T. Sibbald, R. Vanderlee

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** June 26, 2023

Motion 1: Moved by T. Horton, seconded by R. Wenghofer that the agenda of the Senate meeting of June 26, 2023 be approved.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** May 12, 2023

Motion 2: Moved by G. Phillips, seconded by S. Winter that the minutes of the Senate meeting of May 12, 2023 be adopted.  
CARRIED

**Reports From Other Bodies**

The President provided a report which is appended to these minutes. The Strategic Plan, *Pathways: Our Commitments to Water, Land, and People*, sent out by email to the university community and included in the Senate agenda, was brought to Senate for endorsement. President Wamsley recognized members of the Strategic Planning Steering Committee who dedicated over three hundred (300) hours to this process.

On behalf of NUFA's Gender, Equity, and Diversity Committee, concerns were expressed that, although there was an open invitation for individuals and departments to participate in the consultation process, the Committee felt there was no equity-informed consultation plan. The Committee questioned if there will be an opportunity to collaborate with students, staff and faculty groups who have expertise in DEI fields, in order to develop additional paragraphs for the Strategic Plan that address DEI values, goals, and pathways more explicitly. The President advised that the Steering Committee endeavoured to respond to everyone that provided feedback and focus groups were established to identify barriers to ensure the full participation of equity deserving groups. He advised that the creation of an operational plan will be informed throughout the coming year. Additionally, the Equity Audit will establish a foundation of change on campus for years to come. He thanked the NUFA Gender, Equity, and Diversity Committee for their comments and advised that this feedback will be taken into consideration.

Motion 3: Moved by K. Wamsley, seconded by G. Phillips that the Academic Senate endorse the 2024-2029 Nipissing University Strategic Plan.  
CARRIED

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

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

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

NUSU provided a written report. The report is attached to the minutes.

### **Question Period**

A request was made for an update on amendments to Bill 26 – *Strengthening Post-secondary Institutions and Students Act, 2022*, involving sexual misconduct on campuses, and an inquiry was made around the status of the policy. The Provost noted that the current policy will stand until the revised policy is approved by the Board of Governors. Proposed changes to the policy were circulated to several stakeholders and questions and feedback continue to be gathered. As this is a Ministry requirement, the information will be readily available, including on our website.

An update on the creation of an Indigenous breadth requirement, originally discussed at the February 2022 Senate meeting, was requested. The Provost advised that discussions had been ongoing and that it would not only be the purview of the ACC. A list of courses has been identified as already containing Indigenous content. With a Strategic Plan in place, and a corresponding Academic Plan, discussions will be held at AQAPC to determine how to best proceed.

November 2022 was the anniversary of Nipissing University signing on to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. A progress update was requested, and the President reported that he attended a conference in Vancouver last year with the signatory universities and a menu of activities appropriate for all universities across Canada is currently being established. A minimum standard came to the forefront during the conference, highlighting that different universities have different resources and some of the elements of the charter would not be applicable to all universities. Once further information becomes available, he will advise.

In response to concerns expressed regarding part-time instructors and LTAs that are not returning due to retirement or accepting positions at other universities, the Provost recognized

that when professors leave and part-time instructors are not hired back into the same positions that it does create frustration, but that Collective Agreements are in place and the University must abide by them. She advised that there is a process as we continue to work within the confines of our fiscal reality, and that tenure-track positions, LTAs and part-time faculty are being advertised for as needed.

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

#### **Senate Executive Committee**

Motion 4: Moved by K. Wamsley, seconded by G. Phillips that the Report of the Senate Executive Committee dated June 18, 2023 be received.  
CARRIED

#### **Academic Appeals and Petitions Committee**

Motion 5: Moved by D. Iafrate, seconded by R. Wenghofer that the Annual Report of the Academic Appeals and Petitions Committee dated April 20, 2023 be received.  
CARRIED

#### **Academic Awards Committee**

Motion 6: Moved by D. Iafrate, seconded by R. Hehn that the Annual Report of the Academic Awards Committee dated April 20, 2023 be received.  
CARRIED

#### **Academic Curriculum Committee**

Motion 7: Moved by C. Richardson, seconded by G. Phillips that the Report of the Academic Curriculum Committee dated June 12, 2023 be received.  
CARRIED

#### **Faculty of Arts & Science**

Motion 8: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that the following statement **be removed** from the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degree requirements:

*"Must successfully complete ACAD 1601 within the first 60 Nipissing credits. ACAD 1601 will count towards three credits of the Humanities (Group I) requirement."*

Following a lengthy discussion including the pros and cons of removing the ACAD 1601 course requirement, a request for a secret ballot was made. As there was no way to ensure confidentiality during the meeting for on-line Senators, it was decided that an email including an anonymous Microsoft Forms poll be sent only to those Senators in attendance in-person and on-line. The results of the poll will be announced by email following the vote and reported under Business Arising in the next Senate Agenda.

#### **Environmental Studies**

Motion 9: Moved by C. Richardson, seconded by J. Murton that Senate approve that ENST-5346 Integrated Watershed Management be unbanked.  
CARRIED

## Computer Science

Motion 10: Moved by C. Richardson, seconded by D. Walters that Senate approve the new Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning as outlined in the attached supporting documentation.  
CARRIED

## Faculty of Education and Professional Studies

### School of Nursing

**Non-substantive:** The course title for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2007 Concepts in Mental Health Nursing

*To:* NSGD 2007 Concepts in Mental Health and Addictions

**Non-substantive:** The academic calendar course description for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* This course provides an overview of the theory and practice of effective communication, with emphasis on cultural and therapeutic relationships. Students will cultivate skills in the use of empathy, assertiveness, and conflict resolution. Students will review assessment of individuals with mental health concerns and strategies for intervening to assist these persons to meet their goals.

*To:* Students examine the concepts of addictions, mental health and illness, and concurrent disorders. They explore the prevention and treatment continuum in Canada, and various perspectives including historical and cultural. Frameworks and models used in practice are addressed and current practices and strategies for supporting individuals and their families experiencing mental illness and addictions across the life span are discussed, including research and best practice guidelines.

Motion 11: Moved by C. Richardson, seconded by C. Mady that Senate consider motions 13 to 31 as an omnibus motion.  
CARRIED

Motion 12: Moved by C. Richardson, seconded by C. Anyinam that Senate approve motions 13 to 31 as an omnibus motion.  
CARRIED

Motion 13: That Senate approve that the learning objectives for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined in the attached supporting documentation.

**Non-substantive:** The pre-requisites for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, BIOL 1011, NSGD 2147, NSGD 2116 NSGD 2117

*To:* Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011

**Non-substantive:** The course title for NSGD 2147 Professional Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2147 Professional Nursing Practice

*To:* NSGD 2147 RPN to BScN Role Transition

Motion 14: That Senate approve that NSGD 2226 Concepts in Reproductive Health and Developmental Growth be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 15: That Senate approve that NSGD 2236 Population Health be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 16: That Senate approve that NSGD 2246 Chronic Illness and Palliative Health Challenges be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 17: That Senate approve that NSGD 2256 Advanced Health Assessment and Clinical Reasoning be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

**Non-substantive:** The course title for NSGD 3006 Nursing Theories be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 3006 Nursing Theories

*To:* NSGD 3006 Theoretical Foundations of Nursing Practice

**Non-substantive:** The academic calendar course description for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* This course focuses on the exploration of the evolution of scientific nursing theories over time. The role and relationship of nursing theory to practice, education and research will be presented using selected grand, mid-range and practice specific theories as examples.

*To:* Students explore the history of nursing and the development of the scientific and theoretical basis of nursing practice with an emphasis on conceptual models, frameworks, patterns of knowing and selected nursing theories. They critically examine how nursing theories and models relate to practice, education, and research and how they are applied.

Motion 18: That Senate approve that the learning objectives for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined in the attached supporting documentation.



**Non-substantive:** The pre-requisites for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2007, NSGD 2017

*To:* Pre-requisites: NSGD 2147 with a minimum grade of 60%; ACAD 1601

Motion 19: That Senate approve that NSGD 3116 Concepts in Family and Community Health be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 20: That Senate approve that NSGD 3126 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 21: That Senate approve that NSGD 3706 Practice Experience 1 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 22: That Senate approve that NSGD 3707 Practice Experience 2 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

**Non-substantive:** The course title for NSGD 4137 Complex Health Challenges II be changed as outlined below.

*From:* NSGD 4137 Complex Health Challenges II

*To:* NSGD 4137: Complex and Multi-System Health Challenges

**Non-substantive:** The academic calendar course description for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below.

*From:* Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored will include gastrointestinal disorders, renal dysfunction, musculoskeletal disorders, neurological disorders, respiratory emergencies, and trauma.

*To:* Students build on previous knowledge and learn about concepts relevant to the care of individuals and families, groups and communities experiencing varying levels of severity of complex and multi-system health challenges. Students examine nursing care and develop clinical judgement skills in this context using a patient-centred, holistic, evidenced-informed and culturally humble approach, considering interprofessional collaboration in health care.

Motion 23: That Senate approve that the learning outcomes for the course NSGD 4137 Complex and Multi-System Health Challenges as outlined in the attached supporting documentation.

**Non-substantive:** The pre-/co- requisites for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: All 2000 and 3000 level NSGD courses in the RPN to BScN Blended Learning Program with a passing grade of 60% or SAT, BIOL 1011, BIOL 2116, MATH 1257, NSGD 4136  
Corequisites: NSGD 4026

*To:* Pre-requisites: All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116, MATH 1267  
Co-requisites: None

Motion 24: That Senate approve that NSGD 4706 Practice Experience 3 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 25: That Senate approve that NSGD 4704 Integrated Practice Experience be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 26: That Senate approve that NSGD 4236 Population and Community Health Nursing Practice be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 27: That Senate approve that NSGD 4276 Promoting Healthy Workplace Environments be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 28: That Senate approve that NSGD 4256 High Acuity Nursing be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 29: That Senate approve that NSGD 4266 Advanced Topics in Leadership and Management be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 30: That Senate approve that NSGD 4246 Disability, Society, and Health Care be added to the academic calendar as outlined in the attached supporting documentation, and in line with the major modification proposal.

Motion 31: That Senate approve that NSGD 4286 Advanced Pharmacotherapeutics be added to the academic calendar as outlined in the attached supporting documentation, and in line with the major modification proposal.  
Motions 13-31, as omnibus, CARRIED

Motion 32: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the RPN to BScN Blended Learning Program Major Modification Proposal as outlined in the attached document.  
CARRIED

**Non-substantive:** The pre-requisites for NSGD 2216 Critical Inquiry and Evidence Informed Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117

*To:* Pre-requisites: none

**Non-substantive:** The prerequisites for NSGD 3216 Research in Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: All RPN to BScN NSGD courses at the 2000-level with a passing grade of 60% or SAT; MATH 1257

*To:* Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 3006 with a minimum grade of 60%; MATH 1267

**Non-substantive:** The pre-requisites for NSGD 3336 Culture and Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, BIOL 1011, NSGD 2116, NSGD 2117, NSGD 2147, NSGD 2216, NSGD 2007, NSGD 2017

*To:* Pre-requisites: NSGD 2147, NSGD 2216, and NSGD 2256 with a minimum grade of 60%; ACAD 1601

**Non-substantive:** The prerequisites for NSGD 4777 Leadership in Action be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: All 2000 and 3000-level RPN to BScN Blended Learning NSGD courses with a minimum grade of 60% or SAT, NSGD 4136, NSGD 4137, NSGD 4026

*To:* Pre-requisites: All 2000 level NSGD courses, NSGD 3006, NSGD 3336, NSGD 3126 and NSGD 3216 with a minimum grade of 60%Education

Motion 33: Moved by C. Richardson, seconded by C. Mady that Senate approve that the change of wording be made to the Education section of the *NU Academic Standing and Progression* policy as outlined in the attached supporting documentation.

### **Transfer Credit/Pathways**

Motion 34: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the transfer credit pathway for graduates of the Computer Engineering Technician to the Bachelor of Science degree (Honours Specialization, Specialization or three-year degree) in Computer Science at Nipissing University.  
CARRIED

Motion 35: Moved by C. Richardson, seconded by C. Mady that Senate approve the amendment to the transfer credit pathway for graduates of the Computer Engineering Technology to the Bachelor of Science degree (Honours Specialization or Specialization) in Computer Science at Nipissing University to include all Ontario Colleges.  
CARRIED

**Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 36: Moved by C. Richardson seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated May 19, 2023 be received.  
CARRIED

Motion 37: Moved by C. Richardson seconded by N. Black that Senate approve the attached Nipissing University Institutional Quality Assurance Protocol (NU-IQAP), re-ratified by Quality Council on May 8, 2023.  
CARRIED

**By-laws and Elections Committee**

Motion 38: Moved by C. Richardson, seconded by S. Winters that the Report of the By-Laws and Elections Committee dated May 25, 2023 be received.  
CARRIED

**Graduate Studies Committee**

Motion 39: Moved by B. Law, seconded R. Hehn that the Annual Report of the Graduate Studies Committee dated May 1, 2023 be received.  
CARRIED

**Honorary Degrees Committee**

Motion 40: Moved by K. Wamsley, seconded by S. Srigley that the Annual Report of the Honorary Degrees Committee dated April 12, 2023 be received.  
CARRIED

**Joint Committee of the Board and Senate on Governance**

Motion 41: Moved by K. Wamsley, seconded by S. Srigley that the Annual Report of the Joint Committee of the Board and Senate on Governance Committee dated April 24, 2023 be received.  
CARRIED

**Research Committee**

Motion 42: Moved by B. Law, seconded by S. Winters that the Annual Report of the Research Committee dated May 1, 2023 be received.  
CARRIED

**Teaching and Learning Committee**

Motion 43: Moved by G. Raymer, seconded by R. Hehn that the Report of the Teaching and Learning Committee dated May 30, 2023 be received.  
CARRIED

Motion 44: Moved by G. Raymer, seconded by C. Mady that Senate approve the attached Generative AI for Instructors and Generative AI for Students documents.  
CARRIED

The Provost thanked the Teaching and Learning Committee for drafting the Generative AI for Instructors and Generative AI for Students documents, advising that they are for information only and are for consideration and discussion in the upcoming year.

**Amendment of By-Laws**

NOTICE OF MOTION

Rationale:

To streamline the election nomination process, the following language (changes in bold and strikethrough) was recommended:

- 4.3 Annual Election Procedures for Representatives Allocated to Each Faculty
  - (c) Nominations shall be submitted in writing to the Dean, signed by the ~~nominee and~~ **the nominator who is an** eligible voters, not later than 28 February each year.

**Announcements**

The Deans read out the June 2023 graduands by faculty and degree and congratulated the students and faculty on their achievements.

**Adjournment**

Senate was adjourned at 4:27 p.m.

.....  
K. Wamsley (Chair)

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

**University Senate**  
**26 June 2023**

## **President's Report**

Good afternoon, Senators, welcome to our June Senate meeting, one that was adjusted to provide our Strategic Plan Steering Committee a bit more time to complete its work.

Hard to believe that I have almost completed my second year as President. Recall that in my first in-person Senate meeting in the Fall of 2021, that I wanted to emphasize the importance of treating each other with respect – asking important questions always, but in a way so as not to demean the work of others. I wish to emphasize that again because I believe that we have slipped a bit insofar as some of our staff are feeling quite stressed about our proceedings and not feeling appreciated and that some faculty members have no interest in joining our proceedings. So, I ask you, from the Chair of Senate's position, to please be respectful towards all of our members and non-members in the way that you pose your questions and make your comments because in both the short and long term, it makes us a better university.

I am very pleased to report that our Equity Audit Action Planning Task Force is moving closer to the stage where we will post our RFP and hopefully begin the audit process in the Fall and to initiate an action plan as soon as possible.

I wish to thank all of our Convocation volunteers for a very well-organized and successful week – we had many thankful students and many grateful parents and families. During these convocation ceremonies, we had the pleasure of celebrating some of our award winners. Today, I would like to recognize the Chancellor's award winners for teaching, research, and service: for excellence in Research, Dr. Rob Breton and Dr. Mary Pat Sullivan; for excellence in Teaching, full time faculty Dr. Wendy Peters and Dr. John Vitale and part time faculty Dr. Jonathan Pitt; for excellence in Service, Dr. Blaine Hatt. Congratulations to all.

Today, I would like to extend my gratitude to our colleague Dr. Carole Richardson for serving as our Interim Provost and Vice President, Academic – not an easy job to say the least - I am very grateful that Carole served us so well for 18 months. Thank you Carole and I wish you all the best for a well-deserved leave.

(If she is here) – I would also like to welcome Dr. Ann-Barbara Graff who will begin her new job as Provost and Vice President Academic.

Fellow Senators, I was charged just two years and two months ago with leading this university in a strategic planning process. Last Fall, we called for nominations for a group of people to help to engage our internal and external communities in a comprehensive process, a very broad consultation and to listen, very carefully to what all of you and 600 others had to say about our past, present, and future. We began to meet in early November, to plan out the process, and we began consulting in early December. We worked backward from the last week of June to November and they thought I was out of my mind. But to see what they have accomplished over this time period, I think they were right. What I would like to say is that this group has taken the most selfless route possible – to put aside their differences and to challenge one another but, most importantly, they listened and listened and recorded and analyzed and gave it their utmost to accurately represent what our community said about where we need to go in the future – what we need to do to be the university that we want to be. This Steering Committee has put more than 300 hours of their time into this process – and given everything that they have given

to get us to the place where we are now – this document, *Pathways*, a plan that is in process and will be in process and will be accompanied by an operational plan that we will complete over the next year. There may be some changes to the document, a few words in the land acknowledgement for example – it will be taken by our Communications group and organized with an array of photographs and visuals – and, with the help of our new Special Advisor to the President, there will be a treaty established and there will be a wampum belt created that I hope we will all have the opportunity to contribute to over the course of the next year, signifying our commitments to be that university that we want to be. We are grateful to everyone who participated and provided so much input; we are grateful to NUICE and Chair Maurice Switzer for providing so much guidance along the way; we are grateful to the external communities who came out in numbers to provide input and feedback all along the way, particularly Nipissing and Dokis First Nations. Elder Mike Couchie started and ended our meetings in a good way. I want to thank Cristin Talentino and Romeo Fournier for serving as Facilitators – no easy task – all throughout these months. I want to thank Barbara Popkie and Melinda DeBenedet for supporting the Steering Committee and I want to thank the members and I ask those who are here today to stand and be recognized: Tyrell Chambers, Graydon Raymer, Sema Chaudhry, Steven Smits, Chris Hachkowski, Lindsey Voisin, Heather Hersemeyer, Michelann Parr, Kristin Lucas, Tanya Matthews, Terra Nevrenca. And there are others who will be continuing work through the summer, that we will have the opportunity to thank at a later date.

The Steering Committee has asked that *Pathways: Our Commitments to Water, Land, and People* be brought to Senate for endorsement. But before that motion, we would be pleased to answer questions that our Senators may have.



**Pathways:  
Our Commitments to Water, Land, and People**

**For the Next Seven Generations  
at Nipissing University**

June 19, 2023



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## LAND ACKNOWLEDGMENT

*We acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishinabek. We respect and are grateful to be on these lands with all our relations.*

Acknowledging the land on which we are situated signifies much more than the words on the page. It is a recognition of the University's commitment to uphold the Truth and Reconciliation Commission's Calls to Action. It represents a vital and growing piece of our identity and emphasizes the importance of understanding what it means to be situated on traditional territories, whether teaching, conducting research, or serving communities.

The process of creating this plan, entitled, *Pathways*, and our treaty with Indigenous communities signifies our responsibility to navigate the future together for generations to come.

## MESSAGE FROM THE PRESIDENT

Welcome to *Pathways: Our Commitments to Water, Land, and People*, our Strategic Plan, the navigational tool for our collective journey towards a promising future for our campus and surrounding communities. This Strategic Plan emerged from months of broad internal and external consultation with students, staff and faculty members, alumni, Board of Governors members, North Bay and surrounding community members, community leaders, and the Nipissing and Dokis First Nations. We are grateful and honoured to have been gifted with the participation and counsel of the Nipissing University Indigenous Council on Education (NUICE) and its Chair, Maurice Switzer of the Mississaugas of Alderville First Nation, and Nipissing First Nations Elder, Mike Couchie, throughout the consultation, planning, and community dialogue processes.

*Pathways*, the vision for our future, is the culmination of more than 600 representative consultations through public meetings, focus groups, Talking Circles, visioning exercises, and surveys. The many voices of our constituents who spoke about the past, present, and future, led us to six aspirational themes which provide the visionary basis upon which we will transform Nipissing University. This version of the plan is the first stage, exercising a high-level focus on our aspirations for the next five years, with a mind to effecting change for generations into the future. Many Indigenous peoples believe that today's decisions should benefit future generations, commonly referred to as a Seven Generations outlook or philosophy. The second stage will be to create and implement a five-year operational plan which coalesces with our Academic, Research, International, and Strategic Enrolment Plans. The operational plan will provide the necessary framework of action, investment, and accountability to realize our aspirations as a thriving public university.

*Pathways: Our Commitments to Water, Land, and People* is a statement of collective vision and purpose and based in the Anishinaabemowin term, Waawiindamaagewin – which means mutual promises – used by 21 First Nations to describe the Robinson Huron treaty process. As students, staff, faculty, and members of the community walk together towards Truth and Reconciliation, Nipissing University will enter into a treaty of mutual promises, with all of its constituents, underscored by mutual recognition and respect, and shared responsibilities to care for students, care for each other, and to ensure that, in all of our relationships, we are a welcoming, ethical, and responsive place of exceptional teaching, learning, and research, with a responsibility for service to our internal and external communities.

We recognize that exceptional teaching and learning environments are diverse, inclusive, accessible, and equitable and that only through concerted actions to eliminate barriers and create opportunities will these commitments be realized.

We extend our gratitude to all of our community partners who shared thoughts and ideas and provided advice. A special thank you to the Co-Facilitators and all members of the Strategic Planning Steering Committee who generously gave hundreds of hours of their time, energy, expertise, and, most importantly, the care to fairly represent the voices of our internal and external communities in the *Pathways* process.

The passion and collective aspirations expressed by our constituents and partners, throughout the many hours of public conversations, and in the quotations cited throughout *Pathways: Our Commitments to Water, Land, and People*, inspire a strong sense of hope and herald a bright future for Nipissing University.

Kevin B. Wamsley  
President and Vice-Chancellor

# MESSAGE FROM THE NIPISSING UNIVERSITY INDIGENOUS COUNCIL ON EDUCATION

*Aanii/Boozhoo/Wachay/Sekon/Greetings!*

*Bnesi ndizhnikaaz, Wazhashk Doodem Anishinaabe, Wakenyáhten Kanien'keha:ka Haudenosaunee,  
Alderville ndoonjibaa, North Bay endayaan, Anishinaabeg ndaw.*

Canada exists because of treaty promises made by Europeans to the Indigenous peoples who had exclusively occupied these lands for thousands of years.

Despite being constitutionally recognized and affirmed, every single one of some 70 Indian treaties has been violated by the newcomers who made sacred promises in exchange for being allowed to share the resource-rich lands.

After 156 years experiencing Canadian colonialism, Indigenous peoples have good reason to be skeptical of any promises made to them.

But we have always wanted Canada to work, if for no other reason than our DNA is in its soil.

So when an Ontario university says it wants its campus to be a best practice for Indigenous education, we want to help them achieve that goal.

When they promise that Indigenous ways of knowing will be respected by its professors, and that Indigenous communities can be assured that their students will always feel welcome in its classrooms and corridors, we want to help them achieve that goal.

When they pledge that hiring of Indigenous faculty is a priority, we want to help them achieve that goal.

And when they assure us that everyone on their campus must commit to learning more about the historic and contemporary challenges and contributions involving Indigenous peoples in Canada, we will help them achieve that goal.

As Truth and Reconciliation continue to gain traction in Canada, the Indigenous communities represented by Nipissing University's Indigenous Council on Education have been invited into the University's strategic planning process. They have said they want to have a relationship with Nipissing University that exemplifies the type of respectful relationship their ancestors envisioned having with the Crown in Canada when they agreed to enter into treaties. They are looking forward to seeing a tangible symbol of that relationship in the form of a Wampum Belt.

Communities want the promises in the University's strategic plan to be implemented in operational plans in the same way that Canada needs to implement into legislation its constitutional pledges.

The Anishinaabemowin verb "bagosendan" can be translated into English as "to hope", but it specifically means "to wish for something difficult to get."

Promises usually raise expectations. We hope they will be kept.

Maurice Switzer  
Chair, Nipissing University Indigenous Council on Education

## INTRODUCTION

Nipissing University's roots extend back to 1909 and the opening of the North Bay Normal School, the precursor to Nipissing's esteemed Schulich School of Education. As a result of the vision and perseverance of local citizens to establish a university in North Bay, Northeastern University was formed in 1960 and later renamed Nipissing University College in 1967 as an affiliate of Laurentian University. In 1992, Nipissing received its charter as an independent university.

The Nipissing University Act (1992) outlines our special mission "to be a teaching-oriented institution that offers programs in education and in liberal arts and science, and programs that specifically address the needs of northern Ontario." Over the years, Nipissing University has evolved to fulfill this special mission, growing in size, programs, and services, in response to needs identified in our region and beyond. From its inception, Nipissing has strived to maintain a resilient and innovative mindset, small size, strong sense of community, and an outstanding complement of students, staff, faculty, and community partners. These strengths position the University to develop and expand its academic offerings, research agenda, its inclusive and comprehensive campus culture, and its relationships with regional, national, and global partners.

Today, Nipissing University continues to be well-recognized for its unique, student-centred academic and research culture in which quality is valued over size, the notion of community is considered a core value, and where people really do matter. We will maintain these traditions and uphold these values as we look to the future within an increasingly complex post-secondary educational environment.

Our commitment to excellence and integrity in teaching, scholarship, and service, is firmly entrenched in all that we do. As we move forward in an intensely competitive context, Nipissing reaches for creative and innovative ways to prepare students for life beyond Nipissing; importantly, we aim to support students holistically as they realize their potential as leaders and engaged citizens in a diverse, interdependent, and ever-changing world.

This plan underscores the importance of embracing what makes us unique while welcoming change that will help to sustain us for not only five years but seven generations into the future.

## THE JOURNEY

From the outset of this process, establishing a formal commitment to work alongside the Nipissing University Indigenous Council on Education in the spirit of a treaty relationship was the point of departure towards building a respectful, relational, reciprocal, responsible and sustainable future for Nipissing University.

Embracing the work of Murray Sinclair, former member of the Canadian Senate, First Nations lawyer, and Chair of the Indian Residential Schools Truth and Reconciliation Commission from 2009-2015, the Strategic Planning Steering Committee set out to answer the following questions:

*Where have we come from?*

*Where are we going?*

*Why are we here?*

*Who are we?*

These questions address the importance of acknowledging our past and present realities, while guiding and challenging us to imagine our future, our purpose, and our identity.

Through hundreds of conversations, dialogues, and engagements with a broad range of constituent groups, the following six commitments emerged, bridging the Nipissing University of today with the Nipissing University that we aspire to be over the next several years.

We commit to:

- Fulfilling our Responsibility to Truth and Reconciliation
- Nurturing our Relationship with Water, Land, and Place
- Embodying Harmony and Care
- Inspiring Innovative Growth and Development
- Building Sustainable Futures
- Celebrating Who We Are

Within the plan, each of these commitments is accompanied by statements of aspiration and pathways for achieving them together, guiding us with a renewed sense of purpose and responsibility.

# COMMITMENTS

## A. Fulfilling our Responsibility to Truth and Reconciliation

Our campus is located on the outskirts of North Bay, which is home to 7,000 First Nations, Métis, and Inuit residents, many of whom choose to study at Nipissing University. As a public university located on the traditional territory of Nipissing First Nation and on the lands within the Robinson-Huron Treaty of 1850, Nipissing University is bound to advance knowledge and be a good guest on this land. These obligations converge as we deepen our commitment to the Truth and Reconciliation Commission's Calls to Action.

Understanding and embodying our responsibilities to Truth and Reconciliation requires the University community to honour our collective and individual obligations and to learn about historical and contemporary Indigenous Peoples' roles and contributions. There can be no reconciliation without truth, so we commit to listening and acknowledging our shortcomings.

We will build and sustain reciprocal relationships and value Indigenous knowledges and ways of knowing in our teaching, research, and University processes. Employing strengths-based approaches will enable us to create a learning and working environment that is responsive to the needs of Indigenous students, staff, and faculty. And, as one respondent observed: "What is good for Indigenous Peoples and students will be good for all students."

*"Nipissing University can be a great leader . . .  
by offering a stronger student experience that embraces  
its relationships with local Indigenous communities."*

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**Nipissing University will build respectful and reciprocal relationships  
with the communities it serves.**

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### Pathways

1. Ensure that all students, staff, and faculty understand the history of the traditional lands and the historic and contemporary roles and contributions of Indigenous Peoples in Canada, including the people of Nipissing First Nation, on whose lands and waters our university is situated;
2. Develop a regular forum for ongoing conversations with Indigenous students and communities; implement mechanisms that reciprocally connect Indigenous communities and the University;
3. Engage in the principles of Reconciliation to review internal processes, policies, and practices through a decolonizing lens and framework;
4. Strengthen respectful relationships with Indigenous communities and partners through continued dialogue and conversations to explore and enact our individual and collective Treaty responsibilities.

*“The past shapes our current and future view  
of education and institutions . . . If we are to move forward,  
we must talk about the past and what has and has not happened.”*

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**Nipissing University will engage in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation.**

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### Pathways

1. Support the development of curricula and pedagogy that incorporate Indigenous knowledges, cosmologies, and ways of knowing;
2. Respect the value of Elders, Métis Senators, Knowledge-Keepers, and their contributions to our teaching, learning, and research, scholarly, and/or creative activities;
3. Prioritize the hiring of Indigenous staff and faculty; prioritize hiring diverse staff and faculty;
4. Implement collaborative internal decision-making processes that address the goals and aspirations of Indigenous communities and organizations;
5. Highlight and support research on Indigenous topics/issues and encourage strong ties between teaching, research, scholarly, and/or creative activities;
6. Conduct collaborative research, scholarly and/or creative activities with Indigenous communities characterized by respect, relationality, relevance, reciprocity, responsibility, and representation.<sup>1</sup>

## B. Nurturing our Relationship with Water, Land, and Place

As a northern university, our connection to the land—the living forests, waterways, rocks, trees, and wildlife—is palpable. We are located on the traditional territory of the Nipissing First Nation, overlooking beautiful Lake Nipissing. Our waterways, green spaces, and trail networks offer opportunities for a wide range of immersive, land-based learning experiences for students. We will weave this vibrant element of our campus throughout our teaching, research, and creative and/or scholarly activities and into the daily lives of our community.

Ensuring we are good neighbours on and to this land, we aspire to work with regional Indigenous communities on issues related to water, land, and place, increase our role in environmental stewardship and, through consultation, develop outdoor spaces to enhance land-based, place-based, and outdoor education. Through these actions, we will increase our capacity to serve the north by meeting the needs of northern and regional communities.

*“We need to . . . be aware of the land we are on.”*

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<sup>1</sup> Randal L. Tsosie, Anne D. Grant, Jennifer Harrington, Ke Wu, Aaron Thomas, Stephan Chase, D’Shane Barnett, Salena Beaumont Hill, Annejeanette Belcourt, Blakely Brown, and Ruth Plenty Sweetgrass-She Kills, “The Six Rs of Indigenous Research,” *Tribal College: Journal of American Indian Higher Education*, 33,4 (2022).



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## **Nipissing aspires to build relationships with regional Indigenous communities and meet the needs of northern and regional communities.**

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### **Pathways**

1. Acknowledge the role and primacy of language in connecting people to place;
2. Align ourselves with other geographically northern entities regarding regional, national, and global issues;
3. Identify strategies for Nipissing University to solve problems related to the north and determine how the northern region can contribute to Nipissing University's priorities;
4. Connect students from the north who want an education in the north, with students from southern Ontario and around the world, who want to study in the north. Nipissing University plays a critical role in bringing diverse people, from diverse regions, together.

*“One of our superpowers is the ability to use the land as part of our teaching. We should increase land-based learning and outdoor education in our recruitment efforts. ”*

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## **Nipissing will develop outdoor spaces to enhance land-based, place-based, and outdoor education experiences.**

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### **Pathways**

1. Identify ways that academic programming can better connect with the land we are on and waterways that flow around us, and how research may address, water, land, and environmental issues, regionally;
2. Create opportunities for community members to understand and explore the outdoor campus.

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## **Nipissing will steward its environment, ensuring that we are good neighbours on and to this land.**

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### **Pathways**

1. Improve environmental protection efforts and revitalize outdoor spaces;
2. Develop the organic nature of the campus grounds;
3. Help students, staff, and faculty acclimatize to and embrace the north;
4. Develop physical connections to all campus facilities and grounds

## C. Embodying Harmony and Care

Nipissing University will offer rich and rewarding experiences for students, staff, faculty, and regional communities. We recognize that the good of the individual, the good of society, and the good of the environment are mutually reinforcing aspirations. We aim for consistency and congruity in who we are and what we do. We reaffirm our longstanding commitment to relationality, reciprocity, access, and equity in postsecondary education and to the regional communities we serve. Recognizing that there is work to be carried out in relation to decolonization, equity, diversity, accessibility, and inclusion, we strive to embody a culture of openness, acceptance, trust, and belonging.

*"Together, we are better."*

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**Nipissing embraces a campus-wide, people-centred approach that begins with our relationships and is embedded in our practices, pedagogies, and policies.**

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### Pathways

1. Identify barriers to equitable access, opportunities, and resources, and ensure the full participation of equity-deserving students, staff, and faculty;
2. Explore and examine individual and collective biases, assumptions, and perspectives about each other, our cultures, and environment;
3. Decolonize anti-oppressive frameworks through trauma-informed, culturally responsive actions;
4. Reinforce our shared responsibility and commitment to an ethic of holistic care, high service standards, continuous improvement, and open feedback systems;
5. Enhance interdisciplinary and interdepartmental initiatives that empower people to build stronger relationships grounded in mutual respect, empathy, and compassion.

*"Know who we are and what we need holistically."*

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**Nipissing encourages a campus-wide focus on holistic mental health, resilience, and well-being, so that our people, communities, and planet may thrive.**

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**Pathways**

1. Raise awareness of the spectrum of mental health and well-being differences: holistic, physical, social, cultural, environmental;
2. Deepen our understanding of mental health and well-being as a relational and reciprocal interaction between people, communities, and planet;
3. Identify gaps in campus-wide structures and policies, enhance existing services, and implement innovative solutions that promote life skills and resilience;
4. Integrate mental health and well-being language, practice, supports, and mindset into learning, teaching, research, and workspaces;
5. Create safe, healthy, and accessible spaces that offer the right care at the right time and that address needs identified by students, staff, faculty, and regional communities.

*“People do their best work when they feel supported and empowered.”*

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**Nipissing aspires to create and maintain strong connections and positive relationships among and between students, staff, faculty, and regional communities.**

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**Pathways**

1. Enhance the student experience through inclusive and responsive teaching practices, accessible and flexible learning environments, and a full continuum of care that acknowledges the life-wide and unique needs of our student population;
2. Enrich the staff and faculty experience through progressive human resource management practices, processes, and policies;
3. Build and enhance interdependent relationships between students, staff, and faculty grounded in trust, consistency, collaboration, and shared values;
4. Create, reinforce, and sustain reciprocal, respectful, responsible, and relevant partnerships with regional communities that promote social justice, empathy, and mutual support;
5. Reinforce people-centred leadership and governance practices that embrace open communication, diversity of perspective, collegiality, transparency, and accountability.

## D. Inspiring Innovative Growth & Development

Nipissing University will explore strategies to strategically increase student enrollment to realize its full potential. Strategically increasing student enrollment will require innovative programs and delivery models that connect local needs with global understanding. As a small, primarily undergraduate university, a focus on teaching excellence and student-centred learning will always be at the forefront of our actions and activities. The impact of emerging technologies will foster innovative program delivery alongside an enhanced relationship with our community, land and water, and place. Creating a supportive environment for diverse perspectives will be essential in all that we do. Finally, opportunities to strengthen our research, scholarship, creative activities, and community engagement must be realized to strengthen Nipissing's reputation as a university that not only encourages critical thinking and discovery, but also positions students for success in regional and global economies.

*"Controlled and "smart" growth is important."*

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**Nipissing will establish innovative programs and partnerships that meet the needs of students and employers of the future, promoting civic engagement and regional responsibility.**

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### Pathways

1. Actively engage with local and global partners to develop new programs that are founded in our current strengths and respond to regional needs and concerns, such as resource extraction, tourism, health care, education, and the environment;
2. Strengthen and nurture relationships with Indigenous community partners and ensure these relationships inform our academic programming;
3. Create new opportunities for interdisciplinary studies out of existing programs with the goal of providing unique learning experiences;
4. Increase the number of research opportunities, community placements, and experiential learning opportunities for students in every program, in partnership with regional business and industry partners;
5. Adopt emerging technologies and delivery methods that are tailored to meet the needs of students living and studying in northern Ontario;
6. Strengthen and increase the number of partnerships and articulation agreements with neighbouring Canadore College and other colleges, universities, and Indigenous institutes;
7. Develop extended and life-long learning opportunities, such as micro credentials, post-baccalaureate programs, and community learning offerings, that students and alumni need to succeed in their chosen fields and to contribute to their communities both locally and globally.

*"I think Nipissing can be a true leader in sustainability, EDI, Indigenous studies etc. and carve a niche in the higher education playing field."*

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## **Nipissing will prioritize innovative and responsive teaching, research, scholarly, and/or creative activities.**

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### **Pathways**

1. Support teaching, research, and scholarly and/or creative activities on local and northern topics;
2. Support transformative work on inclusion, decolonization, and Indigenization including work completed in partnership with Indigenous communities.
3. Support the principles of OCAP<sup>®2</sup>, TCPS 2 (2022)<sup>3</sup> Chapter 9 with work completed in partnership with Indigenous communities
4. Increase external research funding, particularly through Tri-Agency funding and an increase in the number of allotted Canada Research Chairs and endowed chairs.

*"We need to embrace modern technology to provide tools for student/employee engagement, learning, and research."*

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## **Nipissing strives for community and leadership development with the communities it serves.**

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### **Pathways**

1. Enhance our diverse and global perspective through increased international learning opportunities for staff, faculty, and domestic students, as well as increased support and recruitment of international students;
2. Increase opportunities for staff and faculty professional and leadership development;
3. Develop the skills and ideas among staff and faculty needed to foster innovative growth and program development.

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<sup>2</sup> OCAP<sup>®</sup> is a registered trademark of the First Nations Information Governance Centre (FNIGC) (<https://fnigc.ca/ocap-training/>)

<sup>3</sup> Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada ([ethics.gc.ca](https://www.ethics.gc.ca))

## E. Building Sustainable Futures

Nipissing University strives to be an institution that is sustainable from many perspectives, in particular, economic, environmental, and with respect to our many relationships. The well-being of people and place depends on our long-term viability and, through collaboration, we will ensure a future built on a strong and supportive foundation.

Transparent decision-making and continuous improvement in all programs and services that we provide will enhance Nipissing University's reputation, attract students, and forge meaningful partnerships, while ensuring our infrastructure and operations are resilient in the face of future uncertainties. Prioritizing sustainability will be essential in achieving our vision.

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### Nipissing will work towards long-term financial stability by making efficient use of its fiscal resources.

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#### Pathways

1. Implement metrics to measure and project what is fiscally prudent and responsible and what is not;
2. Strategically increase student enrolment to ensure our financial future;
3. Investigate partnerships with academic institutions, businesses, and organizations, locally and globally;
4. Be an accountable, reliable, and trustworthy university and community partner;
5. Ensure open and transparent decision-making and communication;
6. Increase our visibility and reputation on provincial, national, and international levels.

*"Good leadership equals good outcomes at all levels – from the boardroom to the classroom."*

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### Nipissing will work towards protecting the environment by ensuring we instill a forward-looking mindset.

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#### Pathways

1. Work with, and care for, our diverse communities, water, and land;
2. Embed environmentally sustainable practices to reduce our carbon footprint and to preserve and reclaim the natural environment of our campus;
3. Restore vibrance to our campus by modernizing through sustainable and renewable energy resources, processes, and designs.

*“You need to imagine what the world is going to look like 10-20 years from now and position Nipissing to make the most difference. Climate change, clean energy transition, batteries/electrification of the transportation system, water security, carbon emissions reduction, food security, storms, flooding risks, fires, coastal encroachment – these are all existential issues facing humanity.”*

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## **Nipissing will work towards sustainable partnerships with communities and organizations both locally and globally.**

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### **Pathways**

1. Renew relationships with local and regional community partners, businesses, and organizations;
2. Explore and investigate new partnership opportunities on local, provincial, national, and global levels;
3. Continue to build relationships with universities, colleges, and Indigenous institutes across Canada;
4. Uphold our relational responsibilities toward Truth and Reconciliation;
5. Acknowledge and address our shortcomings and limitations with equity, diversity, and inclusion;
6. Attract and retain skilled and dedicated employees and support opportunities for professional growth and development.

*“We need to proactively partner with the top employers and industries of the north and design . . . undergraduate programs that meet those needs.”*

## F. Celebrating Who We Are

Throughout the journey of developing this plan, we explored our identity within past, present, and future contexts in search of a better understanding of who we are. The preceding five commitments represent the voices of our community on what matters most and will form the basis of our renewed identity.

We acknowledge that a lack of identity impacts our ability to market, recruit, and engage with communities, including alumni. Being grounded in who we are, and understanding and embracing what makes us unique, will enable us to more clearly articulate our identity and our purpose.

In so doing, we will be poised to build a culture, relationships, and reputation that embodies the most closely held values of our community and its many constituents.

*“We need to be willing to break the mold and ask ‘why not?’*

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### **Nipissing will nurture its identity as a small, student-centred university.**

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#### **Pathways**

1. Adopt a student-centred mindset that is evident in all our activities, relationships, and actions;
2. Articulate what it is to be a small, northern Ontario university with global reach;
3. Embrace the fact that our size is our strength, providing us with the opportunity to be nimble and adapt to the world around us.
4. Become thought leaders responsive to needs identified by local communities, establishing strong reciprocal partnerships that advance our shared knowledge.

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### **Nipissing is committed to accessibility for students with various lived experiences, socioeconomic backgrounds, and individual learning needs.**

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#### **Pathways**

1. Ensure that every student has an opportunity for success by enhancing student support services;
2. Understand the pathways students have followed to Nipissing University (high school, mature, international, Indigenous, online) and how this defines their needs;
3. Create an inclusive campus community that welcomes students from all backgrounds;



*"We need to chart our own path,  
leveraging what makes Nipissing unique."*

---

## **Nipissing will embrace and celebrate its uniqueness in post-secondary education.**

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### **Pathways**

1. Communicate and celebrate who we are and what we stand for, raising our profile regionally, nationally and globally; embrace the role of marketing, communications, and recruitment in articulating our identity and what makes us different;
2. Promote excellence in our brand through a focus on service learning, community work, and Nipissing's impact on its broader communities;
3. Exude what a small, regional university can offer;
4. Ensure that the unique elements that form our identity are authentically captured in our brand.

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## **Nipissing will build, nurture, and promote its identity around the commitments set forth in its strategic plan.**

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### **Pathways**

1. Demonstrate and communicate the significance of our, and wider, treaty relationships and responsibilities to Truth and Reconciliation in all that we do through our words and actions;
2. Highlight our unique relationship to water, land, and place throughout our brand;
3. Embody a culture of care for every person who is a part of our community;
4. Engage actively in strategic, innovative growth, and development;
5. Build a sustainable future for Nipissing University.

## WHAT'S NEXT?

Over the course of the next year, Nipissing University will create an operational plan, grounded in the principles of this document which identifies activities, processes, timelines and accountabilities to ensure its success. Implementing our strategic plan is intended to be a highly participatory exercise involving students, staff, faculty, alumni, Board members, Indigenous communities, and community partners.

One of the initial tasks to be undertaken involves developing mechanisms and protocols for reviewing the plan's implementation and progression on a periodic basis. These measures of accountability will ensure that we remain on course to realize our commitments.

The five-year operational plan will integrate with other campus-wide strategies including the Academic, Research, International, and Strategic Enrolment Plans and will guide our next steps on an annual basis. We will enter a treaty relationship based in Waawiindamaagewin, mutual promises to our constituents which will be reviewed annually, as we move forward into the next seven generations.

## CONCLUSION

The high level of engagement and diversity of voices and perspectives that contributed to the creation of Pathways is inspiring and an indication of the collective passion we share for the important work happening at Nipissing University.

We hope all members of our community feel a sense of pride in our path forward and in the collaborative, community-minded, process through which it was developed. As our journey continues, and we embrace our renewed identity, we will learn together and walk together towards Nipissing University's bright future.

The privilege and significance of walking alongside Indigenous communities throughout this process cannot be understated; our future is together.

*Pathways: Our Commitments to Water, Land, and People*, is a forward-looking plan that will serve as our compass for the next five years, and the Treaty grounds our work for the next seven generations; it is both aspirational and well within our reach.

# ACKNOWLEDGMENTS

A special thank you to all of our constituent groups and to First Nations and Community partners:

- The Nipissing University Council on Indigenous Education
- Nipissing and Dokis First Nations
- University Board of Governors
- University Senate
- Students
- Faculty
- Staff
- Alumni
- Regional Communities at Large
- Regional Education Institutions
- Regional Government/Elected Officials
- University Management Group
- Donors to Nipissing University
- External Relations

## STRATEGIC PLANNING STEERING COMMITTEE

Nipissing University extends its gratitude to the students, staff, faculty, and community members of the Strategic Planning Steering Committee who generously gave their time, expertise and ideas to this process, ensuring the diverse perspectives of our constituents and communities were thoughtfully gathered and represented in Pathways. A special thank you to Co-Facilitators, Romeo Fournier and Cristin Talentino, for their leadership and guiding us through this meaningful journey, and to our members:

Tyrell Chambers

Graydon Raymer

Sema Chaudhry

Steven Smits

Chris Hachkowski

Lindsey Voisin

Heather Hersemeyer

Michelann Parr

Kristin Lucas

Tanya Matthews

Terra Nevrencan

Barbara Popkie and Melinda DeBenedet, Steering Committee Support

Cherriian Pearson, Nipissing First Nation

Mabel Dokis, Dokis First Nation

Mike Couchie, Elder, Nipissing First Nation

Cindy Peltier, Wiikwemkoong Unceded Territory and Nipissing First Nation,  
Special Advisor to the President on Indigenous Matters

Maurice Switzer, Chair, Nipissing University Indigenous Council on Education,  
Mississaugas of Alderville First Nation

Kevin B. Wamsley (Chair)

**Senate Report**  
**Provost, Vice President Academic and Research (Interim)**  
**June 9, 2023**

1. As communicated in emails from the Teaching Hub, the university will be transitioning from Blackboard Learn to Blackboard Ultra. The Teaching Hub is sending email updates regarding workshops etc.

As you consider this transition, please consider the following **5 Things You Need to Know About the Transition to Blackboard Learn Ultra**, courtesy of Kyle Charron:

1. Attend workshops and keep an eye on the [Teaching Hub website](#) for further resources. The workshops provide an opportunity to have a group discussion and share specific use cases not only with the LSTs but other Instructors.
  2. Please ensure that all course material is backed up outside of Blackboard as soon as possible, but no later than August 1, 2023. Please note that doing regular backups is best practice.
  3. LSTs will not be copying from old shells automatically for the Blackboard version change.
  4. You must import your own content for the move to Blackboard Learn Ultra.
  5. New shells will be available 2-3 weeks after the course offerings for fall are finalized by the Deans' Offices and Registrar's Office.
2. We have begun the testing phase for Student Course Experience Surveys in Explorance Blue. Faculty who will be teaching this summer will be contacted to request their participation. No data will be kept by the university as we are focussed on testing the workflow.
  3. International recruitment, admissions and support is now co-located in Rooms F204 and F205. This area also includes a space for international students to gather and will provide access to services that will support them from recruitment through to graduation and beyond.
  4. The Equity Centre is also moving to a new location beside A238 and A244A.

The PVPAR presented the attached 2022-23 Annual Tenure and Promotion Report and expressed her congratulations.

Congratulations as well to all our graduates and to the faculty, staff and supporters who were part of their journey at Nipissing University.

# Provost's Annual Tenure and Promotion Report

2022-23

January 3, 2023

In accordance with the Tenure and Promotion Procedures of Nipissing University, I am forwarding this report to the next meeting of Senate and the next meeting of our Board of Governors for information.

Article 26.32 (a) of the Collective Agreement states that, "Every year by May 20, the Provost of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 26.32 (b) defines the dimensions of the report as follows:

<b>TENURE</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Deferred</b>	<b>Withdrawn</b>
1	1	0	0	0
<b>Applicants Awarded Tenure (Tenure &amp; Promotion Process):</b>				
Dr. Kathryn Ewers				

<b>PROMOTION TO ASSOCIATE PROFESSOR</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>	<b>URAC</b>
3	3	0	0	0
<b>Applicants Awarded Promotion to Associate Professor:</b>				
Dr. Charles Anyinam Dr. Stephen Connor Dr. Ron Hoffman				

<b>PROMOTION TO PROFESSOR</b>			
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>
4	4	0	0
<b>Applicants Awarded Promotion to Professor (T&amp;P Process):</b>			
Dr. Gyllian Phillips			
Dr. Sal Renshaw			
Dr. Kristina Karvinen			
Dr. Veronika Williams			

<b>No. of Applications heard by the University Review Appeals Committee</b>	0
<b>No. of Grievances heard by the University Review Appeals Board</b>	0

<b>No. of Job Candidates awarded Tenure upon appointment</b>	0
<b>No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment</b>	0



## Board of Governors Report to Senate - June 2023

### **Board of Governors Meeting April 27, 2023**

The Annual General Meeting of the Board of Governors was held on April 27, 2023, in the President's Boardroom (F303) and via Zoom remote conferencing, where elections for the 2023/24 Board Officers took place and David Smits, Incoming Board Chair, John D'Agostino, Incoming Board Vice-Chair and Kathy Wilcox, Incoming Board Vice-Chair Pro Tem were elected to a one-year term.

The Board approved revisions to the 'Search & Appointment of Non-Academic Vice-Presidents' policy, to better support recruitment and succession planning, which reflect best practices across the province and country. All Board-approved policies are available for viewing on the Nipissing University website.

The President and Assistant Vice-President, Finance & Infrastructure reviewed the budget package in great detail. Following the presentation, the AVP was pleased to present the first balanced budget at Nipissing University in ten years, and following discussion, the 2023/24 Nipissing University Ancillary Fees, the 2023/24 Nipissing University Student Union Ancillary Fees, the 2023/24 Domestic tuition rates, the 2023/24 Out-of-Province tuition rates and the 2023/24 Budget were approved as presented.





**Nipissing University Alumni Advisory Board report to Academic Senate  
June 2023**

**Congratulations, Graduates!**

The Nipissing University Alumni Advisory Board sends our congratulations to all students who are graduating this year, and we welcome them to the Laker Alumni Family. Thanks to all Nipissing Faculty and Staff who supported our new alumni through their educational journeys and for all the work that you put into making Nipissing's 2022-2023 academic year a fantastic success.

**NUAAB President**

At our annual retreat held at the end of May, NUAAB elected Laurel Muldoon as our new president. Laurel has served as vice-president for the last several years, and we are thrilled she was willing to fulfill the role of President. Laurel will also serve as NUAAB's representative to the Board of Governors commencing in September 2023.

We would like to extend our deepest appreciation to Lisa Snider for her engagement with NUAAB over the years. Her leadership was instrumental in keeping NUAAB engaged during the pandemic, and we wish her continued success on all her journeys ahead!

**Save the Date – Homecoming 2023**

Get ready, Lakers! Homecoming 2023 will be taking place from September 22<sup>nd</sup> – 24<sup>th</sup>, 2023! We look forward to welcoming our Alumni back to campus to celebrate all that Nipissing has to offer, and to reflect on their years on campus as a Laker! This year, we plan to make Homecoming a FREE event, so be sure to rally your friends and join us for a weekend full of exciting events. More details will be available online, soon!



## **Academic Senate Report**

June 26th, 2023

### **National Indigenous History Month**

June is National Indigenous History month. This month is a time of reflection and education. As a country, we need to come together to learn the history, cultures, and contributions of Indigenous peoples. We have only just started to tap into the surface of the real history of Indigenous people. We have so much more work to do and this month should serve as a reminder to our duty to be informed and to embrace Indigenous people culture. The month holds immense importance for the opportunities for all Canadians to learn about the profound legacy of Indigenous peoples and how they shaped our country today. We must do our part towards reconciliation and healing

### **Young Leader Community Builders Award**

This well respected award goes to an individual or group under the age of 25 who is actively involved in wholly community service. We are proud that one of our very own Lakers have won this award, Simone Branch. Simone is a student in Criminal Justice who has contributed to many initiatives both on and off campus. She is a strong leader and through her work as Administrative Director of the Nipissing University Black Association for Student Expression (NUBASE) their ongoing commitment to supporting BIPOC students is truly amazing. Simone has a strong commitment to empowering young people. Please join us in congratulating Simone for this excellent achievement. You can also see in article in the BayToday.

### **Pride Month**

June is the month of observance and celebration of Pride Month. This month is dedicated for the celebration of the 2SLGBTQIA+ community. Pride Month was first started after the Stonewall riots in 1969 which was a series of gay liberation protests. Pride month is a time for celebrating love, acceptance, and diversity. Together, let us stand as allies to help create a safe community. NUSU is collaborating with The Equity Centre in a Community Drag Show on June 28th at 6:30pm at On The Rocks at the NUSU Student Centre. For more information please see @nusutalks instagram.

### **Armed Forces Day**

On June 7th, the NUSU team attended the North Bay Armed Forces Day event at the Waterfront. There was a variety of static displays, different information booths, CF-18



tactical demonstrations, and other activities. On this day we gather as a country to pay tribute to the people who serve in the Armed Forces. We also reflect and extend our gratitude to those who served and their families who stand by their side. The families of veterans are unsung heroes who have stood by their sides of their loved ones. It takes a lot of strength and courage to be in this position. It was a very impactful day of reflection and we express our appreciation for the selflessness displayed by our veterans and their families.

### **Bees**

NUSU has welcomed 20,000 new members to their team by adding bee hives to the NUSU Student Centre area. These hives will help pollinate our orchard, future vegetable patch and flowers.

If there are any faculty members who wish to incorporate the bee hives, orchard or surrounding student centre areas into their courses, please contact [communications@nusu.com](mailto:communications@nusu.com).

### **Convocation**

Thank you to the staff and faculty of Nipissing for their dedication and support to our students, especially over the past few years. We appreciate how difficult it has been for everyone in this unique situation and how everyone has worked together to ensure student success.

We would also like to thank the convocation team for putting together the ceremonies. This means so much to these graduates and we appreciate all of the hard work and dedication to making this a success.

**Senate Report**  
**Provost and Vice-President, Academic**  
**July 14, 2023**

1. As communicated in emails from the Teaching Hub, the university will be transitioning from Blackboard Learn to Blackboard Ultra. The Teaching Hub is sending email updates regarding workshops etc.

As you consider this transition, please consider the following **5 Things You Need to Know About the Transition to Blackboard Learn Ultra**, courtesy of Kyle Charron:

1. Attend workshops and keep an eye on the [Teaching Hub website](#) for further resources. The workshops provide an opportunity to have a group discussion and share specific use cases not only with the LSTs but other Instructors.
2. Please ensure that all course material is backed up outside of Blackboard as soon as possible, but no later than August 1, 2023. Please note that doing regular backups is best practice.
3. LSTs will not be copying from old shells automatically for the Blackboard version change.
4. You must import your own content for the move to Blackboard Learn Ultra.
5. New shells will be available 2-3 weeks after the course offerings for fall are finalized by the Deans' Offices and Registrar's Office.



## Board of Governors Report to Senate - June 2023

### Board of Governors Meeting June 27, 2023

The Board of Governors met on June 27, 2023, in the President's Boardroom (F303) and via Zoom remote conferencing, where "Pathways: Our Commitments to Water, Land and People," the 2024-2029 Nipissing University Strategic Plan was presented and subsequently approved.

To meet a recommendation from the Auditor General's report, the Board approved revisions to the Capital Debt Policy. The policy is intended to define the responsibilities for the approval of new external debts, maximum limits of external debt and reporting on capital debt. All Board-approved policies are available for viewing on the Nipissing University website.

Recommendations to appoint the following Individuals to the Research Ethics Board:

- **Dr. Anahita Baregheh**, Associate Professor, Faculty of Education and Professional Studies (3-year term – July 2023, renewable);
- **Dr. Christine Lalonde**, Instructor, Graduate Studies and Research (3-year term – July 2023, renewable);
- **Dr. Adam Davis**, Canadore College (3-year term, renewable); and
- **Dr. Anna-Liisa Mottonen**, Canadore College (3-year term, renewable).

The Board Chair thanked those Board members whose terms are coming to an end: Lisa Snider, Wenda Caswell, Jeff Scott and Bobby Ray, and she spoke to their dedication to Nipissing University throughout their years of service. She also welcomed, as of July 1, 2023, incoming Board members Janet Stockton, Jessica McMillan, Dr. Blaine Hatt and Laurel Muldoon.

The Board of Governors extends its gratitude to outgoing Chair, Marianne Berube, for her dedication and outstanding commitment to the Nipissing University Community. Dave Smits, Incoming Chair, will begin his term on July 1, 2023.

## **Academic Senate Report July 14th, 2023**

### **NSO**

NUSU would like to thank the hard work that was put into the planning, preparation, and execution of New Student Orientation by staff and volunteers. A special thank you to the NSO Orientation Assistants! NSO is essential for the growth and betterment of our incoming first year students to ensure they get all their questions asked, know where their academic resources are, learn about student life, and get the full experience out of their time at Nipissing University. The NSO team put in a lot of hours to execute an event for our new Lakers. NUSU enjoyed providing tours and participating in the resource fair. We look forward to seeing all the new Lakers again this fall at Orientation.

### **Summer PHD Institute**

NUSU was invited to the Summer Ph.D Institute headed by Dr. Blaine Hatt. We had the amazing opportunity to meet the first and second year cohorts and to hear their background and their study interests. The event had a delicious lunch, welcoming remarks, and motivational words of wisdom from staff and faculty. Great information and resources were also provided. NUSU is very grateful that we were given the opportunity to give remarks and provide information at the luncheon. NUSU is excited to host the Ph.D students on July 12th for a BBQ social.

### **Communities in Bloom**

This is just a reminder that the NUSU Student Centre will be one of the first stops for Communities in Bloom Judges on Tuesday, July 25 from 11:45am to 1pm. Please save the date and we look forward to seeing everyone there! We are grateful for the Nipissing community's consideration and support in this endeavour!

### **ACAD 1601**

At the last Academic Senate there was a motion on the agenda seeking to eliminate ACAD 1601 as a degree requirement for BA, BSc, and BFA students. NUSU was opposed to this motion for two main reasons: Firstly, we believed that ACAD 1601 as a degree requirement is highly beneficial to the vast majority of students who take it, such as guiding students in accessing library resources. This is especially true given the anticipated large intake of first-year students whose high school years were interrupted by Covid-19. Secondly, we believed that there had not been enough consultation with the ACAD professors as well as steps moving forward in lieu of ACAD 1601 being a degree requirement. While NUSU acknowledges that ACAD 1601 would still be available to students, and some majors could keep ACAD 1601 as a requirement, we believe the widespread requirement part was of the utmost importance.

Our hope moving forward is that the University will have a tripartite response to the failure of this motion, being that they will reassess ACAD 1601 in our current and unprecedented academic landscape; consult robustly with the ACAD 1601 professors (while recognizing the conflict of interest); and, consider a specialized ACAD course (still as a degree requirement) that caters specifically to certain programs.

# NIPISSING UNIVERSITY

## REPORT OF THE SENATE EXECUTIVE COMMITTEE

July 6, 2023

A meeting of the Senate Executive Committee took place in person and by Zoom conference on July 6, 2023.

The following members participated:

K. Wamsley (Chair), A. Graff, B. Law, C. Mady, P. Maher, D. Walters, T. Sibbald, A. Adler, D. Hay, H. Panchal, S. Landriault (Recording Secretary, n-v)

Regrets: D. Iafrate, S. Renshaw

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

Under Business Arising from the Minutes, the results of the June 26, 2023 Senate secret ballot vote are included in the Senate agenda.

It was noted that as per Senate By-laws Article 7.5(c), the request that the motion be conducted by secret ballot should have been moved, seconded, and put forward for a vote. Members acknowledged this oversight and agreed that the By-laws will be followed for future requests.

A revised schedule of dates for the Senate and Senate Executive meetings for the 2023-24 academic year was provided. The November 11 and May 24 Senate meeting dates were changed to November 17 and June 14, and the November 2 and May 16 Senate Executive Committee meeting dates were changed to November 9 and June 6.

The 2023-24 Senate membership and the 2023-24 Standing Committees of Senate membership were provided and will be included in the Senate agenda.

The Report of the Academic Quality Assurance and Planning Committee dated June 23, 2023, as well as three IQAP Final Assessment Reports and Implementation Plans were provided to the Senate Executive Committee for inclusion in the Senate agenda.

The following elections were provided to the Senate Executive Committee for inclusion in the Senate agenda:

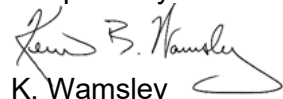
- Joint Committee of the Board and Senate on Governance (two faculty Senators)
- Senate Budget Advisory Committee (one faculty Senator)

All positions are for three-years terms effective July 1, 2023 to June 30, 2026.

Moved by K. Wamsley, seconded by D. Hay that the Senate Executive Committee approves the July 14, 2023 Senate agenda.

CARRIED

Respectfully submitted,



K. Wamsley  
Chair, Senate Executive Committee

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

## 2023-2024 Senate Year

Senate Executive Committee Meeting Dates	Senate Meeting Dates
*Thursday, July 6, 2023 (2:00 p.m. start)	*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 9, 2023	Friday, November 17, 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, June 6, 2024	*Friday, June 14, 2024 (10:30 a.m. start)

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

Senate Zoom Meeting Link:

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

Meeting ID: 880 9246 1985

Passcode: 194317

\*All Senate Executive Committee meetings commence at 3:00 p.m. (except July 6, 2023).

Senate Executive Committee Zoom Meeting Link:

<https://us02web.zoom.us/j/85202423152?pwd=SkE0ZXhwVC96eEJqWU5XcVVvc1Z3UT09>

Meeting ID: 852 0242 3152

Passcode: 570199

# 2023-24 Senate Membership

## Ex-officio Members

- Dr. Kevin Wamsley, President & Vice Chancellor (Chair)
- Dr. Ann-Barbara Graff, Provost, Vice-President, Academic (Vice-Chair)
- Cheryl Sutton, Vice-President, Finance and Administration
- Dr. Pat Maher, Dean of Teaching
- Dr. Barbi Law, Dean of Graduate Studies and Research (Interim)
- Dr. Callie Mady, Dean of Education and Professional Studies (Interim)
- Dr. Dan Walters, Dean of Arts & Science (Interim)
- Debra lafrate, Registrar
- Dr. Nancy Black, Executive Director - Library Services

## Faculty of Arts and Science

- Dr. Lanyan Chen 1-Jul-22 to 30-Jun-25
- Dr. Reade Davis 1-Jul-23 to 30-Jun-26
- Dr. Hilary Earl 1-Jul-22 to 30-Jun-25
- Dr. Robin Gendron 1-Jul-21 to 30-Jun-24
- Dr. Ali Hatef 1-Jul-23 to 30-Jun-26
- Dr. Gillian McCann 1-Jul-23 to 30-Jun-26
- Dr. Jamie Murton 1-Jul-21 to 30-Jun-24
- Dr. Sean O'Hagan 1-Jul-23 to 30-Jun-26
- Dr. Gyllie Phillips 1-Jul-21 to 30-Jun-24
- Dr. Sal Renshaw 1-Jul-21 to 30-Jun-24
- Dr. Susan Srigley 1-Jul-21 to 30-Jun-24
- Dr. Trevor Smith 1-Jul-23 to 30-Jun-26
- Dr. Nancy Stevens 1-Jul-22 to 30-Jun-25
- Dr. David Tabachnick 1-Jul-23 to 30-Jun-26
- Dr. Leslie Thielen-Wilson 1-Jul-22 to 30-Jun-25
- Dr. Roxana Vernescu 1-Jul-22 to 30-Jun-25
- Dr. Andrew Weeks 1-Jul-23 to 30-Jun-26
- Dr. Richard Wenghofer 1-Jul-22 to 30-Jun-25
- Dr. Sarah Winters 1-Jul-23 to 30-Jun-26
- Dr. Haibin Zhu 1-Jul-23 to 30-Jun-26

## Faculty of Education and Professional Studies

- Dr. Adam Adler 1-Jul-23 to 30-Jun-26
- Dr. Jane Barker 1-Jul-22 to 30-Jun-25
- Dr. Kristen Ferguson 1-Jul-23 to 30-Jun-26



- Dr. Christopher Greco 1-Jul-23 to 30-Jun-26
- Dr. Dean Hay (Deputy Speaker) 1-Jul-22 to 30-Jun-25
- Dr. Todd Horton 1-Jul-22 to 30-Jun-25
- Dr. Tammie McParland 1-Jul-23 to 30-Jun-26
- Dr. Paul Millar 1-Jul-23 to 30-Jun-26
- Dr. Jonathan Muterera 1-Jul-21 to 30-Jun-24
- Dr. Graydon Raymer 1-Jul-21 to 30-Jun-24
- Dr. Alison Schinkel-Ivy 1-Jul-23 to 30-Jun-26
- Dr. Tim Sibbald (Speaker) 1-Jul-22 to 30-Jun-25
- Dr. Mary Pat Sullivan 1-Jul-23 to 30-Jun-26
- Dr. Jeff Thornborrow 1-Jul-23 to 30-Jun-26
- Dr. Rick Vanderlee 1-Jul-22 to 30-Jun-25
- Dr. Veronika Williams 1-Jul-23 to 30-Jun-26

### **Indigenous Council on Education Representative**

- TBA

### **Board of Governors Representatives**

- TBA
- TBA

### **Alumni Advisory Board Representative**

- Ryan Hehn

### **Instructor Representatives**

- Dr. Oriana Pokorny 1-Sep-22 to 31-Aug-25
- Corina Irwin 1-Sep-22 to 31-Aug-25
- Laura Sinclair (Librarian) 1-Jul-22 to 30-Jun-25

### **Student Representatives**

- \*Riley McEntee (NUSU President)
- \*Em Cooke (VP Finance & Administration)
- \*Harikesh Panchal (VP Advocacy & Awareness)
- \*TBA (A&S Rep.)
- \*Sam Greco (EPS Rep.)
- \*TBA (GRAD Rep.)

*\*NUSU voting members*

# 2023-24 Standing Committees of Senate

## Senate Executive Committee

- Dr. Kevin Wamsley (Chair)
- Dr. Ann-Barbara Graff, (Vice-Chair)
- Dr. Pat Maher
- Dr. Barbi Law
- Dr. Callie Mady
- Dr. Dan Walters
- Debra Iafrate
- Dr. Tim Sibbald (Senate Speaker) 1-Jul-22 to 30-Jun-25
- Dr. Dean Hay (Deputy Senate Speaker) 1-Jul-22 to 30-Jun-25
- Dr. Sal Renshaw (A&S Senator) 1-Jul-22 to 30-Jun-25
- Dr. Adam Adler (EPS Senator) 1-Jul-23 to 30-Jun-26
- Harikesh Panchal (NUSU Executive) 1-May-23 to 30-Apr-24
- Sandy Landriault (Senate Secretary) Recording Secretary (non-voting)

## Academic Appeals and Petitions Committee

- Debra Iafrate (Chair)
- Dr. Robin Gendron (A&S Senator) 1-Jul-21 to 30-Jun-24
- Corina Irwin (A&S Senator) 1-Jul-22 to 30-Jun-25
- Dr. Logan Hoehn (A&S non-Senator) 1-Jul-22 to 30-Jun-25
- Dr. Alison Schinkel-Ivy (EPS Senator) 1-Jul-23 to 30-Jun-26
- Jeff Thornborrow (EPS Senator) 1-Jul-23 to 30-Jun-26
- Dr. Julie Corkett (EPS non-Senator) 1-Jul-23 to 30-Jun-26
- Harikesh Panchal (NUSU VP Advocacy and Awareness) 1-May-23 to 30-Apr-24
- TBA (A&S Undergraduate student representative)
- Sam Greco (EPS Undergraduate student representative) 1-May-23 to 30-Apr-24
- TBA (Graduate student representative)
- Jane Hughes (Secretary to the Registrar) Recording Secretary (non-voting)

## Academic Awards Committee

- Debra Iafrate (Chair)
- TBA
- Romeo Fournier
- Dana Mackfall
- Steven Smits
- TBA (A&S Senator)
- Dr. James Abbott (A&S non-Senator) 1-Jul-22 to 30-Jun-25
- Dr. Jane Barker (EPS Senator) 1-Jul-22 to 30-Jun-25
- Anna Przednowek (EPS non-Senator) 1-Jul-22 to 30-Jun-25
- Riley McEntee (NUSU President) 1-May-23 to 30-Apr-24
- Sam Greco (Student Senator) 1-May-23 to 30-Apr-24
- Jane Hughes (Secretary to the Registrar) Recording Secretary (non-voting)

## Academic Curriculum Committee

- Dr. Ann-Barbara Graff (Chair)
- Dr. Callie Mady
- Dr. Dan Walters
- Debra Iafrate
- Dr. Nancy Black
- Dr. Roxana Vernescu (A&S Senator) 1-Jul-23 to 30-Jun-26
- Dr. Jamie Murton (A&S Senator) 1-Jul-21 to 30-Jun-24
- TBA (A&S non-Senator)
- Dr. Tammy McParland (EPS Senator) 1-Jul-23 to 30-Jun-26
- Dr. Paul Millar (EPS Senator) 1-Jul-23 to 30-Jun-26
- Dr. Ping Zou (EPS non-Senator) 1-Jul-23 to 30-Jun-26
- Dr. Alex Karassev (A&S) Graduate Coordinator/Graduate Chair
- Dr. Blaine Hatt (EPS) Graduate Coordinator/Graduate Chair
- Harikesh Panchal (NUSU Executive) 1-May-23 to 30-Apr-24
- TBA (A&S Undergraduate student representative)
- Sam Greco (EPS Undergraduate student representative) 1-May-23 to 30-Apr-24
- TBA (Graduate student representative)
- Jane Hughes (Secretary to the Registrar) Recording Secretary (non-voting)

## Academic Quality Assurance and Planning Committee

- Dr. Ann-Barbara Graff (Chair)
- Dr. Pat Maher
- Dr. Barbi Law
- Dr. Dan Jarvis
- Dr. Dan Walters
- Debra Iafrate
- Stephen Tedesco
- Dr. Nancy Black
- Judy Smith (Board of Governors)
- Dr. Susan Srigley (A&S Senator) 1-Jul-23 to 30-Jun-26
- Dr. Jamie Murton (A&S Senator) 1-Jul-21 to 30-Jun-24
- TBA (EPS Senator)
- Dr. Veronika Williams (EPS Senator) 1-Jul-23 to 30-Jun-26
- Dr. Andrew Ackerman (A&S non-Senator) 1-Jul-22 to 30-Jun-25
- Dr. Nathan Kozuskanich (A&S non-Senator) 1-Jul-22 to 30-Jun-25
- Alireza Khorakian (EPS non-Senator) 1-Jul-22 to 30-Jun-25
- Dr. Prasad Ravi (EPS non-Senator) 1-Jul-23 to 30-Jun-26
- Harikesh Panchal (NUSU Executive) 1-May-23 to 30-Apr-24
- Sam Greco (Undergraduate student representative) 1-May-23 to 30-Apr-24
- TBA (Graduate student representative)
- Sandy Landriault (Senate Secretary) Recording Secretary (non-voting)

## By-laws and Elections Committee

- Dr. Tim Sibbald (Chair & Senate Speaker) 1-Jul-22 to 30-Jun-25
- Dr. Dean Hay (Vice-Chair & Deputy Senate Speaker) 1-Jul-22 to 30-Jun-25
- Dr. Ann-Barbara Graff
- Dr. David Tabachnick (A&S Senator) 1-Jul-23 to 30-Jun-26
- Dr. Todd Horton (EPS Senator) 1-Jul-22 to 30-Jun-25

- Riley McEntee (NUSU Executive) 1-May-23 to 30-Apr-24
- Sandy Landriault (Senate Secretary) Recording Secretary (non-voting)

## Graduate Studies Committee

- Dr. Barbi Law (Chair)
- Dr. Hilary Earl
- Dr. Blaine Hatt
- Dr. April James
- Dr. Alexandre Karassev
- Dr. Benjamin Kelly
- Dr. Graydon Raymer
- Dr. Nancy Black
- Debra lafrate
- Dr. Callie Mady
- Dr. Dan Walters
- TBA (Graduate student representative)
- Laura Snoddon (Secretary to the Office of Graduate Studies and Research) Recording Secretary (non-voting)

## Honorary Degrees Committee

- Dr. Kevin Wamsley (Chair)
- Dr. Ann-Barbara Graff (Vice-Chair)
- Dr. Dan Walters
- Dr. Sean O'Hagan (A&S non-Senator) 1-Jul-22 to 30-Jun-25
- Dr. Ping Zou (EPS non-Senator) 1-Jul-22 to 30-Jun-25
- Dave Smits (Board of Governors)
- Jason Bramburger (Alumni Advisory Board)
- Riley McEntee (NUSU Executive) 1-May-23 to 30-Apr-24
- TBA (Assistant to the President) Recording Secretary (non-voting)

## Joint Committee of the Board and Senate on Governance *\*elected by Senate not by Faculty Council*

- Dr. Kevin Wamsley (Chair)
- John D'Agostino (Board of Governors)
- TBA (Board of Governors)
- TBA (Board of Governors)
- Riley McEntee (NUSU Executive) 1-May-23 to 30-Apr-24
- Dr. Susan Srigley (Senator) 1-Jul-21 to 30-Jun-24
- TBA (Senator) - **election to be held at Senate**
- TBA (Senator) - **election to be held at Senate**
- TBA (Assistant to the President) Recording Secretary (non-voting)

## Research Committee

- Dr. Barbi Law (Chair)
- Dr. Ann-Barbara Graff
- Dr. Nancy Black
- TBA (A&S Senator)
- Dr. David Zarifa (A&S non-Senator) 1-Jul-22 to 30-Jun-25

- Dr. Jonathan Muterera (EPS Senator) 1-Jul-22 to 30-Jun-25
- Dr. Anahita Baregheh (EPS non-Senator) 1-Jul-21 to 30-Jun-24
- Em Cooke (NUSU Executive) 1-May-23 to 30-Apr-24
- TBA (Graduate student representative)
- Laura Snoddon (Secretary to the Office of Graduate Studies and Research) Recording Secretary (non-voting)

### **Senate Budget Advisory Committee** *\*elected by Senate not by Faculty Council*

- Dr. Ann-Barbara Graff (Chair)
- Cheryl Sutton
- Dr. Dan Walters
- Dr. Richard Wenghofer (A&S Senator) 1-Jul-22 to 30-Jun-25
- Dr. Jonathan Muterera (EPS Senator) 1-Jul-21 to 30-Jun-24
- **TBA (Senator) - election to be held at Senate**
- Em Cooke (NUSU Executive) 1-May-23 to 30-Apr-24
- Sandy Landriault (Senate Secretary) Recording Secretary (non-voting)

### **Teaching and Learning Committee**

- Dr. Pat Maher
- Dr. Nancy Black
- **TBA (A&S Senator)**
- Dr. Sal Renshaw (A&S Senator) 1-Jul-22 to 30-Jun-25
- Dr. Rob Breton (A&S non-Senator) 1-Jul-22 to 30-Jun-25
- Dr. Rick Vanderlee (EPS Senator) 1-Jul-22 to 30-Jun-25
- Dr. Graydon Raymer (EPS Senator) (Chair) 1-Jul-21 to 30-Jun-24
- Dr. Louela Manakil-Rankin (EPS non-Senator) 1-Jul-23 to 30-Jun-26
- Harikesh Panchal (A&S Undergraduate student representative) 1-May-23 to 30-Apr-24
- Sam Greco (EPS Undergraduate student representative) 1-May-23 to 30-Apr-24
- TBA (Graduate student representative)
- Lorrie Tunney Maxwell (Secretary to the Dean of Teaching) Recording Secretary (non-voting)

### **Board of Governors Representatives**

- Dr. Jamie Murton (Senator) 1-Jul-22 to 30-Jun-25
- Dr. Jonathan Muterera (Senator) 1-Jul-22 to 30-Jun-25
- Dr. Blaine Hatt (non-Senator) 1-Jul-23 to 30-Jun-26
- Dr. Alisher Mansurov (non-Senator) 1-Jul-22 to 30-Jun-25

### **Council of Ontario Universities**

- Academic Colleague - Dr. Lanyan Chen 1-Jul-22 to 30-Jun-25
- Alternate - Dr. Sarah Winters 1-Jul-23 to 30-Jun-26

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

June 23, 2023

The sixth meeting of the Academic Quality Assurance and Planning Committee of 2022-2023 was held on Friday, June 23, 2023 in person in F303 and via Zoom conference.

**COMMITTEE MEMBERS:**

Carole Richardson (Chair)  
Barbie Law  
Nathan Colborne  
Nancy Black

Cameron McFarlane  
Jamie Murton  
Nathan Kozuskanich  
Alireza Khorakian

Prasad Ravi  
Veronica Williams  
Riley McEntee  
Sam Greco

Regrets: Dan Jarvis, Pat Maher, Dan Walters, Debra Iafrate, Stephen Tedesco, Judy Smith, Andrew Ackerman, Ron Hoffman

Recording Secretary: S. Landriault

AQAPC members volunteered to review the following IQAP Self-Studies:

- Classical Studies – J. Murton and N. Black
- Philosophy – N. Black and N. Colborne

The Self-Study Quality Assurance Framework Compliance Checklist was included in the agenda.

The Computer Science IQAP Final Assessment Report and Implementation Plan was provided and discussed.

Moved by N. Kozuskanich, seconded by N. Black that the Computer Science IQAP Final Assessment Report and Implementation Plan be accepted and approved.

CARRIED

The Gender Equity and Social Justice IQAP Final Assessment Report and Implementation Plan was provided and discussed.

Moved by P. Ravi, seconded by C. McFarlane that the Gender Equity and Social Justice IQAP Final Assessment Report and Implementation Plan be accepted and approved.

CARRIED

The Religions and Cultures IQAP Final Assessment Report and Implementation Plan was provided and discussed.

Moved by A. Khorakian, seconded by C. McFarlane that the Religions and Cultures IQAP Final Assessment Report and Implementation Plan be accepted and approved.

CARRIED

The Computer Science, Gender Equity and Social Justice, and the Religions and Cultures IQAP Final Assessment Reports and Implementation Plans will be included in the next Senate Agenda.

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 June 23, 2023.

- Motion 2: That Senate approve the Computer Science IQAP Final Assessment Report and Implementation Plan.
- Motion 3: That Senate approve the Gender Equity and Social Justice IQAP Final Assessment Report and Implementation Plan.
- Motion 4: That Senate approve the Religions and Cultures IQAP Final Assessment Report and Implementation Plan.

# FINAL ASSESSMENT REPORT

## PROGRAM UNDER REVIEW

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

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Apr. 22, 2022
2. Site Visit Conducted	Nov. 16 – 17, 2022
3. Reviewer’s Report Received	Feb. 1, 2023
4. Internal Reviewers Response Received	March 18, 2023
5. Dean’s Response Received	April 25, 2023

### The members of the review committee were:

- Dr. Simon Xu, Algoma University
- Dr. Minglun Gong, Guelph University

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

This review was conducted under the terms and conditions of the IQAP approved by Senate on April 26, 2019.

## B. PROGRAM STRENGTHS

Nipissing offers a general program in Computer Science which includes the core topics such as Programming, Data Structure, Software Engineering, Discrete Mathematics, Database, and Computer Organization. In addition to the solid foundation, the computer science program has developed a niche area in game design and development. Recently, the university has engaged in recruitment of international students from India and the number of applications for computer science programs has been doubled. All those indicate that the program is consistent with Nipissing’s mission and academic plan.

## C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT



## Recruitment

**External Reviewers Recommendation #1:** *Since the BA in Computer Science has historically low enrolment with only 3-4 students every year, it is recommended two programs (BA and BSc) be combined into one program, so the program name and course selection are more appealing to students.*

**Unit's Response:** Partially agree.

We agree to develop a new program called Bachelor of Computer Science. If the university supports this initiative, the computer science program can submit the proposal as early as possible.

However, cancelling the BA program is not a good choice. The current BA and BSc programs have been offered for over 20 years. The BA program does not consume any extra resources of the university. The current two programs can offer opportunities for those students who prefer to skip the science courses of the BSc requirements. Offering these two programs at the same time actually brings in benefits for the small computer science program, such as the FTEs.

This recommendation also reminds us of our intention to revise the core courses of the BA program. We note that such a revision may not result in higher enrolments in our courses; in fact, it may even lower the enrolments in some courses.

**Dean's Response:** I agree with the External Reviewers' recommendation to combine the BA and BSc programs to a single BSc degree. However, by offering the BA Computer Science program students can combine with other BA programs in Arts and Science. The only difference between the BA and BSc programs is the requirement to complete 12 credits from the following list of science courses (BIOL-1006, BIOL-1007, CHEM-1006, CHEM-1007, PHYS-1006, PHYS-1007). I recommend removing prescribed list of science courses and allow BSc Computer Science students to take any 12 credits of science courses. This will allow Computer Science students the opportunity to create minors or majors in any science degree program - Biology, Data Science, Environmental Science, Geography, Liberal Science, Math, or Psychology. This would be consistent with other Computer Science programs in the province.

**Provost's Response:** The low enrolment is a significant challenge. I support the Dean's recommendations to remove the prescribed list of science courses, hence allowing BSc Comp Sci students to choose a workable major or minor from other science degree programs.

**External Reviewers Recommendation #2:** *It is recommended that the department work closely with the admission team and registrar's office to reach out to domestic and international students and to increase the conversion rate.*

**Unit's Response:** Yes, we agree with this recommendation. The computer science will support the outreach efforts of the admission team and the Registrar's Office.

**Dean's Response:** I agree with the External Reviewers' recommendation and IRC response. The Provost and Vice President Academic has approved a Letter of Intent to develop a Post-baccalaureate Diploma in AI and Machine Learning Applications. We are in the process of developing the 2-Year PBD program for Senate approval. We aim to recruit international students for an intake in January 2024. A curriculum review and updating courses will help with recruiting domestic and international students. See response below regarding a curriculum update.

**Provost's Response:** The Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning will be recommended to ACC at the June 12<sup>th</sup>, 2023, meeting. If approved, it will go to the June 26<sup>th</sup> Senate meeting. If approved there, recruitment can begin for either the January 2024 or September 2024 intake.

**External Reviewers Recommendation #3:** *It is recommended that department actively endeavor to create individual and pathway transfer articulation agreements with Ontario colleges.*

**Unit's Response:** Yes, we agree with this recommendation. We shall continue to work with the Registrar's Office on these initiatives.

**Dean's Response:** I agree with the External Reviewers' recommendation and IRC response. There are two pathway agreements with Humber College – Computer Engineering Technology and Electromechanical Engineering Technology. However, these programs have not recruited many students. We will work with the Pathway Development Coordinator to explore new Pathway to Degree programs.

**Provost's Response:** We will work with the Office of the Registrar to promote current pathways and investigate the possibility of increasing these options with our Pathway Development Coordinator.

### Curriculum

**External Reviewers Recommendation #4:** *It is recommended that the department revisit undergraduate curriculum with the goal of better supporting students to progress through and to improve the retention rate. Potential changes to be considered include creating an Introduction to Computer Science II course and adding a second Data Structures course.*

**Unit's Response:** We do not disagree. Although C++ Programming (COSC 1567) currently functions as an Introduction to Computer Science II course, another course may be proposed and offered, in addition to COSC 1567, to facilitate the transition to data structures/algorithms and to more advanced third-year courses. The department currently has a Data Structures II course (COSC 2007) on the curriculum. However, it has often been cancelled or not offered due to enrollment. The courses should also be renamed as Data Structures and Algorithms I and II to better reflect their content.

**Dean's Response:** I agree with the External Reviewers' recommendation. The retention rate from year 1 to year 2 is low. The reviewers recommend developing more foundational courses in the first year to help the transition to year 2. They suggested this approach has been successful at several other universities in the province. In addition to Computer Science I, II, Data Structures I, II, they recommend adding a computing skills course in 1<sup>st</sup> year.

**Provost's Response:** I support the External Reviewers' and the Dean's suggestions. Student retention is key to the university's mission and stability. The program needs to revise their courses to meet the needs of students and hence support student retention.

**External Reviewers Recommendation #5:** *It is recommended that a fourth-year course in Algorithms be added into the core curriculum of CS programs so that there are two required fourth courses and it is in line with CS programs in other universities.*

**Unit's Response:** We agree that such a course is foundational for computer science. However, assurances are needed from the administration to ensure that the course is offered even with a low fourth-year enrollment. A new proposal for the fourth-year algorithms course is forthcoming from the Computer Science program.

**Dean's Response:** I agree with the reviewers' recommendation and IRC response to add a required 4th year Algorithms course to the curriculum requirements. Recruiting international students through a Post-Baccalaureate Diploma and a curriculum review will help increase enrollments from 1st year to 4th year, negating the need lower the threshold for low-enrollment courses.

**Provost's Response:** The institution cannot offer assurances that courses with low enrolment will be offered. I am hopeful that following up on previous recommendations will result in increased retention, and that the enrolment of Post Bac students will assist in ensuring that the courses will have the minimum enrolment required to offer them.

**External Reviewers Recommendation #6:** *It is recommended that the contents for some of the courses such as COSC2116 and COSC3657 be modernized, and the learning outcomes of some courses be updated.*

**Unit's Response:** We agree. COSC 2116, COSC 3657, and perhaps others need to be greatly revised, and the academic calendar course descriptions will be updated to reflect these revisions.

**Dean's Response:** I agree with the External Reviewers' recommendation and IRC response. The Computer Science program requires a curriculum review to ensure that courses are up to date with revised learning outcomes that align with the degree level expectations.

**Provost's Response:** The unit needs to undertake a curriculum review. This could result in major modifications or minor modifications.

**External Reviewers Recommendation #7:** *It is recommended that the department consider making either COSC 1901 or COSC 1902 available to Computer Science students as an elective, as well as making one or both as mandatory courses on computer literacy for students from other disciplines.*

**Unit's Response:** We agree. The department will soon submit a new minor revision proposal for the BA and BSc program. The content of these courses will also be revised to correspond with the Computer Science program.

**Dean's Response:** I agree with the reviewers' recommendation and IRC response. Adding either COSC-1901 or 1902 to the Computer Science 1st year requirements will help students transition from 1st year to 2nd year.

**Provost's Response:** Adding either COSC-1901 or 1902 to the Computer Science 1st year requirements will help students transition from 1st year to 2nd year and should be part of the larger curriculum review.

**External Reviewers Recommendation #8:** *It is recommended to lower the threshold for minimum number of students in a course from 15 to 10, so that more courses can be offered.*

**Unit's Response:** We agree. However, given the program's current enrollment situation, the threshold may need to be even lower than 10 to help to ensure program development.

**Dean's Response:** I need to be mindful of the Collective Agreement to ensure that faculty workloads across the academic units is equal. I am hopeful that by implementing the reviewers' recommendations – creating a Post-baccalaureate Diploma, updating courses and the learning outcomes, revising the core curriculum, and developing a co-op option – that low enrollment courses will not be an issue in the very near future.

**Provost's Response:** The current enrolment requirements are consistent across programs and faculties and are in place to support the university's sustainability. I do not anticipate changes.

**External Reviewers Recommendation #9:** *It is recommended that a co-op program and one certificate program be developed based on the expertise of the faculty and demand of the market.*

**Unit's Response:** We agree. The co-op program needs to be established as soon as possible.

**Dean's Response:** I agree with the External Reviewers' recommendation and IRC response. The previous Dean had made agreements with local business to guarantee co-op placements in North Bay and elsewhere. The Dean's office recently added a staff member to develop a co-op program in Arts and Science. We will continue working towards creating a co-op program that can serve Computer Science students and other programs in Arts and Sciences.

**Provost's Response:** I agree with the Dean's response.

## Resources

**External Reviewers Recommendation #10:** *It is recommended that the replacement position hiring in Computer Science be provided.*

**Unit's Response:** We agree. The budget for the replacement needs to be formalized as soon as possible.

**Dean's Response:** The Chair of Computer Science and Mathematics and the Dean's office are working with local industry partners to create an Industrial Research Chair position in Artificial Intelligence and Machine Learning. However, I note that requests for faculty positions are subject to budgetary processes and approvals within the Faculty and the University as a whole.

**Provost's Response:** Work continues to create an Industrial Research Chair position in Artificial Intelligence and Machine Learning.

**External Reviewers Recommendation #11:** *Considering the rapid growth of Computer Science departments in other Ontario universities, it is recommended that special funding be provided by the administration to support the department's growth initiatives.*

**Unit's Response:** We agree. Computer Science is an attractive program. Therefore, investing in the Computer Science program is cost-effective for the university, and is especially important for attracting international students.

**Dean's Response:** I agree that Computer Science programs across the province are growing rapidly at other Ontario universities. I hope that by implementing the reviewers' recommendations that Nipissing's Computer Science program follows the same trend. However, all funding requests are subject to budgetary processes and approvals within the Faculty and the University as a whole.

**Provost's Response:** At this time, special funding to support growth initiatives is not available.

## Outreach

**External Reviewers Recommendation #12:** *It is recommended that the university/the department Improve engagement with alumni, preferably through social media as an effective and economical approach.*

**Unit's Response:** Yes. We agree. The computer science program is ready to help conduct such events.

**Dean's Response:** I agree with the External Reviewers' recommendation and IRC response. The university recently added a Manager of Digital Media and Strategies to develop a more comprehensive and targeted marketing strategy for the university. Also, the Dean's office can help support promoting Computer Science initiatives through social media to increase the profile of the program externally.

**Provost's Response:** With the Manager of Digital Media Strategies and the assistance of the Dean's office, work will continue to engage with alumni.

**External Reviewers Recommendation #13:** *It is recommended that one faculty retreat be held by the department every two or three years to engage stakeholders.*

**Unit's Response:** We agree that faculty interaction with stakeholders, both within and beyond the North Bay area, is important.

**Dean’s Response:** I agree with the External Reviewers’ recommendation and IRC response. However, I would recommend that the members of the computer science program hold an annual retreat to consider how the proposed curriculum changes are meeting the needs of students and improving the transition from year 1 through year 4.

**Provost’s Response:** I agree with the Dean’s recommendation that the members of the computer science program hold an annual retreat to consider how the proposed curriculum changes are meeting the needs of students and improving the transition from year 1 through year 4.

**External Reviewers Recommendation #14:** *It is recommended the department make connections with the local IT industry to prepare for the Coop program.*

**Unit’s Response:** We agree. We had previously established an advisory committee that included the Department Chair, Computer Science faculty, and leaders of the local industry. We may reactivate this committee as required. Additionally, due to the new remote/distance paradigm in many computer-related professions, the scope of faculty interaction with government, industry, and business can now extend beyond the North Bay area.

**Dean’s Response:** I agree with the External Reviewers’ recommendation and IRC response. As mentioned above, the previous Dean of Arts and Science has made connections with the tech industry in North Bay and surrounding areas to secure placements for computer science and other Arts and Science students. I will continue to network with these industries to ensure that we can meet the demand of growing enrollment in computer science.

**Provost’s Response:** I agree that the Dean should continue to network with local IT industries to ensure opportunities for co-op and collaboration with the Computer Science program.

#### D. IMPLEMENTATION PLAN

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


RECOMMENDATIONS BY THE PROVOST	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Based on Recommendation #1, I support the Dean’s recommendations to remove the prescribed list of science courses and allow BSc Comp Sci students to choose a workable major or minor from other science degree programs.	Chair and faculty with recommendation to Dean and curriculum approval process	Fall 2023
Based on Recommendation #2, the Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning will be recommended to ACC at the June 12 <sup>th</sup> , 2023, meeting. If approved, it will go to the June 26 <sup>th</sup> Senate meeting. If approved there, recruitment can begin for either the January 2024 or September 2024 intake.	After approval, Dean communicates to RO	First intake January 2024
Based on Recommendation #3, approval for additional college pathways will go to the June 2023 Senate meeting.	Recommendations for additional pathways go the	First intakes January 2024

June 2023 Senate meeting

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Based on Recommendations #4, 5, 6, 7, and 13, the department should undertake a curriculum review with the goal of better supporting students' progression and to improve the retention rate. Potential changes to be considered include creating an Introduction to Computer Science II course, adding a second Data Structures course, and adding either COSC-1901 or 1902 to the Computer Science 1st year requirements to help students transition from 1st year to 2nd year.	Department members, and then follow the regular curriculum approval process	Fall 2023
Based on Recommendation #10, work continues to create an Industrial Research Chair position in Artificial Intelligence and Machine Learning.	Dean with city and local businesses	Hire for September 2024
Based on Recommendation #14, the Dean should continue to network with local IT industries to ensure opportunities for co-op and collaboration with the Computer Science program.	Dean and co-op coordinator A/S Office	Ongoing

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# FINAL ASSESSMENT REPORT

## PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Gender Equality and Social Justice	[Select Date]	Provost and Vice-President

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Nov. 25, 2021
2. Site Visit Conducted	April 4, 6 and 8, 2022
3. Reviewer's Report Received	May 16, 2022
4. Internal Reviewers Response Received	May 31, 2023
5. Dean's Response Received	May 31, 2023

### The members of the review committee were:

- Dr. Abigail B. Bakan, Ontario Institute for Studies in Education
- Dr. Margot Francis, Brock University

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

- **Bachelor of Arts**

This review was conducted under the terms and conditions of the IQAP approved by Senate on April 26, 2019.

## B. PROGRAM STRENGTHS

We believe the GESJ program, inter alia, uniquely exemplifies Nipissing University's mission, with its focus on student experience, academic research excellence and community engagement as mapped out in the Strategic Plan (2015-20). The department challenges students to think critically about systems of gendered, racial, and colonial power. The department's curriculum and pedagogy are grounded in a commitment to decolonization, antiracism, and gender justice. Faculty and students also indicated sustained links to the region, including with diverse Indigenous nations. Students are encouraged to develop interdisciplinary approaches to debates among and with various communities, including gender and sexual minorities, racialized and Indigenous communities, and to attend to local, national and global contexts. Further, GESJ goes well beyond the Nipissing Strategic Plan in the department's commitment to

fulfilling the calls to action of the Truth and Reconciliation Commission, and the contributions to substantive approaches to Equity, Diversity, and Inclusion (EDI) in course content and delivery.

### C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

[List the specific recommendations from the Review Committee. The Department and Dean will also have an opportunity to comment on each recommendation]

#### **External Reviewers Recommendation #1: *We recommend the conversion of one LTA in GESJ to a tenure-track position.***

**Unit's Response:** The GESJ faculty fully support this recommendation and strongly concur with the reviewers. We recognize that any 'conversion' of an existing LTA to tenure track is not budget neutral, however, this position has been renewed for more than eight years, (6 years at the North Bay campus and 2 years before that at Muskoka). We have clearly demonstrated consistent and ongoing need. As currently configured the position provides extraordinary value to the university – by anchoring the high impact Interdisciplinary courses which have, for more than a decade, represented the kind of teaching innovation that is central to Nipissing's identity and brand. The recruiters consistently inform us that describing these courses to prospective students is an engaging and important part of their 'selling' strategy. This longstanding LTA has also provided essential and crucial teaching support to the Child and Family Studies Program, one of the key growth areas in Arts & Science. Given that CHFS has been increasingly resource challenged in terms of faculty and that there is a desire to provide a tenure-track appointment on the applied psychology side of that program to allow for future student recruitment, the conversion of this shared position is even more vital to the ongoing stability of the existing CHFS program. As currently structured CHFS is made up of nearly 72% Concurrent Education students whose curricula interests are broad. Year over year since 2014 the CHFS enrolment in Con Ed has been steadily increasing – something that cannot be said for many other programs in Arts and Science. It is clearly a very attractive program to students who imagine a future in teaching. The fact that CHFS is not an externally accredited program allows for considerable latitude in terms of future program development that might attract new students while also protecting and enhancing the experience and appeal of the current program to existing concurrent education students. In recognition of the critical financial need to stretch existing faculty resources as far as possible, GESJ is well positioned to develop complementary curriculum for CHFS, especially in light of our existing cross-listed courses as well as our track record of cross-listing and/or cross-coding as much of our program as possible. It also bears repeating, we have partnered with CHFS for many years in sharing a position. Additionally and crucially, the research and teaching expertise of our current incumbent allows us to develop curriculum spanning not only INTD, CHFS and GESJ but also the new environmental studies BA as well as the Masters in Environmental Studies. We strongly believe it is in the financial interests of the university to continue to support this position by converting it to tenure-track as soon as possible.

**Dean's Response:** I acknowledge receiving the request for a tenure-track position within Gender Equality and Social Justice. However, I note that requests for faculty positions are subject to budgetary processes and approvals within the Faculty and the University as a whole.

**Provost's Response:** Tenure track positions have been requested and considered within the institutional processes.

#### **External Reviewers Recommendation #2: *We recommend that GESJ faculty consider a pilot mentorship program for GESJ Majors in their graduating year.***

**Unit's Response:** We appreciate the spirit in which this recommendation was made and agree wholeheartedly that for many students majoring in smaller programs, the challenge of finding themselves in classes with students who have vastly differing disciplinary backgrounds can be frustrating and even restrictive. It is not surprising that students can have a sense of being held back and of 'missing out' on what would otherwise be the opportunities they might have if their classes hewed more closely to a disciplinary cohort. The common degree structure, along with Nipissing's size, generally prevail against this possibility. We also acknowledge the structural problem that all programs not well represented in high schools have – that they are simply not on the radars of incoming first year students. This is a



systemic problem – not unique to GESJ. While the creation of a 4th year mentorship program may go some way towards supporting students who do find themselves interested in undertaking further study in GESJ, we would like to see the university develop better communication strategies regarding program and even course opportunities throughout the student experience – from recruitment through new student orientation and beyond to course enrolment. As it currently stands, existing students largely find out about new courses/programs by word of mouth or via Web Adviser at the time of enrolment.

We agree to undertake further conversation about how we might develop a mentorship program for GESJ students that would suit the specific needs of Majors while also making room for others who may have taken GESJ courses as electives or as a Minor. It seems especially crucial to speak directly to our existing students regarding their ideas about what might best meet their needs. As part of this process we will also explore more ways in which, especially senior students, might provide increased support in recruitment and retention.

**Dean's Response:** While I agree with the External Reviewers and Internal Committee members' sentiment that students entering university may not be familiar with Gender and Social Justice programs, the enrollments in the first and second year are healthy. Although this has not translated into program majors. The Gender Equality and Social Justice Student Collective helps with recruiting by connecting students with social justice campaigns. The faculty and students are active on social media promoting the program initiatives and opportunities. The Dean's office can help extend the reach of the social media posts. The university recently added a Manager of Digital Media and Strategies to develop a more comprehensive and targeted marketing strategy for the university. However, the recruitment and marketing department are responsible for promoting all degree programs at Nipissing University.

**Provost's Response:** If faculty choose to develop a mentorship program as part of their service, they are certainly welcome to consider doing so. I agree with the Dean that the recruitment and marketing department are responsible for promoting all degree programs at Nipissing University.

**External Reviewers Recommendation #3:** *We recommend that GESJ faculty, in collaboration with other units at Nipissing University, consider what would be necessary to support sustainable, high quality, online teaching, including innovative approaches to learning and pedagogy, as part of the ongoing planning of curriculum and outreach.*

**Unit's Response:** Post the Covid 19 emergency teaching measures, GESJ had already committed to providing some online programming each year as part of the normal program delivery. We are carefully monitoring enrolments to determine which are the most effective courses to offer online, in what format (synchronous/asynchronous) and at what times (Fall/Winter/Spring/Summer).

GESJ faculty are also involved in the re-development of the BA Liberal Arts, which is being configured as an online degree. We anticipate we will continue to develop high quality online courses.

**Dean's Response:** I agree with the External Reviewers that a mix of in person, synchronous and asynchronous courses can help different cohorts (e.g. 101 and 105) of students complete the degree requirements. However, if the aim is to permanently offer more than 30% of the GESJ courses online then I would recommend a major modification to the existing GESJ program. The student survey indicates that the faculty members offer innovative learning opportunities. I recommend that faculty members work with the Teaching Hub staff to develop innovative approaches to learning and pedagogy. The goal should be to develop more majors within the Gender Equality and Social Justice program.

**Provost's Response:** Innovative teaching is a goal whether online or onsite.

**External Reviewers Recommendation #3:** *We recommend that the Registrar 's Office review their systems to ensure that GESJ (and other) students who request changes in their name/gender have their wishes respected immediately, and across all university platforms.*

**Unit's Response:** Faculty from GESJ were involved in early conversations with the Registrar's Office some years ago regarding a preferred name policy. It came as something of a surprise to us that the students were still experiencing challenges around this issue. However, faculty have noticed and commented in various fora on the number of students who affirm a name notably different from that on the enrolment lists/Web Advisor. As noted by the reviewers this is another structural problem that will not be unique to GESJ students but, nonetheless, we wholly support the students in expressing their ongoing concerns about barriers around preferred names. If indeed we continue to be challenged around either the policies or systems necessary to make such requests happen quickly and with as few barriers as possible then we would urge the University/Registrar to treat this as an important priority.

**Dean's Response:** I agree with the expressed concerns of the External Reviewers and Internal Reviewers. However, there is a process within the Office of the Registrar for students to declare a preferred name or pronoun. A student can make the request by emailing the Registrar's office or completing a form available in the Registrar's office. The preferred name will replace the legal name on the following Nipissing University internal systems: Student ID card; email display name; class lists; Blackboard Learn, and WebAdvisor. The preferred name may not be reflected on transcripts, enrollment verification, tax forms, and various other internal systems. External institutions including, but not limited to OSAP, RESP providers, Revenue Canada, police record checks and student health insurance providers. Student Development Services is working with the University Technical Services (UTS) to develop an online portal for students to request a preferred name or pronoun.

**Provost's Response:** This is an institutional policy and process, and we will explore ways to ensure that students are made aware of the possibility and the process.

**External Reviewers Recommendation #5:** *We recommend support for GESJ to take steps towards advancing the profile and reach of the program through its online and web-based presence.*

**Unit's Response:** This is a recommendation about recruitment and in particular about the role GESJ could play as a destination program in online as well as in-person recruitment initiatives. We have repeatedly commented on this recommendation in Annual Academic Plans. It's worth noting that this is also a recommendation made in the previous review and indeed in the one before that – thus now spanning nearly twenty years. We regularly participate in all the recruitment efforts made available to us – OUF, the Fall and Winter Open House, New Student Orientation and various other ad hoc events. We have pitched the media and communications staff on numerous occasions with ideas regarding branding and marketing GESJ as well as other programs with little to no take up. This is not an issue GESJ can resolve. The best we can do is what we have always done which is to engage in guerilla marketing campaigns of our own wherever that is possible and wherever it doesn't conflict with the strategic goals of marketing the university overall. The work we have consistently done on developing and delivering the INTD courses goes a long way towards contributing to marketing by highlighting the extraordinary teaching and innovation across the university as a whole. The data we have tracked from these courses also demonstrates that GESJ itself enrolls 25% more students from those who take an INTD course.

**Dean's Response:** I agree with the External Reviewers' recommendation to advance the reach and profile of the GESJ program. All Arts and Science programs should have a prominent online and web presence for the purpose of marketing and recruitment. The university recently added a Manager of Digital Media and Strategies to develop a more comprehensive and targeted marketing strategy for the university. Also, the Dean's office can help support promoting GESJ initiatives through social media to increase the profile of the program externally. As mentioned above, the first and second year GESJ courses are well enrolled, but it is not translating into majors.

**Provost's Response:** Work with the Dean's Office and marketing to highlight the program.

**External Reviewers Recommendation #6:** *We recommend that GESJ initiate a process to form a committee - including other departments, and with central administrative support - to assess the possibilities of a new MA program in Interdisciplinary Social Justice (or some similar name), that would include an online as well as in person curriculum.*

**Unit's Response:** The GESJ Faculty are keen to pursue the potential of an Interdisciplinary Social Justice Masters although we believe the success of such a program would also require the official securing of LTA positions in Social Welfare as well as the GESJ/CHFS/INTD cross appointment.

We have pitched this idea in previous Academic Annual Plans and see it as having the potential to generate new enrolments especially if offered in an online format. Nipissing has a significant number of faculty teaching and researching in the areas of social justice across programs in all faculties. It would not be difficult to generate a Masters Level program in this area.

In light of the recent interest in creating Post Baccalaureate degrees targeted towards international students, it may be more strategic for us, in the short term, to launch an interdisciplinary Social Justice Post Bac.

**Dean's Response:** The faculty of Arts and Science has an existing interdisciplinary Master's program in Environmental Studies. I recommend that GESJ faculty members apply for membership in the Master's of Environmental Studies (MES) program. The GESJ faculty members areas of research are within the scope of the MES graduate program. There is an expectation that graduate faculty members apply for external research grants to help fund graduate students and their research. I agree with the Internal Committees' recommendation to create a Post-Baccalaureate Diploma in the area of Social Justice; this could help increase enrollments. Faculty members in GESJ are working with the Manager of International Recruitment and Admissions to develop a program.

**Provost's Response:** Work with the International Office and the RO to consider the possibility of a Post Bac.

**External Reviewer's Recommendation #7:** *We recommend that Nipissing University consider a targeted hiring program for a cluster of Indigenous scholars to increase the number of Indigenous faculty at the university. We trust that this hiring initiative for a new cohort would be just one of a multi-prong approach to decolonization and creating a safer cultural space for Indigenous students. Given GESJ's position as a leader in the development of curriculum in the area of decolonization and Indigenization, we recommend that one of the positions in the targeted hiring program for Indigenous scholars be allocated to GESJ.*

**Unit's Response:** While we acknowledge and unquestionably support the spirit and the intention of this recommendation, we note that the Reviewers may not have been aware of the recent cluster hire of Indigenous faculty undertaken at Nipissing, nor the ongoing commitment to further hire Indigenous faculty in the future.

Relatedly, while we fully support the hiring of Indigenous scholars who hold doctorates, we also believe that genuine commitment to Indigenization, reconciliation, and especially decolonization, requires a more innovative approach to the inclusion of Indigenous knowledge keepers within academia. We ask that Nipissing University (in consultation with NUICE) create one or more full-time permanent positions specifically for Anishinaabe "community-based educators" who may or may not hold Western academic credentials. In the spirit of equity, such positions should be comparable in remuneration to that of an LTA position.

More specifically, we ask that such a position be created for Erin Dokis, who is a member of Dokis First Nation with family and community ties to Nipissing First Nation, a community-based researcher, and who has taught at NU for almost a decade. Through her award-winning teaching for the departments of Gender Equality and Social Justice, History, and Indigenous Studies, Erin has been at the forefront of educating students in Indigenous knowledge systems, land-based pedagogies, and anti-colonial studies. Erin's work has indeed enabled NU to fulfil its commitment to Indigenization and decolonization, and yet Erin remains a precarious part-time faculty member.

**Dean's Response:** I agree with external reviewers' recommendation and internal review committee's response; it is compatible with University's goal of hiring more Indigenous and under-represented faculty. However, hiring faculty is subject to budgetary processes and approvals within the Faculty and the University as a whole.

**Provost's Response:** Tenure track positions have been requested and considered within the institutional processes.

## D. IMPLEMENTATION PLAN

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

RECOMMENDATIONS BY THE PROVOST	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Based on Recommendation #5, I agree that the Chair should work with the Dean's Office and marketing to highlight the program.	Chair, Dean's Office, Marketing	ongoing
Based on Recommendation #6, the Chair and Dean should work with the International Office and the RO to consider the possibility of a Post Bac.	Chair, Dean's Office, International Office, RO	September 2025

# FINAL ASSESSMENT REPORT

## PROGRAM UNDER REVIEW

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

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

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Nov. 25, 2022
2. Site Visit Conducted	Sept. 13, 15, and 27, 2022
3. Reviewer's Report Received	Feb. 1, 2023
4. Internal Reviewers Response Received	May 2023
5. Dean's Response Received	May 2023

### The members of the review committee were:

- Dr. Linda Darwish, St. Francis Xavier University
- Dr. Cristina Vanin, St. Jerome's University

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

- **Bachelor of Arts**

This review was conducted under the terms and conditions of the IQAP approved by Senate on April 26, 2019.

## B. PROGRAM STRENGTHS

Our review, and especially our conversations with the members of the department, confirm that the program more than meets the expectations of the institution's mission and academic plans. Department members have developed innovative inter-disciplinary programming and pedagogies in keeping with the current needs and interests of students, while maintaining the academic standards of a university-level degree program. We cannot overstate the department's strength and creativity in meeting the challenges of contemporary students' needs with programming that realizes the "full intellectual and personal potential [of students] to the benefit of [the] local, national, and international communities." The department has a clear commitment to helping students become global citizens who possess substantial knowledge of the diversity of religious and cultural traditions. Department members are also exploring the creation of professional certificates that will make a valuable contribution to people employed in human

health sciences. In all of these endeavours, faculty members demonstrate clear evidence of meeting the educational needs of contemporary students and professionals.

## C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**External Reviewers Recommendation #1:** *We recommend that the Religions and Cultures faculty continue to participate in First Year Foundation courses, INTD courses, and dialogue courses. These contribute to Nipissing's strategic priorities. They also open up additional pathways for students to become interested in and to enrol in Religions and Cultures courses.*

**Unit's Response:** While this recommendation depends on the continued support of the Dean of Arts and Science for First Year Foundations (if these courses continue), INTD courses and Dialogue courses, we are enthusiastic to participate in them. Indeed, these courses have been a significant pathway for students into Religions and Cultures, since students coming from high school are often not familiar with the academic discipline of religious studies and its availability as a university program. These courses are also invigorating for faculty and their pedagogy and quite popular with students, they are also connected to and the subject of several of our department members' published research.

**Dean's Response:** I acknowledge that Religions and Cultures faculty members, as well as faculty members from the other Arts and Science programs have contributed to the design and delivery of the First Year Foundations pathway, and Interdisciplinary and Dialogue courses. These courses are intended to introduce students to the wide range of programs within Humanities, Social Sciences and Science programs. The Foundations Pathway, Interdisciplinary Studies and Dialogue courses are not associated with stand-alone degree programs. While these courses contribute to Nipissing's strategic priorities, there is no evidence that they recruit students to the Religions and Cultures program.

**Provost's Response:** As our Strategic priorities will be newly defined in the Spring of 2023, I encourage RCLT to work within their current degree requirements to ensure success in recruitment and retention.

**External Reviewers Recommendation #2:** *We recommend that the Religions and Cultures Department explore the idea of developing certificates in palliative/ end-of-life care and in Health, Healing and Religion. Such certificates open pathways for Nipissing University students to an important area of concern today. They can also bring people from the local community into the Religions and Cultures courses.*

**Unit's Response:** Susan Srigley has drafted a certificate in death studies, but this plan has been paused considering current restructuring and the possibility of making a major modification to Religions and Cultures that would re-focus its programming on interdisciplinary life and death studies. The same is true for a certificate in health, healing, and religion. Until the new programming has been worked out, we will wait on creating new certificates. Given the interest on the part of nursing students in both areas, another approach to this would be to create micro-credentials in these subjects.

The reviewers note the significance and innovation of RLCT faculty in both course content and delivery and the RLCT program notes this recognition as indicative of important niche markets for Nipissing.

**Dean's Response:** I agree with the External Reviewers' recommendation and IRC response. The department has recently introduced several courses in palliative / end of life care and healing, which align with their areas of research. I anticipate the department will introduce a certificate(s) in these areas of study. The certificates would be ideal for nurses, and health care professionals. We will work with the Pathway Development Coordinator to explore College Pathways for the new certificate and degree program.

**Provost's Response:** I support exploration of college pathways and of considering microcredential development outside of program offerings.

**External Reviewers Recommendation #3:** *We recommend that the Religions and Cultures Department explore potential synergies between the increasing Indigenous student demographic and the social justice lens that is core to the Religions and Cultures program.*

**Unit's Response:** This is something that the RLCT program and individual faculty members have been working on, both in terms of curriculum development but also in how we teach our courses. When Dr. Cindy Peltier was hired as the Chair of Indigenous Education, our department set up a meeting with her to discuss how we might incorporate indigenous teachings/knowledge into our classrooms. A few faculty have taken the online course on "Indigenous Canada" offered through the University of Alberta.

Susan Srigley has integrated the indigenous creation stories into her world religions course, with guest lectures by Renée Bedard and Terry Dokis. She has restructured her spiritual journeys course to feature the work of Robin Wall Kimmerer and indigenous spirituality, framing the course through indigenous teachings on kinship with nature. Her death studies courses include teachings of indigenous authors and researchers, and in 2023 she had an indigenous death doula visit her class to talk about indigenous experiences of death and end-of-life care.

Sal frames RLCT 2156 Religion, Justice, and Animals around an extended conversation between Christianity, Judaism, Buddhism and North American Indigenous traditions. Highlighting the way Indigenous traditions position kinship with the natural world at the centre of an ethics that is shaped around relationality provides a dramatic contrast to the Christian notion of an exceptional humanity as the sole reflection and embodiment of the divine. The course also takes these more esoteric ideas and applies them to the contemporary land and wildlife management practices that flow from both the Christian/Colonial informed Western traditions as well as the relational/kinship focus of Indigenous traditions.

Nathan Colborne created RLCT 2166 Issues in Religion and Law, which addresses, among other things, the legal status of indigenous spiritual practices, and he has been adding indigenous content to his courses as he re-teaches them. He has added a section in his evil course that addresses the symbol of the s-vage as a representation of evil and its social and cultural effects.

Gillian McCann created a new course, RLCT 2096 Religion, Colonialism and State Violence, which she teaches regularly, and she incorporates indigenous writers and teachings in a variety of courses.

The FYFE courses taught collaboratively by Susan Srigley and Sal Renshaw, Gyllie Phillips and Sarah Winters included indigenous writers and topics, as well as guest class visits by indigenous knowledge keepers and elders, including Larry McLeod, Tanya Lukin-Linklater and others.

**Dean's Response:** I agree with the External Reviewers' recommendations. The Religions and Cultures should combine programming with Gender Equality and Social Justice. The lens of social justice encompasses both areas of study.

**Provost's Response:** I support RLCT considering combining programming with GESJ. There are many intersections, and a combined program could be very attractive to students.

**External Reviewer's Recommendation #4:** *We recommend that the Religions and Cultures Department explore the possibility of having an additional full-time member added to the department; in particular, that Nipissing consider moving the member who has taught for over a decade in a variety of part-time contracts into a full-time position. This would provide the department with stability that helps with long-term planning of courses and program delivery.*

**Unit's Response:** The department is quite aware that given the current fiscal restraints this recommendation is an unlikely possibility. However, continued part-time support, and in future an LTA is necessary for our program to offer enough courses for our students, especially with sabbaticals.

**Dean’s Response:** I acknowledge receiving the request for a tenure-track position within Religions and Cultures. However, I note that requests for faculty positions are subject to budgetary processes and approvals within the Faculty and the University as a whole.

**Provost’s Response:** Tenure track positions have been requested and considered within the institutional processes.

**External Reviewer’s Recommendation #5:** *We recommend that the Religions and Cultures Department continue to find ways to develop a sense of community among the students who take Religions and Cultures courses, particularly for those seeking a minor or a major in Religions and Cultures.*

**Unit’s Response:** Our student representative on the IRC was helpful in our discussions about fostering student engagement for students in RLCT. While faculty in RLCT are all committed to students and readily available to them, we recognize that social events are often appreciated by students studying in the same discipline. Despite our lack of majors, our students said that they would be interested in social events not just for majors but for any students interested in religion or those who have just taken a course or two. Suggestions were made for trivia nights, game nights and pizza dinners.

One idea that Susan will consider pursuing is starting a regular death café on campus for any of the death curious RLCT students to attend. Several faculty members have also supported and coached students to present at the Undergraduate Research Conference, this year both Susan and Sal organized panel presentations with students in their classes. Susan has included her students from RLCT courses for the past 2 years in presentations at the International Death Festival Lifting the Lid.

**Dean’s Response:** I agree with the External Reviewers’ recommendation that building a sense of community through new certificate(s) and programming that integrates Religions and Cultures, and Social Justice Studies will help develop a broader cohort of students.

**Provost’s Response:** Developing community among students is advantageous for all programs.

**D. IMPLEMENTATION PLAN**

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

RECOMMENDATIONS BY THE PROVOST	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Based on Recommendation #2, I support exploration of college pathways and of considering microcredential development outside of program offerings.	Unit and Dean	April 2024
Based on Recommendation #3, I support RLCT considering combining programming with GESJ. There are many intersections, and a combined program could be very attractive to students.	Unit and Dean	April 2024

